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PHYSICAL EDUCATION IN AUSTRALIA

A study of the history of physical education in Australia and a forecast of future development.

W. Gordon Young, B.A., B.Sc.

A thesis submitted to The University of Sydney in partial fulfilment of the requirements for the pass degree of Master of Education

1962
"The aim of physical education is to obtain and maintain the best possible development and functioning of the body, and thereby to aid the development of mental capacity and of character. The mind and body are so essentially one that the divorce between them in what is commonly called education, appears as unscientific as it is pronounced."

From the report of the British Committee on Physical Education, 1936.
PREFACE

In the last hundred years the world's educationists have been slowly returning to the theory of the ancient Greeks that the training of body and mind is of equal importance in the full and balanced development of the whole personality. Australian education has followed reluctantly, suspicious that the body was to be glorified at the expense of the mind.

The purpose of this thesis is to give the background of physical education in Australia in the general setting of our history. Despite a few enlightened champions, physical education had a battle to survive in Australia until the last twenty years. In fact it lived on only accidentally, with little planning and organization, in the form of military drill and sport.

Not until just before World War II was there any significant government and public appreciation in Australia of the need for a planned programme of physical education to move hand in hand with education of the mind. Big advances have been made in the last twenty years. Today physical education is respected though it has not yet managed to win the equality with academic subjects which classical Greece gave it.

There is a paucity of written record and very little published material about the struggle of physical education to get a footing and
to survive in the Australian education system. The story is buried in Parliamentary reports, minutes of meetings and publications in allied fields. Much of the thesis material also came from correspondence and personal interviews with men and women who saw, or took part in, the events described. In fact this lack of background material points up the urgency of the present work and the need for further research before the fragments are lost.

The appendices are extensive but they include milestones of development in contemporary thought, and facts now made available in more permanent form.

This thesis will lack integrity if acknowledgement is not made of the assistance given by many individuals and organizations. Mr. D. H. Drummond, M.P., former New South Wales Minister for Education, provided copies of documents about the establishment of the Physical Education Advisory Committee of New South Wales, the appointment of the first Director of Physical Education in this State, his authorities and responsibilities. Dr. E. Sydney Morris, Director-General of Health, New South Wales, and Sir Robert Wallace, Vice-Chancellor of the University of Sydney, played important roles in the formative stages of physical education in New South Wales. Notes of informal meetings with them have been used. The late Lieutenant-Colonel Harold Hardwick, first Deputy-Director of Physical Education in New South Wales, supplied valuable information about the cadet era and early swimming in Australia. Dr. C. E. W. Bean made available his notes on the Parks and Playgrounds
Movement, and Sir Harold Alderson assisted with information about the Olympic Games and the British Empire Games. His Honour Judge Adrian Curlewis, Chairman of the National Fitness Council of New South Wales since 1947, verified facts on the development of the National Fitness campaign in Australia. The late Professor Frank Cotton, of the University of Sydney, and Dr. Frank Whitebrook, of the Sydney Teachers' College, suggested the possibilities that lie in the physiological research proposed in an appendix. The Mitchell Library, Sydney, helped by making available documents, and many of the books referred to in the Bibliography. Many of the events in New South Wales since 1938 were closely linked with the writer.

The inter-State information came from colleagues in the Departments of Physical Education, the universities, and the National Fitness Councils. The contributions of Dr. F. Duras (University of Melbourne), Dr. E. H. Le Maistre (University of Sydney), Dr. I. C. Burge (University of Queensland), Mr. R. Gray (University of Western Australia), Mr. B. F. G. Apps (University of Adelaide), and Mr. R. Porter (University of Tasmania), were most helpful in the university section. The heads of the Physical Education Branches - Mr. H. L. Hamilton (Victoria), Mr. R. E. Halliday (Western Australia), Mr. R. Collins (Tasmania), Mr. T. I. Thompson (Queensland), and Mr. E. Butler (South Australia) - closed many gaps in information about physical education activities in their States.
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PART I

PRIMITIVE PHYSICAL EDUCATION

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CHAPTER I

THE FIRST AUSTRALIANS

The present emerges from the past so a brief study of the background of the Australian Aborigine, the earliest known true Australian, gives us a starting point to this history of physical education in Australia.

We will not be wasting time if we begin by seeing whether the Aborigines have left us a legacy in their training of their young, in their sociological patterns and in their physical adjustments to environment.

The number of Aborigines when the whites settled in Australia one hundred and seventy-three years ago did not exceed three hundred thousand;¹ today fewer than fifty thousand full bloods are left. There were five hundred tribes.² A common basis of language existed but many variations of language and different traditions were associated with different tribal territories.

The Aborigines knew no agriculture and, other than the dingo, they had no domesticated animals. Animal husbandry, therefore, was lacking and the race was without the settled vocations of caring for herds or tilling the soil.³ All members of the group were hunters and food gatherers. Some, in the coastal and river areas, developed skill in catching fish. All used wooden or stone implements; spears and clubs

1. (52, p. 10)
2. (130, p. 7)
3. (92, p. 34)
or throwing sticks. The children of some tribes used the bow and arrow, but it was not used by the adults.

All made wind breaks, and nearly all built some kind of wet weather shelter. All made fire by friction or stone striking; all cooked food in the fire or built ovens of hot stones. There was no pottery, nor was water heated.

All tribes had laws and the authority of the elders was undisputed. They did not have what could be termed a tribal king or chief. All tribes were divided into kinship groups and clans. Further division produced fraternities and lodges based on blood relationships and totemism.

All believed that their own lives were linked with the life force pervading their whole environment and all its creatures, stones, trees and stars. So totemism was an integral part of life in all tribes.

All lived a nomadic life with few possessions to encumber them on the move. These nomadic journeys, or "walkabouts", followed a pattern dictated by the seasons. It was a regular pattern repeated at regular intervals and traversing the same circuit within a tribe's own territory.

All tribes seemed to have allowed polygamy but not all men had several wives. Birth had no pangs for the young mother. On the day of the child's birth, the mother was able to continue a journey of thirty miles if the group was travelling. Infanticide was common if food was scarce and was always practised if the child was impaired physically.

1. (130, p. 8)
2. (130, p. 9)
3. (19, p. 235)
ABORIGINAL PHYSICAL EDUCATION

The young male Aborigine served his apprenticeship to manhood from an early age and the degrees of physical training he passed through before marriage and full acceptance into the tribe took many years. The initiation of the male child of the Bibbulum, of Western Australia, was typical of this training of the young Aborigine. ¹ Babyhood, "ngargalulla", was spent with the mother. In boyhood, "nimma-nimma", he was separated from his mother and placed with other youths in camp. Here he learned how to find wild honey and how to hunt for small game. He learned how to make and use toy spears, shields, and boomerangs. He learned the first dances in the play corroborees. A "yagoo", or adult mentor, was appointed to be his tutor.

The next stage was "nimma-mu", or nose piercing. This period extended from autumn to spring and the candidate was known by a string of possum fur about the waist.

The third stage was "balgai". This was designated by a possum string on the forehead and by anointing with charcoal and grease. He now went on a long journey with his "yagoo". They travelled in one direction at the rate of ten miles a day for one hundred and thirty miles or so. The boy was always a great favourite at each of the tribal camps visited. There was singing and dancing and on the return journey, members of the camps met them bringing gifts, vegetables and meat food until the tribal gathering was swelled, on nearing home, to a very

¹ (19, pp.31-41)
large throng.

All were assembling to take part in the fourth stage of initiation, "balleli", which was the most vital part of the whole initiation process.\textsuperscript{1} This was the circumcision rite, a ceremony of great length, and the youth was now "balleli".

In this final period, lasting a year or so, the youth passed through ordeals and trials, long journeys, tests in the use of weapons and in hunting. This training period culminated when physical development was well advanced. Each stage was tested until the tribe was satisfied with his courage, strength, speed, endurance, skill and accuracy. He was fully initiated into the tribe at the blood drinking ceremony when the youth became "weerganju".\textsuperscript{2}

This process of training the children and youth in physical practices produced the ability to perform feats of endurance and speed and great skill in hunting. This is of particular interest to the physical education student of today. It is also significant that long journeys were made on very limited food and water, during which the temperature varied from extreme heat to intense cold; little or no clothing was worn, and no shelter was available.

Dr. Ramsay Smith observed that "...the Aborigines are a graceful people; one can hardly be said to have seen human grace of carriage who has not seen an aboriginal walk.". In walking the trunk was erect, the head upright, the leg was pushed forward with a relatively high knee

\textsuperscript{1} (52, p. 163 )
\textsuperscript{2} (19, p. 41 )
action, the foot was pointed straight forward.¹

The men ran rhythmically, and their agility in climbing steep slopes and rocky hills was amazing; they almost seemed to fly from rock to rock, employing graceful leaps to avoid using their hands in which they carried their spear and wommera. Their remarkable endurance and ability to withstand pain were the result of life-long training in this strenuous activity and hardships associated with their hunting, the moving of camps and acting in corroborees, and the physical ordeals to which they were subjected during initiation. The Aborigine possessed an amazing capacity to travel long distances of up to thirty-five miles day after day.

Frederick D. McCarthy, Curator of Anthropology at the Australian Museum, Sydney, draws attention to the way the Aborigine of Central Australia has adapted himself physiologically to his harsh environment.² He says tests have shown that the Aborigine's heat regulating system enables him to maintain a constant body temperature, despite lack of clothing. This is of critical value in the great summer heat and the contrasting cold of winter nights. There is scope for physical education research to find an explanation of this phenomenon.

TRAINING IN HUNTING SKILLS

The men's task was to hunt game and they attained amazing dexterity with weapons and cunning in tracking, and a profound knowledge of animals' habits and environment.³ They practised constantly, first as a

¹ (92, p.21)
² (Ibid., p. 22)
³ (Ibid., p. 12)
youth learning the hunting skills and later as adults to maintain those skills. Some methods were simple, others involved. To catch birds, for instance, a native would lie concealed with a fish held up in the hand.\(^1\) As a hawk swooped down on the bait, it was caught by the legs and the neck was wrung. Water fowl, ducks, geese, pelicans and swans were pulled down by the hunter swimming expertly underwater. Burrowing animals were dug out or smoked out.

The spear was the principal weapon. There were hunting spears, fighting spears and sacred spears which were used only in ceremonies. Hand spears up to twelve feet long were made from hardwood pointed or barbed at the head. Those with a hollow or light wood shaft were fitted with a hardwood point or, more rarely, with stone or bone. They were hurled by hand or with a spear thrower (the wommera). The spear was a deadly weapon in the hands of a native. All boys practised spear throwing from the time they could throw a stick. Toy spears were made which they threw at targets, or other boys acted as human targets. Great skill was required to throw a spear accurately and great agility to avoid them. Spear fishing was done with long forked spears and both judgement and speed were essential.

Weapons were carefully examined before the hunter set out. Bodies were covered in clay as camouflage and to conceal body odour. The men often tracked and ran down a kangaroo over long distances in dry country when game was scarce and wary. This was a tiring feat, particularly for

\(^1\) (92, p. 36)
a single hunter, and demanded the utmost skill in tracking during the one or two days it could take to kill the animal. In open country a native would stalk a grazing kangaroo step by step, the spear being poised and thrown immediately the kangaroo came within accurate range. In north-western Australia the hunter kept the kangaroo on the move until it was exhausted.¹ In this task his wife might assist by signalling the animal's movements, but it was a test of endurance for man and animal.

The tall trees of the Australian bush, especially where branches were high above the ground, often had to be climbed. Both sexes were nimble and expert tree-climbers. A slender tree was climbed by putting the arms around the trunk and folding up the legs with the feet on the trunk. From a position of sitting on the heels, the climbing was done in a succession of rapid springs. Notches were cut in big smooth trunks as toe holds; one hand held the trunk, the other wielded a tomahawk and cut the next notch. In Queensland and the north coast of New South Wales a long strip of jungle vine was looped around the trunk and held in both hands, the climber ascended in jumps and either moved the loop upward at each jump, or simply walked up the trunk.²

GAMES AND PASTIMES

The Aborigines were known to be a happy people who enjoyed games both in childhood and adult life. Many of their children's games - hide and seek, swinging, wrestling, climbing, sliding, string figures, mock

¹ (92, p. 36)
² (Ibid., p. 71)
combat - are played the world over. Others, such as tracking children and animals, provided more serious training. Thus boys enjoyed sham fights in preparation for duels, and practised the handling of spears, boomerangs and clubs as a preparation for fighting and hunting.

The men competed in spear throwing, wrestling and tracking. Cape York natives wrestled to throw the opponent off his feet. "Weet-Weet", a dart game, was also played.¹ In eastern Australia, men played a ball game with a ball made of strips of possum skin tightly sewn into a skin case. It was thrown or kicked from one player to another member of his side. Sides were selected from "moieties" or clans.² Each side tried to retain possession for as long as possible.³ In western Queensland a hockey game was played with a stick and stone.

Aborigines danced to the rhythm of clap sticks and the "didjeridoo" with jesters and clowns participating. The men performed a great variety of dances in ordinary camp corroborees and sacred religious rites, each dance having its own special meaning.⁴ These were vigorous dances which demanded great endurance. The dances of the women were less spectacular and less strenuous. Men's and women's dances were always conducted separately. Women were forbidden to see the men's corroboree dances which were sacred.

The primitive dance of the Aborigine attracted the interest of Edwin M. Shaw, a leading authority in physical education and the dance.

¹ (92, p. 114)
² (52, p. 91)
³ (92, p. 114)
⁴ (Ibid., p. 14)
Chapter I

Shawn, a Master of Physical Education and a lecturer at Springfield College, U.S.A., was a student of primitive dances.

He claimed that dancing was the oldest art-form of the human race and that throughout the ages, men had used the dance to express every emotion man was capable of feeling. Shawn traced from the primitive dance the religion and music of these peoples. He showed the manner in which the dance served an educational purpose and conserved the culture through the dance legend.

When Shawn visited Australia after World War II he drew the attention of Australian physical education research workers to the rich field for study in the expression through movement of an isolated primitive culture such as that of the Australian Aborigine.

The first Australians survived in their harsh environment because they had a highly developed system of physical education. They did not rely on any innate qualities developing spontaneously in the young; neuromuscular skills were developed by long practice and a graded progression. Over the centuries this continued training toward desired goals produced physical adaptation and specialisation. This is evident in acuity of sight, amazing powers of observation in tracking, physical endurance on little food and water, and the ability to withstand cold without protection.

The nomadic tribal life and the group co-ordination of the hunt required close association in common purposes. The dance, with its movement and rhythm, was used to knit the group together.
CHAPTER II

THE COMING OF THE WHITE MAN

Through the mists of the ages from 23,000 B.C. until some five hundred years ago, the Aborigine occupied the isolated continent of Australia undisturbed, his possession undisputed until the white race came to settle the east coast in 1788.

Captain James Cook, who had landed in Botany Bay on April 30, 1770 — where he found natives fishing with spears and paddling small canoes — reported that the island continent could support a colony. At that time England was transporting one thousand convicts a year overseas, mainly to America. But the American colonies' Declaration of Independence in 1776 effectively ended America as a convict depository and Britain had to look for another colony to take her convicts and ease the overcrowding of her gaols.

In 1786 an Order-in-Council named the east coast of Australia as a suitable location for a penal settlement and the First Fleet of six transports, with seven hundred convicts and two hundred marines and officers on board, sailed in May 1787, under the command of Captain Arthur Phillip, and landed at Sydney Cove in Sydney Harbour on January 26, 1788.1

The voyage to Australia killed the weak — over twenty-five per cent

1. (94, p.9)
of the first one thousand convicts died before arrival - and the barbarous prison life tested and toughened the human material.\footnote{94, p. 9} Existence in the outback frontier completed the initiation of the physically strong prisoner. It produced strength and endurance as well as adaptability and loyalty in "a man's world". Older convicts were preferred to free settlers for work in the bush country. Richard Howitt writes of two ex-convict timber splitters: "Their hands were horny with toil, their faces tanned and tawny, their bodies seemed compounds of iron and leather." \footnote{139, p. 68}

Many prefer to forget that for nearly half of its history White Australia was primarily an extensive gaol. Yet recognition of this fact is basic to an understanding of social mores, the background of education and the pattern of physical education which developed in Australia.\footnote{Ibid., p. 14}

**PHYSICAL FITNESS AS A RESULT OF CHALLENGE AND SELECTION**

The development of physical characteristics and activities was due "to challenge and response", to use one of Professor Arnold Toynbee's terms.\footnote{Ibid., p. 75} "Challenge and response" produced a high index of physical fitness and we can discern at this early date factors which influenced the development of physical recreation and sport.

A marked physical change in the Australian population took place in a short period. In England the convicts transported were said to be a

1. (94, p. 9)  
2. (139, p. 68)  
3. (Ibid., p. 14)  
4. (Ibid., p. 75)
miserable lot, weak and sickly individuals who were petty thieves at best, of depraved morals. Evidence shows that, generally speaking, they underwent a marked change in the Australian environment and the change was mostly for the better.\textsuperscript{1} There was always work to be done. This work required hard physical effort but it was healthy, outdoor work. In Australia the convicts enjoyed a much better standard of living than they had in England. There was good food and a variety of choice. Meat was plentiful and was available three times a day. Convicts under sentence worked fewer hours and they were better fed than were the working people in Britain at that time.

In 1820 Mr. Commissioner J. T. Bigge wrote of the currency (native born) population: "They are generally tall in person, slender in limbs, of fair complexion and small features. They are capable of undergoing more fatigue and they are less exhausted by labour than native Europeans."\textsuperscript{2} He mentions that a visiting sea captain had observed: "The children born in the Colony are very fair and healthy.". Russel Ward in "The Australian Legend" suggests that "probably more and better food and an active out-door life did make the average Cornstalker taller and more slender than the average Briton."\textsuperscript{3}

Even in the early period Australians took that inordinate pride in their sporting prowess which is still characteristic of them. They early achieved the reputation of being excellent swimmers and of being

\begin{itemize}
\item[1.] \textit{(139, p. 29)}
\item[2.] \textit{(Ibid., p. 52)}
\item[3.] \textit{(Ibid., p. 54)}
\end{itemize}
passionately fond of boxing, horse racing and cricket. "The young Australians think themselves unrivalled", an observer of the 1840's wrote, "and wish Lord's players would come out and be stumped out ... before and after the Gold Rush, rowing and yachting were no less keenly loved than cricket and horse racing."  

EXPLORATION

The period of discovery and exploration drew the Australoid and European cultures into conflict.

In the 1830's outrages and killings on both sides were almost continuous. The settlers formed armed parties and killed the natives on sight; others were poisoned by arsenic placed in sheep's carcasses and in water holes. Whole tribes were wiped out or nearly exterminated. On the other hand during the period of early country settlement many white lives were lost to aboriginal spears.  

The view cannot be taken that the Aboriginal influences were completely wiped from the Australian scene, nor are they limited to place names; to the wommera and the boomerang. The early settlers gained much of their knowledge of the outback and learned many methods of survival from the Aborigines. However, few of the Aborigines were able to adjust to white civilisation; starvation, disease and alcohol took a heavy toll but some became good stockmen and horsemen.

In the coming years physical education can perhaps discover some

1. (139, p. 63)
2. (92, p. 17)
of the baffling physiological phenomena of these primitive peoples.\footnote{1}

The Aboriginal lore, training of youth, the games, crafts and the application of tribal ceremony applied to our camping programmes could keep alive the corroboree, the totem, the dance, the physical skill and hunting prowess of the Aboriginal.

The Australian culture is mainly an imported culture. Its source is European and the major influences have come from the British Isles. The differences which have developed and which are characteristic of Australia today evolved under the influences which are now part of our history. This background has left some distinctive marks. It explains some of the pattern of our later development.

Physical education had an interesting part in this background. Although it was not identified as such, physical education existed here before the white civilisation came and it has been a strand being continuously woven into the fabric of our culture up to the present day. It has taken a long time for physical education to mature, in the academic cultural sense, but it has been always very close to the immediate and sometimes urgent needs of this young nation.

The success of sheep raising brought permanent stability to the Colony after 1820.\footnote{2} The discovery of gold at Bathurst by Edmond Hammond Hargraves in 1851 attracted overseas immigrants.\footnote{3}

From 1870 to 1890 was a period of great development, of prosperity and progress. Confidence in the future knew no bounds. Exploration of

\begin{itemize}
  \item \footnote{1}{(92, p. 22)}
  \item \footnote{2}{(22, p. 42)}
  \item \footnote{3}{(22, p.115)}
\end{itemize}
the major portion of the continent was completed; coal and mineral wealth was assured; wool prices and production stood at the highest level of the century. In these twenty years the population had doubled to reach three million. Conditions were hard, comforts were few, but Australia was a land of sunshine and opportunity. The prosperity was well spread to be shared by most of the population. The trade union slogan of the time was "Eight hours' work, eight hours' play, eight hours' sleep and eight bob a day." ¹

¹ (94, p. 59)
CHAPTER III

THE DEVELOPMENT OF COLONIAL SPORT

With prosperity and leisure came increasing public interest and participation in sport, and being English, young Australians played English sports.

The first sports were associated with the business of living - rowing, sculling and sailing. But before the colony was more than fifteen years old cricket was being played. Rugby football, foot running, swimming, boxing, cycling and tennis all rapidly became popular sports in New South Wales, the first colony, and as settlements sprang up in other parts of the continent the young Australia soon produced world champion scullers and boxers, and even challenged English cricket supremacy by winning the first Test match ever played - in 1877. The colony was then eighty-nine years old.

Henry Chadwick in 1889 sums up the position of athletic sports in America, England and Australia:

The last decade of the nineteenth century finds athletic sports in the very zenith of their popularity, alike in republican America as in the colonial provinces of the British Empire. A quarter of a century ago, England monopolised the honours in the great arena of athletic games throughout the civilised world, but now, not only does the New England of the American Continent divide those honours with the Mother Country, but the greatest of the English Colonial possessions, Australia, has entered the lists in successful competition. The spirit of the existing age undoubtedly favours the plan of a judicious combination of physical recreative exercise with mental culture in order to attain the best results in our system of education.1

1. (121, p.5)
Professor T. P. Anderson Stuart, Dean of the Medical School of the University of Sydney for more than thirty years, also commented upon the success of Australians in sport in the nineteenth century:

It is not so very hard to understand why Australians have been able to achieve success in a variety of sports and pastimes. The general health of the community is good, thanks to the conditions under which the people live. The working hours permit of a considerable amount of leisure and I think much can be ascribed to heredity ... Further, the early settlers of Australia were men and women of pluck, determination and grit ... In the days gone by the spirit that was necessary to enable people to carve out their fortunes in a new country, to triumph over difficulty, to ultimately achieve, must inevitably be reflected in their descendants.

Australia can have legitimate pride in the early settlers; the most daring, the most fit of their kind left behind them children and grandchildren equipped with more than ordinary "virtue" in the primitive meaning of the word ... The young man of the Australian universities is both physically and mentally of the highest order ... The Australian working man has shorter hours and a more adequate reward ... To the student a reasonable amount of exercise and athletics is absolutely necessary if a man is to be something more than a pedant.¹

Early in the twentieth century Gordon Inglis said: "To any student of affairs, it seems remarkable that a sparsely populated country should give such all-round results [in games]." ²

These five points appear to sum up the reasons for Australian's early success in sport:

1. The Australian had a reasonable amount of leisure.
2. He lived in a perfect climate.
3. His was a healthy nation, well housed, well nourished and well paid.

¹ (83, pp. 8-10)
² (Ibid., pp. 6-7)
4. There were more active players in all sports than in other lands; Australians preferred to emulate rather than to applaud.

5. A pioneering heritage had built a hardy race which had long enjoyed sport and which had ample opportunity for development.

So Australia expressed itself in its sporting achievements, and the former convict colony came of age in international sport when it took part in the first modern Olympic Games in Greece in 1896 and E.H. Flack won two major events - the 800 metres and 1,500 metres track events.¹

¹ (Appendix "K")
CHAPTER IV

EDUCATION AND DEFENCE

Education in the early years of Australia's history was pre-occupied with the problem of establishing schools, securing teachers, resolving the vexed problem of denominational or State control and drawing together a system of education which would provide education for all the children of the Colony. The early subjects in most primary schools were substantially the "three Rs" and little more.

The first semblance of physical education in the public schools appears in suggestions to teachers by the Board of National Education (set up in 1848 to control secular schools) about the orderly conduct of pupils entering and leaving school and the importance of the playground. In 1858 the Board of National Education issued these "Directions to the Teacher in Charge of Playground":

The time spent by the children in the playground is devoted to refreshment and recreation. Advantage should be taken of the opportunity to study the characters of children, and to discover how to rule them by moral influence. At play children appear as they really are; and stripped of the artificial manner induced by the restraint of the schoolroom, their characters and dispositions are exhibited in their true light. Intelligent teachers will not fail to conclude, therefore, that the playground, or uncovered schoolroom, is a field in which the exercise of all their faculties is required. Nothing should escape the observations of the teacher. His eye should view every action of a child with the desire and purpose of divining its motives. Without any appearance of intermeddling, the teacher should see all, know all, control all, and animate all that is done by the children; his influence, unfelt and unsuspected by them, should preside over every action. At the same time, remembering that they are his charge, and that he is responsible for their safe keeping, he
should never relax his vigilant watchfulness, but care for each as he would for his own.¹

In the following year (1859) the report of the Board of National Education urged the teacher to envisage the school as more than a classroom, to regard the playground and other ancillary facilities as valuable assets in the education of growing children, to consider the possibilities of physical activity as an agency to facilitate proper growth and to regard the sanitary conveniences and drinking arrangements as a basis of hygienic and healthful living:

The value of a playground and its appurtenances is very great, whether regarded from a sanitary or a moral point of view, and it is not less important as an aid to the teacher in the conduct of his school. In fact, no school can be considered as completely organised to which a large playground, properly enclosed and furnished with the requisite accompaniments is not attached ... No less than eight non-vested schools [schools built entirely by local contribution] are totally destitute of playgrounds and their appurtenances. In seventy-one schools, chiefly vested [that is church or National schools], the playground accommodation is good or fair, in twenty-seven tolerable or moderate, and in fourteen indifferent or bad.²

Suggestions were made to the teachers about the care of the playground and gymnastic equipment.

These statements give a surprising insight into the principles and methods which govern physical education today and demonstrate quite clearly that those guiding the development of education were beginning to realize the part played by physical education and health education in the education of growing children and the important part that play, with the unobtrusive guidance of the teacher, can contribute to the formation of

1. (104, p.32:1858)
2. (Ibid., p.6:1859)
character and the development of personality.

The grammar schools and the better denominational schools had secured spacious sites and those schools, which catered for the sons and daughters of wealthier parents, adopted the pattern of similar schools in England. Education was for future gentlemen and ladies, and as sport was the privilege of those in such happy circumstances, it is not surprising to find that in these schools in the early 1860's cricket, football, rowing, athletics and other forms of sport were introduced and extensive sportsgrounds constructed. In 1877, competitions were arranged between the original five grammar schools in Victoria and a committee was set up to regulate sport among them.¹

However, in the State schools, playground conditions were not so good. Year after year inspectors reported in these terms:

The character of the playgrounds may be described as from tolerable to fair; but it must be understood that, with very few exceptions, their condition merely enables them to pass without complaint and that, in point of real efficiency, they are very defective, even in the more important schools.²

A very noticeable defect in the organisation of the playground is the almost entire absence of appliances for indulging the pupils in those gymnastic exercises which are so highly beneficial in promoting bodily health, vigour and agility. Physical education appears to be almost entirely neglected. Country children at play is often a tame spectacle and the listless, inactive habits many of them contract in the playground are manifested in the schoolroom. I think it very desirable, therefore, that every school should be provided with simple forms of gymnastic apparatus. Grants made for such a purpose would be money well spent.³

The advice appears to have been disregarded for the greater part

¹. (20, p.168)
². (Ibid., p.148; 1868)
³. (Ibid., p.47: 1870)
in the schools. The teacher, with large classes of widely varying age, was concerned with imparting the rudiments of the "three Rs", maintaining discipline as best he could, and was content to leave the children to their own devices in their free time in order to maintain the work of the classroom and maintain his personal vigour, or at least to fight off fatigue.

It must be remembered that the country primary schools up to the end of the nineteenth century usually consisted of one large room with only a few teaching aids and equipment. Exercise books and pencils were almost unknown and the method of teaching the varying grades was to instruct one group in the material to be learned and while this was being prepared or memorised, to move to another more advanced group, and so the day was organised with the teacher constantly applying himself within one room to varying groups of pupils; rote learning was therefore an expedient method of teaching. In consequence instruction was formal, strict discipline had to be maintained, and the playground period was welcome respite for pupils and teacher alike and each was relieved by the absence of the other.

This led Mr. J. McCredie, Inspector of Schools, to report in 1870:

The personal supervision of the playground by the teacher still continues unsatisfactory in the majority of schools. Too often the teacher disappears when the pupils pass into the playground and does not re-appear until the time for entering school again is close at hand. In the meantime the children are left to amuse and conduct themselves as they will and can; the teacher's opportunity of guiding them in their play (for they often need guidance
especially in country schools), controlling their language and demeanour to each other, and observing the bent of each one's character, is lost and insofar he has failed to do his duty. Thus his influence is lessened and the general tone of his school suffers from his own neglect.¹

The organized school programme did not provide for games or sports. This was left to the initiative of the teacher. The teachers had no knowledge of playground activities as their training had been devoted to the subject matter of the Syllabus so it was not surprising to find little progress was made.

"Drill" which was designed at first for the orderly movement of children into and out of school, and which was later extended to include elementary marching exercises, represented the limit of activities embarked upon by the teachers. Sport and organized games were enjoyed by the various school communities and townships but any participation by the school children was considered to be outside the orbit of the school.

The position is best expressed by the reports of two Inspectors of Schools in 1870:

In general sufficient attention is not given to the supervision of the pupils in the playground, greater attention to the details of marching drill is necessary.²

Speaking of the schools the two Inspectors claimed:

There are comparatively few in which the discipline is intelligent, judicious and effective, in which the children are the same when the teacher's back is turned as when immediately under his eye and in which the school drill is employed for any object beyond that of more superficial routine. The formation of character is often lost sight of, and the entire system

1. (104, p.73:1870)
2. (Ibid., p.127:1870)
of signals, orders, and motions, serve only a temporary and trivial purpose.1

And speaking of equipment:

There is a still greater dearth of appliances for physical exercises. Indeed, it would appear as if the health and recreation of the pupils were of so little consequence as not to be worth the trouble and trifling expense by which playgrounds could be made really worthy of the name. It is hoped that in future the true value of this portion of school organisation will be more practically recognised, and that a more cheering state of things will have to be chronicled in succeeding reports.2

Another Inspector explained the position:

Speaking generally, playground improvements advance but slowly, which I ascribe partially to the difficulty of raising funds for the purpose, but particularly to the apathy manifested by teachers and School Boards in the matter.3

Other Inspectors reported upon the inadequacy of school sites and indicated that the restrictions of playground space and the ill-chosen sites contributed to the generally low standard of physical education throughout the schools.

The Grammar Schools alone escaped criticism on these grounds.

MILITARY DRILL

By the 1870's the emphasis had swung to military drill in the schools (for reasons which are dealt with under the next sub-heading "School Cadet Corps").

Drill was welcomed by the Inspectors as a means of producing at least a semblance of the physical education desired by the Council of

1. (Ibid., p.142:1870)
2. (Ibid., p.34:1871)
3. (Ibid., p.53:1871)
Education which was set up by the Public Schools Act of 1866 and which controlled all primary education:

The introduction of military drill into our schools during the year cannot fail to raise the character of the order. Already the schools visited by the drill instructors begin to show a more even and a more healthy discipline; and, as arrangements are in progress to extend the course of drill to as many schools as possible, substantial benefits may be expected to result from the measure. Whilst providing so useful a physical training to the male pupils of our schools, the claims of the girls to like advantages have not been overlooked. Full facilities have been afforded by the Council whereby most of the female pupils attending our leading schools have been enabled to place themselves under a suitable course of drill. The change produced in the appearance of many of the girls by the discipline has been of a gratifying character. Stooping has decreased, the girls are acquiring an improved carriage, the exercises they are put through are conducive to health, and in these and other ways, they are deriving life-long benefits.¹

The abruptness with which physical education reports were deleted from official record from 1872 to 1877, leads one to believe that little progress was made. Brief comment from time to time is made about the continued lack of playground space, weather sheds and equipment. At this stage physical education consisted of military drill and a few exercises for the males and modified drill and calisthenics for the girls.

The position is summarised by the reports of Inspector Johnson and Inspector Bridges:

Military drill is not taught with the same attention and success as it was two or three years ago. The same drill instructors are employed who appear to labour with the same zeal as heretofore, but their efforts are not, in some cases,
duly seconded by the teachers ... The looseness of the drill that characterises the schools under such teachers detracts from the order, and tends to lower the discipline and moral tone.¹

Inspector Hicks, in 1878, expressed his discontent at the low standard of physical education and drill. He pointed out to the teachers that school drill should be more comprehensive and the teachers' part in playground activities should:

...be held to include something more than merely the overlook-
ing of the children with a view to preventing what is objec-
tionable in conduct or language. The playground has a positive function, and this function it should be made to discharge. By joining in and directing the sports of the children, the teachers would do a great deal to promote cheerfulness, harmony, mutual respect, and healthy rivalry, and to develop the charac-
ters of the children in a proper direction. This, it is to be regretted is seldom done; and, as a consequence, instead of genuine, hearty, good humoured play during the time of recrea-
tion, there is to be observed a tame, desultory, and fitful spinning out of the time. To make the playground more attract-
tive than the street does not appear to have struck the minds of many connected with schools, yet there is little doubt that such a course would prove the means of checking some of the objectionable tendencies to which our youth are exposed in almost every town and village in the country. Indeed, the question of throwing open the playgrounds to the children before and after school hours, appears to me to be one well worthy of consideration.²

Such enlightenment, sincerity and courage is an unexpected surprise in a long chain of official reports which showed that little real pro-
gress had been made in physical education. The seeds had been sown, but they were seeds which took many years to germinate. Defence fears forced the continuance of military drill and an intensification of interest in defence by schools and community alike.

¹. (104, p.172:1877)
². (Ibid., p.68:1878)
Chapter IV

SCHOOL CADET CORPS

Influenced by the cadet corps movement which had sprung up in England about 1859 with the suspicion that Napoleon III was about to follow in the footsteps of his uncle, Napoleon I, and launch world adventures, New South Wales schools began, too, to form cadet corps.\(^1\) The first was set up at St. Marks Collegiate School at Macquarie Fields in 1866. Camden College at Newtown, Newington, and Sydney Grammar followed.

The grammar schools generally supported the movement, annual cadet camps were instituted and the government assisted with arms, kit and tents.

In the 1880's the public high schools in New South Wales and other States joined in the movement, but in a few years interest had waned. On the recommendation of a special committee appointed in 1887 to review the public schools cadet corps in New South Wales, the cadet corps were disbanded and a New South Wales Public School Cadet Corps set up. The committee expressed the opinion that with a more extended military training the boys would be improved physically, imbued with patriotic ideas, taught the value of discipline, trained to handle firearms, and provided with a healthy, useful occupation during their hours of relaxation.\(^2\)

But Government financial support faded in 1893, a year of recession and bank failures, causing a loss of interest, and in the great public schools and associated schools organized sport gradually took the ascendancy.\(^3\)

1. (20, p.176)
2. (104, p.26:1887)
3. (Ibid., Appendix XIX, p. 196:1893)
Aborigines, the first Australians, had an elaborate system of physical education.

Only the fittest of the first convict settlers survived the hardships and the physical challenge of the tough Australian environment.

Later generations of Australians who sprang from these life-hardened first white inhabitants and adventurous early migrants developed physically with their outdoor life and good food.

With prosperity and leisure came increasing interest in all forms of sport and pride in sporting achievements.

Organized sport and play had no official part in early school curricula. Schools concentrated on academic and technical subjects and for a time on military drill, but enlightened education authorities clearly saw the important part that physical and health education could play in the development of the child.
PART II

PERIOD OF DRILL AND SPORT

1900 - 1934

The growth to nationhood continues through a period of development, consolidation and forward planning. The Australian way of life emerges. Defence is recognised as a major Australian problem.
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CHAPTER I

UNIVERSAL TRAINING AND THE CADET MOVEMENT

Colonial defence was an early problem of the Commonwealth of Australia which came into being in 1901, and out of fears for the safety of the fledgling nation came universal military training—compulsory drill for all youths and young men from the ages of twelve to twenty-four.\(^1\) Universal training was a distinct, if limited, step forward for physical education in Australia.

The new century had not been long on its way when the first rumblings of the approaching war with Germany were heard in Downing Street. Moreover, the South African war had made Britain realise that the country was unprepared for war. So in 1907 Britain called a colonial defence conference which the Australian Prime Minister, Alfred Deakin, attended.

In Australia the Australian National Defence League, formed in 1905, was campaigning vigorously for universal service, and Lord Kitchener, after a visit to Australia, reported in 1910 that the Commonwealth needed eighty thousand men for her defence. Out of this emerged an amended Defence Act which came into force on January 1, 1911.\(^2\)

JUNIOR CADETS

Under the provisions of the amended Act, every Australian boy began

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2. (20, pp.177-180)
two years training as a Junior Cadet on July 1 of the year of his twelfth birthday.¹

It was apparent that without the active co-operation of the Education Departments in each State, this part of the universal training law would not operate as most boys aged twelve to fourteen years were attending school. State Directors of Education conferred and as a result all the Junior Cadets except a few not attending school, were trained by the Education Departments. This training consisted almost entirely of physical exercises and drill in marching as distinguished from military drill with rifles.

The Act required that ninety hours a year be devoted to the purpose. In practice, fifteen minutes daily were spent in physical training, while one hour a week or two hours a fortnight, usually on Friday evenings, were spent in organized games. The daily programme consisted of physical training and marching drill, while weekly practice was given in miniature rifle shooting, swimming, running exercises, organized games and first aid. Junior Cadets did not wear uniforms.

By the authority of the Minister for Education the Junior Cadets, composed of all the school boys of twelve to fourteen years of age, did their training in school time.² The Commonwealth Defence Forces provided officers to instruct the teachers who supervised the school drill.³ Teachers entered the universal training scheme with enthusiasm. Miniature rifle ranges were erected in many school grounds. The Commonwealth

¹ (104, p.42:1911)
² (Ibid., p.23:1912)
³ (Ibid., p.42:1911)
Defence authorities paid Education Departments four shillings a head for each efficient Junior Cadet, in addition to supplying certain equipment. Education Departments used part of this allowance to defray expenses incurred by teachers attending the Commonwealth schools of instruction.¹

**SENIOR CADETS**

Under the Defence Act, every Australian boy had to be registered at the beginning of the year of his fourteenth birthday. He was medically examined and on July 1 of that year he became a Senior Cadet, was given his uniform and a record book to contain his military history up to the age of twenty-five years. Senior Cadets were required to attend annually four whole-day drills (four hours each day), twelve half-day drills (two hours) and twenty-four night drills (one hour), in addition to a number of voluntary parades. The training consisted of physical drill, company drill, field training and musketry. The magnitude of this training programme is difficult to realize. In 1912 throughout the Commonwealth there were ninety-two thousand Senior Cadets in training.²

In the year in which the Senior Cadet reached the age of eighteen years, he was medically examined, and if fit, was transferred to the Militia. The minimum standard required was: Height 5ft. 4in.; chest expanded 33 inches and normal sight. Compulsory training in the Militia continued until the twenty-fifth year and in their twenty-sixth year trainees passed into the reserves.

2. (Ibid., p.12:1910)
The teaching service joined in the full cadet programme, and in 1914 in New South Wales two hundred and eleven teachers had been trained and were authorised to hold commissions in the Senior Cadets.

**CO-OPERATION BETWEEN DEFENCE AND EDUCATION**

In order to secure the close co-operation of the various Education Departments under the amended Defence Act, a conference on physical training was convened in Victoria in March, 1910.¹

The conference recommended that the Federal Government, through State Education Departments, organize and carry out a systematic and efficient scheme of physical training for boys of twelve years and over, in all schools. It also recommended the appointment of an expert to train special instructors in physical culture, and urged the importance of swimming and organized games.

Some significance can be attached to this conference inasmuch as the Commonwealth Department of Defence had called the conference with the State Departments of Education to submit a definite scheme for the physical training of school boys in relation to the physical fitness required for service as Cadets. It is obvious that both the Defence Department and the State Departments of Education had concluded that drill performed according to a Military Manual was educationally inadequate for growing boys and girls. It also indicated that the Departments of Education were unanimous that the physical education programme in

the schools for school-age children should be conducted by teachers, and should be so planned as to be appropriate for all schoolboys and all schoolgirls.

The conference decision to urge swimming and organized games indicated that the programme should be comprehensive, and should contain a variety of activities; this was, of course, a departure from the rigid formal pattern of military drill and exercises.

The inadequacy of teachers to provide the instruction for such a programme was disclosed in the resolution recommending that an expert, thoroughly qualified to train special instructors in physical education, be appointed and that the Commonwealth provide an adequate staff of special physical culture instructors.

The conference desired that teachers be afforded facilities to attend, without cost to themselves, established schools of training in order to qualify themselves in the approved system of physical culture.¹

The recommendation proposed the co-ordination of medical inspections with the system of physical training. It indicated a trend in relating the health aspects of the school to physical education.

**APPOINTMENT OF A COMMONWEALTH DIRECTOR OF PHYSICAL TRAINING**

The Commonwealth acted upon the resolution of Conference by appointing Hans Christian Bjelke Petersen as Director of Physical Training with the rank of Lieutenant-Colonel.

Chapter I

Hans Christian Bjelke Petersen was born in Copenhagen, Denmark, in 1872. His father believed in a Spartan upbringing for his children as the best means of developing strong physical, mental, social and spiritual qualities. He was educated in Dresden and Copenhagen and attended Copenhagen Teachers' College. The family migrated to Australia and settled in Hobart. At various times he was a gymnastics instructor, a drill sergeant and circus acrobat, and later he established a physical culture institution. He evolved a successful medical gymnastics system which included physiotherapy for doctors' patients, together with remedial and convalescent rehabilitation. In 1910 he opened physical culture institutes in Sydney and Melbourne.

Bjelke Petersen took up duties as Commonwealth Director of Physical Training in 1911. His appointment was debated in The House and severely criticised.¹ The grounds for objection were that Petersen had been appointed without competition or advertisement and that previously he was a civilian. Critics said that many Australians and Imperial military men, after a lifetime in the services, would not have reached so high a rank. The appointment was further criticised on the grounds that Petersen was not native born, and that preference should have gone to an Australian.

Despite these criticisms, the Director of Physical Training was asked to prepare immediately a comprehensive programme to implement the provisions of the Defence Act and the recommendations of the conference

¹ (15, Vol. LXI, p.1354:1911)
of education authorities. In order to prepare himself adequately he was given the opportunity of observing systems of training in operation overseas.

DIFFICULTY IN THE APPLICATION OF UNIVERSAL TRAINING

Despite the enthusiasm with which the universal training programme was embarked upon, and the efforts made by Commonwealth and State authorities to ensure its success, certain difficulties were disclosed and a report was prepared for the Department of Education of New South Wales.¹ The vast area and scattered population of Australia present practical problems. It was found expedient to grant exemption to a very large number of lads who were within the training ages, but beyond the reach of facilities for the physical and military training required. There were also many objections to, or perhaps it would be better to say prejudices against, the compulsory scheme of Federal defence; parents of some school boys objected to boys of different social grades being herded together; the parades sometimes interfered with the studies of boys attending night school; the compulsory drills fixed for Saturdays interfered with sport, causing the parades to become unpopular, as Australian boys took their sport very seriously.

While there was danger of war, and during the war, these objections were not voiced by many people. (The objections increased substantially after the war.) There were some from sectional and socialistic sources,

¹. (15, Vol. LXI, p.1568:1911)
but these were comparatively few. The Act provided for prosecutions against boys who failed to attend the necessary drills. Considerable publicity was attached to these prosecutions. It was held that prosecutions were necessary if the compulsory character of the Defence Act was to be maintained. The prosecutions were directed for the greater part against Senior Cadets since the Junior Cadets came under the control of the Department of Education and the problem of absenteeism did not exist.

FAVOURABLE REACTIONS DURING THE WAR YEARS

In 1913, two years after the Act came into force, the public interest and appreciation evoked by a parade of twenty thousand Senior Cadets through the streets of Sydney showed the success of the Universal Training Scheme. The War Historian, Dr. C. E. W. Bean, paid tribute to the School Cadet organization for the great part played by ex-cadets in the First A.I.F.

The success of the Junior Cadet movement within the schools can be estimated from the 1914 report made by the Minister of the New South Wales Department of Education: "During the period June 1914 to June 1915 seventeen thousand four hundred and ninety-four Junior Cadets were trained at one thousand three hundred and eight schools, and sixteen thousand two hundred and fifty-four were passed as efficient." ²

To sum up, the Cadet programme was framed along military lines. It was formal and exercises were done to command. The programme produced

1. (20, p.176)
2. (104, p.57:1914)
discipline, order and obedience.

REPORT OF THE COMMONWEALTH DIRECTOR OF PHYSICAL TRAINING

On January 28, 1914, the Commonwealth Director of Physical Training presented a report on his observations of and experiences in physical training during his trip abroad the previous year.¹ His report also contained his recommendations and suggestions about physical training. He pointed out that the report was intended to indicate the next steps to be taken in developing physical training in the universal training scheme rather than to present a complete and ideal organization in any final form.

While in Europe the Director studied physical training schemes in England, Sweden, Denmark, France, Germany, Switzerland and Italy.² At the Royal Central Institute in Stockholm he attended a course of physical education used in the schools, army and navy. He attended similar courses in Denmark.

The Director observed that in all the countries visited, the defence authorities were unanimous that money expended on defence schemes was wasted if the men composing the army were physically unfit to undergo the fatigue incidental to military training or the strain of a campaign. Physical fitness was considered the foundation of efficiency in all armies.³ Efficiency of these national programmes of physical training depended on the establishment of a central training school. Most of the

2. (Ibid., p. 2:1914)
3. (Ibid., p. 5:1914)
central schools visited had fine premises, were extremely well staffed and some were supplied with excellent laboratories for testing the effects of the exercises. All countries appreciated that the foundation of a national scheme of physical fitness was laid in the schools during the formative periods of school life.

The Director was impressed with the fact that physical education specialists required scientific training, and that they should be imbued with strong qualities of leadership as well as having practical ability and unbounded enthusiasm. In most countries a central college had been established for the training of military and educational physical culture experts. He pointed out Australia's deficiency and strongly recommended the establishment of a college of physical education; this he considered essential for a national physical education programme.

The lack of trained teachers with a scientific and educational background was a major problem. The Director pointed out that four thousand teachers had, up to that time (1914), attended courses of instruction under Defence Department instructors and had secured certificates of competency. He stressed the fact that from his observations overseas he realized that specialists, expert in this new field, required years of training as the work was highly technical. This was a great weakness in Australia because the teachers could not, during the short course, acquire an intimate knowledge of the subject and

frequent refresher courses were obviously needed to increase teachers' knowledge and proficiency.

In order to avoid the monotony of drill which ultimately produced lack of interest and boredom, the Director suggested that the work in the schools should give more training in organized games, athletics and the physical exercises of physical training.¹ For equipment he suggested that the 2/6d. capitation fees which the Commonwealth paid for each "effective" Junior Cadet should be used to purchase medicine balls, bean bags, tug-o'-war ropes, skipping ropes, balancing beams and to construct jumping pits. In his own words: "These appliances would make the Junior Cadet work more valuable both from an educational and a recreational standpoint."² He suggested that similar action should be taken with the Senior Cadets and that the existing drill halls and the new drill halls should be suitably equipped for the physical training of both Senior Cadets and the Citizen Forces into which, under the amended Defence Act, Senior Cadets passed at the age of eighteen and stayed until they were twenty-five. During this time, in the Director's opinion, military training frequently ignored or neglected the value of physical training. Army experts both in Australia and at home, he said, constantly pointed out this neglect, and showed how essential physical fitness was in the success of a campaign. His goal in physical education was:

...the development of Australian men as a race of athletes,

¹ (15, Vol.II, 14, p.299:1914)
² (Ibid., 16, p.299:1914)
people who can run swiftly, jump well and stand a fair endurance test because they have fine constitutions and supple, wiry limbs. The characteristics of the Australian and the environment in which he lives, are very favourable to athletic pursuits. The natural liking of Australian boys and young men for open air athletics and the suitable climate, should be strongly considered by the authorities and taken into account ... We want to work up to a certain physical standard. It is apparent from a National point of view that it is more valuable to Australia to have a whole race of men who are fair athletes, than to spend a great deal of money on training a handful of men who have abnormally good physiques in special branches in order that they may break world records.¹

His report concluded with suggestions for liberalising the programme through a variety of activities including games and physical fitness tests, swimming and gymnastics.² He recommended that steps should be taken to bring under the notice of the State Education Departments the extreme desirability of making physical training a more prominent subject in the syllabus of the teachers' training colleges and in view of the fact that the Directors of Education Departments had agreed to the Defence Department's scheme of physical training for the senior boys, it would be advisable, he suggested, for any other physical training carried out in these Departments' schools to be on similar lines. He stated that there was no doubt that the training colleges were the proper places to give teachers a thorough knowledge of physical training. He further recommended that physical education be a "failing" subject for students of the colleges as it was in England.

On facilities, he suggested that the State Education authorities

¹. (15, Vol.II, 42, p.299:1914)
². (Ibid., 20, p.299:1914)
and municipalities should immediately set about acquiring more adequate school sites and recreation areas:

As Australia will in the future meet with the same difficulties now felt in the large Continental cities in which the greater majority, especially the working masses, live in congested localities, it is desired that representations be made to the various State Governments, urging the advantages to be obtained by acquiring areas in the congested parts almost immediately. All who have the welfare of children at heart, admit that if we wish our children to grow up with good manners, nice ways of speaking, and with clean minds, we must get them off the streets. The play centres would do much to induce better physical conditions, also before the school age.\(^1\)

**RECESSION OF CADET TRAINING**

Throughout World War I and the years immediately following, compulsory universal training was continued, but after the war enthusiasm diminished. The League of Nations and the rise of pacifism tended to reduce public interest in the military training programme. In the schools, parents and teachers alike objected to the military emphasis in a time of peace, and desired a more appropriate programme. Australia's defence policy, not unnaturally, wavered. Defence budgets were cut. This produced a most depresssing effect upon all the forces. The numbers and interest dwindled. Many corps with fine records died out.

On June 1, 1922, the Commonwealth Government intimated its decision to end its activity with Junior Cadet Training as from June 30, 1922.

In 1929 the Scullin Labour Government abolished all compulsory training and so ended a phase of military training which had begun before

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the 1914–1918 War and had created an enthusiasm for cadet training with its emphasis upon physical fitness that had not been experienced previously in Australia.¹
CHAPTER II

PHYSICAL EDUCATION EXTENDS

While the day of defence drill was setting, education idealists were beginning to realize that physical education meant more than merely developing fine young bodies to feed the nation's war machine. Sport was the highway down which progress to real physical education marched, if but slowly.

In the 1880's drill was the only physical activity recognised by the Department of Public Instruction. There was endless repetition and monotony in forming lines, turning and performing the limited formal exercises.\(^1\) It was indeed a lack-lustre form of activity to the teacher and dreaded by many pupils. It was the cricket bat hidden behind the school press and the football in the wastepaper basket which made the bond between teacher and pupil. The hour of release from school was eagerly anticipated in those schools in which the teacher was sports-minded. After the school was closed, from the neighbouring paddock could be heard the joyous cries of school children at play, while the teacher refereed or "had a knock" under the admiring eyes of his school charges. So the values which earlier educators desired from playground activities began to be realized.

In 1882 many public schools in Sydney were conducting after-school sport and teachers were meeting to arrange exchange visits between

\(^1\) (104, p.54:1883)
schools. Unconfirmed reports indicate that many a game began earlier than school closing time, without sanction. A Public Schools Amateur Athletic Association of New South Wales was being discussed and the first meetings of interested teachers were held in a tin shed on Pitt Street. In 1885 the Association came into being and it was to have a profound effect on physical education in the schools. In the course of time the P.S.A.A.A. of N.S.W. grew into the largest school sport association of its kind in the world. The games enjoyed by such large numbers of school children, produced sportsmen who have achieved world recognition. The P.S.A.A.A. encouraged the Australian love of sport and it helped to produce a race of people whose participation in sport is unequalled in any other country. The P.S.A.A.A. pointed a way toward the solution of a difficult problem and how to secure the wholehearted support of the teachers in a physical education programme and at the same time to secure the interest and enthusiasm of the pupils in activities suited to their natural needs. The organized games proved to have sufficient enduring interest to be of value to the pupils in their later community life. The Department acknowledged the voluntary service provided by the teachers in their after-school hours, and school sport was incorporated in the school programme in school time.

All States adopted school sport and athletic associations which were formed drew up varying constitutions. All the associations were

1. (20, p.168)
2. (59, p.3)
3. (104, p.268:1890)
4. (Ibid., pp.117-134:1897)
controlled by teachers and began as voluntary organizations. In addition to conducting local and district competitions, all States featured an annual meeting for combined competition.

The various athletic associations conducted competitions in athletics, cricket, the various codes of football (according to the popular code in the particular State or district) and swimming. Gradually the variety of sports was increased. The associations restricted their interest to inter-school and inter-State competitions. Great interest was aroused but efforts were not made to encourage or to improve the games skills of all pupils within the school. The associations concentrated on the proper conduct of the meetings and these were excellently organized. However, there was no provision for the training of teachers in games or swimming to provide instruction for the school students.

Drill and the formal Swedish exercises were continued but as time went on the school physical education programme became more varied, more child-centred and more akin to the needs of the growing boy and girl.

**PHYSICAL EDUCATION IN CORPORATE SCHOOLS**

The grammar schools and other corporate schools, following the pattern of their English counterparts the English public schools, put considerable emphasis on sport. From their early days the leading grammar schools in all Australian capitals had regular competitions between themselves in various sports. In 1876 the first inter-State cricket match
was played between Sydney and Melbourne Grammar Schools. In 1892 the Athletic Association of the Great Public Schools was formed in New South Wales and between that date and 1911 similar associations were formed in other States.

From the first the corporate schools recognised the need of playing space and sportsgrounds. For instance, Geelong Grammar School had ninety acres of playing space, Shore (Sydney) thirty to forty acres, Brisbane Church of England Grammar fifty-four acres.\(^1\)

**LACK OF PLAYGROUND SPACE IN PUBLIC SCHOOLS**

But the public schools of the various States were confronted with an extreme shortage of playground space and rarely was the area sufficient to permit the playing of organized games.\(^2\) This retarding influence had earlier impeded the development of military drill and cadet training. The inadequate sites secured in earlier days by the Council of Education (created in 1866) were an unfortunate legacy to the Minister and the new Department of Public Instruction (set up in 1880). The Council of Education had been restricted in its choice of areas by the very limited funds under its control, and by the fact that it did not possess the powers later vested in the Government of the Colony to resume lands for the purpose.

The Minister of Public Instruction explained this in a preface to his report in 1890:

1. (20, pp.168-172)
2. (104, p.6:1859; Ibid., p.6:1862; Ibid., p.148:1868)
The Council (of Education) could, as a rule, do no more than provide sufficient land to meet the then existent demands for accommodation. These areas in course of time were encroached upon by the erection of additional buildings, rendered necessary by increase in the number of scholars and consequently as the schools grew larger, the space available for pupils' recreation often became smaller. The effect of confined playgrounds is injurious inasmuch as the ordinary pastimes and outdoor exercises so requisite for the health and well-being of the young cannot be indulged in, and children are compelled to seek their amusement in the streets and thoroughfares - in some cases the only playground possessed by those who live in towns - with results most hurtful to their characters and conducive in a high degree to habits of larrakinism. Moreover, to carry out instruction in drill and Cadet exercise, it is essential that ample ground space be provided.¹

The Minister directed special attention to the necessity for enlarging the areas of the playgrounds attached to public schools:

Concurrently with the growth of schools in point of attendance this matter has been felt to be one of increasing importance year by year and it has become apparent that, particularly at some of the larger schools situated in thickly populated centres and attended by hundreds of children, the playground space is wholly inadequate, and that the need for ameliorating the conditions in this respect is a pressing one.²

So grounds for sport and play activities for the younger children were a problem in 1890,³ and it is a problem which has continued to the present. It forced the public schools to look elsewhere for sports facilities and swimming arrangements. At no time in the history of public education in Australia have the public schools possessed sufficient space adequately to provide the physical education described by the education authorities as essential to growing children.

¹ (Ibid., p.6:1890)  
² (Ibid., p.8:1890)  
³ (Ibid., p.47:1870; p.73:1870; p.68:1878)
In later years efforts were made through the Lands Department to secure land for public recreation which would assist the school playing field problem. Local government legislation placed some responsibility on the municipalities and shires to provide recreation space in their sub-divided areas for public recreation, parks, sportsgrounds, swimming baths and similar facilities. Local interest had to be stimulated and the progress was very slow. Education was a State responsibility and local authorities were disinclined to provide facilities for the schools.

However, in more recent years, under pressure from awakened public interest, the Departments of Education have set a minimum standard for school sites allowing for the expansion of the school and this is adhered to in the acquisition of new sites.

THE TEACHING OF SWIMMING

The rising number of fatalities among members of the public and the tragic drownings of school children which began to occur at the beaches, inland rivers and any place where swimming could be enjoyed, soon produced representations from the public that the Minister for Education provide swimming instruction within the school programmes.

In New South Wales in the early 1900's swimming classes were formed during the summer for pupils attending many primary schools within travelling distance of swimming facilities. The Department assisted the
programme, but the work was largely voluntary by interested teachers.¹

Encouragement of swimming among the girl pupils was hindered at first by the fact that many of the lady teachers were non-swimmers: "This difficulty has, however, been met by the formation of classes for lady teachers and students of the training college, and the appointment of a capable instructor."²

In 1907 the Ladies' Swimming Association had been formed to promote swimming among women teachers and among the girls' schools and in the same year Miss K. Kilminster was appointed swimming instructress by the New South Wales Department and she co-operated with the Association.³

In Victoria by 1912, F. E. (later Sir Frank) Beaurepaire had been attached to the Department of Education as swimming instructor to assist in the development of school swimming.⁴ Beaurepaire held many world and Australian records. He took part in the Olympic Games in London, 1908, in Belgium 1920, and in France 1924. Later as an Alderman and Lord Mayor of the City of Melbourne, he threw himself energetically into the development of municipal swimming baths and instituted "learn to swim" campaigns for school children in vacation time.

In other States similar action was taken through the Departments of Education.⁵ The report of the Education Department of Western Australia in 1922 indicated the progress made:

Over six thousand five hundred children were enrolled in

1. (104, p.197:1904)
2. (Ibid., p.19:1908)
3. (Ibid., p.42:1907)
4. (Notes - Lt.Col.Hardwick)
5. (144, p.251:1905)
swimming classes during the school terms, and more than
one thousand two hundred of these gained certificates or
medallions from the Royal Life Saving Society. In addition,
classes were formed during the Christmas holidays for child-
ren who were unable to swim, many of them coming from homes
in districts where there is no suitable water. More than
one thousand three hundred children attended and practically
all of them learned to swim.¹

THE APPOINTMENT OF SWIMMING TEACHERS IN NEW SOUTH WALES

By the year 1909 practically every school in the Sydney metropolitan
area participated in swimming classes and had a swimming club. Munici-
palities were being encouraged to build swimming baths, but swimming
facilities were sadly deficient.

Miss Kilminster was provided with an assistant, Miss Ella Gormley.
These teachers were seconded full time during the swimming season to
organize swimming classes for teachers and pupils.² By 1911, fifteen
thousand children from the New South Wales schools attended swimming
classes, and of these three thousand three hundred and thirty boys and
one thousand eight hundred and five girls were taught to swim.³

In 1912 the Department of Education re-organised the swimming pro-
gramme. "It was found that since the majority of the schools took
Friday afternoon for the weekly swimming lesson, the various baths were
seriously congested." A scheme was adopted by which only specified
schools should attend at specified baths on any one afternoon. During
the year fourteen thousand boys and seven thousand five hundred girls
were given regular swimming lessons. At the end of the year nine thousand

¹ (144, p.11:1923)
² (104, p.42:1909)
³ (Ibid., p.42:1911)
five hundred boys and three thousand three hundred and fifty girls were able to swim. ¹

Swimming was made compulsory for students of the Teachers' College. Miss Gormley was specially commended in the Minister's report of 1914 for her successful development of the swimming classes, particularly those among the women. ² During 1916 the weekly swimming classes were further re-organized and swimming lessons were spread over the whole week.

VACATION SWIMMING CLASSES

In 1916...

A swimming school was organized, extending over about four weeks of the Christmas vacation. Some one thousand children sent in their names and average attendance of about eight hundred was secured for the whole course and when the school closed over five hundred boys had acquired the art of swimming and the remainder were well on the way to similar results. ³

In 1918 the intensive teaching of swimming for ten-day periods in the Christmas vacation was introduced. ⁴ The vacation swimming schools were extended from the city and suburbs to the country towns with swimming facilities.

In 1920 school swimming in the form of weekly swimming classes and vacation swimming schools had reached such major proportions that Miss M. Matheson was appointed as organizer of the girls' swimming classes, and Mr. Harold Hardwick was appointed Supervisor of Swimming. Mr. Hardwick

1. (104,p23:1912)
2. (Ibid., p.55:1914)
4. (Ibid., p.35:1918)
was an outstanding Australian swimmer. He held Australian championship titles and he had participated in the Olympic Games at Stockholm in 1912 and the Festival of Empire in London in 1911.¹

School swimming, both the weekly classes and vacation swimming schools, was organized and supervised in New South Wales by the Department. Weekly classes were conducted in school time with up to one half-day being allowed for the instruction of those children who came within the prescribed age range. Since 1919, weekly swimming classes and vacation swimming schools, with special swimming schools for the instruction of teachers, have developed in each succeeding year.

RURAL CAMPS

The first rural camp of one term was held in 1906 at Duckenfield, in the Hunter River district, and five hundred and seventy-six boys and forty-eight masters participated.²

In 1912 rural camp schools were extended to three terms, making the camp school almost continuous. The camps were held at Nowra, Camden and Tamworth. Attendance first year was one thousand five hundred and twenty-eight boys and one hundred and nine masters. Applications exceeded accommodation.³

The Department was asked to extend the camp school scheme to allow country boys to visit the city, but the Department discouraged the idea, feeling that this would defeat the primary aim of these camp schools.

¹ (Ibid., p.13:1920)
² (Ibid., p.19:1906)
³ (Ibid., p.23:1912)
to induce boys to take up rural pursuits.¹

The camp schools were conducted in showgrounds and other suitable areas, the camp using available facilities, with the addition of tents and marquees for accommodation. The daily programme included excursions to various agricultural industries to see, by direct contact, life in the country and the various pursuits enjoyed by country boys. In addition to these educational values which had been anticipated by the teachers and Department, the happy atmosphere of camp life, of living a corporate life together, and the programme of sport and evening entertainment, gave the camps their greatest appeal. At this stage the Department saw only the occupational value in this form of education, and the camp was merely a means to this end, because it provided the necessary accommodation. Camping as a physical education communal activity, possessing sound values in education for citizenship, had not yet been appreciated. The realization of the opportunities camping provided for character formation and the development of personality was not to come for many years. During the war the rural camps were discontinued.

**HEALTH EDUCATION**

Health education as an activity within the schools, intended to assist in the physical well-being of school children, was first introduced with the appointment in May, 1904, of Dr. Mary Booth as Lecturer

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¹ (104, p.16:1913)
in Hygiene to the New South Wales Education Department. Her duties were to deliver lectures twice a week to the female training students and to give lessons to the girls in the upper classes of the public schools at times arranged by the Department. At this stage the content of the lectures and lessons was related to feeding, nursing and care of infants. Dr. Booth's strong character and leadership qualities gave her considerable influence, especially during and after World War I.  

But even more influential was Dr. Reuter Emerick Roth, who joined the Department before her. Dr. Roth had been attached to the Department as Lecturer in Physiology in 1885 and had assisted in medical inspections with a staff of part-time medical officers. He became honorary surgeon to the public school cadet corps in 1886.

Dr. Roth's family background was one of medicine and physical education. His father, Dr. Matthias Roth, was an outstanding and outspoken proponent of physical education in England. His medical studies and practice laid the foundation for his developing interests in the physiology of exercise. He was particularly interested in the degeneration caused through lack of exercise and the remedial effects produced through movement. He campaigned from 1850 onwards for thirty years for a more liberal programme of physical education in the schools of England. He advocated a physical education in contrast to the military drill practised in most elementary schools. He desired a physical education that was designed for the needs of growing children. His approach was founded on

1. (104, p.17;1904)
2. (Ibid., p.146;1886)
movement for physical health and social values.

Dr. Reuter E. Roth who migrated to New South Wales in 1882 entered enthusiastically into the development of physical education as it was associated with health education.¹ He was keenly interested in exercise and posture and in 1882 gave a health lecture to teachers in New South Wales. He was Surgeon Captain in the Cadet Forces of New South Wales from 1887 to 1894. From 1890 to 1896 he was principal medical officer to the Department of Public Instruction.

In 1896 he was appointed lecturer in elementary anatomy and physiology at the Fort Street Teachers' Training School. He introduced medical gymnastics and massage into Australia, and in 1906 helped to establish the medical gymnasium department (later known as the physiotherapy department) at the Royal Prince Alfred Hospital, Sydney. In 1909 he became the first medical inspector of schools in New South Wales and introduced the Swedish system of physical education into New South Wales schools. This system was used in conjunction with the junior cadet training.

His contemporary in the Department of Education, New South Wales, was Lieutenant-Colonel A. Paul who was appointed O.C. Cadets, New South Wales, and Superintendent of Drill in the Department of Public Instruction in 1893. He had succeeded Captain Henry William Strong, the first Superintendent of Drill, who had been appointed in 1881.

Dr. Roth with his liberal pattern of physical education had very

¹ (93, pp. 97-127)
little chance of success at this time. He was caught in the strong
current of military preparedness from 1900 to 1918 when military train-
ing and drill were pre-eminent in Australia. He was ahead of his time,
but his carefully prepared material was of great value and is a contri-
bution to the thinking of today.

For instance, the influence of Dr. Roth was discernible in a report
in 1907 by the Minister for Education on physical training:

Physical well-being, as the condition of all other forms of
well-being, imposes upon teachers the study and practice of
the means of securing harmonious bodily development and
sound health, and of counteracting judiciously the strain of
school studies under the conditions at present existing.¹

The report also associated the daily physical training exercises
(supplemented by the organized games and swimming) with the activities
of the Cadet Corps, medical inspections, and hygiene lessons.

In 1907 an anthropometric survey of public school children was
begun. The survey was taken in Sydney and various country districts
and studied climatic, social and physiographical differences.²

In 1908 Dr. Grace F. Boelke was appointed to assist Dr. Roth and
the medical service began to take shape.³

The scheme of medical inspections of the schools, initiated in
1907, was extended in 1911 and operated in Sydney, Newcastle and Maitland
districts. Plans were prepared to extend the service to other country
centres. The Minister for Education said in his annual report in 1911:

¹ (Ibid., p.42:1907)
² (Ibid., p.18:1907)
³ (Ibid., p.18:1908)
"For many reasons the improvement of the physical condition of children is recognised to be one of paramount importance." 1

In the same year the Chief Inspector, J. Dawson, elaborated the views of the education authorities: "Modern education lays emphasis on physical well-being and the care and training necessary thereto, and so, for the young at school, there must be provided conditions and opportunities for healthful, vigorous life." 2

This new emphasis on physical education, with the stated purpose of promoting physical well-being to enable the individual to live a useful and healthful life, came about as a result of the educational renaissance which took place at the beginning of the century and which had world-wide effects.

In 1911 the New South Wales schools anthropometric survey was completed, along with the medical inspection programme, which embraced one hundred and forty schools with a total enrolment of eighty-five thousand pupils. More than fifty thousand physical records were received from the teachers in the process of conducting the height-weight anthropometric survey. 3 In 1912 the Minister announced that the medical inspection programme was intended to provide medical examinations by a departmental officer, twice, if not more often, during the school life of the child. 4

Physical education was rapidly moving away from the Defence Department, and military drill was therefore less prevalent. Instead, physical

1. (Ibid., p.12:1911)
2. (Ibid., p.42:1911)
3. (Ibid., p.78:1911)
4. (Ibid., p.15:1912; p.2:1913)
education was beginning to embrace educational principles and methods. The needs of the growing school child, the social values of group activities and the significance of organized games were being recognised.

The education authorities were now thinking of the health aspects and the educational values which had physical well-being as the theme.

In 1915 the Education Department of New South Wales developed its health services further. A dental clinic for the metropolitan area was established and a travelling dental clinic was instituted to visit country centres.¹

The relationship between the physical education programme with the health and hygiene programme became more definite. The advice of the Medical Branch was used in the revision of Syllabus requirements and in the preparation of the Handbook of Physical Training.

In 1915, the Principal Medical Officer, C. Savill Willis, D.P.H., quoted from Sir George Newman whose views he considered applied forcibly to Australia in promoting physical well-being:

The growth of a strong and healthy race of children must be the aim of any nation which is provident of its future. For the existence and strength of a nation ultimately depends upon the survival of its children and their physical and mental health. The value of the education of children will be lost unless they are physically fit, both to profit by the instruction they receive and to perform the industrial tasks which await them in future, it is a matter of grave national concern to secure that physical unfitness and inefficiency in all its forms, are reduced to the smallest possible dimensions.²

1. (104, p.12:1915)
2. (Ibid., p.65:1915)
In 1916, Mr. J. Dawson, Chief Inspector of the New South Wales Department, expressed the changing view of education authorities when he quoted from the military attitude promulgated by Lieutenant-Colonel Bjelke Petersen:

The need for scientific physical training has been brought even more prominently under notice than formerly as being essential to the well-being of the Nation. The large number of rejections of volunteers for the Australian Imperial Forces, owing to physical inefficiency, undoubtedly supports this view.¹

Physical examinations in the year 1917 showed that:

In the public schools 62.3% of the children examined were found to be suffering from physical defects sufficiently serious to require notification and 52.2% of these children were subsequently treated. In the private schools 61.7% of the children were found suffering from physical defects, and of these pupils 57.9% obtained treatment. These percentages show a steady increase. The fact that such a large percentage of children suffering from physical defects have not obtained treatment is a serious matter for the State.²

Evidence was available to indicate that further remedial work could profitably be done to improve posture and nutrition.

In other States similar action was taken to develop school medical services. Hygiene as a subject received increased attention in the teachers' colleges and in the upper classes of the schools. In some States, including New South Wales, this service was attached to the Department of Education; in others it was provided by the officers of the Departments of Public Health.

In 1923 the Department of Public Health, Western Australia, prepared

1. (104, p.36:1916)
2. (Ibid., p.14:1917)
a vigorous campaign against certain unhygienic conditions. It sought the co-operation of the Department of Education and the cordial assistance of the teachers: "The development of hygienic habits and of an enlightened public opinion on the subject among the rising generation, is a work of tremendous National importance."\(^1\)

The question whether school medical services were the responsibility of the Education Department or of the Health Department was unresolved for many years, but despite this retarding influence of indecision the service grew. Inadequate staffs of medical officers, dentists and nurses, coupled with the ever-present problem of inadequate finance, kept this service severely limited. In the opinion of educational and health authorities, a much larger service with increased personnel was required to meet the need adequately.

The Conference of State Directors of Physical Education in 1950 discussed the relationship of physical education, health education and health services. Physical education and health education were regarded as being so closely related that at the secondary level they should be integrated. In other words, the physical education teacher was expected to provide activities which were conducive to physical well-being and continuing health; the physical education teacher was also considered capable of imparting information to pupils which would encourage them to adopt healthful habits, to study their nutrition, to develop sound mental and emotional attitudes, to have physical defects corrected and

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1. (144, p.11:1923)
to live in a healthful environment. At the primary level the health and physical education programme was considered the responsibility of the class teacher.

In both primary and secondary schools the function of the health service was the treatment of individuals with postural or nutritional deficiencies, or with other remediable defects. The medical service (which fell completely within the scope of the Principal Medical Officer and his staff) was charged with the responsibility of conducting the physical examinations, of diagnosing, and of recommending treatment.¹

This position has not altered greatly since 1950.

¹ (8, pp.14-31)
CHAPTER III

AN ERA OF EDUCATIONAL CHANGE

The educational renaissance which produced such profound changes in public education throughout the world, had its chief impact upon Australia at the beginning of the twentieth century. The previous period of legislation and the consolidation of education under State control was very satisfying to a large majority. The Australian people up to the last decade of the nineteenth century believed that they possessed "the best educational system in the world."\(^1\)

But by the turn of the century in New South Wales there was a growing belief that all was not well with the educational system. Educationists and prominent public men who had been abroad and had studied the educational systems of other lands "returned with the knowledge that, unwittingly, New South Wales had been marking time."\(^2\)

One of the first to draw attention to the defects of our system was Professor Sir Francis Anderson, Challis Professor of Logic and Mental Philosophy at Sydney University. In a powerful address at a conference of teachers held in 1901, he sounded the warning that the existing schools "were stifling the life and stunting the growth of education in our schools" and that alteration was absolutely necessary.\(^3\) "We are suffering now", he declared, "from long years of ignorance, indolence and unwillingness to learn."\(^4\)

1. (42, pp.9-13)
2. (131, p.189)
3. (28, p.17)
4. (131, pp.54, 72)
Education was steeped in formalism; the methods were stereotyped and circumscribed. Education was too authoritarian, too regimented and too inflexible. It tended to make the school life of the child dull and uninteresting; discipline was interpreted as suppression; spontaneity was stifled at its birth. Mental and physical growth was inhibited by the constant repression of the natural activity of childhood. The system made no provision for variations in ability. The child, the most highly developed organism that has been created was imprisoned throughout his formative years. He was hedged round with restrictions that he was powerless to remove or overcome. He was governed in his school life by laws which showed a total disregard for his instincts, his inclination or his propensities. The tendency was to produce a standardised individual; the signs of capable teaching were thought to be evidenced by the quiet and subdued demeanour of the children.¹ An Inspector's reference to the docility of the pupils was construed as being complimentary. Education was based, not upon the joy of effort and freedom of expression, but upon fear and power; a power which compelled obedience to a settled order of things. Those few hardy spirits who advertised their powers of leadership in the spontaneous activity of the unsupervised playground, or expressed themselves in the classroom with undue freedom, were suppressed as rebellious characters. The military pattern of government administration, established in the earlier years, had left an indelible pattern upon the administration of State

¹. (42, p.12)
controlled education.

Such was the condition of education at the beginning of the present century but it is to the credit of the public conscience and the educational authorities that, once the veil was lifted and the defects revealed, a determined effort was made to remove them.

The Minister of Public Instruction in New South Wales, Mr. John Perry, received the brunt of this criticism and he saw that the matter was too serious to remain neglected. He took two important steps. One was the summoning in 1902 of a conference of inspectors and principal professional officers of the Department; the other was the appointment in 1902 of two commissioners to inquire into the education systems in Europe and America.¹ The commissioners were G. H. (later Sir George) Knibbs, at that time a university lecturer and later first Commonwealth Statistician, and J. W. Turner, Principal of the Training College. Turner, a traditional and conservative, was evidently appointed to be a brake on the energetic chairman, Knibbs, a champion of education reform.

While waiting for the Commissioners' report, the Education Department acted on a report presented by Mr. Peter Board, M.A., an Inspector of Schools (who in 1905 became Under-Secretary and Director of Education). Mr. Board went overseas and made a brief study of the educational systems of Europe and America. His report, issued in 1903, brought an important change of emphasis to Australian education which became centred more on the child and gave the teacher more freedom of interpretation.²

¹ (104, p.19:1901)
² (42, pp.35-41)
One of the principal changes urged in his report, and later supported by the Knibbs' Commission, was the abandonment of the pupil-teaching system of training teachers which had been introduced 51 years before, and the decision to establish a Teachers' Training College. In 1906 Professor Andrew Mackie was appointed principal of the new college which first operated from Blackfriars School before the building of a new college was authorised in 1912.¹

**NO REFORM FOR PHYSICAL EDUCATION**

In this period of educational activity, critical examination and re-organization to suit the times, physical education received some attention, but it was wishful thinking without practical outcomes. The report of Peter Board was very well suited to the immediate problem of education and, as it did not involve heavy expense, appears to have been very satisfactory to the Minister. However, it was mainly a re-organisation of education to provide higher standards of education, rather than a re-construction of the system.

Mr. Board's report made no mention of drill or physical education. The report indicated the policy which would govern Mr. Board's administration. In this policy, physical education enjoyed a very minor role in public education.

In fairness to the Director of Education, the record of physical education up to that date was not impressive. It had been dominated by

¹. *(42, pp.57-80)*
the military authorities. The teachers had no control over the policy. Inspectors, teachers and pupils after a short experience usually found the programme tedious and boring and only tolerated it out of a sense of duty.\textsuperscript{1} The inspectors' conference of 1902 and a major education conference in 1904 both dismissed physical education with brief reference. The Superintendent of Drill had little to say on the matter, other than to suggest a revision of the drill with increased variety in activities, and the acquisition of a large quantity of suitable rifles and ammunition.

\textbf{EDUCATION COMMISSION}

The Knibbs-Turner Commission, on its return, presented an extremely valuable report. Smith and Spaull, in "The History of Education in New South Wales", evaluate the report as "the most comprehensive and valuable treatise on educational matters in the whole history of the State, and although it sweepingly condemned the existing system, it was constructive in its criticism, many of its recommendations and suggestions being afterwards carried into effect."\textsuperscript{2}

It was the task of Mr. Knibbs to study physical education and the Commissioners' report of 1904 is mostly his recommendations and observations on this subject.\textsuperscript{3}

The members of the Commission were able to examine in careful detail matters about which Mr. Peter Board was only able to generalise.

\begin{enumerate}
\item (104, p.19:1901) (Ibid., p.197:1904)
\item (131, p.190)
\item (113, pp.158-161; pp.162-166:1903)
\end{enumerate}
The extended time of the travelling Commission enabled the two men to mature their observations by close contact with "the spirit of unrest which has accompanied the educational renaissance of the past five years." Their observations had long range educational value, and the report they submitted looked forward to a form of education that "contributed to the training of the child for life and its obligations."

At the time of the Commissioners' visit, physical education was being exhaustively examined in England and Scotland, and the Royal Commission on Physical Training in Scotland treated with so many of the deficiencies in Australia that its findings were of considerable interest to the Australian Commissioners. The Scottish report of 1903 influenced Knibbs more keenly than his observations of physical education in any other country.

The Scottish Royal Commission had found that the physical training throughout Scottish schools generally was inadequate in quantity and quality and that "the subject was of the greatest importance, but its recognition as a prominent branch of liberal education appears to be theoretical rather than practical."  

The Royal Commission's inquiry revealed the need to "recognise the importance and benefit of physical drill for all children, whether town or country."  

In 1901 a re-construction of Scotland's training college curriculum took place and in that curriculum physical training became a necessary

1. (72, 18, p.8)  
2. (Ibid., 13, p.8)
subject in which reasonable proficiency was expected as a condition of the issue of a certificate. It was pointed out that lectures in physiology, hygiene and the laws of health were important to those who were to become members of the scholastic profession and particularly those who were to teach physical exercises.¹ The Scottish Commission expressed concern that the principal difficulty appeared to be the inability to allot sufficient time to the subject. It was recommended that "a systematic course of training should become a more prominent feature in the curriculum of the training colleges, and that it should receive a more liberal allowance of time than it does at present."²

On universities the Scottish Royal Commission reported: "The evidence discloses a lack of physical training which calls for some remedy, and which gives rise to serious regret."³ The Scottish Commissioners attributed this neglect to lack of facilities, over-pressure of study, lack of time and absence of interest by students who had received no prior training and had no proper appreciation of the subject.

The Scottish Royal Commission was also convinced of the inadequacy of physical instruction provided in the State-aided schools as a whole and were of opinion that its essential values as an education process were not fully appreciated. It was found that there was a perfect readiness to admit the importance of physical training, but few of those giving evidence had accustomed themselves to think of it as deserving anything more than an infinitesimal portion of school time. Few teachers

1. (72, 26, p:10)
2. (Ibid., 27, p:11)
3. (Ibid., 45, p:13)
considered it possible to allot as much as two hours a week to it, or indeed, appeared ever to have contemplated the possibility of such a thing. The importance of adequate training of the teachers and the development of a specialist physical education service based on educational and scientific principles was emphasised repeatedly in the Scottish report.¹

The Australian Commission also made a brief, critical survey of the existing systems in vogue in Scandinavian and European countries at the time, and material similar to that obtained in Scotland was collected. Thus, Mr. Knibbs had ample material upon which to base his report. It was an enlightened document, the report of a man skilled in analysing problems and in finding constructive solutions to them.

Knibbs, in his comments on the Australian scene, said that one of the most serious defects of the New South Wales system was that insufficient attention was paid to the elements of character building, of which the most important was the "ethically tonic effect" of physical culture.²

The Commissioners' report said:

Since there is a well recognised re-action between the mental and bodily states and habits, physical culture and gymnastics may undoubtedly be made an important instrument of education, acting both upon the minds and characters of children; by bringing into requisition the full power of the lungs, by promoting the activity of the circulatory, digestive and excretory organs, it intensifies the feeling of vitality and other things being equal, gives greater mental and moral power."³

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1. (72, pp.15-16)
2. (113, p.25)
3. (Ibid., p.29)
Chapter III

The report pointed out that New South Wales had not adopted any general system of physical culture, adding "There is some imperfect gymnastics and a little swimming but nothing in any way comparable to what is being done in the United Kingdom, Europe and America.".¹

The report said Continental and American schools had well-equipped gymnasiums, with trained instructors; primary school teachers were thoroughly taught gymnastics; all recently built schools in Europe had shower baths and some had splendid swimming baths.²

The report divided physical education into two types: (a) empirical (which did not concern itself with the physiological reasons for exercise); (b) rational (aimed at scientifically achieving secure results).

Empirical physical education was often interested in the acrobatic and gymnastic. Such exercises might be graceful, or fatiguing. They still existed but children disliked them and they were disappearing to give way to a rational physical education and to school games in the open air. The report added:

The object par excellence of physical education may be said to be the increasing of human vitality since that is the foundation of all human effort. In general terms it aims at the development of the physical organism in such a way that its vitality and response shall be as perfect as possible; that all its functions shall be maintained in their highest efficiency ...

Unfortunately the best development of the human body does not, apparently, take place spontaneously. Injurious physical habits and postures are only too easily developed. Consequently, rational gymnastics must not be only educative, but also to some extent, corrective ... It will then be

1. (113, p.30)
2. (Ibid., p.31)
realized that physical education is, throughout the counterpart of mental education, important as making self-expression possible in its highest forms.¹

The Commissioners presented the following conclusions:

1. Insufficient attention has been paid in New South Wales to physical culture and gymnastics.

2. Systematic instruction therein should be given to all teachers in training by a competent instructor having the necessary theoretical and practical knowledge. The theoretical knowledge should include sufficient general scientific education and knowledge of the art of teaching his subject to others.

3. With a view of qualifying teachers in different parts of the State to give instruction in their schools, holiday courses similar to those in Tasmania should be given in the larger country towns.

4. Suitable gymnastic exercises on the lines of a rational physical culture should form part of the ordinary curriculum in schools.

5. Special effort should be directed to making these exercises as attractive as possible to the children, as well as educative.²

NEGLIGENCE OF THE COMMISSIONERS' REPORT

It may appear surprising to educationists of this day that the report of the Education Commission, which had been prepared with such thoroughness by the two Commissioners and which dealt so comprehensively with education in all States, as well as in the overseas countries, should be so lightly dealt with, particularly in its recommendations on physical education.

We can surmise that the Minister of the day, having set the machinery

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¹ (113, pp.162-163)
² (Ibid., p.166)
of reform in action, following the earlier report by Peter Board, was staggered at the position disclosed by the Commission and was perturbed at the financial outlay required to implement the report. The education advisers to the Minister would be well aware of the enormous task that the Commissioners' report had placed before the Department.

One glance at the problem of meagre school playgrounds, the training of general teachers to acquaint them with the new methods, the setting up of a specialist course in Sydney University or the Teachers' Training College, showed this to be a herculean task capable of deterring those who could fully appreciate the subject, to say nothing of those who, by tradition, viewed it as trivial and extraneous.¹

So the general effect of this whole period of educational reorganization and reform was to leave physical education, which was already seriously antiquated, unaffected and to push it even further into the educational background.

However, in Tasmania, the Department of Education introduced a modification of the old drill and physical exercises which had now been discredited by the Commissioners, inspectors and teachers. The Tasmanian Department of Education started using the services of Mr. G. Bjelke Petersen (later appointed Commonwealth Director of Physical Education) on a part-time basis in 1902. Mr. Bjelke Petersen conducted a private physical culture college in Tasmania at that time. He had extensive experience of physical education overseas and was thoroughly versed in

¹. (113, p.45)
the Swedish system. This system was introduced into the schools and short courses for teachers were operated to provide the necessary training. The Education Commissioners saw the work and favourably commented on the interesting experiment.¹

In New South Wales, Inspector Grieve wrote in 1904:

It was to be expected that there would be in the minds of some, a passive resistance to any change of traditional methods, or indeed, to any change which should make new demands on their intelligence. Further, it is not strange that resistance in cautious, conservative, or ill-informed minds, would assume a militant form ... against putting into practice 'learning by doing'. It is not surprising that a cultivation of 'self-expression' should be reviewed as a sheer waste of time. Outside the teaching ranks, a burden of prejudice encumbers the work of reform, and antipathy to change confronts the reforming teacher. To secure co-operation, it is necessary that the teacher should influence public opinion, and that the public should change with the teacher.²

Inspector Drummond wrote:

The innovation [new Syllabus reforms] has aroused many a teacher from a lethargic state of monotonous routine to a clearer conception of the importance of the duties pertaining to his profession.³

And to this Inspector S. H. Smith added:

How to make the schools minister directly to the needs of the community is the important matter, for that is the best education which turns out the men and women of which the country has most need.⁴

The period of great educational reform closed with results which were a severe compromise of the recommendations of the Educational Commission. The impact of reform was to some extent blunted in its far-

1. (113, p.166)
2. (104, p.91:1904)
3. (Ibid., p.92:1904)
4. (Ibid., p.92:1904)
reaching effects by the resistance of teachers and the general public.

Despite the neglect of physical education in New South Wales, education enjoyed the benefits of two great reformers - Peter Board and Professor Alexander Mackie. In 1908 Professor Mackie addressed himself to the Minister in regard to the newly established Teachers' College, indicating:

...the need for a College recreation ground or, at all events, of a substantial grant to assist the Sports Union of the College to provide facilities for games, but besides this, systematic physical training is needed. At present no provision, except for a class for swimming, is made for the women students, and very little for the men. No first rate College in the world neglects to provide opportunities for physical training. I believe that in some instances the breakdown in physical health which affected several students might have been prevented had there been regular physical training and opportunity for games.¹

He urged the appointment of a lady instructor for the purpose.

**PROGRAMME CHANGES IN PHYSICAL EDUCATION**

The Syllabus suggested by the Superintendent of Drill, Colonel Paul, was modified to include Swedish exercises with the use of wands, dumb-bells and clubs, as well as the continuance of drill with dummy rifles, and deep breathing exercises which came into vogue as a temporary phase.²

The Commonwealth Defence programme had now gathered momentum and, following the Conference on Physical Training of the Education Directors in 1910 and the appointment in 1911 of Lieutenant-Colonel Bjelke Petersen as Director of Physical Training for the Commonwealth, the

1. (Ibid., p.47:1908)
2. (Ibid., p.107)
Education Departments were content to follow the lead of the Commonwealth on physical training. The whole atmosphere of the period became one of military preparedness.

The physical training programme for girls fitted into the programme as best it could, minor modifications being made to suit the girls, but they were of minor importance in the scheme of things and physical training was neglected. In spite of these factors school sport continued to grow until the outbreak of war.

The development of swimming begun under Miss Kilminster early in the 1900's was continued under her successor, Miss Ella Gormley. Miss Gormley's services were applied to swimming in the summer months and to the development of physical education in the winter months. This woman of personality and initiative possessed such great driving force that she impressed the Director of Education with the need to develop an adequate physical education programme for girls. The Department sent Miss Gormley overseas to take a course in physical education and to prepare a suitable programme for introduction into the girls' schools. In 1919 she studied physical education in America and in England. In the same year four women teachers were appointed to the metropolitan girls' high schools as physical education teachers and sportsmistresses.

In September, 1919, four ex-servicemen were given an intensive training course by Mr. Frank Stuart, of the Sydney Swords Club, who had had previous physical education training with the Navy and was an expert

2. (Historical notes provided in 1956 by Miss Elsie Ferguson, Assistant Supervisor of Physical Education, New South Wales)
instructor in fencing. These men completed the course and were appointed as specialist physical education teachers to the metropolitan boys' high schools at the beginning of 1920.¹

In 1921 Miss Gormley returned and in June of that year she conducted an intensive six months training course for twenty teachers who were selected from a number of applicants from New South Wales; teachers from other States were also included. The course consisted of training in the Dano-Swedish system and included games, folk dancing and rhythmic work in addition to the formal exercises. In January, 1922, the New South Wales trainees were appointed as physical education teachers to the metropolitan high schools, primary schools and to two country schools, Cook's Hill and Broken Hill. A second course was held early in 1922 and in June of that year a further group of twenty graduates from the course were appointed to high schools and primary schools with Bathurst and Orange being added to the list of country schools.²

This satisfactory start in the training of physical education specialists and the appointment of full-time physical education teachers to high schools and the larger primary schools was brought to an early end by the retirement of Miss Gormley from the service at the end of 1922. It will be remembered that the Commonwealth Government withdrew its support from Junior Cadet training from June 30, 1922, and physical education languished for want of official interest and finance.³

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¹ (Historical notes provided in 1949 by Lt.Col. Hardwick, Deputy Director of Physical Education, New South Wales)
² (Notes - Miss Ferguson)
³ (144, p.11:1923)
were then no other courses of training for physical education teachers. A few with external training were appointed. Some of these physical education teachers continued in their positions but many vacancies occurred as a result of retirement or transfer. By 1934 the number of physical education teachers in New South Wales secondary schools was sadly depleted. There were five women physical education teachers in the metropolitan girls' high schools, and one woman teacher in Newcastle; there were six male physical education teachers, all of whom taught in Sydney. The trainees from other States who had enrolled in Miss Gormley's course had returned to their home States at the completion of their training, and there did excellent work.\(^1\)

In Victoria, in 1900, the Syllabus, apart from the swimming programme, consisted of drill and physical exercises following the usual pattern of the day. At that time there was no organized school sport, although friendly games were arranged between schools outside school hours. Miss Gerta Anderson was the Organiser of Physical Education at the time, her task being to move from school to school within the Department, demonstrating and advising in physical education. She was self-trained for the greater part, but she came from a family which was very interested in physical education. Her work outside the Department in church guilds, particularly in the field of rhythmic work and dancing, attracted the attention of the Department. While she was a pupil-teacher she trained a group to take part in the calisthenic and

\(^1\) (Notes - Miss Ferguson)
dancing competitions at Ballarat; these competitions had been organized previously as a community effort by another school teacher who had brought back many ideas upon the subject after a world tour.¹ Miss Gormley and Miss Anderson compared their work and apparently Miss Gormley's work in rhythm and dancing impressed Miss Anderson, because the Department of Education of Victoria sent Miss Rosalie Virtue to Sydney to participate in Miss Gormley's first course. As a result the developments in Victoria were similar to those in New South Wales.

While Mr. Frank Tate was Victorian Director of Education in 1913, a course in physical education was organized in the Albert Street Drill Hall. This course was introduced as a result of the Commonwealth taking charge of cadet training. After a three months' course attended by representatives from all States, a certificate of higher rank was awarded the successful candidates.²

Miss Anderson and Miss Virtue were also responsible for the provision of short courses for teachers. Although the Commonwealth programme required an emphasis on drill the two women added games and folk dancing to the programme. Miss Virtue succeeded Miss Anderson upon her retirement and, subsequent to the withdrawal of the Commonwealth from Cadet training, was the sole organizer for many years.³

THE PERIOD OF INDECISION – 1924 to 1934

The collapse of the cadet scheme after the withdrawal of support by

1. (77, pp.5-9)
2. (Tbid., p.8)
3. (Tbid., p.9)
the Commonwealth Government in 1922 introduced a period of uncertainty both for education and for physical education.¹

The New Education Fellowship was a vital force in keeping the need of education reform before the public and the authorities. Pressure was developing in a similar manner to that which had operated in the 1900 period. Physical education, except for school sport, swimming, and the interest of a few schools in drill, was at a low ebb. The Depression of the 1930's produced an economic blow to the developing Australian economy and education suffered from inadequate finance.

Overseas happenings were exerting an influence in Australia. The Fascists in Italy and the Nazis in Germany were gaining strength; re-armament in progress was ominous. The beating of the war drums hastened preparedness plans throughout the British Empire. The urgency became evident but there was no plan as there had been in 1909, nor were there resources.

Before World War I and thereafter a number of Australians went overseas to enrol in physical education college courses. In Australia it was possible to secure training only in military drill or in the Swedish system as taught by commercial physical culture institutions. These enterprises were doing quite valuable work, and many teachers were directly assisted by the schools of Bjelke Petersen in Sydney, Hobart and Melbourne, by Frank Stuart's Swords Club, by Grace Brothers gymnasium in Sydney, and by the League of Health which existed in most State capitals,

¹ (15, Vol. II, 144, p.498:1923)
and by Clarence Weber's school in Melbourne.

In the United States of America college and university physical education courses were available in most States by 1927. As early as 1912 Springfield International College, Massachusetts, had courses leading to a degree. This college had a fine reputation for training physical education experts. It was an international school and attracted students from many countries, including Australia. The Y.M.C.A. recruited a number of good candidates for overseas study.

One of the first Australian students to become interested in advanced training in modern physical education was Edgar Herbert. He entered Springfield College in 1909 where he secured his Bachelor of Physical Education degree. He returned to Australia in 1913 - the first overseas-trained Australian to contribute his knowledge and experience to our physical education. Springfield College later awarded him an honorary M.A. in recognition of his pioneer work in Australia.

Two other Australians, James Summers and Arthur Lamb, both from Ballarat, went to Springfield College in 1912. They enlisted with the Canadian Forces during the war. After the war they continued their interrupted studies and graduated. Australia had no openings for graduates in physical education and James Summers went to South America. He became Director of the Instituto Technico, in Montevideo. During his career he was the leading authority on physical education in South America.
Chapter III

Arthur Lamb went to McGill University, Montreal, Canada, to study medicine. He graduated and remained at McGill as Director of the Department of Physical Education. He became the driving force in physical education in Canada.

In due course other Australians followed in these footsteps, among them were Norman Munns, Hartley Price, Ivor Burge and James Stratton, all of whom studied physical education and youth work at Springfield College.

Dr. Norman Munns became Professor of Psychology at Oberlin University, U.S.A., and is now recognised as one of the outstanding psychologists of the day. Dr. Hartley Price became Professor of Physical Education at Florida University. Dr. Ivor Burge returned to the Y.M.C.A. Melbourne, where he took a leading part in the development of Y.M.C.A. physical education. He was later appointed Director of Physical Education at the University of Queensland.

James I. Stratton returned to Australia and was a prominent leader in Y.M.C.A. youth work at Sydney and general secretary at the Hobart Y.M.C.A.

Among others, E. H. Le Maistre and Clive Smith enrolled as students at Springfield College. Upon graduation, they were to return to Australia and each made a significant contribution to physical education at a later date.
E. H. Le Maistre when he returned to Australia was attached as a lecturer in physical education at the Sydney University and was loaned to the Sydney Teachers' College to lead in the development of the Diploma of Physical Education course. Subsequently he became a lecturer at the Sydney University with the establishment of the Bachelor of Education course (majoring in Physical Education). He attained his doctorate, Ed. D., at the University of California, Los Angeles, in 1958.

Clive Smith became the Principal of the Y.M.C.A. College for Leadership Training in Sydney.

The movement of Australian students to America continued. So in this period of indecision many Australians who could have helped to develop an outstanding system of physical education in Australia were forced to devote their talents to the youth of other countries.

It was not until 1939 that New South Wales took the first step towards organizing a major modern programme of physical education.
PART II - FINDINGS AND CONCLUSIONS

Influences Affecting the Development of Physical Education in Australia.

- A national plan of physical training is developed with a Commonwealth Director.

- Physical education in the universal training and cadet era is conceived to be drill and physical training according to a military pattern.

- School sport becomes a popular unofficial physical activity in most schools. As the popularity of drill declines, sport increases.

- Physical education in the schools is retarded by the lack of playing space and facilities. The extended use of the school for community physical recreation is proposed.

- Overseas influences make an impact upon physical education. The subject begins to assume a wider educational role.

- Swimming instruction becomes an additional component in the school physical education programme. Permanent staff is appointed.

- A relationship between physical education and health education begins to emerge.

- Camping is added to the physical education programme through the introduction of cadet and rural camps.
PART III

PHYSICAL EDUCATION COMES OF AGE

1934 - 1962

Australia becomes a responsible member of the family of nations. National maturity and stature is achieved. The country takes its place in world affairs. Her great potential begins to take shape.
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## FINDINGS AND CONCLUSIONS

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CHAPTER I

THE COMMUNITY TAKES A HAND

The modern play movement began in several European countries about the end of the eighteenth century, with German education reformers leading the way.

An experimental school established at Dessau (Germany) in 1774 by Johann Basedow (1723–1790) was the source and inspiration of the play ingredient in education.¹

Another influential reformer was the German, Friedrich Froebel (1782–1852) who expounded his views in 1826. He believed that the root of all educational development was action, which had for its ultimate aim not only more physical exercise, but also the unfolding and strengthening of the mental process. His studies and experiments produced the modern kindergarten.²

A third German, Friedrich Jahn (1778–1852), called the father of gymnastics, led the revival of interest in gymnastics, dead since the days of the Greek and Roman empires.³

The play movement resulted in the first playgrounds being established in Berlin. This was followed by the formation, in 1891, of the Central Committee for Popular and Juvenile Games. Keen interest in play and education, and play leadership was generated, with the result

1. (98, p.37)
2. (Ibid., p.30)
3. (Ibid., p.37)
that the German Playground Movement was launched. The school became the base for these extra-curricula activities.

In England games had long been an integral part of the culture. Play simply gravitated to larger numbers of people as leisure became available and the social climate improved.\textsuperscript{1} Gradually all Continental countries evolved some pattern for school and community recreation.

The Play Movement in the United States began in the late nineteenth century. The National Recreation Association records show that ten cities had established supervised playgrounds up to 1900. The great impetus came in 1906 with the establishment of the Playground and Recreation Association of America which is now known as the National Recreation Association. In 1906 there were thirty-six cities with established playgrounds.\textsuperscript{2} Chicago, for instance, in 1900 taxed itself to the amount of $10-million for playgrounds and recreation facilities.\textsuperscript{3}

In 1930 President Hoover called a White House Conference and drew up the Children's Charter. This impressive statement of the rights of childhood produced a phenomenal upsurge of interest in playgrounds and recreation.\textsuperscript{4} It followed that when the Olympic Games were held in Los Angeles in 1932 the city became the venue of an international conference on recreation. Nine Australians attended the Congress. What they learnt was taken back to Australia where it was used to aid the development of the municipal playgrounds in the capital cities and to stimulate the reservation and development of parkland. It also helped to prepare

\begin{enumerate}
\item (Ibid., p.40)
\item (Ibid., p.52)
\item (Ibid., p.53)
\item (Ibid., p.58)
\end{enumerate}
the ground for the national physical education movement which was to follow.

PLAYGROUNDS

At a meeting of the British Association for the Advancement of Science in Australia in August, 1914, G. H. Knibbs stressed the school playground problem:

In the city districts, the school playgrounds are restricted in area, and a 'weedy' type is becoming common. Much remains to be done by opening children's playgrounds in city districts, and by an enlightened system of town planning. The congestion in some parts of the cities, and even in some suburbs, has given rise to 'open sores', which are indicative of past neglect. The municipal councils are generally composed of well-meaning businessmen, who are content with a policy sufficient for the day, but who rarely show wise and comprehensive foresight for the future. In Sydney municipal reform is involving enormous expenditure in requital for the sins of the past.¹

He produced evidence which showed a high incidence of physical defects which, in addition to requiring medical attention, required greater attention to health education and physical education:

So far as the general investigation has gone, the result seemed to show the same defects, and in somewhat the same proportion which exists among the children of Europe and America. The disclosures will result, it is to be hoped, in greater attention being given to the physical conditions of school life.²

In 1919 the Medical Journal of Australia referred to playgrounds:

Dr. Gertrude Halley Medical Inspector, South Australian Education Department refers to a movement which appears to be spreading throughout the State, for the establishment

1. (54, p.535)  
2. (Ibid., p.535)
of well-equipped playgrounds. In Port Pirie an admirable ground has been opened, while Adelaide has a properly equipped playground in the South Park lands and will have another in West Terrace within a short time.\(^1\)

**PHYSICAL RECREATION — THE PROBLEM OF URBAN SPACE**

The population in Australia is concentrated in the cities and towns. This has presented many problems, one of the most difficult being maintaining and preserving "breathing spaces" in which the people can enjoy their leisure and participate in those physical and recreative activities which they enjoy and in which they are so proficient.\(^2\)

It is characteristic of cities, when they are growing rapidly, that foresight and planning is not evident and in the hurried development of roads, housing, and essential services, the provision of open spaces within the city is neglected. It is also true that in the inner-city area, as the city grows, green spaces are looked at covetously, particularly when sites are sought for public buildings. So gradually the green areas disappear.

Sydney was fortunate in having a Governor Macquarie whose vision of a well-planned city left some impressions, even though his plans were not completely adhered to. Early statesmen and civic fathers were able to reserve large areas which they dedicated to public recreation, and these sites later became splendid parks.

In spite of large reservations such as Centennial Park, Moore Park, the Domain, and those lands which later came under the control of the

1. (95, p.497)
2. (129, p.216)
National Park and Ku-ring-gai Chase Trusts, the concentration of buildings in the inner areas and the constant filching of park areas made it apparent that Sydney would soon be sadly deficient in recreation space.\(^1\) It was not long before cricket clubs were finding it difficult to secure space in which to play. Football clubs leased all the available sportsgrounds and the lesser sports found it exceedingly difficult to organize their activities.

**THE PARKS AND PLAYGROUNDS MOVEMENT**

Dr. C. E. W. Bean was a journalist with a Grammar School background. He was a graduate of Oxford and one whose scholarly pen later led to his appointment as Australian War Historian for World War I. One day he will be recognised for his great work for physical education and posterity will revere his name.

Dr. Bean was impressed with the high percentage of recruits rejected because their physical fitness did not meet Army requirements in the Great War. He was more impressed with the fact that Sydney was rapidly losing its heritage of recreation space due to the lack of town planning. In the interests of the people, steps had to be taken to preserve and extend the parks, playgrounds, sportsgrounds, coastal swimming areas and scenic drives because Sydney was rapidly drifting towards the grimy congestion of the slum areas of London, Manchester, Birmingham, Liverpool and other heavily populated cities of the Homeland.\(^2\)

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1. (114, pp. 5-12)
2. (Historical notes provided in 1946 by Dr. Bean)
Chapter I

One of Dr. Bean's friends was a former Victorian, John Downes, who had seen the same position developing in Melbourne. A private citizen interested in sport and recreation, he had used his influence to arouse public opinion in Victoria on the need for recreation space. A deputation met the New South Wales Minister for Lands to impress the problem upon him. In the discussions which followed during 1929, it became evident that the Lands Department would be unable to resolve the problem and that public support would have to be found. The public, and only the public, could preserve its own future. As the problem became an Australia-wide cause Dr. Bean threw himself wholeheartedly into the fray.

The Sydney Town Planning Association, anxious because of the constant disappearance of the vacant spaces in and around Sydney, joined the fight. The Association, which was led by two vigorous personalities in Mrs. Florence Taylor and her husband, published a striking graph of Sydney's need and launched the Parks and Playgrounds Movement, which drew many of the city's recreational bodies into a united effort to fight for open spaces. A. J. Small was the first president of the Parks and Playgrounds Movement, and Dr. Bean the secretary. John Downes, Thomas Laing, W. L. Hume, and David Stead were among the members.¹

It became evident that a town planning authority would have to be created by legislation. Future development would then be planned with recreation space provided according to an appropriate formula. It was hoped that this would displace the haphazard growth which was leading

¹. (Notes - Dr. Bean)
to transportation chaos, severe housing problems and to an extreme lack of park and recreation space.

THE RECREATION AND LEADERSHIP MOVEMENT

The dedicated citizens of the Parks and Playgrounds Movement were assisted by Edgar Herbert. He was fired with the need for community recreation and the extension of a modern physical education programme throughout the schools and the community. But he soon discovered that his was a voice in the wilderness. His first approaches to the Education Departments were repulsed. The domination of military training in all the schools meant that his concept of physical education was completely foreign. He turned, in frustration, from formal education to those educational activities which could be conducted under the Local Government Act. The Act had made provision for the development of recreation facilities, sportsgrounds, baths and playgrounds, under the control of local Government.¹

Campaigning for his ideal of physical education - sport and recreation for all and not solely for champions - Edgar Herbert launched his Recreation and Leadership Movement.

He was a man of missionary zeal, an idealist with sound ideas but a man who found great difficulty in implementing his ideas. He possessed sincerity of purpose but he was regarded as a visionary by some, a fanatic by the more conservative, and as a nuisance by the State and

¹ (Letter from Edgar Herbert)
civic authorities who had to resist the force of his arguments. He had studied physical education overseas and he had seen excellent results in the developing field of community recreation. In the journalist, Dr. Bean, he found a man who could articulate his ideas.¹

The two men agreed that their two organizations— the Parks and Playgrounds Movement and the Recreation and Leadership Movement—should work towards the goal of planned recreation. The two groups, while closely allied, would work independently on particular problems. The Parks and Playgrounds Movement tackled the problem of the necessary areas and facilities; Herbert's organization concentrated on the development of adequate leadership, the provision of training courses and the organization of recreation.

The Recreation and Leadership Movement was particularly interested in the training of recreation supervisors and leaders. Edgar Herbert influenced the Sydney City Council to establish city playgrounds. The assistance of Alderman Marks and other civic fathers was secured through the influences of the Parks and Playgrounds Movement and the Recreation and Leadership Movement. Thus a new force had entered the field of physical education.

CIVIC INTEREST STIMULATES GOVERNMENT EFFORT

The Australian Municipal Journal, published in Melbourne in 1926, refers to six new playgrounds established during the year. At that time

¹ (Notes - Dr. Bean)
there were ten children's playgrounds in the city of Melbourne and the journal commented:

The development that is taking place in Melbourne is typical of the movement in every suburb of Melbourne and in every town of any prominence throughout Australia ... It is well that grounds are provided and equipped, but the need has not been met unless the children are under strict, yet kindly and sympathetic supervision.

The movement for children's playgrounds, established in conjunction with local government soon gathered momentum. Municipal journals concerned themselves more and more with parks and playgrounds as they became aware of the need for town planning.

In New South Wales the Minister for Education became conscious of public opinion. Many criticised the Government's educational policy which permitted school playgrounds to remain so pathetically inadequate in space, surfaces and equipment. The general apathy of the teaching profession to the value of play and the educational advantages of the playground was decried. In 1928 the Minister wrote:

Upon the question of sites I may state that in the case of many old established schools, the areas available are very restricted. To increase the playing space to reasonable dimensions a very heavy expenditure would inevitably be involved. I have accordingly decided that, as far as possible, where new sites are being obtained, at least four acres and, if practicable, five acres be secured in order that local requirements may be met for all time. Efforts are being made to bring the school sites of the metropolitan area and larger towns up to the standard laid down; but the failure in the past to visualize future expansion makes the ideal very difficult of attainment.

During the depression the State Government made very large grants

1. (18, p.121)
2. (104, p.1:1928)
for recreation facilities. For six years the efforts of the Minister for Local Government, Mr. E. S. Spooner, produced great progress in the construction of freshwater swimming pools within the metropolitan area and in many country towns. Similar advances were being made in Victoria due to the efforts of Frank Beaurepaire, who used his practical experience to excellent effect as an alderman and Lord Mayor of Melbourne, and a member of the State Parliament.

As mentioned earlier, a number of Australian delegates attended the International Recreation Congress in conjunction with the Olympic Games held in Los Angeles in 1932. Five hundred delegates were present from more than forty nations. The Congress was sponsored by the American Playground and Recreation Association. Papers were read by the various representatives. Alderman Marks of Sydney and Alderman Frank Beaurepaire of Melbourne represented Australia and spoke at the Congress. The descriptions of facilities and the methods of organizing and administering playgrounds, which Alderman Marks and Alderman Beaurepaire brought back, assisted materially in developing a playground policy. Mr. A. H. Garnsey, City Engineer, Sydney, indicated the position in a report in 1932: "Some progress in the direction of municipal recreation has been made in Australia, but it cannot yet be said that the principles upon which it should be developed and maintained have been thoroughly worked out. If there is one thing that stands out so far, as a result of Australian experience, it is the necessity for proper supervision."
He indicated that the State was not free of an obligation, and that technical assistance and finance to assist development and training of supervisors, might well be done by a central source. "If there is one thing which has been brought out as a result of the City Engineering Department's investigation of the problem it is the fact that playground matters, by and large, are today the field of the specialist qualified by scientific and technical training." ¹

In 1932 Edgar Herbert was quick to point out that although we could hold our own with most of the nations of the world at the Olympic Games, cricket Tests, or rowing at Henley, nevertheless on scientific principles and on the educational aims and objects of physical education, we had little but superficial material to build on. This, he said, was "all right in its way, but devoid of that analytical touch that characterises a student attitude." ² For one hundred years, he wrote, we had ignored the vast import of recreational movements in the life of the individual and the destiny of the nation. During those hundred years poor feeding, bad housing and artificial amusements had dwarfed in body, mind and soul our vigorous pioneer stock.

Herbert argued that community recreation was of fundamental importance to the solution of modern social and educational problems. It was necessary to know world movements in recreation and to apply them to Australian conditions. Froebel's revolutionary principle of "Education by play" was destined to take the dullness and stupidity out of education;

¹ (129, p.115)
² (Ibid., p.168)
to develop interest and joy, and to provide an opportunity for the continual use of that creative capacity which did not come to an end in youth but was a continuing process. Herbert continued:

In America, its growth favoured by many circumstances, it [recreation] has achieved stupendous success and promises to contribute more than any other factor to the adjustment of those human problems arising out of unprecedented growth of population and material advancement ... School systems, city recreation departments and a wide variety of welfare institutions have co-ordinated their efforts to secure both efficient and effective work ... This new profession has, in the space of a decade or two, risen to a status equaling that of many of the long-established professions.¹

Dr. Bean in 1932 also pointed out that Australians had many natural opportunities for out-door exercise and games but we were slower than others to realize the value to the nation of these opportunities.

He continued:

It is not until the vacant lots, on which my own generation learnt to play cricket and football, are built over, that we begin to feel the need of them. We are only awakening to it today when we find that much though we pride ourselves on our sporting spirit, and our love of healthy games, a considerable proportion of our children - at least in the larger towns - have not the opportunity even to learn them, much less to practise them ... If in three generations working time has been gradually halved, another three generations may see it halved again ... Large numbers of men and women who at present spend their spare time in their gardens, will have leisure to play tennis or the other national games, or to go motoring along the roads, and all these will have to be catered for.²

Dr. Bean said we now knew that these facilities for recreation would not come of themselves; only national organization could secure them. So recreation became a subject matter of politics.

¹  (129, pp.168-173)
²  (Ibid., pp.215-217)
He pointed to one hopeful sign. The New South Wales Lands Department had accepted the standard adopted by town planners for the ratio of ten per cent of recreation space to the whole area of a town. This ratio, he said, was now adopted in sub-dividing Crown Lands in the neighbourhood of Sydney. The Surveyor-General and the committee of the Parks and Playgrounds Movement had also recommended this standard for Sydney's recreation areas - with the proviso that four-fifths of this tenth, that is eight acres out of ten, should be level enough for the playing of games.

Again in 1934, in his usual vigorous language, Edgar Herbert attacked the Education Department for its failure to provide adequate playgrounds, and playground facilities, including supervision.

The community's campaign for a more enlightened physical education programme continued until, in 1937, the Minister for Education, Mr. D. H. Drummond, announced in Parliament:

An important decision, made in the past year, was to proceed with the organization of physical education on a State-wide basis. The Department aims at bringing school physical education activities into harmony with those of outside organizations ... An Advisory Committee has been appointed to examine existing conditions and to make recommendations in connection with various aspects of the scheme.1

1. (104, p.21937)
CHAPTER II

THE COMMUNITY AND THE GOVERNMENT JOIN FORCES

Selection of Sydney as the site for the 1938 British Empire Games created a surge of interest in all amateur sports.¹ The proposed programme was the most ambitious ever planned for an Empire Games; rowing and cycling were included and new events were added. The Games were arranged to coincide with Sydney's 150th Anniversary celebrations.

In the interim Australia was preparing a larger team than it had ever sent to an Olympic Games for the meeting at Berlin in 1936. In the midst of all these preparations attention was directed to the low ebb which physical education had reached in the public schools in all States. The Commonwealth and State Governments were less concerned with sport than with the national movements which had developed in Germany and Italy.

In these countries physical education organized on a nationalistic basis had produced youth movements of frightening potential. A comprehensive plan of physical education operated from the time a child reached school age until he was old enough to participate in a military training scheme which set up the maximum of physical fitness as a national goal. British observers in Germany and Italy reported that great successes were achieved in mobilising the youth of the country through these national programmes; the provision of physical education

¹ (Appendix "L" and "K")
facilities for the schools and the community had reached unprecedented proportions. It was obvious that war was pending but the preparations included the physical training of manpower to an extent never previously contemplated by any nation. The concept of total mobilisation of all manpower for a total war depended on the attainment of maximum national physical fitness.

The component members of the British Empire were kept informed but a plan was slow to emerge. The cadet plan which was successful in 1912 would not operate efficiently due to the changed conditions of warfare, and also because of the deep antagonism which parents and teachers felt towards military drill. Time was obviously running out fast and the organization of a national programme which moved to include all of the population, required finance, trained leaders and facilities. The years of indecision from 1922 to 1934 were the valuable years which the locusts had eaten.

The Olympic Games held in Berlin in 1936 attracted world-wide attention. It was the greatest sports spectacle that had ever been witnessed up to that time. The German national youth programme was on display to the world. The various countries sent teams of observers, military experts, politicians, youth directors, and school authorities. These international representatives were amazed at the unbounded enthusiasm of the nation for physical fitness, and the members of the British delegation were able to estimate accurately, and with some apprehension,

1. (65, p.7)
the rising power of the Nazi machine; they were able to see the extent to which the imagination of youth had been captured and the manner in which the activities of youth had been organized. Captain F. A. M. Webster expressed the general opinion very well: "Some years ago I saw in Germany what appeared to be the commencement of an ideal system for the physical regeneration of the German race."¹ He said the scheme provided for every town of six thousand or more population to have well-planned, properly constructed and admirably administered sports facilities. He had seen the genesis of the scheme in 1930. The success of the plan had been proved at Berlin in 1936.

He said the proof was not alone in the brilliant performances of the men and women who brought to Germany triumphs undreamed of hitherto. These were not selected gladiators, they were the naturally evolved product of a system which had been working for the fitness of the whole nation. The success was very apparent from the thousands of Germans who attended every session and watched with enthusiasm. They criticised with a degree of knowledge which was amazing.

The points it was important to stress, wrote Captain Webster, were that any physical fitness movement must look more to the future than to the present. If the youth and adolescents were taught the real value of fitness, it seemed probable that they would carry on these physical activities in modified form throughout life with far greater benefit to themselves.²

¹ (141, p.4)
² (Ibid., pp.4-6)
Australia extended its interest beyond the Olympic Games in Berlin. Sir Harold Alderson as Chef de Mission of the Australian team was keenly interested in the coaching and training methods, in the construction of facilities, and the participation of the German Government in the national physical education scheme.¹

Among the many prominent Australians attending at Berlin were Mr. B. S. B. Stevens, the Premier of New South Wales, Mr. D. H. Drummond, Minister for Education, and the Commissioner of Police, Mr. W. J. Mackay. There were many opportunities to discuss with the British and other Empire representatives the spectacle they were witnessing. Mr. Drummond compared what he saw in America, England and the other countries he visited with physical education in the schools of Australia.

At this time the Physical Fitness and Recreation Act was being drafted in England and the National College of Physical Education was being established; these advances were of considerable interest to Mr. Drummond.

He shared with the educational authorities of England realization that the English-speaking world was unprepared for war, and he was able to bear witness to the amazing development of physical education in Germany and in America.²

In America physical education was highly regarded by educational authorities. The subject was so well advanced within the universities that in most of them it was required of all students; degrees in

¹ (Interview with Sir Harold Alderson)
² (Notes from D. H. Drummond, M.P.)
physical education were available to those seeking a career in physical education in the schools and the community. In certain universities and colleges, the subject had attained sufficient prominence to attract students from other countries.1

RE-ORGANIZATION OF PHYSICAL EDUCATION PROGRAMMES

The Minister for Education for New South Wales was so impressed by his observations while overseas that on his return to Australia he immediately set about the re-organization of physical education in the State and the acceleration of its development along modern lines. Australia was ready for such a development; communications from the Home Office to all parts of the Empire emphasised the urgent need immediately to embark on an organized physical fitness campaign in anticipation of war.2

In Victoria there was similar activity. General Alan Ramsay (later to become Director-General of Education in Victoria) participated in discussions with an advisory committee.3 This committee proposed a State programme of physical education. General Ramsay assisted in the preparation of the report which, together with the address of Sir Cyril Norwood, a visiting English educationist, at the New Education Fellowship Conference in Melbourne in August-September, 1937, on "The New Conception of Physical Education", had a significant effect. Sir Cyril Norwood said:

No one can be at all conversant with what is being said and

1. (43, pp.2-5)(4, p.3)
2. (104, Preface, p.2:1937)
3. (Appendix "A")
done in Europe and America at the present time without
becoming aware that a new conception of what may be affected
through the training of the body is steadily spreading
through the world.

He indicated that some thinkers were inclined to be hostile on the
grounds that it might depreciate the mind and exalt the body, it might
glorify games, or even be a concealed militarism, to make coming genera-
tions more fit to fight and less ready to ask questions. In regard to
Australia he said:

Your athletes are splendid, and the reputation of your
soldiers second to none. And yet I am told that the
physical condition of the population as a whole is by no
means such that it cannot be improved ... I have heard of
widespread and serious deficiencies in the health and
physique of a large proportion of the children of all
ages...these weaknesses are not in the children when they
are born; to put it bluntly, they are due to lack of proper
nurture and to faults of education ... It is a plain reason
why you like others, should take physical education seriously
... We must place as a foundation of the new education the
physical health, fitness and efficiency of the whole people,
considered as a national ideal; we must train...the coming
generation so that they can be more self-reliant, using
their leisure better, getting more out of life...Education
is a preparation for life and for citizenship and every
future citizen of a democracy ought to be so educated.

He indicated that these principles were so obvious that they were
no more than platitudes, but that not one of them was being carried out
seriously in the education of the schools of the day, nor was there any
conception of the meaning of a true national physical education and the
consequent changes which it would involve. He went on to say:

Few of those who control our education systems have yet
begun to think seriously. We are still governed by
tradition and we still think of all higher education as the privilege of a minority and as being almost exclusively academic; we have to put tradition aside, and in physical education as in all other sides of the continued education which every boy and girl needs, we must think the problem out from its beginnings.¹

The evidence of these education authorities put the seal of approval on an organized plan of physical education. The foundation of the national physical education campaign was based upon the school and the community.

In the same year, 1937, the Department of Education in Victoria advertised for a full-time specialist physical education staff. The staff was organized to give demonstrations to teachers in all branches of physical education. The work was planned on an itinerant basis, the emphasis at this stage being placed on the work in the primary schools.

In New South Wales the stage was being set for further developments in physical education. The visit of Sir Cyril Norwood hastened the action of the drama. His comments on Australian education were scathing, but they were also well-considered statements of the true position.

**Conference of Physical Education, 1937:** As a result of deputations from interested citizens, a conference was arranged in Sydney for July 2, 1937 to discuss the basis for instituting an Australia-wide physical fitness campaign. The conference was sponsored by the Recreation and Leadership Movement and the Parks and Playgrounds Movement. The conference was unanimous in its decision that the physical fitness campaign

¹ (Appendix "B")
should be based on the most advanced methods of education: "Today's challenge to complete living calls for the exploration of practical ways and means of developing a recreation policy suited to the characteristics of our people and the democratic nature of our institutions." ¹

The sports associations, Teachers' Federation and youth bodies indicated their willingness to co-operate in the work and to assist in the formulation of a plan which would enable every member of the community to participate. The conference indicated that, as a first step in an all-embracing policy, adequate physical equipment, parks and play space, together with scientifically trained leadership should be provided in the schools and the community. It was further resolved that a Continuing Committee should be formed to make recommendations suited to a plan for physical fitness which would embrace the various existing organizations in the proposed national programme. It was further resolved that the resolutions be placed before the Federal, State and municipal authorities. The public bodies were later convened under the chairmanship of Sir Frederick Stewart, M.P., and practical recommendations were made. As a result of the interest aroused a further conference of representatives was arranged under the chairmanship of Sir Frederick Stewart. The following resolution was passed:

This conference believes that there is urgent need for a national fitness and citizens' campaign in Australia and that the campaign must be based on individual freedom and the great British tradition in recreation - namely development of the whole man rather than the practice of muscle building.²

1. (150, p.7) (Department of Education, New South Wales, Official Papers)
2. (150, p.7)
By this time widespread interest had been aroused. The need in Australia for a Government-sponsored plan of physical education had been amply demonstrated. In 1937 the New Zealand Physical Welfare and Recreation Act was passed. The Act created a National Council of Physical Welfare and Recreation and this provided further impetus to the movement.¹

The resolutions of the two Sydney conferences were presented to the Premier of New South Wales (Mr. Stevens) on August 18, 1937, by a deputation of conference representatives. The Premier promised his assistance and indicated his willingness to set up an advisory committee. He also suggested that the matter be discussed with the Minister for Education and the Minister for Health.

A further deputation met the Minister for Education in October, 1937. He stressed the need for a directive head of a physical education scheme. He had studied the matter carefully and a proposal had been outlined to the Premier, "which envisaged the appointment of a man of ability and high qualifications in the physical education sense, capable of being a Director of Physical Education."² The Minister for Education foresaw that various activities now controlled by the Departments of Education, Health, Labour and Industry, and Social Welfare could be consolidated into an efficient organization. As the Minister responsible for physical education he was prepared to undertake the introduction of a comprehensive scheme of physical education and, with

¹ (150, p.2)
² (Ibid., p.8)
the concurrence of the Minister for Health, he announced he would ask the Premier to appoint an Advisory Committee of Physical Education.

Establishment of Advisory Committee of Physical Education: On December 22, 1937, the Premier announced the appointment of an Advisory Committee of Physical Education. The committee was empowered to undertake all the preliminary steps until such time as a statutory body could be established. The committee was assisted in its deliberations by Sir Cyril Norwood who was visiting Australia for the New Education Fellowship Conference and who was able to provide information about the development of physical education in England.

The first meeting of the Physical Education Advisory Committee was held at the Education Department of New South Wales on December 31, 1937. Members of the committee were Professor Harvey Sutton, Dr. C. E. W. Bean, Mr. I. C. Robson, Dr. H. C. Wallace, Rev. J. S. Meagher, Dr. A. E. Machin, Mr. Steven Lynch, Miss E. M. Lewis and Mrs. S. J. Davey. Cabinet put the Minister for Education in charge of the State physical education plan.

The Minister asked the committee to carry out the following assignments as quickly as possible: (1) to advise the Government on the selection of a Director of Physical Education; (2) to advise the Government on suitable courses of training for teachers; (3) to take steps to organize physical education external to the schools in conjunc-

1. (150, p.9)
2. (104, Preface, p.2:1937)
tion with the Director when he was appointed; and (4) to advise on the development of physical education generally. He also desired the appointment of a Director to control the physical education programmes within the Government-approved policy.¹

The Minister said that experience might indicate the necessity of legislation to deal with inter-departmental and Federal relationships and to protect the physical education development against the disastrous lapse of the past fifteen years from which, in the physical education sense, Australia was endeavouring to recover.

The Minister said the Director and the committee would need to conduct extensive surveys to determine the greatest needs and to assess the current position. These surveys would include the physical education of school children, and the need for remedial and corrective activities, the classification of school playgrounds, and an indication of size, quality and suitability of the existing equipment for games and sport. The Minister also indicated the need to determine the requirements for the development of a comprehensive State-wide programme of physical education for the community. He said Cabinet desired that priority be given to the school age and youth sections of the community. Provision for the pre-school and older adult members of the community was to follow.

The Minister asked the Advisory Committee for its views on the qualifications it would desire a Director of Physical Education to

¹ (150, p.9)
possess. The committee recommended that the Director of Physical Educa-
tion should be a graduate of a recognised university, the holder of a
degree and that he should have had wide experience in physical education
as applied to pre-school, school age, adolescent and adult activities.
The committee recommended that as it was doubtful that a Director could
be secured in Australia with the qualifications recommended, advertise-
ments should be published throughout the English-speaking world.¹

On November 27, 1937, the Minister for Education directed the
Public Service Board to invite applications for the position of Director
of Physical Education. The Minister's direction said:

The Director of Physical Education will be required to
formulate, carry into effect and supervise the scheme
of physical education, to cover children of pre-school
age, and adolescents.

He will be required to link up all external work of the
Department of Education under a State-wide scheme of
physical education, in addition he will direct the studies
of physical education teachers in training, and through
the Supervisor of Physical Education in the Department
and the lecturers in physical education at the Teachers'
College, will direct the work of physical education in the
Departmental schools of the State and Child Welfare institu-
tions. His advice and assistance will be available to all
other schools external to the Department and he will be
responsible for the organization of physical education,
in conjunction with the Medical Branch of this Department
and the Health Department of pre-school children.

The following advertisement for the Director of Physical Education,
New South Wales, Australia, was published:

Applications are invited for the abovementioned position.
Salary of £950 p.a. will be paid from the date the selected

¹ (150, p.10)
applicant arrives in Sydney. The necessary travelling expenses of the selected applicant and his family to Sydney, up to a maximum of £200, will be allowed.

The successful applicant will be required to devote his full time to the duties of the position which will be to formulate, carry into effect, and supervise a comprehensive scheme of physical education for children, including those of pre-school age and generally to the adolescent age, primarily under the Department of Education, but linked up with a State-wide scheme of physical education.

Applicants must be British subjects and will be required to furnish satisfactory evidence of physical fitness; they should be graduates of an English, European or American university of recognised standing following upon a course of at least four years' training in physical education and/or recreation; they should have had satisfactory postgraduate administrative experience in England and/or elsewhere, in relation to physical education and recreation, and should furnish evidence of good executive ability, personality and driving force.

Applications should be lodged not later than February 28, 1938....

The Physical Education Advisory Committee immediately set about preparing a plan and a report to provide physical education to cater for the entire field; the training of personnel and the nature of State organization which might best be established.

Sub-committees were formed to deal with publicity; country organization; the provision of physical education for non-State schools, for pre-school, adolescent, adult, middle-aged and aged members of the community, and for the physically defective; physical education for industry; facilities; recreation areas; research; and training. The committee was very active and the report was prepared and submitted in

1. (150, p.11)
twelve months. 1 It was an excellent piece of work to which many interested citizens had contributed. The recommendations provided a blue-print for the proposed State-wide physical education programme.

The committee recommended that the State programme should operate over a comprehensive age range and that it should be co-ordinated and administered from a central source, with provision for area or district decentralization. The planning and direction was to proceed from the central service source. The activities were to be decentralized so as to operate as closely as possible at the local level.

The need for university courses to produce a trained graduate staff was stressed. It was evident that staff trained in physical education for the school and the community was essential to success.

The State plan was a co-ordinated effort but it drew the existing organizations and Government bodies into co-operation to act as effective agents within the plan.

The Premier announced the proposed State physical education programme with these words: "I am convinced that we have here the foundations of a national service capable of almost unlimited development and holding the promise of incalculable benefit to the generations of the present and the future." 2

The Premier placed this new Government activity under the control of the Minister for Education, who said:

The programme of physical education to which this State has

1. (107, pp.3-47)
2. (Ibid., p.3)
now set its hand is a practical recognition of the fact that the most priceless possession which a nation can have is the health and well-being of its people. To lay the foundations of this health one must commence as early as possible in life. Once a child commences to grow, it rapidly passes through those stages where its physical health may be made or marred according to the education it receives. This programme, implemented throughout the schools and incorporating every phase of physical education, must not be permitted to end when the child passes beyond the portals of the school. The Department of Education implementing the Government's policy will do all that is possible in co-operation with local governing and other authorities to provide for the healthful training of the youth of this country. Recognising these things with the aid of a public-spirited body of men and women, the Department of Education, in co-operation with the community, is launching a programme which it believes will, over the years, result in a much larger percentage of our people being useful and happy because they are healthy and physically perfect.1

The Minister, in a report to Parliament, said that the Government proposed to carry out, early in the 1938 school year, a medical and physical survey of all the State's schoolchildren.

The Minister also announced the aims and purpose of physical education which would be accepted as State policy:

The basic purpose is to assist in achieving the physical well-being of each person in the community. To raise the standard of the physical well-being of the community and to maintain high standards it is necessary:

1. To develop community and individual appreciation of the need for, and benefits of, physical well-being and to develop a sense of community and racial responsibility.

2. To provide opportunity for every individual to develop sound knowledge of the principles of physical education, and to provide necessary facilities.

1. (107, p.5)
3. To co-ordinate the efforts of organizations which are working for allied purposes, and to assist and supplement their efforts where necessary.

4. To adapt physical education to the necessities of each stage of life, the infant, the child, the youth, the adult.

5. To provide for positive, preventive, remedial and curative training.

6. To provide for adequate education for teachers and leaders in the principles and practice of physical education.¹

Appointment of Physical Education Director for New South Wales:

The Public Service Board appointed a selection committee, which included Colonel F. C. Alderson, Professor Harvey Sutton and Dr. A. G. Machin, to review and report on the applications received for the position of Director of Physical Education.

The following applications were considered:

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<tr>
<th>Country</th>
<th>Number</th>
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<tbody>
<tr>
<td>Australia</td>
<td>32</td>
</tr>
<tr>
<td>New South Wales</td>
<td>19</td>
</tr>
<tr>
<td>Victoria</td>
<td>5</td>
</tr>
<tr>
<td>Queensland</td>
<td>7</td>
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<tr>
<td>Western Australia</td>
<td>1</td>
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<tr>
<td>England</td>
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<td>Canada</td>
<td>27</td>
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<td>New Zealand</td>
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<td>Africa</td>
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<td>U.S.A.</td>
<td>4</td>
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<td>India</td>
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The selection committee was assisted by panels of physical education experts in other countries. The Canadian panel included Professor Sanderson (University of Toronto), Dr. Arthur Lamb (Director of the Physical Education Department, McGill University, Montreal), and Mr. L. C. Robson (Headmaster, Church of England Grammar School, Sydney).²

The committee, after examination of the qualifications submitted,

1. (107, p.18)
2. (150, p.12)
decided upon Mr. Gordon Young, B.A., B.Sc., as the candidate holding the highest qualifications and meeting the requirements of the position. As the result of the selection committee's deliberations, Mr. Young was appointed by the Public Service Board to take up his duties on his arrival in Australia. Mr. Young arrived in December, 1938. The position and the duties of the Director were confirmed by Cabinet.  

The Director of Physical Education was required to devote his full time to the duties of the position which was to formulate, carry into effect and to supervise a comprehensive scheme of physical education for children from the pre-school to the adolescent age level. He was to work primarily under the Department of Education but he was to link up with a State-wide scheme of physical education.  

The Minister next established the relationship of the Director to the Department of Education. In a minute signed by the Minister on April 14, 1939, Government policy and the Director's authorities were indicated:

1. Cabinet decided that the Director be given authority and complete direction of a work which it considered was essential to the physical well-being of the community.

2. Cabinet considered that the work fell into two distinct, yet inter-dependent, sections:
   
   (a) the work directly controlled by the Department of Education;

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1. (104, p.1, Ministers Preface)
2. (105, p.351:1938)
(b) physical education and national fitness in the community generally and more particularly in respect of post-school youth.

It was the definite policy of Cabinet, therefore, that the work of physical education in the general community should proceed simultaneously and co-equally within the schools and the general community.

3. It was essential that the Director's work should become directive and supervisory as rapidly as possible.

4. The Director was required to submit a plan indicating how he proposed to implement the Cabinet policy in regard to the training of teachers, the physical education in the schools, the community organizations, and co-operation with the university.

5. He should indicate the staff (both professional and clerical) which would be required and facilities which would be needed to implement:

(a) immediate and urgent requirements;
(b) a long range policy including a university programme;
(c) the complete link-up in a State-wide programme and the gradual development envisaged.

6. The status of the Director in relation to the Department provided him with direct access to the Minister and the Under-Secretary, a privilege which was also given in the
case of the Child Welfare Department. Subject to the
general policy of the Government, he was to be free to
determine the means of implementing his policy and the
extent and method by which that policy could be applied.¹

The Minister appreciated that an extensive organization would be
required to interest the community and the public generally and to
influence the teachers and pupils. This would require a widespread and
organized machinery of advice. It was of utmost importance for the
Director to participate in such planning and advice and it was essential
that he should not be dominated or subservient in this relationship.

The Premier indicated on April 24, 1939, that without prejudice
to the position of Director it was advisable that the Director should
be given responsibility for bringing recommendations of the newly
appointed State Council for Physical Fitness under the notice of the
Minister, otherwise it was probable that these recommendations might
be lost or delayed. This would give rise to irritation and would not
produce the best results. It was thought advisable that the recommenda-
tions should be transmitted direct to the Minister. The Minister
determined that the position of the Director on the State Council for
Physical Fitness was that of Executive Member.² The comprehensive plan
approved by the New South Wales State Government began to take shape.

The Department of Education established the Physical Education
Branch in 1939. The first action of the Director was to consolidate the

1. (150, p.18)
2. (Letter to Premier from Minister for Education, April, 1939)
physical education activities of the Department in the newly created Branch.

The supervision of physical education throughout the schools became the responsibility of the Director. Weekly swimming, vacation swimming schools and the organization of training courses in physical education (other than those in the Teachers' College) were consolidated under the Director of Physical Education and liaison was established with the School Cadet Corps. The national fitness activities were incorporated in this administration.

Lieutenant-Colonel H. Hardwick was appointed Supervisor of Physical Education and in 1948 he was appointed Deputy Director of Physical Education.

Some time later Assistant Supervisors (male and female) were appointed to assist in the organization and supervision of physical education; these officers worked mainly in the schools, but their duties expanded as the scheme of physical education in the community grew. An Assistant Supervisor of Physical Education was appointed to the Hunter Valley in 1949.

The appointment of a female Assistant Director of Physical Education was made in 1948, Miss Bunice Gill, B.A., Dip.P.E., being selected.

Other States Act: The Departments of Education in the various States took similar action. There were, however, variations in the pattern of organization and administration which was adopted by the
different States to promote physical education and national fitness activities.

In Western Australia the previous Organizers of Physical Education (both male and female) had been transferred to other duties after the breakdown of universal training. Replacements were made in 1939 with the appointment of the Superintendent of Physical Education, Mr. R. E. Halliday, B.A., Dip.Ed., and Miss K. M. Gordon, B.A., as his assistant. Mr. Halliday was appointed Director of National Fitness and Physical Education at a later date.

In Tasmania Mr. Roger Von Bertouch, B.A., Dip.P.E., was appointed Organizer of Physical Education. Mr. Von Bertouch was succeeded by Mr. R. Collins, Dip.P.E., in 1949.

The Queensland Department of Education appointed Mr. B. F. G. Apps, B.A., Dip.Ed., Dip.P.E., as Organizer of Physical Education in 1940. Mr. Apps was succeeded in 1944 by Mr. H. Giese, B.A., B.Ed., Dip.P.E., and at a later date by Mr. T. I. Thompson, Dip.P.E.

In Victoria Miss R. Virtue continued as Organizer until her retirement in 1949 when she was succeeded by Mr. H. L. Hamilton, Dip.P.E.

In South Australia an Organizer of Physical Education was appointed in 1950. He combined the duties of Organizer with those of senior lecturer in physical education at the Teachers' College.

In most States the Department of Education established a Physical Education Branch to consolidate the various activities associated with
physical education within the schools.

BACKGROUND OF THE NATIONAL FITNESS MOVEMENT

The programme proposed by the Physical Education Advisory Committee in New South Wales envisaged university courses for the training of an executive and instructional staff, and a department or sub-department of physical education associated with education. Furthermore, it anticipated the development of necessary facilities in the schools, the community, and the university.¹ The Advisory Committee expected that a comprehensive plan would operate to provide physical fitness activities for all age groups in all walks of life.

The Minister for Education, Mr. Drummond, realized that the recommended budget of £100,000 a year was beyond the resources of the State, and that the campaign for fitness must become national to be fully effective.

The political climate was conducive to a major development in physical education and the urgency for action on a national basis was apparent. There was strong support for an Australia-wide national fitness campaign from many influential and informed Australians. Many organizations were active and the press assisted in forming a favourable opinion.

Supporters of physical education anticipated that the Commonwealth Government would be interested in a national fitness campaign, but the

¹ (107, p.18)
States were adamant in wanting a more vital part, a more harmonious administration with the State Education and Health Departments, and a school-community approach to physical education rather than a military programme of cadet training — the form it took in 1909 when the Commonwealth Government became interested. As the Commonwealth's chief interest in 1939 again was defence, this attitude of the States was not greeted with favour by the Commonwealth, and many discussions were required with Federal Cabinet members to reach a solution to the problem and to secure support.

The national programmes operating overseas were available for consideration. The German and Italian national physical education movements were well known. The appointment of a Minister of Sport in Russia and the totalitarian organization of that nation had been reported upon. It was the report of the twenty-fifth session of the League of Nations which provided the basis of a democratic plan. The Health Committee reported to the League that national physical fitness could be best achieved if a commission was appointed to formulate a scientific basis of physical education for all age groups. A commission was set up and presented its report in May, 1937. Its recommendations stressed the importance of national committees on physical fitness and the close connection of education and health. The report claimed that the chief objectives could be best obtained through physical education in the schools, and communities, and through voluntary agencies interested in

1. (83, pp.5-6)
youth and sports. The report stated that the training of leaders should be undertaken by the universities.

A delegation from Great Britain which had been sent to the European countries in 1936 began its studies in November. This delegation made its report, with the result that the British Government was induced to extend the school and health services in physical education. A memorandum was presented by the President of the Board of Education and the Secretary of State for Scotland in January, 1937. The title of this paper was "Physical Training and Recreation". The memorandum proposed the formation of National Advisory Councils for England, Scotland and Wales, to be composed of men and women who had been selected for their knowledge and experience in physical education and sport. It also proposed the establishment of grants committees, and of regional local committees, and provided for the establishment of a National College of Physical Education. The memorandum not only set out to create in the public mind a realization of the value of physical fitness for its own sake, but also endeavoured to provide facilities sufficiently attractive to make an effective appeal to the people of the country.¹ An Act embodying the recommendations in the memorandum was passed in 1937. It was entitled "The Act for Physical Fitness and Recreation, England".

This lead given by the British Government was eagerly seized upon

¹ (65, pp.7-78)
by New Zealand, Australia and Canada. New Zealand was the first of the Commonwealth countries to act upon it and the Physical Welfare and Recreation Act of New Zealand was passed late in 1937, setting up a National Council of Physical Welfare and Recreation. This was a stimulus to Australia.

In Australia the appropriate State Departments, in their attempt to implement Commonwealth policy favouring a national fitness campaign, posed the first question: Who was to run the campaign — the Education or Health Departments. Education had the advantage of previous experience, of teaching strength, and the extensive network of the schools. Health had a better history in planning and professional training; it also had a Commonwealth Department of Health to work with. The local government role in the campaign was complementary rather than central.

In 1939 Mr. Drummond invited the Education Advisory Committee, composed of all State Ministers for Education, to New South Wales. The proposed national physical education campaign was placed on the agenda of the conference. The New South Wales Director of Physical Education had prepared both an interim and a long range plan. This material was presented to the conference and the Ministers for Education agreed in principle to give the full co-operation of the respective Departments of Education, and to assist in the establishment of national programmes.

The Commonwealth Government was not enthusiastic once it was clear that the programme would not be directly related to military
training. The Commonwealth Department of Health appeared to be the most appropriate portfolio. Dr. Morris, Director General of Public Health in New South Wales, had drawn up a report for the Commonwealth Medical Research Council in 1937. This prepared the way for the ensuing action. Mr. Drummond secured the interest of Senator H. S. Foll, the Commonwealth Minister for Health. Senator Foll and Sir Frederick Stewart, M.P., won the interest of the Commonwealth Government. Senator Foll agreed to call a meeting of State representatives to establish a National Co-ordinating Council for Physical Fitness.

ESTABLISHMENT OF THE COMMONWEALTH NATIONAL FITNESS COUNCIL

The first session of the National Co-ordinating Council for Physical Fitness (later known as the Commonwealth Council for National Fitness) was held in Melbourne on January 5 and 6, 1939. The following members of the Council were present: Senator Foll, Minister for Health (chairman), Mr. H. E. Holt, M.P., Mrs. Clarence Weber, M.L.A., Sir Raphael Cilento, Brigadier F. P. Derham, D.S.O., V.D., Croix de Guerre, Colonel W. H. Rockliff, M.C., Dr. C. T. Madigan, Mrs. E. A. Waterworth, O.B.E., Mr. F. Buss, Mr. Adrian Curlewis and Dr. J. H. L. Cumpston, C.M.G.

Senator Foll pointed out that the Council was very representative. It included the Director-General of Health of Queensland, the Commonwealth Director-General of Health, a Senior Inspector of Schools, representatives from the Surf Life Saving Association, the Returned Soldiers' 1. (99, pp.1-15)
2. (12, p.2:January, 1939)
League, the Adelaide University, Legacy, the Infant and Maternal Welfare Association, and the Victorian National Fitness organization.

The Council's powers were limited but it served as a rallying point for the nation and as an inspiration to other government and semi-government bodies.

Senator Foll told the Council:

There is scarcely a country in the world today that is not putting the question of physical fitness in the forefront of its programme... The Co-ordinating Council will render a service in the inter-change of ideas so that a nation-wide physical fitness scheme will evolve... Whilst National Fitness is inseparably bound up with the question of defence, this movement is one which the nation needs whether in war time or peace time.¹

The Co-ordinating Council learned that in some States, physical fitness councils had been formed. The need to establish chairs of physical education in all universities was stressed. Speakers agreed that the schools were the starting point of the fitness campaign.

Dr. Cumpston, the Commonwealth Director-General of Health, said that the National Health and Medical Research Council had passed a resolution recommending to the Commonwealth Minister of Health the formation of a National Council for Physical Fitness under the Minister for Health.²

The Co-ordinating Council defined its aims and objectives in public relations, co-ordination, services, adapting physical education to all ages and fostering an adequate training course for teachers. The Council

1. (12, pp.3-4; January, 1939)
2. (Ibid., p.5)
requested steps be taken in all States to form State Councils for National Fitness and suggested representatives be included from the State Departments of Health and Local Government and from women's organizations, youth movements and sporting bodies.

The Co-ordinating Council recommended a general conference as early as possible to which the Council should invite one representative appointed from each State Council. It was suggested that at each general conference public sessions be held at which prepared papers and addresses on physical education should be presented. Frequent meetings were considered necessary.

The second session of the Co-ordinating Council for Physical Fitness was held in Canberra on May 2, 1939. Sir Frederick Stewart (the new Federal Minister for Health), and Mrs. F. Davy, from New South Wales, were added to the Council.¹

Sir Frederick Stewart, who presided, announced that the Commonwealth Government was prepared to subsidise chairs of physical education in the several universities. This was considered a sound foundation for national fitness.

The Council recommended that grants of £2,000 should be made to the universities for the first year, to be followed by grants of £1,500 for each of the next nine years. This would allow universities to introduce instruction to diploma standard and would provide for the supervision of the undergraduates. An organizer was to be appointed in each State,

¹ (12, p.3: May, 1939)
and the Commonwealth was to grant £1,000 a year to each State to meet the expense of salaries and administration. The appointment of a Commonwealth organizer was proposed but decision was stood over to the next meeting.

The Council considered that £2,500 should be provided for general publicity and educational work and that subsidies should be available to encourage the activities of local authorities and unofficial bodies.

Council considered the changing of the name in each State to National Fitness and the adoption of the Commonwealth Council for National Fitness.

The third Session of the Commonwealth Council for National Fitness was held in Melbourne on July 27, 1939, and the following persons attended: Sir Frederick Stewart (Chairman), Mr. H. E. Holt, M.P., Sir Raphael Cilento, Colonel W. H. Rockliff, Mrs. E. A. Waterworth, Mr. Adrian Curlewis, Mrs. F. Davy, M.B.E., Mr. F. H. Buss, Dr. J. H. L. Cumpston, C.M.G. In addition, representatives attended from each State. These included Mr. Gordon Young, Director of Physical Education, New South Wales; Sir John Harris, Minister for Education, Victoria; Dr. H. N. Peatonby; Mr. J. A. Seitz, Director of Education, Victoria; Mr. E. M. Hanlon, Minister for Health and Home Affairs, Queensland; Dr. W. Christie, Principal Medical Officer, Department of Education, South Australia; Dr. C. Fenner, Director of Education, South Australia; Mr. E. H. Gray, Assistant Minister for Employment, Western Australia; Mr. E. A. Wood,
Industrial Registrar, Court of Arbitration, Western Australia; Dr. J. F. Gaha, Minister for Health, Tasmania; Mr. E. A. Ogilvie, Attorney General and Minister for Education, Tasmania; Mr. G. V. Brooks, Director of Education, Tasmania. 1

The joint meeting of the Council and the State representatives had been called to discuss the allocation of £100,000 by the Commonwealth Government for five years to encourage the development of national physical fitness.

The conference recommended:

1. Allocation of £1,000 a year for five years to each State to appoint an organizer of a physical fitness campaign.

2. Establishment of university lectureships or scholar- ships in physical education to these amounts – Sydney and Melbourne, £2,000 each; Queensland, Adelaide, Western Australia, £1,500 each; Tasmania, £1,000. 2

The fourth session of the Council in Canberra on May 9 and 10, 1940, was preceded by a meeting of the State Directors and Organizers of National Fitness: Dr. A. G. Scholes, Messrs. G. Young, B.F.G.Apps, E. V. Harris, J. O'Donoghue and R. Von Bertouch. 3

The fourth session recommended a concentration of effort on school-age children and youths aged from fourteen to twenty-one years. It was decided that the Departments of Education and their Physical Education

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1. (7, p.2:July, 1939)
2. (Ibid., p.4:July, 1939)
3. (Ibid., p.1:May, 1940)
Branches would develop the school-age programme; the State National Fitness Councils would concentrate on physical education in the community and on the youth programme.

The Council accepted the opinion of trained observers that there was a large element of unfitness which could only be remedied by economic and nutritional assistance.\(^1\)

The experience of the national fitness campaign up to this time disclosed the need for trained personnel in all fields of physical education. Time was needed to allow the universities and colleges to acquire graduate staff and facilities, to develop the curriculum, and to recruit and select candidates who possessed the ability and dedication required for a career in physical education.

It was obvious to the Commonwealth Council for National Fitness that more and more money would be needed to develop facilities, provide equipment, and obtain suitable staff for the proposed programmes: for the universities' training programme; for the Departments of Education programmes for school age and immediate post-school youth, and for the National Fitness Councils' provision of recreation for youth and adults.\(^2\)

It was observed that research would be essential to the development of a sound national scheme. The Commonwealth Council and the States required evidence of need in the fields of training and of recreation; they also needed to devise a plan of development which was truly Australian in character, yet conformed in methods and principle with the

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1. (7, p.2:May, 1940)
2. (Ibid., p.3:May, 1940)
best practices overseas. There is still great opportunity for the application of the methods of research and scientific observation in the field of physical education.¹

This fourth session drew attention to the opportunities for community use of school facilities. Properly equipped playgrounds of adequate size could prove a very useful asset during school hours, after school hours and during vacation periods; similarly, school sportsgrounds could be used for weekend and vacation sport, and could provide recreation for youth and adults after school hours.²

The development of camping and youth hostels was recommended. Experience has indicated that camping is a popular and very beneficial development which yields social as well as physical values.

The fifth session of the Commonwealth Council for National Fitness was held in Canberra on November 4 and 5, 1940. The Minister, Sir Frederick Stewart, had completed a tour of all States. He had observed the activities and developments for which the State organisations had been responsible and was "tremendously impressed" with the work done by the State Councils.³

This session was convinced of the need for a central office with a Commonwealth Director of National Fitness and an associate director (female). This, it was thought, would provide a central focus and the secretariat would be able to begin the task of co-ordination, central

¹ (7, 6, p.3:May, 1940)
² (Ibid., 10, p.4:May, 1940)
³ (Ibid., p.3:November, 1940)
services and research.

The need for the development of local government organizations and local facilities was stressed, as was the need for evolving a financial formula of sharing the costs. The Commonwealth lead in finance required that equal support should be obtained from the respective States and local authorities.

It was considered most desirable that the university authorities should be convened to discuss standards, and to collaborate upon the courses for physical education now operating or being planned.¹

The sixth session of the Council, held in Sydney on October 24, 1941, was preceded by a joint conference of university lecturers and National Fitness organizers and directors.²

The university delegates were I. Burge (Queensland), E. H. Le Maistre, Robin Gray and Miss M. Swain (Sydney), Dr. F. Duras (Melbourne), F. Mitchell (Adelaide), Miss K. M. Gordon (Western Australia), and E. H. Jacobs (Tasmania). The directors and organizers were E. V. Harris (Queensland), Gordon Young (New South Wales), H. G. Scholes (Victoria), B. F. G. Apps (South Australia), J. O'Donoghue (Western Australia) and R. Von Bertouch (Tasmania). The new Federal Minister for Health, Mr. E. J. Holloway, heard delegates emphasise the need of increased finance and the fact that the lack of facilities in the schools and community was an insurmountable problem to a large scale national programme. The Minister was told the universities needed stimulation to solve the

¹ (7, pp.5-7:November, 1940)
² (Ibid., p.3:1941)
problem of trained and effective staff.\footnote{1}

The sixth session reviewed policy and activities during the years 1939 to 1941. All States submitted comprehensive reports from which it was obvious that the National Fitness campaign was making substantial progress in all States. The problems were clearly:

1. the need of an informed and interested public; for capital expenditure on school and community facilities; and for larger recreation areas and school sites;
2. the grave deficiency of adequately trained staff and the lack of finance;
3. the need for a Commonwealth Director of Physical Education who could stimulate and co-ordinate from a central secretariat.\footnote{2}

Dr. Arthur Lamb, of McGill University, was considered a most suitable choice as Commonwealth Director. He was not available and the difficulty of securing a suitable Director in war time prevented any further action being taken. The central office was increased and Mr. B. F. G. Apps and Miss K. Gordon were appointed Commonwealth Officers.

In 1942 the Commonwealth Government increased the grant for the national physical fitness campaign to £72,500 a year. The money was divided this way: State Physical Fitness Councils, £35,500; Universities, £9,900; State Education Departments, £17,000. The balance of £10,100

\footnote{1}{(7, pp.7-8:1941)}
\footnote{2}{(Ibid., p.7:1940)}
was for central office expenses and work in the Australian Capital Territory.¹

The State Physical Fitness Councils spent the money principally as follows: Extension of youth work (14–18 age group), £6,000; local committees and local authorities, £9,500; camps and hostels, £6,000; keep fit classes in industry, £3,000.²

JOINT PARLIAMENTARY COMMITTEE ON SOCIAL SECURITY

The Commonwealth Joint Parliamentary Committee on Social Security, appointed in 1943, examined the organization, administration and activities of national fitness throughout Australia.

The Joint Committee found that money grants had been well spent and that all universities, except Sydney and Tasmania, were conducting or about to conduct courses in physical education.

The Joint Committee also found that the movement was no longer a mere campaign, but was operating widely through education and through the agencies concerned with physical and social development of youth.

The committee recommended the continuance of the grants and also stated that national fitness should form a permanent feature of the Commonwealth social structure because "security of tenure is essential to implement a carefully arranged long-range programme."

The Joint Committee also commended the many activities of State National Fitness Councils and specially praised the supervised playgrounds, camps, and camping programme. It added that there was obvious

1. (13, p.6)
2. (Ibid., p.7)
need for facilities in the university courses and urgent need of research to adapt physical education to the needs of the Australian people.¹

COMMONWEALTH INTEREST WANES

The Commonwealth Council for National Fitness met thirteen times between January, 1939 and September, 1954. It has not met since.²

The loss of interest by the Commonwealth began in 1947. The reasons for this decline appear to be:

1. The war and early post-war reconstruction period had passed. The position of emergency and urgency was over.

2. A Commonwealth Director of Physical Education was necessary for trained and experienced leadership. Failure to secure a suitable man dealt a blow to national fitness progress.

3. It had been decided not to place National Fitness in the Defence portfolio, and the decision was wise. However, the Health portfolio had also proved a not entirely suitable repository. National Fitness needed to be located with a friendly mentor, not a clinical diagnostician. In other words, as a social and educational movement, Commonwealth National Fitness would have been better placed with the Education Department than with the Department of Health at the Commonwealth level.

¹ (13, pp.24-30) (Appendix "G")
² (A meeting of the Council has been called for March, 1962)
4. Federal policy was unable to spread into the most fruitful areas for physical fitness — schools, local government, and organized associations.

5. State National Fitness Councils were inexperienced in physical education. There was a tendency to move toward the familiar ground of youth work — arts, crafts, music, as well as physical recreation. This created instability and lack of confidence in the Commonwealth sphere.

6. Lack of trained and experienced staff in the States produced mistakes and misapplied effort.¹

NATIONAL ACHIEVEMENTS

The Commonwealth National Fitness Campaign may have had its weaknesses but it made, and is still making, a great contribution to physical education. Here is a summary of achievements:

1. National planning replaced national expediency. A social and educational purpose replaced the function of defence.

2. A permanent structure was established; legislation and a stable basis of finance was provided.

3. National co-ordination was effective and a policy was determined. The roles of the Commonwealth and State

¹ (6, p.58:1940)
Chapter II

Government were defined and valuable experience was gained.

4. The universities introduced physical education due to the national wishes and were enabled to do so by Federal grants. The slow progress of integration, the harnessing of experience, and the acquisition of staff began as a result.

5. Departments of Education in all States created branches of physical education and appointed professional heads of these branches to initiate, carry into effect and to supervise the development of physical education in the schools. Staffing was a specialization of the teaching service.

6. School sportsgrounds, gymnasiums, swimming pools, and camps came into being as a result of national planning and financial assistance.

7. A large-scale organization was developed covering a wide field of school-age, youth and adult ages and embracing Commonwealth, State, local government and the recognised youth and sports bodies.

8. Public relations were improved and apathy and ignorance were replaced by a receptive and informed public.

9. Australian physical education began to contribute an
increasing flow of material and experience to overseas countries. It responded to a great opportunity to serve its Asian neighbour in this field of fitness and recreation.

10. The community-school programme for youth was initiated.
11. The playground movement was developed further.
12. A service programme in leadership training and information was developed for local and voluntary purposes.¹

These achievements were remarkable considering that the National Fitness programme was started without a policy, with divergent State views, with no previous experience, with untrained staff and little money.

It takes some years to establish a large-scale movement and during this time the movement must be carefully nurtured; the public has to be informed, political thinking has to be cultivated, tangible result must be demonstrated, and weaknesses must be eliminated.

The charter of the movement was too widely conceived: "from the cradle to the grave" is a grand idea but it is impractical. When the scope of national fitness was reduced to the school age and youth groups, the movement lost some of its friends.

The policy to serve the normal majority of the population, and to leave the remedial and the corrective fields for later development, caused members of the health and medical professions to lose interest.

¹ (6, p.58;1940)
State policies differed considerably. Only New South Wales had been planning a physical education programme since 1930; Victoria was equally interested, but varied its method of application. The differences became more pronounced; as a result the aims and objects, organization, and departmental administration were affected. The apparent confusion in the State position caused a considerable reduction in the overall support for the movement.

So the first fifty years of the twentieth century had twice seen the paradox of war and death being a stimulus to the development of greater physical fitness, but a big advance in public thinking had been made between the wars. Physical education had been accepted as more than a concomitant of war - as a community right, a national ideal.
CHAPTER III

ROLE OF THE UNIVERSITY

Australian universities have more frequently assumed the role of critic than of leader in education. Physical education, too, has been slow to achieve the approbation of education tradition and author- ity achieved in America one hundred years ago, and in England at the turn of the century.¹

Universities in America were interested in physical education as early as 1750. Harvard had a Professor of Hygiene and Physical Education in 1820. Other universities followed and began to build gymnasiums. Between 1888 and 1899, thirteen State universities set up departments of physical education. In 1957 the U.S. College Physical Education Association, an organization of college directors of physical education, had 675 members representing 45 States and 320 institutions.²

Australian universities and teachers' colleges had no courses for training physical education teachers until 1937. Certificated teachers interested in physical education took courses at the commercial physical culture schools. In New South Wales this training was taken either at the Swords Club or at Bjelke Petersen's College of Physical Culture.

Because of the need for greatly increased numbers of trained physical education teachers, and because of the paucity of available training courses, a two-year Diploma of Physical Education course was

1. (127, p.197)
2. (Ibid., p.376)
introduced at Melbourne University in 1937.

In July, 1939, a Commonwealth grant enabled the six universities to begin physical education training programmes. The grant of £9,500 was made to establish lectureships in physical education or to provide scholarships for students.

The following table indicates the allocation made to the various universities and the way in which the allocation was used:

<table>
<thead>
<tr>
<th>University</th>
<th>Grant</th>
<th>Training Provisions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melbourne</td>
<td>£2,000</td>
<td>Two-year diploma course, begun in 1937, was continued at Melbourne University.</td>
</tr>
<tr>
<td>Sydney</td>
<td>£2,000</td>
<td>Three-year certificate course was established in 1941 under the control of a Board of Studies. Later it became a Diploma course of the Department of Education.</td>
</tr>
<tr>
<td>Queensland</td>
<td>£1,500</td>
<td>Three-year diploma course was established at Brisbane University in 1941 on a part-time basis.</td>
</tr>
<tr>
<td>Adelaide</td>
<td>£1,500</td>
<td>Two-year diploma course began at Adelaide University in 1940.</td>
</tr>
<tr>
<td>Western Australia</td>
<td>£1,500</td>
<td>Scholarships were provided to send students to study physical education.</td>
</tr>
<tr>
<td>Tasmania</td>
<td>£1,000</td>
<td>Scholarships were provided to send students to study physical education, in the eastern States.</td>
</tr>
</tbody>
</table>

The courses which were introduced at the Universities of Melbourne, Sydney, Adelaide and Queensland did provide for the specialised training

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1. (7, p.4: July, 1939)
of physical education teachers, and this resulted in an increase in the number of trained personnel in the schools. Some graduates of the courses obtained responsible positions as National Fitness organizers, physical education supervisors, or officers in charge of physical training in the women's services. The setting up of the courses also created an authority in each State which was capable of disseminating information about physical education methods and techniques.

However, the introduction of physical education courses of either two or three years' duration failed to provide any panacea. There were serious shortcomings inherent in such courses, and as a result, physical education was affected adversely for a long time. The fact that non-matriculated students were admitted into courses, which could be completed with less than three years' study in three of the States, caused universities to treat physical education like a poor relative; it was tolerated but not accepted as an equal.

No degree course was offered at any university at this time. In other words, physical education did not have academic parity with other university courses. The physical education students who gained a diploma and took up a teaching appointment in a State school did not enjoy the same status as young teachers who held a degree, nor did they have the same opportunities for promotion. Again, the failure of the universities to provide the post-graduate courses in physical education which were available in other fields meant that physical education
teachers could not improve their qualifications.

Similar restrictive effects resulted from the failure to provide adequate physical education facilities at the universities. Because the universities provided meagre housing for physical education it was assumed that special facilities were not required for this subject in schools. Few architects' plans for new schools made any specific provisions for the teaching of physical education, and so the subject was taught in the surroundings which nature happened to provide - on sloping ground, on sandy soil, in the heat or in the cold. It was taught without the educational facilities normal in England and America of gymnasiums, swimming pools or playing fields.

The Report of the Commonwealth Council for National Fitness as its seventh session in September, 1943, recognised the plight of physical education in the universities when it recommended:

1. The provision of a degree course in physical education.
2. That diploma courses in universities should be converted into post-graduate courses.
3. That, by a revision of entrance qualifications, curricula and training practice, Australian standards should be set for:
   (a) Degree course in physical education
   (b) Diploma course in physical education
4. That the Departments of Physical Education in universities
Chapter III

should have two major responsibilities:—

(a) the conduct of specialised training courses;

(b) the organization of physical education for
the whole student body of the university.\(^1\)

FIRST SCIENTIFIC INTEREST

While Australian universities as a body reluctantly accepted
physical education, individual professors and lecturers contributed to
the development of physical education and applied their experience in
a practical way.

Mr. G. H. Knibbs, who was a lecturer at Sydney University when
appointed to the Education Commission, in his report gave a lead to
future development which was put into belated practice thirty years
later.

Professor Harvey Sutton, of the School of Public Health and Tropical
Medicine at Sydney University, participated in the conference on physical
training held in March, 1910, while he was medical inspector for the
schools of Victoria. He was a keen sportsman and a Rhodes Scholar and
at Sydney University he was of great assistance in developing an inter-
est in physical education. His later activities as a member of the
Physical Education Advisory Committee in New South Wales and a member
of the State National Fitness Council, enabled him to participate in
the development of many of these ideas.

\(^1\) (7, p.16: September, 1943)
Chapter III

The Medical School of the University was presided over by Professor Anderson Stuart. He viewed physical education very favourably:

I have found for years past that the men who are high in the honours list, are very often prominent on the oval or on the river. The Rhodes Scholars who have left the University and had their training at the Medical School, have been fine all-round men of excellent type.¹

Physical education secured two other advocates in Dr. E. Sydney Morris and Professor Frank Cotton. These men were to influence medical opinion on the advantages of a State-wide physical education programme.² Dr. E. Sydney Morris, M.D., Ch.M., D.P.H., Director-General of Public Health, New South Wales, wrote extensively and prepared papers which were published at meetings of the National Health and Medical Research Council and his views had a direct bearing on the development of the National Fitness organization.³ Similarly, Professor Frank Cotton, of the University of Sydney, did experiments and research into the effects of exercise, the basis of fatigue, and other physiological problems associated with physical education. This was the first scientific data which Australia can be said to have contributed to the scientific knowledge of physical education.

UNIVERSITY CONTRIBUTIONS

Melbourne: Melbourne led Australian universities' slow acceptance of the importance of physical education as an integral part of a university's academic programme. In 1937 Dr. Fritz Duras arrived from Germany

1. (83, p.9)
2. (13, p.1)
3. (Appendix "C")
to take the post of Associate Professor of Physical Education. Dr. Duras, a graduate in medicine, had long experience in the scientific approach to physical education. He had witnessed the amazing development of physical education in Germany up to the time of the 1936 Olympic Games in Berlin, and had participated in the German training activities, though he was not in sympathy with the objectives emerging in Germany. Physical education courses began under his direction at the University.

The awarding of the 1956 Olympic Games to Melbourne caused a great upsurge of interest in sport and enabled physical education to make great strides not only in the community, but also in the Melbourne University.

Sir Frank Beaurepaire, who played a leading part in physical education and in the campaign which brought the international games to Australia for the first time, interested himself in the University of Melbourne. He gave £165,000 towards the cost of a Physical Education Centre with lecture rooms, a modern covered and heated swimming pool, an Olympic running track, and a Hall of Fame commemorating Australia's sporting achievements.¹ He was the first benefactor of Australian physical education.

The untimely death of Sir Frank Beaurepaire prevented him from seeing his great dream of the Melbourne Olympic Games come true. His grand gesture towards Melbourne University was marred by the squabbles between the University's Physical Education Department and the Students'

¹ (6, p.15:1954)
Chapter III

Sports Union over control of the buildings and grounds. The harmonious relationship of these two functions must be faced in all Australian universities. The operation of a professional physical education course and a student service programme is a professional matter. The management of facilities is a technical matter associated with the professional objectives. The choice of sports activities, arrangements for competition and social features of a sports programme is a student sports matter.

**Sydney:** In 1936-37 the Vice-Chancellor of Sydney University, Sir Robert Wallace, interested himself in the physical education of university students and the possible development of a course within the university for the training of those who might choose this work as a career. Discussions took place between the Minister for Education and the Vice-Chancellor. The Vice-Chancellor, while on a tour overseas, visited various universities in the United States of America and Great Britain to observe the success of such courses and their possible application to Sydney University.

After the appointment in 1938 of the Director of Physical Education, New South Wales, the Vice-Chancellor appointed the Board of Studies in Physical Education to advise on the development of physical education courses. The Board recommended that two lecturers in physical education should be appointed, and that they should be graduates in physical education or should have equivalent training in the modern methods of
physical education. It further advised that a degree course be established at the university after adequate facilities were developed.1

In 1940, Miss M. Swain, B.A., Dip.P.E., and Mr. (later Dr.) E. H. Le Maistre, B.Sc., M.P.E., were appointed to the University of Sydney as Lecturers in Physical Education.2 (It was mentioned previously that Mr. Le Maistre was one of a number of Australian students who went overseas for college training in physical education.) Miss Marjorie Swain was trained at the English Chelsea College, which was recognised as providing the best training for women available in England. The Board of Studies thereupon recommended that a course be provided at the Sydney Teachers' College, with the assistance of other university lecturers, to provide a certificate in physical education by the addition of one year to the regular two-year teacher training course.

The University Senate passed the necessary by-laws for a four-year degree course in science, majoring in physical education, and a site was selected for the physical education building. The outbreak of World War II made it necessary to postpone the development of facilities at the university but the course continued at Sydney Teachers' College.3

After the war the Board of Studies continued to press for a university course majoring in physical education. Professor W. F. Connell, Professor of Education at the University of Sydney, became interested and in conjunction with the Board of Studies a course was planned majoring in physical education leading to a Bachelor of Education. This was

1. (104, p.334:1940)
2. (7, p.27:September, 1943)
3. (105, p.334:1940)
approved by the university and the course began in 1960.

Dr. Le Maistre and Miss Swain, who had been on loan to Sydney Teachers' College to assist with the diploma course, returned to university work. They are located at the university and the course they have planned shows promise of satisfying a long-standing deficiency. The course will supply physical education personnel of degree status to schools and it is hoped that there will eventually be enough graduates to work in the fields of industry, rehabilitation and recreation.

Adelaide: In 1940 the University of Adelaide planned a course in physical education. It was made possible for a limited number of under-graduates from other faculties to be admitted to the physical education course and to attend the practical classes. The Department of Physical Education was organized and Dr. F. W. Mitchell shared the responsibility of Education and Physical Education within the university.¹ He was succeeded in 1947 by Mr. B. F. G. Apps, B.A., Dip.Ed., Dip.P.E.² There has been an expanding physical education programme for general students of the University of Adelaide and for specialist teachers, and a very fine students' health service has developed.³

Queensland: The University of Queensland in 1941, established a Department of Physical Education and appointed Mr. Ivor C. Burge to direct the course.⁴ Mr. Burge had received college training in physical education overseas and for a time was assistant lecturer to Dr. Duras

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1. (7, p.25:September, 1943)
3. (9, p.77)
4. (7, p.26:September, 1943) (Letter received from Dr.I.C.Burge, January 12, 1953)
in Melbourne. He later graduated from the University of Queensland with the degree of Doctor of Philosophy - the first Doctor of Philosophy degree given in Australia for study in a physical education subject. A Board of Studies in Physical Education was established and a programme approved for the development of physical education facilities at the new university site at St. Lucia. Toward the end of 1943 the prescribed physical education work for medical students was so favourably received that the University Sports Union passed a resolution that physical education should be part of the curriculum for all university students.

After discussion with the University Professorial Board, it was agreed that no extension of the work could be undertaken with the existing facilities. At a meeting of the Deans in April, 1947, the Dean of the Faculty of Medicine reported: "Since the introduction of the course in physical education into the medical curriculum the medical students' physique has improved generally." He expressed a desire that a modified course in physical education should be introduced into the second year of the course.

In 1948 the Department of Physical Education was moved to the main block in the university at St. Lucia. In this way the University of Queensland came into possession of the finest physical education accommodation then available at any Australian university. As a result the extension of physical education to all students (on a voluntary basis) was ensured at this university. But after two years' experience, it was

1. (7, p.12:1950)
found that voluntary attendance was unsatisfactory; those who needed
physical education most did not attend, and those who took advantage
of the facilities had least need.

When a course leading to the degree of Bachelor of Science (applied
physiotherapy) was planned in 1949, provision was made to include two
one-hour periods of physical education each week for first-year students.¹
The course began in 1951 and has continued since. In 1950 it was decided
to include physical education as one of the subjects in a post-graduate
course in education which was intended to train teachers for secondary
schools. The course has operated successfully since 1951. So it can
be seen that in Queensland the development of physical education
facilities was in an advanced stage by 1952 with a new building programme
and a long-range plan for the development of playing fields. The major
function of providing specialist teachers was progressing very favourably,
the service programme for general students was well advanced, and there
was a possibility of physical education being made a compulsory subject
for all students. In Brisbane it was the student body that exerted the
pressure for the development of physical education. This indicates that
students have a high opinion of physical education as a subject. Since
the beginning of 1949 students enrolled for the Bachelor of Arts course
may take physical education as part of the course. This is not to be
confused with the Diploma of Physical Education course which operates
separately. In the Arts course, credit is given when three units of

¹. (7, p.49:1949)
physical education have been passed; this is the equivalent of a major in physical education in Queensland. In 1952 the requirement of three units was deleted. Now physical education, like any other subject for the Arts degree, may be studied in one, two, or three parts. At the present time the diploma course in physical education, begun in 1941 to train specialist teachers, is continuing. This course is also offered in the evenings to allow teachers from the Department of Education to attend.

New prescribed courses in physical education have been instituted for the post-graduate diploma in physical education, and for the course leading to Bachelor of Applied Science in Physiotherapy.\(^1\)

The indoor facilities for physical education at St. Lucia are unsurpassed by those of any other Australian university. St. Lucia possesses a large gymnasium (81' x 38'), a small gymnasium (65' x 29'), an apparatus gymnasium (39' x 29'), two lecture rooms, together with four staff rooms, a staff common room, equipment store and a large room which is used as a library and reading room. Adjoining this indoor accommodation, are outdoor facilities which include twelve tennis courts, four volleyball courts, three basketball courts, a games area for hockey, softball, etc., as well as three large ovals including one cinder running track. Both indoor and outdoor accommodation includes dressing facilities complete with showers and lavatories.\(^2\)

Western Australia: In 1951 the University of Western Australia

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1. (9, pp.56-64)
2. (153, p.13). (Letter received from Dr. I. C. Burge, 1953)
organized a Department of Physical Education and appointed R. K. Gray, B.Sc., (F.E.), M.A., and Miss E. Howe, B.A., Dip.P.E., as Lecturers in Physical Education. Mr. Gray was previously Lecturer in Physical Education at the Sydney Teachers' College. He had studied physical education at McGill University, Canada, and on completion of the course had attended New York University for post-graduate study in physical education.

The University of Western Australia immediately embarked on a greatly increased student service programme in physical education and in health education. In 1952 courses in physical education were included in the Bachelor of Arts degree course, in order to provide the specialist training necessary to teachers of physical education. These courses were extended in 1953 to embrace health education.¹

Tasmania: The University of Tasmania appointed Mr. R. Porter, B.A., as lecturer in charge of its physical education courses in 1956.² This university, which has recently transferred to a new site at Sandy Bay, plans to incorporate a physical education building into its development scheme. Excellent progress has already been made at Sandy Bay; spacious sportsgrounds of excellent quality have already been provided, and plans exist for future extensions. The training of physical education teachers at the university is a new development; previously physical education training for Tasmanian specialists was provided at Melbourne University.

¹ (Letter received from Mr. R. Gray, January 23, 1953)
² (7, p. 21: 1955)
As this brief review shows, all Australian universities have interested themselves in physical education specialist training in varying degrees since 1937. Universities in all States have established Physical Education courses, and Lecturers have been appointed to direct the professional training courses and service programme. The inclusion of physical education within the degree courses of four universities (Queensland, Adelaide, Western Australia and Sydney) is a developing trend of great interest. The separate Diploma of Physical Education provided by five State universities and, in New South Wales, at the Sydney Teachers' College, is the channel of specialist training for the majority of those entering this field of teaching. In Sydney the Diploma is provided after three years of training in a curriculum particularly suited to physical education trainees. In other States it follows one of three plans: (a) a post-graduate year which may be done after obtaining a first degree - preferably in Arts, (b) the completion of two years within the university, after meeting the requirements in physical education, and (c) attendance at university, after the acquisition of the Teacher's Certificate, to meet the requirements of the regular diploma course in physical education.

The physical education and health programme for general students in the universities is slowly developing. In all universities there now exist sports unions and student associations to organize and generally assist university sport. All universities have well organized student
sports councils operating either as sub-committees of the guild, or the students' representative council or the university union, and these are subsidised from the general student guild or union fees paid by each student at the beginning of the academic year. In addition, the sports councils and unions which subsidise the various sporting groups such as football, tennis, hockey, cricket, athletics, and other clubs, usually make a yearly levy on members. Portion of the students' fees in some universities is used for the upkeep of university sports areas and buildings, or is paid to the university in return for the use of these facilities. All students are required to pay the guild or union fee, but active membership of sporting organizations is not compulsory.

While there would be some variation in the numbers of students participating in organized games and recreations in the various universities, no investigations have been made of the percentage of non-participating students, except general surveys made in the University of Melbourne and the University of Queensland. The figure of thirty per cent, which is the highest estimate of student sport participation in any one university, is considered much too high as an average in all universities and an approximation has been made that more than ninety per cent of the university students do not participate in any active way in the organized sports of the union or guild. The Director of Physical Education of the University of Queensland stated the general position when he asserted:
Chapter III

While the voluntary system continues in regard to physical education activities and while facilities for these activities are so limited, it will be found that those whose need of physical activity as a means of maintaining health is greatest will not participate, and those who have least need may possibly over-indulge in the activities in which they are proficient or highly skilled.

The discussions taking place in the Universities of Queensland, Western Australia and Melbourne to make physical education a part of all courses, and required of all students in their first and second years, is a significant trend. It is a practice which is quite common in the universities of the United States of America and is under discussion in England. Some Canadian universities have made physical education a required subject in all courses and in two Canadian universities this has been in force for more than fifteen years.

Australian universities have taken little responsibility for student health and before departments of physical education were established and Commonwealth grants provided by the Commonwealth National Fitness programme, little had been done to implement a student health programme although this has been strongly recommended by a number of prominent university people.

For Australian purposes the essentials of a health service programme should include medical examination of all students, including a chest X-ray, corrective physical education classes for those with special needs, and an activity programme suitable for the varied interests of students. This programme should be well publicised within the university, or made

1. (Letter received from Dr. I. C. Burge, January 12, 1954)
Chapter III

compulsory, and all sections of the programme should be directed at the promotion of student health and fitness. It should give students an opportunity to take part in stimulating and challenging group activities. It should be designed to develop sound body mechanics, strength and endurance, and to develop enduring skills and interests in a game or games to which the student can turn for healthful recreational activity in the leisure hours.

The experience of overseas universities suggests that Australian universities should give considerable thought to this side of a student experience.
CHAPTER IV

THE EMERGENCE OF AN ENDURING PATTERN

Emerson has said that every great movement in the annals of history is a triumph of enthusiasm. The development of physical education in Australia has been characterised by the enthusiasm and enlightenment of a small group of people.

The process of developing physical education at the community level began with the local authorities. Recreation areas and facilities appeared slowly in the capital cities. The greatest success was in the reservation of parklands and the development of sportsgrounds, but in the course of time swimming pools were built in greater number.

The National Fitness Councils which were appointed in all States accelerated progress. The grants provided were not significant but the appointment of trained officers, the opportunities for conferences and the exchange of information between States and with overseas countries opened up avenues for the development of a comprehensive scheme. In New South Wales the National Fitness Council produced a report on the "Problem of Recreation Space in the Metropolitan Area". This survey disclosed the deterioration of park and recreation space within the City of Sydney. The Joint Lands Committee was formed and representatives of the National Fitness Council and the Department of Lands were appointed to the committee. This committee helped to preserve parkland and to acquire recreation space.1

1. (114, p.3)
Local government in Australia has not advanced at the same rate as local government in England and America, nor has it kept pace with development in Canada and New Zealand. The vital functions exercised by the State Government may have retarded this development. Whereas facilities for the adult population developed rapidly, the school age facilities were neglected. The local authorities were sympathetic to school sport; the ovals and sportsgrounds were overrun by children and the swimming pools swarmed with children attending swimming classes both in school and vacation time. The local authorities approached the Department of Education to share the cost but the Minister's powers did not permit such financial aid. The local authorities then asked the Department of Education to share the burden by developing physical education facilities in the schools. It was evident that the aldermen felt that since the State had assumed responsibility for school physical education it must also assume responsibility for the physical facilities. The free use of facilities came to an end and school children were required to pay fees for the use of municipal grounds and pools. Supervised playgrounds, which had shown much promise because of the support given by local government, also began to suffer from this reaction.

In the meantime, the standards of school playgrounds changed from bad to worse. A survey of recreation space in New South Wales revealed that very few school sites could reach the standard of one acre for each
one hundred children and that some schools in Sydney had no playground space.

In 1940 the Minister for Education declared a new minimum playground standard for new schools - five acres for primary school sites, ten acres for secondary schools. From that time the improvement was very noticeable. The space made available for the construction of adequate school playgrounds and sportsgrounds paved the way for community use of the various types of physical education facilities.2

PATTERN OF SCHOOL PHYSICAL EDUCATION - ADMINISTRATION

By 1952 each Australian State had evolved a well-established pattern of administration which ensured a continuing programme of physical education in the schools. Only minor changes have occurred since that time. The developments in the various States are outlined in the pages that follow but, because their administrative patterns are modifications of the New South Wales system, it will be used as a detailed illustration.

Victoria: In Victoria in 1952 the physical education staff consisted of one professional officer (the Organizer of Physical Education) and seventy-one specialist teachers. All members of the staff were trained teachers. Of these, twenty-eight men and twelve women had attended Melbourne University and gained the Diploma of Physical Education. The staff was for the greater part itinerant. The duties

1. (114, p.18)
2. (Department of Education Papers, September, 1940)
of the specialist staff included services to the four Teachers' Colleges, the conduct of refresher classes, assistance to primary and post-primary schools in the teaching of corrective gymnastics, rhythm work and swimming. Two specialists were appointed to each of the Teachers' Colleges. In addition a number of full-time and part-time teachers of physical education taught other subjects as well as physical education.

The specialist staff was organized very flexibly so that it could be used for varying tasks. During the summer season all staff, except teachers at the Training Colleges and at certain post-primary schools, were attached to various beaches and municipal swimming pools to conduct swimming lessons for children attending neighbouring schools. During the winter only the two heated pools were staffed with specialist teachers of physical education.

Queensland: In Queensland in 1952 the physical education staff consisted of twenty-five men and women. All were qualified teachers, and all except two held the Diploma of Physical Education. With the exception of the male and female specialist teachers attached to the Teachers' College, all specialists were under the direction of the Organizer. This staff provided the following services: an itinerant service to the primary schools, regular classes in secondary schools, refresher courses to teacher-trainees, and swimming instruction during the summer season. Special assignments such as camps, broadcasting,
youth service and short courses for teachers were given to individual
teachers. In Queensland, physical education and national fitness work
have always been closely co-ordinated.

Tasmania: By 1952 Tasmania had a physical education specialist
staff of twenty men and ten women, in addition to the Organizer; at
least eight of the thirty were junior trainees awaiting scholarships
for entry into the Melbourne University diploma course. The general
teachers were trained at the university where a general course in
physical education was given. This was the responsibility of one female
lecturer, Miss L. Dennis. Swimming developed rapidly in the Tasmanian
schools at this time, and the Department of Education had its own
swimming baths both in Launceston and Hobart. In addition to the
itinerant work of the specialist staff, regular classes were conducted
at the secondary schools. The itinerant staff have special duties in
school sport and the activities of the School Sports Associations.

Western Australia: In Western Australia in 1952 the Director of
National Fitness and Physical Education did not have a definite estab-
lishment of physical education staff, but full-time physical education
specialists were attached to the secondary schools and an itinerant
staff assisted in the primary schools and at swimming classes. The
University of Western Australia appointed a Lecturer in Physical Education
in 1952. The training course did much to increase the number of trained
physical education teachers.
South Australia: In South Australia physical education was in a formative state and itinerant staff and specially assigned teachers conducted the work in the secondary and primary schools, with the Organizer of Physical Education and Lecturer at the Teachers' College providing general supervision.

Progress had varied in each State, but there was a close relationship in the aims and objects, in the pattern of organization and administration, and in the basis of training.

A conference of Directors and Organizers of Physical Education was held in Melbourne on August 31, 1950, to evaluate the position in all States at that time.¹

The conference disclosed that in all States physical education had successfully adopted the concept so adequately set out by G. H. Knibbs and which has since been elaborated by prominent educationists who visited Australia. Since 1952 the pattern of development in each State has continued with only minor changes. At present it can be said that the standard of work has varied in proportion to the finance available, as have the standards of training and the quality of the physical education staff. All States have contributed to the development of a programme of physical education which is suited to Australian conditions, and although refinements and extensions are still needed the programme is well established in all States.

¹ (8, pp. 89-96)
Chapter IV

ADMINISTRATION IN NEW SOUTH WALES

The Director of Physical Education is responsible to the Director-General of Education and the Minister for Education for carrying out the approved departmental policy. The Physical Education and National Fitness Branch is located in the M.L.C. Building, North Sydney, where accommodation is provided for professional and clerical staff. In addition, certain training facilities are available for the use of teachers and youth groups.

The Director of Physical Education is directly assisted by the Deputy Director of Physical Education and an Assistant Director of Physical Education. The Senior Administrative Officer, who is in charge of the clerical administration of the Branch, also acts as secretary of the National Fitness Council. The Branch thus has both professional and clerical responsibilities.

The professional staff deals with physical education as a profession. Among the duties of the professional staff are the training of teachers in refresher courses, the assessment of instruction in the schools, the periodic revision of syllabus requirements, the provision of assistance to teachers in the form of advice and demonstrations, and the development of physical education generally.

The clerical staff deals with the administration under the approved policy. The work includes all submissions, reports, correspondence, finance and services provided by the Branch in regard to library, film service, training courses, the administration of camping, vacation
swimming schools, play centres and the many activities embraced by the physical education and national fitness programme.

Physical Education and National Fitness has been decentralized by the appointment of professional officers to each Education Area. The Regional Physical Education and National Fitness Advisers are responsible to the Area Director of Education, but they receive their instructions from the Director of Physical Education.

Physical Education Lecturers: In 1961 there were twenty-five lecturers in physical education in the seven New South Wales teachers' colleges which prepare students to teach physical education in primary and secondary schools. Nine of these twenty-five lecture at Sydney Teachers' College in conjunction with the physical education diploma course.

Secondary and Post-Primary Schools: Physical education as a subject within the approved curriculum of post-primary schools in New South Wales is taught by physical education specialists. These specialists are trained in the three-year Diploma Course of Physical Education at the Sydney Teachers' College, or have equivalent qualifications from overseas or interstate training. Since 1939 there has been a radical change in the quality of instruction provided by trained specialist teachers. In 1939 there were ten specialists recruited from Army training courses and from courses conducted by the Education Department for women
specialists. In 1961 there were three hundred and forty-six specialists, ninety-eight per cent of whom possess the Diploma of Physical Education. Many also have their first degree in either Arts or Science.

The Syllabus of Instruction has gradually changed until it can now be said to be based on modern and scientific principles closely associated with the general aims of education.

The assessment of physical education specialists is conducted by the Director of Physical Education assisted by the supervisory staff which also undertakes the inspections of the secondary schools' physical education programme. The inspection reports are forwarded to the Department of Education and form a part of the inspection records.

A Physical Education Conference is held each year so that these specialist teachers may secure new information about developments overseas and within Australia, and thus keep abreast of current changes.

The Department of Education provides equipment within the limitation of funds. This equipment usually has to be augmented, and most schools make money available when school funds permit.

The relationship of physical education and sport is so close that sport can be said to be the reasonable outcome of physical education. This is being recognised in the schools, and in time many physical education specialists have become sportsmasters/sportmistresses. This fact has an important bearing on the future because school staffing
requirements are involved. More physical education teachers are needed in schools where sport and physical education are the responsibility of the physical education staff. The establishment of a degree course at Sydney University has improved promotion possibilities and facilitated the appointment of subject masters in physical education.

Physical Education in the Primary Schools: In New South Wales primary schools physical education is taught by the classroom teacher. In all teachers' colleges the curriculum provides training in the approved Syllabus of Instruction for primary schools. At present sixteen Lecturers in Physical Education are associated with the teachers' colleges in this State which are training primary school teachers.

In December, 1961, there were thirteen thousand, two hundred and thirty-three teachers in the primary schools' teaching service. Since many of these teachers were appointed, both the quality of instruction in physical education at the teachers' colleges, and the content of the syllabus have changed radically. It is evident, therefore, that a great lag has to be overcome before all teachers handling the subject in primary schools can be brought up to the desired standard.

In order to make an impact on this legacy of former years, refresher courses are being conducted annually for selected teachers from each inspectorial district. These courses originally took the form of residential camps at the Brookvale Showground and later at the National Fitness Camp, Broken Bay. The course included ten days of intensive training in the method of the latest Syllabus of Physical Education
and was a general refresher course in the subject. In recent years there has been an extension of this refresher training conducted by the Physical Education Branch; assistant supervisors and advisers have conducted district courses and training camps. The value of this training plan is being reflected in the improved quality of instruction and in the revitalised interest of general teachers.

The Extension of Physical Education Services: If physical education is to be taught to primary school pupils by classroom teachers the Department has to provide the machinery for a continuing advisory service in physical education. Experience has shown that primary teachers appreciate and profit from the advice and assistance which the specialist can provide. It has been possible to provide primary teachers with a physical education advisory service and to keep in step with the decentralisation plan of the Department of Education. In the decentralisation of education the Department established educational areas under the charge of Area Directors. It has thus been possible to appoint nine Regional Physical Education and National Fitness Advisers to the areas.

In the complete establishment approved by the Public Service Board, seven Area Supervisors and twenty Regional Advisers will be appointed and their duties will be, for the greater part, to assist with advice, demonstrations and general services to primary schools. Three-fifths of their time will be devoted to the schools and two-fifths to the extension of physical education in the community through the National Fitness organization.
Chapter IV

The Hunter Valley area, with headquarters in Newcastle, has a complete advisory staff of an Assistant Supervisor of Physical Education and two Advisors. The resident supervisor works in both primary and secondary schools.

The Physical Education Branch library service and film service, which is available to all schools, has been established to assist in the organization and administration of physical education programmes and to demonstrate good coaching practice in sport.

Recent years have seen several new and specialised developments. Physical education specialists have been appointed to technical colleges and recently services have been extended to the Child Welfare Department and to the special schools for the deaf, dumb, blind, and sub-normal pupils.

In addition to the development of the games programme within the normal lesson and on the sports afternoon, the Physical Education Branch has been responsible for the development of camping as an integral part of the Syllabus of Instruction. School camping has now become such a major activity that its development is given detailed comment later in this chapter.

THE DEVELOPMENT OF SYLLABUS MATERIALS

English educational developments so influenced Australian educators that the English physical education syllabus was used in Australia from 1904 to 1942. The English syllabus was based on the Swedish system of
"educational gymnastics" which consisted of formal exercises arranged in anatomical sequence.

The English Board of Education "Syllabus of Physical Exercises" was first introduced in 1904.¹ This material was revised in 1909, 1919 and 1933. With each revision the Board of Education made the programme more liberal and encouraged the teacher to use more initiative. The 1933 syllabus, an outstanding piece of curriculum construction, was adopted as the syllabus in Canada, South Africa, New Zealand and Australia.

This revised syllabus was in step with the times in England because it satisfied the pressures for reform in a practical way. But Australia's experience with cadet training, military requirements and drill was too recent for the syllabus to be accepted wholeheartedly; moreover, teachers without training were unable to understand the syllabus and to demonstrate it effectively. Teachers felt that whether the subject was called physical education, physical training, or physical culture, it was still in essence "drill". In other words the 1933 syllabus did not generate increased enthusiasm in Australia for physical education.

The stimulus to produce a national Australian physical education programme arose gradually during the years 1934 - 1936 as the result of the international situation. For the first time there were signs that the chasm between theory and practice could be reduced; for the first time Australia began to do her own thinking. It was realised that the physical education Australia needed was the physical education

¹ (104, p.107 : 1904)
which was suited and applicable to Australia and Australian conditions; it must be in accord with the country's economic and material stage of development; it must be in harmony with the country's interests and her culture; and it must be a forward-looking form of physical education which used Australian resources.

First Australian Physical Education Syllabus: The first truly Australian physical education syllabus was produced by the Education Department of Western Australia in 1942. It was the work of Richard E. Halliday and Kathleen Gordon, Superintendents of Physical Education of the Western Australian Department of Education, and was called "Physical Education for Primary Schools".

The book contained little that was revolutionary; it was based on the 1933 English Board of Education Syllabus, but it was interpreted and simplified for the Australian teacher. The merits of this syllabus were that the need for suitable clothing, proper conditions and equipment, and adequate teacher-preparation were stressed. It also introduced health education as a component of physical education. This idea of transmitting health knowledge as a continuous strand within the physical education programme transcended, for the first time, the previous nebulous place of hygiene.

Four years later the Victorian Department of Education emulated Western Australia and produced a syllabus for use in Victorian schools.

In the foreword the Victorian Medical Inspector of Schools, Dr.

1. (143, pp. 3 - 142)
Chapter IV

H. P. Kelly, expressed the evolving concept of physical education in Australia at that time:

Physical education has been defined as "education for living", and, considered in this light, it is an absolute necessity for all growing children ... we must consider the conditions and the habits of living of the people and the factors governing the natural development of children.¹

Dr. Kelly said that whereas man was able to adapt himself to his environment, the environment might be harmful to physical development and growth. Indicating the effects of high density housing, occupational conditions, machines, and modern living on normal growth, he wrote:

Healthy young children display an irresistible desire for movement, an urge toward activity ... which is a pronounced characteristic in the young of all animals. The inability to satisfy this urge, or the deliberate suppression of it will invariably have a harmful effect ... unrestrained and frequently repeated exercise of the muscles is the main stimulus to growth and the ugly means of development of physical strength and skill.²

Dr. Kelly pointed out that the routine mental training of academic education meant many hours of the child's life were spent indoors in comparative physical idleness. If to this were added the restraints imposed by over-solicitous parents or restricted living conditions, then normal play was almost totally suppressed. Formal drill would never compensate for these deficiencies in the growing child's formative years:

Formal exercises are artificial, unrelated to life situations, and generally lacking in interest ... Enjoyment and enthusiasm

¹ (137, p. v)
² (137, p. vi)
are necessary if the exercise is to have a stimulating and beneficial effect. We therefore insist that every child has the right to play, and that this right must be restored to all children who have lost it ... The aims of this system of physical education are that each individual shall be enabled to develop to his maximum potential and that each one shall acquire a sufficient degree of proficiency in at least one form of physical activity to enable him to maintain an interest in healthy activities throughout his adult life.

Dr. Kelly here had expressed the aspirations of previous educators, and the potential in physical education. Physical education as a field of knowledge and a discipline in its own right was gaining maturity.

This syllabus, known as the "Grey Book", has been in use in Victoria since 1946, and only now is it considered necessary to revise the methods, principles and content.

"The Curriculum for Primary Schools - 1952": Between 1949 and 1952 the Department of Education, New South Wales, commenced a complete review of primary education. Curriculum construction had previously been considered a field for the "expert educator", but in this revision a different method of attack was employed. The experience of experts was used but practising teachers were also given a major part in the project. This "grass-roots" approach guaranteed a practical result which would be appreciated by the teacher in the school.  

The review was comprehensive and incorporated a number of new features. Emphasis was given to the physical, social and emotional

1. (137, pp. vi-vii)
2. (106, p. v.)
welfare of the child, in addition to the transmission of facts and skills. It stated that the school was concerned with "the provision of influences which would foster sound appreciation of ethical thinking and courageous action in our democratic community". ¹ Emphasis was placed on creative activities, the development of the individual and the need for freedom and self realization.

The specific aims of the physical education section of the New South Wales new syllabus, called "The Curriculum for Primary Schools - 1952", were:

**Physical Development**

1. To contribute to the development of endurance through participation in vigorous physical activities.

2. To promote growth through resisted muscular activity.

3. To develop hand-eye, foot-eye co-ordination, rhythm, body mobility, speed, agility, strength and good body mechanics through agility activities, dancing, games and contests, to the end that each boy and girl may achieve a high degree of motor control.

**Social and Emotional Development**

1. To develop high standards of sportsmanship, fair play, self-discipline, leadership, co-operation, and other traits essential to good civic behaviour.

2. To provide an opportunity for social adjustments and the development of emotional control.

(These may be achieved by intelligent leadership combined with the free play that arises in the games situation.)

**Recreational**

To provide opportunities to each boy and girl for learning healthful, recreational activities.²

1. (106, p. vi).

In general, the primary school physical education programme provided for a wide range of physical activities and the introduction of group methods. These included individual and group games, contests and relays, rhythmic activities and dancing, athletics, swimming and camping.¹

Full effect was given to the new syllabus in 1952.

The 1952 Syllabus can be regarded as a major advance in Australian curriculum construction. First, it was not based on any one overseas pattern; the curricula used in other countries were studied and, in the main, were rejected. The 1952 primary syllabus which was based on the directed activity lesson, the games lesson, the rhythmic activity and dancing lesson, gave a new freedom to the teacher and the child. However, a radically different approach was required to teach the 1952 Syllabus successfully, and the change-over from the old method created considerable problems for many teachers.

A plan of attack was needed to help teachers understand this new approach to physical education. The Physical Education Branch provided refresher courses, sixteen millimetre motion picture sound films, a teachers' handbook and visual aids in the form of charts and illustrations. Teachers made extensive use of these resources and as a result the adjustment period was relatively untroubled. The 1952 Syllabus has been successfully implemented in primary schools, and plans for its revision are now proceeding. The "Blue Syllabus", as it

¹ (106, p. 18)
is known, was not intended to endure forever. Its originators hoped that it would be a first step in the continuous process of constructing syllabi suited to changing needs and new developments.

It cannot be said that all the problems related to physical education syllabi have been solved. For example, there is still a considerable gap between the ideals expressed in the physical education syllabus and the practical application of the subject in the schools. This gap between theory and practice is not peculiar to physical education, but it is a problem which must be studied carefully if we are to avoid future recurrence of a situation which was first apparent in the early days of the national system.

IN-SERVICE TRAINING FOR TEACHERS

Even in the situation where ideal conditions exist for the training of students as physical education specialists, the need for the provision of in-service training still exists. Countries which provide four-year degree courses in physical education find that this training does not make a teacher a master of his craft for life. In Australia, with three-year degree and diploma courses, the need for in-service training has been acute and a variety of approaches has been made to the problem.

The English Syllabus of Physical Education in use throughout Australia until 1942 had not been demonstrated adequately to the large mass of general teachers in the primary schools, so was very imperfectly
understood. As a result the standard of physical education varied greatly in the schools. The Inspectors of Schools, who had been brought up in the era of drill, did not appreciate physical education sufficiently to be knowledgeable of the subject. They were not a source of inspiration to teachers who were trying to teach the subject. In consequence, physical education was of a generally low standard and no general pattern existed. When called upon, the teachers usually demonstrated a mixture of drill, marching, and exercises taken from the Junior Cadet system and leavened with material from the 1933 Syllabus. Most teachers settled upon a suitable lesson which would satisfy the Inspector and this they memorised. If the teacher should face the misfortune of being asked for a physical education lesson it was available. The children were subjected to a monotonous repetition of this material throughout their schooldays. There was no progression and very little interest. Some teachers had carefully examined the subject matter and prepared a good series of lessons. They did the work thoroughly and competently, with the result that their lessons had some educational value but such teachers were few and far between. Because the subject was non-examinable it received no more than a cursory glance from the Inspector. The teachers unerringly detected this lack of enthusiasm on the part of the education authorities.

Refresher Training Camps: In 1939 a teachers' physical education camp was conducted in New South Wales at the Brookvale Showground for
one hundred and forty teachers (including interstate representatives), by the newly appointed Director of Physical Education. The camp was highly successful and the teachers derived inspiration which produced an immediate effect in the schools. This camp, which was held during the Christmas vacation, was opened by the Minister for Education, Mr. Drummond, and was visited by members of the Inspectors' Institute as a part of their annual January conference. The instruction gave a working knowledge of the 1933 Syllabus, but the important achievement of the teachers' camp was the teachers' appreciation of the possibilities contained in physical education once they understood clearly its aims and objects. The teachers' personal enjoyment of ten days' instruction under camp conditions produced a spirit of enthusiasm for physical education previously unknown in the State. The camp provided a democratic atmosphere in which the teachers' views were sought and appreciated. When they returned to their schools the teaching of physical education proceeded with a freedom from authoritarian methods in a process of directed activity which was both joyous and spontaneous.¹

These teachers' camps have now become an annual feature in most States and provide "refresher training" for teachers who are uncertain of the subject matter of physical education. They have one defect: for the greater part they are conducted in vacation time and sometimes mean considerable personal expense for the teacher. In consequence they attract the enthusiastic teachers but do not touch a considerable portion

¹ (105, p.383).
of teachers; in other words, the teachers who most need assistance seldom attend these training courses. However, the first camps proved that the sincere teacher who was interested in his profession and was eager to maintain his efficiency was able to keep up to date with the evolving pattern of physical education and the new methods involved in the teaching of the subject. These were the teachers who, in any event, would bring success to the subject. Invariably these were also good teachers of the other subjects in the curriculum.

In-service training camps provided the Inspector with a group of informed and enthusiastic teachers who could be called upon to provide demonstrations, or to conduct physical education lessons at the education conferences which were held frequently in the various districts. In this way a start was made which brought a freshness and a new spirit into physical education in the schools.

The Departments of Education had long been criticised for the regimented methods which centralisation and prescriptive education had produced. Teachers were now encouraged to exercise initiative and a measure of freedom in presenting the lesson material. The Teachers' Federations and various Teachers' Unions, strongly advocated relaxation of the rigid educational system which led from examination to examination with the all-seeing Inspectors supervising the progress of children and teachers alike. Although freedom was advocated, and those teachers who showed initiative and some self-expression sometimes received
favourable comment, it was discovered at an early date that many teachers loved their chains. They adhered to the Syllabus material word for word and step by step.

It became apparent that it would require more than voluntary attendance at short courses for teachers to overcome the serious lag in physical education which had first been mentioned in the report of the Travelling Commission in 1904. In fact, the position had deteriorated since this report in all fields except school sport and swimming.

**Itinerant Demonstration Teachers:** It was realised that the true spirit of physical education would have to reach the teacher in the school. The obvious way was, of course, to take the subject to the teacher; in other words a continuing stimulating contact was needed to incorporate physical education in its modern sense into the school programme. Only by this means could improvement of method and content be secured.

An experimental series of demonstration lessons was conducted. The practical value of improved teacher-pupil relationships, which produced "tone" in the school, aroused enthusiasm among the teachers. The pupils' keenness and interest, in playground and classroom, brought a growing realisation of the potential the subject possessed in character formation and in the development of personality. This slowly produced a favourable opinion among members of the teaching service.
In order to provide a continuing service in the primary schools, the practice of providing itinerant physical education staff was further extended. This was a practice which was familiar to the Departments of Education, having been instituted in the time of the Junior Cadets; it was also the method adopted by the Superintendents of Drill.

**The New South Wales Flying Squad:** In New South Wales in 1939 twelve teachers of marked leadership ability were selected for their interest and skill in physical education. This group, soon christened the Flying Squad, was joined by two teachers from New Zealand and two teachers from Tasmania. They were given a six-week training course in Sydney. The instruction was based on the 1933 Syllabus, but with the addition of an extensive games programme and, for girls, some folk dancing. After their training course the Flying Squad travelled the length and breadth of New South Wales for the rest of the year, following an itinerary arranged by the District Inspectors. A lasting tribute was earned by these enthusiastic teachers who, despite difficult conditions, but with unbounded enthusiasm, not only generated favourable opinion for physical education within the schools and the community, but also left a lasting impression on general teachers. Teachers received them in their schools as colleagues, not drill sergeants. The demonstrations which the Flying Squad gave evoked such enthusiasm from the children that return visits were immediately requested. The demonstrations
were particularly well received by the teachers struggling in one-teacher schools. ¹

The selection of practising teachers from the primary schools had been a wise method of establishing the Flying Squad. Previously, the Cadet Officers provided by the Defence Department had brought with them a military atmosphere which proved strange to the majority of teachers. The nomenclature was that of military drill which was foreign to most teachers. The officers usually came to the schools in uniform. They brought with them their background of years of Army training in the barracks square, so did not establish the friendly and harmonious atmosphere that usually results when teachers with the same background of experience meet together. Even the previous drill instructors who had been teachers reflected the military atmosphere expected by those in authority. However, the Flying Squad teachers were welcomed because they were young teachers. The respect they produced was entirely due to the quality of their demonstration lessons and their enthusiasm. All teachers realised that these young colleagues, who had received such brief training, were producing results which they could readily emulate with their longer teaching experience and their familiarity with each individual pupil in their classes.

At the end of the year most of the members of the first Flying Squad were appointed to the larger post-primary and secondary schools as specialist teachers of physical education and a second Flying Squad

was appointed in 1940 to continue the itinerant service.

The Flying Squad service was discontinued in New South Wales after the work had been thoroughly demonstrated, in favour of the continuing services of the supervisory staff which was appointed in 1941. The Assistant Supervisors' duties included the supervision and inspection of specialist physical education teachers in the secondary schools, and the work of inspection and demonstration in the primary schools.

In several States the itinerant service was extended with the appointment of regional Physical Education and National Fitness Advisers. These members of the physical education head office staff worked in selected regions of the State and had their headquarters in the larger towns. In New South Wales the Advisers were associated with the office of the District Inspector and later, in 1951, they were attached to the Area Offices of the Area Directors of Education. In Tasmania, the duties of adviser were combined with those of the itinerant teacher, so that each member of the itinerant staff worked in a comparatively small area.

THE DEVELOPMENT OF FACILITIES

Australia has been slow to adopt the idea that physical education requires special facilities which should be considered a part of the school plant and should therefore be included in the plans for new schools. We have an outdoor outlook but, until recently, we have not
provided good outdoor facilities for physical education and almost no indoor facilities.

**Gymnasiums:** In high schools, particularly, the physical education programme has suffered because of the vagaries of the weather. It was impossible to provide a regular planned programme which could be implemented in the rain or when winds were blowing with gale force or when a blazing sun was beating down on the asphalt of the playground. Physical education requires a large building with plenty of ventilation and lighting if it is to be conducted satisfactorily in all weathers.

All States have developed some school gymnasiums but the practice is not yet general. Tasmania and Victoria, with their colder winters, have shown more interest than the other States. In New South Wales, until 1953, only four secondary schools had gymnasiums. There are now twenty-six secondary schools with gymnasiums and the physical education in these schools has shown a marked improvement.

**Sportsgrounds:** Tasmania showed the first significant development of school sportsgrounds. The concept of area schools grew rapidly and successfully and soon sport had to be provided within the area schools. It became accepted policy in planning all new secondary schools to select the most suitable section of the site for sportsgrounds. When the contract for the secondary school was prepared the sportsgrounds were developed at the same time as the buildings. This forward-looking policy, adopted before 1950, has produced one of the few State secondary
school systems which makes adequate provision for physical education, including field games.

Victoria is showing similar interest and progress is being made, particularly in and around Melbourne. The very rapid growth of population and the development of new housing areas have precluded any marked advance in the local development of grounds. In consequence, the Department of Education has recently begun planning and developing sportsgrounds in new secondary schools but there is not yet a general policy, as there is in Tasmania.

In New South Wales the school sportsground is quite a recent development; in fact, school sportsgrounds were practically non-existent before 1956. In that year the Director of Secondary Education visited New Zealand. He saw excellent sportsgrounds in all the New Zealand secondary schools. He was enthusiastic, and gave his support to the Director of Physical Education in New South Wales who proceeded to develop playing fields in those secondary schools which had sufficient areas available. It then became general policy to provide for the development of sportsgrounds with the construction of each new secondary school.

Swimming Pools: The construction of school swimming pools is the answer to the problem of teaching school pupils to swim. The advantages of the school pool are obvious:

1. It ensures the maximum use of swimming time with a minimum of travelling and without loss of school time.
2. Maximum safety, greater teaching efficiency and better conditions for learning are provided.

3. Children can be taught to swim at an earlier age.

4. A higher standard of proficiency can be attained by the non-swimmer, the swimmer and the life-saver.

Queensland has built most school swimming pools, followed by New South Wales and Tasmania.

**Camps:** The cadet era left a number of imprints upon physical education in Australia. Some of the results were unfortunate, others were very good. Cadet camps were among the happy impressions left from the military training days. These camps were enjoyed by officers, teachers and cadets alike, not so much for the camp programme as for the communal and social experiences of living together in an outdoor setting.

The rural camps in selected country centres were intended to introduce city children to country vocations and country life. The original purpose was overshadowed by the enjoyment of camp life.

In these cadet and rural camps no effort was made at first to establish permanent housing on dedicated camp sites. In 1939 the proposal of the Commonwealth National Fitness Council to establish permanent camps was favourably received in the States, and limited funds for the development of camps were provided by the Commonwealth Government. In a few years all States were embarked on an extensive National Fitness camping programme.
In New South Wales a survey was conducted to find appropriate camp sites. A number of sites were selected. The basis of selection was that the site:

1. Be beside the sea or a lake.
2. Have extensive bush of fifty acres or more.
3. Be accessible by road or water and near a major populated area.
4. Have water supply, electricity, telephone and transport services.
5. Be available on long lease or for permanent dedication.

Selected camp sites were given a priority for development. Because more than one-half of the population of the State lived within one hundred miles of Sydney, the camp sites at Broken Bay on the Hawkesbury River and Point Wolstoncroft on Lake Macquarie were given first and second priority.

The development at Broken Bay has been fairly typical of the other camps. The camp site is thirty miles from Sydney and it consists of over six hundred acres of dedicated camp land with access to three thousand acres of adjoining Crown land. The funds available in 1939 were extremely limited and it was necessary to call on voluntary labour. The use of voluntary effort in the construction and maintenance of National Fitness camps has been a feature of camping development ever since. The Government Architect provided a comprehensive plan for the
camp, and service clubs, particularly the Rotary Club, made major contributions in equipment and finance.

The first camp was under canvas during the school vacation in 1939, but camping in school time was introduced the same year when Eumore School had its first school camp. As finance improved tents were replaced by permanent buildings and the long-range development plan was put into action.

The first school camps were for boys aged from twelve to fifteen who were enrolled at the same school. The teachers from the school case with the pupils and controlled the camping programme. In a few years camp principals and a permanent camp staff were appointed until each camp had a camp director (or principal), a teaching staff and a camp superintendent and maintenance staff. In time all other States established National Fitness and physical education camps.

In 1954 there were eighteen National Fitness Camps in Australia. The growth of camping is shown in the following figures for New South Wales. These figures are given in "camper days" for selected years. Camping began in 1939 with one thousand four hundred and fifty camper days and the increases in enrolments were as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Camper Days</th>
<th>Camps</th>
</tr>
</thead>
<tbody>
<tr>
<td>1940</td>
<td>3,040</td>
<td>1</td>
</tr>
<tr>
<td>1945</td>
<td>16,040</td>
<td>2</td>
</tr>
<tr>
<td>1950</td>
<td>26,300</td>
<td>7</td>
</tr>
<tr>
<td>1955</td>
<td>154,100</td>
<td>8</td>
</tr>
<tr>
<td>1960</td>
<td>189,300</td>
<td>9</td>
</tr>
</tbody>
</table>

By 1953 camping had become well established in all States.

camps (for children eight - twelve years of age), senior camps (for children twelve - fifteen years of age) and mixed camps (for boys and girls eight - twelve years) were operating as school-time camps and/or vacation camps. In addition, specialised types of camp training had been introduced; for example, training camps for leaders, coaches and teachers were popular.

The following summary will demonstrate the scope of the camping programme at this time:

**Physical Education - National Fitness**

**Camping 1953**

<table>
<thead>
<tr>
<th>NEW SOUTH WALES</th>
<th>No. of Camps</th>
<th>No. of Campers</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broken Bay</td>
<td>32</td>
<td>3,281</td>
<td>5-14 days</td>
</tr>
<tr>
<td>Point Wolstoncroft</td>
<td>24</td>
<td>2,031</td>
<td>14 days</td>
</tr>
<tr>
<td>Lennox Head</td>
<td>8</td>
<td>396</td>
<td>14 days</td>
</tr>
<tr>
<td>Narrabeen Lakes</td>
<td>20</td>
<td>210</td>
<td>3 days</td>
</tr>
<tr>
<td>Myuna Bay</td>
<td>2</td>
<td>60</td>
<td>3 days</td>
</tr>
<tr>
<td>Commodore Heights</td>
<td>65</td>
<td>2,207</td>
<td>3 days</td>
</tr>
<tr>
<td>Juno Heads</td>
<td>47</td>
<td>926</td>
<td>3 days</td>
</tr>
<tr>
<td>Little Harley</td>
<td>45</td>
<td>962</td>
<td>7 days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VICTORIA</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Point Lonsdale</td>
<td>2</td>
<td>120</td>
<td>3 days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>QUEENSLAND</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tallebudgerra</td>
<td>1</td>
<td>120</td>
<td>14 days</td>
</tr>
<tr>
<td>Magnetic Island</td>
<td>4</td>
<td>115</td>
<td>3 days</td>
</tr>
<tr>
<td>Townsville</td>
<td>1</td>
<td>50</td>
<td>14 days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SOUTH AUSTRALIA</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Midor</td>
<td>2</td>
<td>71</td>
<td>3-10 days</td>
</tr>
<tr>
<td>Christies Beach</td>
<td>2</td>
<td>81</td>
<td>4-8 days</td>
</tr>
<tr>
<td>Mount Lofty</td>
<td>1</td>
<td>30</td>
<td>3 days</td>
</tr>
<tr>
<td>Victor Harbour</td>
<td>1</td>
<td>30</td>
<td>7 days</td>
</tr>
<tr>
<td>Goolwa</td>
<td>1</td>
<td>40</td>
<td>7 days</td>
</tr>
<tr>
<td>Addinger</td>
<td>1</td>
<td>14</td>
<td>3 days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WESTERN AUSTRALIA</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Point Peron</td>
<td>18</td>
<td>485</td>
<td>3-14 days</td>
</tr>
<tr>
<td>Bickley</td>
<td>2</td>
<td>112</td>
<td>3-14 days</td>
</tr>
<tr>
<td>Esperance</td>
<td>1</td>
<td>70</td>
<td>14 days</td>
</tr>
<tr>
<td>Point Hedland</td>
<td>1</td>
<td>100</td>
<td>14 days</td>
</tr>
<tr>
<td>Garden Island</td>
<td>1</td>
<td>386</td>
<td>14 days</td>
</tr>
<tr>
<td>Point Walker</td>
<td>1</td>
<td>206</td>
<td>10 days</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TASMANIA</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellerive</td>
<td>1</td>
<td>73</td>
<td>10 days</td>
</tr>
</tbody>
</table>

1. (7, pp. 12-17: 1953)
The physical education camping programme was intended to provide educational experiences through close contact with the natural environment. The classroom and blackboards were abandoned, and the camp school functioned as a school room without walls. The bushland, the sea, the sky and the hills provided the background for learning.

School camping was not readily accepted as a part of education by the Departments of Education. The struggle against tradition was not won easily, but the echoes of this tilt with formalism and regimentation gradually became fainter as the educational values became clear, and today are slowly dying away. There are still a few educationists whose academic souls recoil from the social group approach employed in school camping. These men feel uncomfortable in the absence of the education trappings and eric-a-brac which still clutter up some of our education sitting-rooms.

Rich educational material can be provided for boys and girls through camping adventures. At camp they can absorb a wealth of knowledge about their own country; at camp there are educational fires of enduring interest to be kindled. For example, at Broken Bay campers explore the ancient river basin, tracing the story of the rock, the strata of the ages, the weathering and wearing and sedimentary and building processes. They behold the age-old metabolism of our pre-Cambrian continent. There it lies in its ancient setting at the Broken Bay Camp with an abundance of learning to be gained through rock and marine studies; or with a range of flora and fauna which would delight any young Sir Joseph Banks;
the plant life, native flowers and shrubs, all the variations of the
eucalypt invite the botanist to go to work. Mr. Allan Strom has
prepared excellent handbooks on the camp site with the samples located
and charted; his work is available to guide the young explorers in their
quest of Australia. Camping can supply another fragment to the wonder
of a child's education. From the source of his learning can come new
answers to the eternal questions.

The aim of the camping programme is to give to Australia generations
of young Australians who are proud of their land, vigorous and sturdy in
body, questing in thought, and above all skilled in the social skills
of co-operative planning and action.

THE CHANGING CONCEPT OF SECONDARY EDUCATION

Because physical education is a component of general education,
the extent of its influence in the school or the community is determined
by the concept of education in vogue.

Modern Australian education has not received favourable criticism
from visiting experts.

Dr. K. S. Cunningham, Director of the Australian Council of
Educational Research from 1930 to 1954, made a critical survey of
Australian education in 1936. He made a plea for more autonomy, greater
flexibility, more exploration and experiment, the development of a strong
and well informed public opinion, a continuous study of educational
problems, better conditions, more rapid and more thorough introduction
of new developments, less formalism and more attention to cultivating intelligent citizenship.

The position had changed very little sixteen years later when H. C. Dent, editor of the Educational Supplement of the London "Times", confirmed Cunningham's criticism as being valid. Following a visit to Australia, he wrote:

I should be less than honest if I did not say that much of what I saw in the schools perturbed and depressed me. With rare exceptions the school conceives its task in the narrow light of preparing children for examinations instead of future citizenship. It is a bookish education with extensive emphasis upon verbalism ... authoritarian in all parts, rigidly hierarchical, a curricula of stereotyped detail taught in mass. The baneful influence of examinations arises from four sources:

(a) Prestige of academic school
(b) Obsession with examinations
(c) The system of appointing teachers
(d) Failure to realize what extraordinary efforts must be made to establish new forms of education.

THE WYNDHAM REPORT

When a committee was appointed in September 1953 to survey secondary education in New South Wales its report had to accept or refute such criticisms. The report, called the Wyndham Report after the State Director-General of Education who was Chairman of the committee, was submitted to the Minister for Education (Mr. Heffron) on October 28, 1957. It stated:

One of the secrets of the use of leisure is relaxation from the pressures of obligatory work. The inner secret of leisure,

1. ("The Times" Education Supplement, London, 1952)
the absorption which comes upon one through the satisfaction of interest and skill is a gradual process. The task of the school is therefore to awaken interest, to keep mental horizons broad, to discover and cultivate skills and accustom its members to use the hours free from lessons in a profitable and satisfying fashion. No programme of education can be based on the assumption that man lives to himself. 1

The Wyndham Report continued with a statement of what it termed the "central problem":

The most significant feature of the changing conception of secondary education has manifestly been the emergence of the view that secondary education is the education not of a select minority, whatever the basis of selection either social or intellectual, but of all adolescents irrespective of their variety of interests, talents and prospects ...

What is sometimes overlooked is that this very definition of secondary education makes it obligatory for the community to provide suitable education not only for the average adolescent but also on the same social and moral grounds for the adolescent of talent and for the adolescent who is poorly endowed. The cultivation of talent was the outstanding feature of older concepts. Today's problem is that of meeting the needs of all adolescents without impairment to the potentialities of any. 2

In 1955 R. Freeman Butts, Professor of Education at the Columbia (U.S.A.) University Teachers' College, warned us to be alert to the fact that a partisan Minister could thwart a forward-looking Department and, vice versa, a sluggish Department could likewise hold back a Minister of vision and energy. 3

Physical education has had ample experience of the effects of a tug-o'-war between a Minister and a Department. Physical education must surely gain a measure of protection from the findings of the

1. (109, p. 62).
2. (109, p. 63).
3. (31, p. 13).
Wyndham Report with its promise of freedom and diversity. In such an atmosphere physical education must prosper.

THE SCHOOL-COMMUNITY PATTERN - USE OF SCHOOL FACILITIES

The New South Wales school facilities described previously are operated on a community basis under an approved policy. The policy permits the facilities to be used in after-school hours, on Saturdays, and during vacations. Details applying to the different facilities are as follow:

**Gymnasiums:** Approved groups which are properly constituted are able to use the gymnasiums under agreement. A nominal charge is made on an hourly basis and each group is responsible for its own discipline and for the care of the property. The Director of Physical Education controls and administers the programme under a policy approved by the Minister for Education. Supervision is by means of an allowance paid to the specialist physical education teacher and by itinerant supervision from the Physical Education Branch. In 1960 more than ten thousand individuals regularly used school gymnasiums for physical education activities.

**Sportsgrounds:** The Minister for Education has approved a policy for the community use of school playing fields. This policy is based on the scheme which has proved successful in the development of community-school programmes in school gymnasiums.
Swimming Pools: Up to the present time the school swimming pools built in the schools in New South Wales have been provided from funds donated by the "school community", the capital cost of the facility being later recovered from the incoming revenue. The Minister for Education has approved a policy allowing the community to use these pools by agreement between organized groups and the Director of Physical Education.

Camps: A camping service for community organizations has been developed in the National Fitness Camps of the Department of Education. Organised youth groups and sporting groups have extensively used these facilities. The Narrabeen Camp caters specially for the requirements of sporting bodies who organise coaching courses at this camp for such sports as golf, hockey, football, canoeing, athletics, softball and basketball.

Play Centres: In New South Wales in 1939 vacation play centres were established. This development came as a result of the joint efforts of the Department of Education, the National Fitness Council, and the local government authority. Since that date the three original centres, with their staff of nine physical education teachers, have grown into a very large playground programme. In the 1960/61 Christmas vacation there were one hundred and thirty-one play centres supervised by four hundred and sixty teachers and assisted by the
Department of Education in co-operation with one hundred and ten local councils and shires. More than thirty-eight thousand children attended and more than sixty thousand pints of milk were distributed. Special centres were operated in the migrant hostels and for aboriginal children. The play centres operate on a State-wide basis so that both city and country areas benefit. Vacation play centres now operate in all school vacation periods and some centres also operate after school hours.

These centres, which were organized with improvised facilities and were conducted at parks, sportsgrounds and schools, are now developing into modern playgrounds associated with the schools. They provide all-weather surfaces, fixed equipment and adequate shelter for crafts, hobbies and indoor games.

The use of secondary and primary school facilities has brought the ideal of a community physical education programme close to realization. However, much ground has to be gained before physical education facilities can be considered satisfactory. This applies particularly to the development of school swimming pools. One other obstacle in the path of school-community use of facilities is gradually disappearing. The school is a compact organization and the headmaster frequently has a strong proprietary interest in, and protective interest towards, his school. The community programme is perhaps a minor disturbance of, or intrusion into, the traditional educational sphere and for a time
resistance to its implementation was not unknown. Several headmasters raised objections and excuses. For instance, one objection was the problem of staffing, but this proved more hypothetical than real. It was assumed that students would be reluctant to go back to school and that they would find it intolerable to be supervised by a teacher during leisure time. Experience has shown that youth harbours no resentment against supervision by teachers, nor does the use of school physical education facilities prove distasteful. In the community programme the teacher is no longer dominant, nor are his lessons prescriptive. As a result the teacher and student both benefit from working together in a less restrictive atmosphere. The outcome of this experience is that the objections of headmasters, teachers and administrators are now heard infrequently.

In Australia there is a growing opinion that opportunities for organized leisure are essential to the community of today, and that the provision of the opportunities is an educational task. Certainly the least costly solution is to make the school plant suitable and available for both purposes. The provision of buildings and facilities represents a large investment of public moneys, and idle buildings and facilities represent public moneys which are tied up and non-productive. It has now been proved that schools need not stand idle after 3.30 p.m. nor during vacations; instead they can be used in an extensive programme of further education for the community. When schools and their facilities are so used it is most important for the operation of the
programme to be supervised by trained staff, and it is not inconsistent to use the members of the physical education staff, who conduct the school programme.

Staffing problems do exist in some areas but this will ultimately be solved by the use of a continuous teaching staff working on a year-round basis with hours extending beyond the compass of the present school day. The staff will be rostered to supervise the recreation programme and will be paid according to the responsibilities entailed in the work, which means that the wages will never be less than the remuneration received for equal effort in the classroom or school.

COMMUNITY RECREATION - NATIONAL FITNESS

The national physical education programme envisaged in the National Fitness campaign was intended to provide an organized programme and the necessary services - specifically for school-age children and youth, and generally for the wider range of the population. Its importance resides in the fact that it is the only existing relationship between the government and local effort; the only central source of services and of cohesion.

Two forms of organization and administration operate at the State level. This situation arises from the fact that in some States National Fitness is included within the portfolio of the State Minister for Health and in other States within the portfolio of the State Minister for Education.
In New South Wales and Western Australia the Department of Education, following the appointment of a Director, created a branch to fulfil the programme both within the school and the community. The staffs in these States have a comprehensive purpose which embraces all fields of physical education.

In Victoria and Tasmania the National Fitness Council advises the Minister for Health and the programme is operated by the Health Department; in these States there is a clear and marked distinction between the physical education of the school and the National Fitness programme in the community. This form of organization requires a dual system of administration, separate staffing and separate facilities.

In both Victoria and Tasmania the Councils have enjoyed greater autonomy, but the staffing has been very difficult both to recruit and to retain.

The plan operating in New South Wales has been selected as an illustration because it is based on the more complete pattern — namely, the unified or comprehensive form of State organization in which physical education for the community and for the Education Department is administered by the same branch.

1. The Director directs the approved policy.

2. The National Fitness Council advises on policy, and exercises limited executive power.

3. The Head Office provides the assistance of a professional staff and a clerical staff which have the central function of planning, services, supervision and finance.
The clerical assistance is provided by the Officer-in-Charge of the Branch and by a clerical and typing staff of **twenty-two assistants**.

The administrative functions provided by the Head Office include inspection and supervision of physical education in secondary schools and overall responsibility for physical education in the primary schools as well as:

- **Accounts Section**: handling an annual budget - £163,000 (1961) - and annual collections - £101,000 (1961).
- **Service Section**: publications, films, brochures, library.
- **Camps Section**: operating eight camps (four continuously).
- **Swimming Schools**: weekly, vacation and special swimming classes.
- **Play Centres**: vacation and after-school centres.
- **Community Facilities**: gymnasiums, playing fields, swimming pools.

4. The professional officers (one Supervisor and nine Advisers) appointed to the Area Education offices also assist in the work of National Fitness. The Area Headquarters are located at Newcastle, Parramatta, Wollongong, Wagga Wagga, Bathurst, Tamworth and Lismore.

The regional functions relate to local activities; each Adviser is responsible for the school and community activities
within his area. Three-fifths of his time is spent in school work and the remaining two-fifths of his time can be devoted to community work.

NEW DEVELOPMENTS SPONSORED BY NATIONAL FITNESS

**Camps:** The popularity of National Fitness Camps induced voluntary youth organizations in many States to develop their own camps. Church groups in particular are developing a number of camps in both metropolitan and country areas.

In 1939 the youth hostels which had proved so popular on the Continent were proposed in Australia. The National Fitness organization in each State, except Queensland, provided assistance in the initial stages of the development of the Youth Hostel Association. This organization is now autonomous with a chain of hostels in the various States.

A further development in the field of camping is the establishment of the Outward Bound Camp at Fisherman's Point, Hawkesbury River. The first Outward Bound Course was held at the Narrabeen National Fitness Camp. The course was successful and the Outward Bound Movement is now developing as an autonomous organization with its own permanent camp.

One interesting outcome of the successful development of camping occurred in 1960 when the first purely commercial camping venture was floated as a public company. This has opened a new avenue for physical
education diplomates and graduates and if the success achieved in America and in England is repeated in Australia, camp-staff training courses will be in keen demand.

**Basketball:** The basketball played by men internationally and at the Olympic Games is relatively new in Australia. It was first played in the Australian Y.M.C.A. but in 1939 steps were taken to organize it more generally as a club sport. The National Fitness Councils helped to promote the game and to develop the Amateur Basketball Association.

**Softball:** The limited playground space available in the schools and the need for a competitive game which can be played with safety and at the minimum of expense led to the introduction of the game of softball which is a modification of baseball. Over the years it has become popular in the primary and secondary schools of all States. Women have adopted the game enthusiastically and the interstate competition which they began in 1946 is a popular annual fixture. Although the game was initially sponsored by the Physical Education Branch through its National Fitness activities, the Amateur Softball Association has now become an organized association which is self-supporting.

**AUSTRALIA'S GOLDEN AGE OF SPORT**

The picture of physical education is incomplete unless recognition is given to the organizations which have been active in physical

1. Appendices "K", "L" and "M".
recreation over the years. The contribution which sport makes to human welfare requires no further elaboration.

The period 1935 to 1960 can be described as Australia's golden age in sport. The British Empire Games in Sydney in 1938 began a new era of interest in sporting prowess. Australians dominated the Empire Games with brilliant successes and distinguished themselves as excellent hosts. Visiting physical education authorities who came with the teams provided visible proof of the close relationship between physical education and sport in some countries. Their leadership was very helpful in dispelling the shadows of military drill. Attention was directed to the lack of physical education facilities in this country. Australia was moving to a leading position in the Olympic Games, holding her own well in the cricket Tests, and close to the top in rowing and golf. The British Empire Games in Auckland in 1950 again showed Australia's sports supremacy among Commonwealth countries.

From the 1940s onward Australia rose to new heights. In the 1950s few could dispute her claim to the top rank among the great sporting nations. Australian Davis Cup victories (ten challenge rounds wins in the years from 1950 to 1961) became a legend. Few could challenge her in the single sculls. She had great golf, cricket and football champions. The Olympic Games in Melbourne in 1956 added lustre to her achievements and the prestige she enjoyed in international competitions was maintained in Rome in 1960.
Chapter IV

The Olympic Games developed and refined the value of physical education, and in Australia the women have shared the honours with the best of the men. In fact at Melbourne in 1956 they triumphed. All Australians take great pride in the achievements of "our girls"; theirs is a great social victory and another step in our cultural advance. The success of the Australian woman athlete is perhaps the greatest contribution that physical education, through sport, has achieved as yet.

We have established that sport fills a major position in our culture. Some regret that this is so, but they are a minority of public opinion. Education still gives only grudging recognition to the importance of sport, but physical education cannot afford to do so now or in the future.

In this Australian background of sport and recreation we have a wholesome basis for wise use of the leisure hours. The community-school is the keystone in the youth and leisure programme. The salient problem that physical education must solve is the vexed difficulty of inadequate grounds, gymnasiums and pools, and a contented staff of trained and efficient men and women.
Although Australian physical education has made rapid progress during the last twenty years the subject is so young, so new, that it is still faced with many problems of development and consolidation. However, this late development has not been without advantage. Physical education still has vigour and freshness; teachers and administrators have the will to conquer new fields; they regard themselves as pioneers in a worthy field and their enthusiasm for the job ahead is untrammelled by past systems and traditions.

While there is little reason for complacency, there is a sufficient achievement to yield satisfaction. For the day will come when physical education will be generally regarded as making an outstanding contribution to the pattern of Australian education.

The strongest features of contemporary Australian education are the development of community school facilities such as swimming pools, gymnasiums and playing fields; the construction of syllabi based on the needs of Australian children; the appointment of Physical Education and National Fitness advisers; the provision of in-service and teacher training courses; and the well-established programmes of school and vacation camping.

However, the achievements are out-weighted by the weaknesses, and
the weaknesses are not all of the subject's own making. Only by examining the weaknesses, by studying the present needs, and by reviewing current practices can the future of physical education be assured.

The greatest hurdle to be overcome is the reluctance of traditional education to accept, absolutely and without reservation, that physical education is an essential ingredient of mind training.

The report of the British Committee on Physical Education in 1936 says:

The aim of physical education is to obtain and maintain the best possible development and functioning of the body, and thereby to aid the development of mental capacity and of character. The mind and body are so essentially one that divorce between them in what is commonly called education appears as unscientific as it is pronounced.

Until educational administrators are prepared to understand the purposes of modern physical education, to accept the extension of the subject beyond school hours, and to provide the facilities required to conduct sound programmes the growth of physical education will be dwarfed and its development will be stunted by the restrictive bonds of the more traditional forms of education.

**EXAMINATION PHOBIA AND ITS EFFECTS ON PHYSICAL EDUCATION**

In Australia possibly more than any other country examinations stand supreme as the be all and end all of education. In this atmosphere physical education has steadfastly stood for the greatest good for the largest number and refused all efforts to render it an examinable subject.
Surely education has many more aims and values than those which are assessed by examination. We desire tolerance, the skills of group co-operation, the divine discontent which is the growing edge of progress. In educating for this purpose must our leaders all conform? Are initiative, freedom of speech, and the spirit of adventure to be so stifled? Examinations have a place, but education is something in addition and it is relevant today and tomorrow.

Physical education faces this dilemma - the subject could be made examinable; it has been before. It would gain in prestige among our educational authorities; its place in the curriculum would be secure; schools would be built with gymnasiums just as they are built with science laboratories, and physical education teachers would be able to enjoy the conventional blessing of promotion, and the university doors might even open widely. But in becoming examinable would the subject retain its freedom and its power to refresh body and soul? Could it follow a more restricted channel and achieve its present values of personality development, of group skills, and above all, its joyous approach through interest and enthusiasm? The choice is not easy, but Australian physical education has chosen to remain as one of the few ingredients in the educational process which prefers freedom.

The rejection of the examination system has placed the subject in an inferior position. To illustrate this point ... Quite recently the writer was a member of a conference of headmasters and headmistresses
of secondary schools. It was a bright and delightful company, a stimulating atmosphere. On the second day of the conference the Leaving Examination results were published and there was a rush for the morning papers. It was good to see the interest in the success of the pupils, but the fact that examination results were the chief criterion of educational success was disquieting. There was the obvious wilting of interest in the student who did not do as well as expected. "Dux of the school, too - should have done better," was a comment overhead.

In the last analysis public education is education for all the people not merely for an intellectual elite.

These figures for 1951 demonstrate the limited application of public education beyond the primary school in New South Wales.

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A public education system which produces only two thousand successes out of four hundred and fifty thousand must be considered a failure. This failure is due to the over-emphasis on academic success. Physical education also needs protection against examination phobia. The Australian education system should have fixed and regular time periods for physical education teaching in all schools, primary to tertiary, and for the training of physical education teachers. The desired standard
of physical education in Australia won't be reached until sufficient finance, facilities and properly trained teachers are available.

**PHYSICAL EDUCATION IN THE COMMUNITY SCHOOL**

Physical education is a very human business, ideally suited to provide learning experience for the majority of people in all age groups. It has great potential in this era of increasing leisure for the enrichment of human lives, because it has both educational and recreational values. The secondary school can become a centre of community interest and this is the justification for advocating that the school and the community should be served by one capital expenditure. Every school sportsground, gymnasium, tennis court, swimming pool and equipped play-ground brings this ideal closer - if the use of these facilities is extended to the community.

The community school concept has had partial acceptance but it needs further exploration and application. The lack of public interest in education gives rise to some concern. All the educational changes and improvements in Australia that the writer has been able to perceive have come from outside influences.

The word "outside" is used deliberately. "Inside" and "outside" are more than the chance expressions in our public education. Many principals of schools, and their teaching staffs, take a proprietary interest in their schools. The pride they take is commendable and it can produce efficiency and loyalty. But when pride over-reaches itself
and the school becomes "my school" and the children "my pupils", it has reached the point of exclusion. The critic is unwelcome, the insiders stay inside, but the outsiders had better stay outside. While such an attitude prevails it is easy to think the apathy of the public towards educational problems spells peace and that all is well.

Quite recently a headmistress was asked if she would agree to apply the new policy relating to the community use of school gymnasiums in her school. She refused on the ground that there were many undesirables in the area. She feared for the property if these vandals were given access to the school. These bodgies and widgies would be better "outside".

This led the writer to reflect upon the condition of the community; the indictment of the education provided by that school seemed inescapable. In all probability those bodgies and widgies were pupils at that same large co-educational school two years before. For more than twelve years that school had been educating that community, but the school did not hesitate to condemn its own product. Here was an aggravated case of the "inside-outside" complex. All of that community had become "outsiders" the moment they left the doors of that school - never to re-enter, even bearing gifts. The community-school idea, because it provides further education opportunities for the post-school youth holds great promise.

Physical education in the community school provides one avenue for the further education of children who leave school at the age of fifteen.
Chapter V

Usually these are the youngsters who have greatest need of education, and they receive much less than they are entitled to receive. The community school will be an important facet of Australian education in the future, if only because it will assist in the creation of an informed and interested public.

Completely local areas of education are unlikely to be created in Australia because of the country's geography and population distribution. The present pattern of a centralized system with satellite branches is likely to be retained, and under this system there will be an ever-increasing need for understanding between the parent, the teacher, the local and the State authorities. The community school offers a means of creating harmony, interest and informed understanding; the pupil leaving school can retain his interest in the school through his sports club activities and the child's parents will view the school in a new light.

Physical education has shown that the community school has educational values and that it is acceptable to the people. However, the stage has now been reached when educators must give more complete acceptance to the concept of the community school and must assist in its further development if the full benefits are to be realized. The community school is certainly the keystone in the youth and leisure-time programme, but the problem confronting physical education is how to provide the community school with adequate facilities and equipment, as well as a trained and efficient staff, and in this, assistance is needed.
EDUCATIONAL ADVENTURE THROUGH RESEARCH

Physical education in Australia embarked upon its first ventures in research early this century but the research programme was slow to gather momentum and it has only gained real acceleration in recent years.

Dr. Roth began the process with his anthropometric studies in 1907 and Professor Harvey Sutton, Dr. Frank Cotton, Dr. Burge, Dr. Le Maistre, H. C. Giese, Robin Gray and Dr. Whitebrook have made contributions. The process of research is now generally accepted and all research efforts have had a "down to earth" application which has already resulted in the improvement of Australian physical education.

This practical use of research findings has been most apparent in the application of scientific knowledge to the coaching of our Olympic representatives. The training material of Kiphuth of Yale University, improved and adapted in Australia, has been responsible in great measure for our success in swimming and rowing since 1952.

The re-organization in Australia of the old life saving methods of the British Royal Life Saving Society demonstrates the possibilities of physical education research and the success which can attend such efforts.

This society for many years has operated as the recognized life saving agency in all parts of the British Commonwealth countries. In the schools particularly it forms a portion of the physical education programme. It was suspected that the traditional English methods of saving people
from drowning were seriously out of date and ineffective.

The major portion of the school life saving programme is conducted by physical education teachers and general teachers. Mr. Robin Gray, on his return from physical education studies in America, brought with him the most recent information from America upon life saving as applied to other than surf conditions. The unrest grew, particularly in New South Wales, and in 1952 work began on a revision of life saving methods to suit Australian conditions. The Physical Education Branch of the New South Wales Department of Education took a leading part with the Royal Life Saving Society in the formation of study groups. In due course this research produced a complete revision of methods and revision of the old English manual of instruction. The newly formed Royal Life Saving Society of Australia produced the "Modern Manual of Water Safety and Life Saving" in 1957. In the acknowledgements recognition is given to Messrs. F. Henry, B.A., Dip.P.E., G. Turnbull, B.A., Dip.P.E., and F. Whitebrook, M.C., Ed.D., B.A., Dip.P.E. who have given much of their time in research and study to ascertain the best methods for the saving of human life from drowning.

This research task, in addition to its significance in an important field of physical education, indicates the growing place of research as applied to traditional and accepted physical education practices.

The period of ferment in life saving did not conclude with the production of the new Manual. Disquieting features in the research study
suggested that the methods of artificial respiration were also ineffective. This required detailed scientific research with the full co-operation of the medical profession.

Judge Adrian Curlewis, President of the Australian Surf Life Saving Association and Chairman of the National Fitness Council of New South Wales, visited England in 1958 and the possibility of holding an international convention on life saving techniques was raised. Australia took the lead in developing the proposal. In this the research group of the New South Wales Branch of the Royal Life Saving Society, mainly physical education trained, joined with the Surf Life Saving Association of Australia and through the Postgraduate Medical Foundation of Australia and the co-operation of its chairman, Dr. V. M. Coppleston, a strong committee was formed.

The International Convention on Life Saving Techniques met in Sydney from March 11-20, 1960. It drew to Australia life saving representatives and medical and science experts from all over the world.

Research was undertaken in Sydney under the auspices of the Postgraduate Medical Foundation in 1959, in which voluntary human subjects were used to simulate, through the use of drugs, the condition of a drowned person. The old methods of artificial respiration by manual pressure on the back of the victim, were thoroughly tested. In consequence a complete revision of artificial respiration methods has taken place in Australia and many other countries. The mouth-to-mouth method, little
known before that time but referred to in biblical times, was adopted. This type of research is beyond the resources of physical education at the present time, but it points to the areas of future investigation in this field, and the need for research training and facilities.

TRAINING FOR A CAREER IN PHYSICAL EDUCATION

The goal of physical education in all its aspects is one of service to the race and this merits the best training that can be provided. Physical education wants to join hands with inquiring minds in allied fields. The power of science, the healing of medicine should be linked with the power of physical education to improve human welfare and human relationships. Physical education, with almost unlimited area and scope, needs greater depth in its foundations if it is to attain greater heights.

The staff for this venture into new education needs to be well chosen and well trained. The physical educator requires courage, zeal and burning enthusiasm. He must be an idealist and a missionary but not a fanatic. He must work for the people and he must be of the people. This leader must be regarded with affection so he must possess compassion, meekness and understanding.

There is a relic of the past which presents a problem - the legend that it is impossible to make a career or a life work of physical education. This bogey must be surmounted if a university graduate course is to be successful.

"What happens to the ageing physical education teacher?" is a current
Chapter V

question. In Australia at present few specialist physical education teachers are over fifty years of age, but each year there are an increasing number of physical education teachers in their forties. The problem is growing and must be disposed of successfully, for a job which leads to a dead-end at the age of forty cannot be called a career. Five excellent physical education pioneers have worked up to the age of retirement: Major Cooke Russel, Colonel Harold Hardwick, Miss Eve Redfern, Miss Elsie Ferguson and Miss M. Matheson. It is true they may have looked grotesque doing their work in the playground on the old system of "perform with me: touch toes, and arms bend". However, they proved they could adapt their teaching methods to their age. Zest for activity is not necessarily the prerogative of the younger man! Each of the five mentioned did his or her best work in the last fifteen years of service. Their advice was sought after; their experience was invaluable to the young teacher and their organizing was at its best. Two of these people were at the Teachers' College, one was the Deputy Director, one was a supervisor, the last was a State Organizer and teacher of swimming and also a most capable supervisor, lecturer and teacher. Although these five people reached positions in lecturing, supervision and organizing it must be admitted that there will be a limited number of such positions - perhaps for ten per cent of the total specialist staffing.

Of the specialist physical education teachers who are in their
forties, a survey shows that ninety per cent or more of these teachers are sportsmasters, subject masters, or special masters. The major task for these teachers is staff supervision and organization together with some practical work. The high degree of efficiency which these teachers attained in recent years indicates this is a logical progression for many teachers. Two physical education teachers have become inspector of schools and three have become school principals. Thus there is yet another channel of promotion which is open to all who wish to advance through the avenue of general education.

A number of specialist teachers have gone overseas for graduate and post-graduate study. Unfortunately, very few return; it is an unhappy position that Australia has been unable to attract these highly qualified teachers home because she can offer neither high salary nor a stable future. The main reason for the non-return of Australian specialists is that the battle for a life-long career has been won in the United States and Canada. There, physical education teachers can proceed by promotion in, or out of, the school service up to the retirement age. In America responsible and highly paid positions are available as staff members in the municipal recreation programmes. Physical education departments in schools have chairmen to co-ordinate the physical education curriculum. Positions also exist in the growing field of school health education. There is also a great demand in industry for both recreation and amenities officers. A large number of physical
educators are established in private business in physical therapy and health clinics. All these avenues have yet to develop in this country.

Australian teachers need avenues of promotion within the school system. This will probably be provided by the subject master/sports-master position. This position requires experience, organizing ability and a sound knowledge of youth and of sport, but it is not necessarily physically demanding work. The senior teacher could handle these duties until his retirement. When schools are adequately staffed, this type of career should be available to forty per cent of the full teaching strength at all times. The lecturers, supervisors and executive officers now number ten per cent of the total physical education strength. This percentage should be maintained or increased. Other avenues for a career in physical education are starting to emerge. Commercial camping, the Outward Bound Movement, industrial recreation, youth organizations, professional coaching are already absorbing up to five per cent of our teaching staff. The present uncertainty of promotion in physical education is the major problem in recruitment for teacher and training courses; it also causes discontent among the existing staff. We are very much in need of a promotion plan which ensures a regular progression. In Australia there should be more positions for post-graduates. Since 1914 more Australian graduates have lived in America than in Australia. Since that time, too, there have been more Australians with doctorates in physical education in America than Australia. We cannot attain our
maximum efficiency while we lose our most ambitious and most talented people to other countries.

Except in a few pockets of resistance, the specialist teacher is accepted and approved. The period of indecision and uncertainty is passing; it will almost certainly soon disappear forever. The staffing position will improve with improvement of facilities, salaries and security. A vigorous recruiting programme and a wider choice of university and college courses will introduce healthy competition to those subjects already permitted to place staff on the promotions ladder. Australia is on the threshold of a period of unprecedented development. Leisure is increasing and the standard of living is improving. There is a tradition of sport and recreation. A physical education programme in such a setting can make a definite contribution to the culture of the country. The careful development of a programme of physical education which is in tune with the character of the people and their needs may place Australian physical education ahead of the programmes conducted in the countries which provided Australia with her first training manuals and syllabi.

POST-SCHOOL RECREATION PATTERN

The need of a more varied education for living, continued over a longer period than that of the formal school system, has been clear for some time. Whereas schooling accomplished the purposes of vocational training, both educationists and civic fathers felt that there were
complementary educational values beyond the classroom and for those who had left school.

Leisure time, which has helped to lift Australian sport to a high standard, has become a greater and greater factor in the life of the average Australian. Shorter working hours and more recreation leave, coupled with a buoyant economy, has produced a new element – a new potential – for education and recreation.

The National Fitness organization has played an effective role in this developing pattern of youth and adult leisure-time activities. In New South Wales the National Youth Association, later known as the Associated Youth Committee of the National Fitness Council, was formed. It comprised representatives of youth organizations and has provided a basis of mutual exchange of experience and a common source of leadership training. The Sports Forum, an organization of sporting bodies, has met when required to advance sports and recreation activities. The Sports and Recreation Committee of the National Fitness Council meets regularly to provide contact with these bodies. The National Fitness and Physical Education Branch of the New South Wales Department of Education has played a significant part in the development of recreation and youth work through the provision of essential services and equipment.

Throughout there has been a loosely knit structure, in which the Department of Education, the National Fitness Council, and the local government authorities, have worked with the youth, sport and recreation
bodies. The relationship with the Government agencies and the relationship of the autonomous bodies to each other has never been set out, and only recently have efforts been made to define the field and to provide State legislation for it.

In Western Australia and Victoria positive steps have been taken and Acts have been passed. More recently the New South Wales State Government appointed the Youth Policy Advisory Committee under the chairmanship of Judge Adrian Curlewis. The committee's terms of reference are:

1. To examine all available reports on overseas youth policies and youth services.
2. To invite and hear evidence from existing youth organizations on the objects and needs of those organizations.
3. To invite and hear evidence from the various authorities which are concerned with youth welfare.
4. To recommend to the Government the measures to be adopted to develop co-ordinated youth services and an appreciation in the community of the necessity for active contributions towards the policy adopted by the Government.
5. To recommend to the Government the measures to be adopted for the training and recruitment of instructors and leaders of organizations concerned with youth services.
6. To recommend to the Government the manner in which the existing resources of the Government should be used in the implementation of the policy.

The committee conducted, over the twelve months to December, 1961, the most exhaustive examination in this field yet attempted in Australia
and the examination is continuing.

It is evident that from this new work in the post-school recreation field, there will be increased opportunities for youth to use their leisure time toward their mental, physical and social improvement. But all the evidence shows that before an effective programme can be established, trained leadership will be required.

WORLD-WIDE CONTACTS

Physical education now has a world-wide organization which embraces more than sixty-five countries. The organization has fixed venues and times of meeting because it meets in conjunction with the Olympic Games. The Australian Physical Education Association is a respected member of this, and other international physical education organizations. The Commonwealth of Nations meets regularly to contest the Commonwealth Games, and Australia sends representatives to the physical education conferences which are conducted in conjunction with these Games. In 1962 the Australian Physical Education Association (in conjunction with these Commonwealth Games at Perth) will have the responsibility of organizing the conference.

The Australian Physical Education Association also holds national conferences every two years, while State conferences are conducted annually. The future pattern of Australia's physical education is being hammered out on these anvils of free expression and experiment. Australian physical educators are beginning to realize that, while much
can be learned from experience overseas, it is essential that Australia evolve its own pattern of physical education. Physical education taught in this country must be suited to Australian conditions and overseas material must be carefully evaluated before we adopt, or adapt it.

It is also highly desirable for the Australian Physical Education Association to assist in the establishment of goodwill with the near Asian countries through the exchange of ideas, methods and philosophies of physical education. By such work will the Association influence public opinion at home and abroad by providing information about Australian physical education; benefits will accrue to the Association itself because its members will develop a more professional approach to their work in the schools and in the community.

**GROUP PROCESS IN PHYSICAL EDUCATION**

One of the major concepts affecting education in all fields today is group dynamics. The group process is based on the principle that the student is central in any programme, that he must share in planning his learning experiences, that he must be helped to take responsibility for his own growth, and that his only way of learning to work productively with others is through active participation with others in the group process. There is urgent need in today's world for people to learn to live together co-operatively. The ability "to get along" with others is an acquired skill but it is assisted by natural assets. Democratic
relationships are the social forms most congruent with the needs and basic desires of human beings and they should result in democratic group action.

Group process methods could further improve physical education and general education. The group process may be a useful factor in obtaining that acceleration of educational progress which is essential in a period of rapid social and technological advance. Its democratic rather than authoritarian approach could well bring the test of relevancy into perspective. Even the tree of tradition may be improved by wise pruning. The dried and withered past can live again with renewed vigor if nostalgia and tradition are replaced by a quest for educational relevancy in today's and tomorrow's world. Thus, the physical educationist must be introspective and look at his subject material—what he believes physical education is, what he believes about the world and the society in which he lives today, and about the nature and the needs of human beings.

Education includes all the means used in any society to prepare the individual to live adequately in that society. Education is therefore determined by our past, our accrued experience, our culture. The aborigines prepared the individual for their society and applied their culture. This was an effort to perpetuate life in a fixed and limited natural environment. Our accrued experience, indigenous and imported, has vastly increased, and our education is the richer for it. Physical education in Australia will contribute a refreshing ingredient to
education, if the group process in which the subject is well advanced can be further developed and applied.

If physical education has meaning for free-thinking groups, and if physical education passes the test of relevancy in today's changing world, and if physical education interprets our belief about Australia and its future, our efforts have certainly not been in vain.

Physical education has resisted the pressures that tried to turn it into an instrument of war; for the first time in Australian history physical education has not been put to sleep in time of peace. Physical fitness has been rejected in favour of total fitness. These steps are great forward strides, but a price has been paid for the speed of this progress. Our message at this moment is poorly articulated, and it is poorly understood by those educational elders who are hostile to freedom. But freedom need not result in chaos. There is no inconsistency in laughter and serious work, nor in joy and effort, but these are ingredients which physical education can supply.

That modern phenomenon, leisure time, is like the alchemist's dream; it can transmute the dross of arduous drudgery into the golden richness of a fuller life. Because leisure in Australia is universal, it opens new vistas for further education, which, as this thesis has shown, can't be separated from physical education. So Australia will enter into an age of rich and rewarding educational progress.
PART III - FINDINGS AND CONCLUSIONS

Influences Affecting the Development of Physical Education in Australia.

- Commonwealth, State and local governments assume responsibility in a national physical education programme.

- National Fitness becomes a national objective. This war-time measure was continued in peace time.

- State Director of Physical Education for New South Wales was appointed to initiate, carry into effect and to direct a State-wide programme.

- The universities and colleges assume a more vital role in physical education. Professional training for a career commences.

- Community recreation emerges. Recreation space and activities develop. Supervised playgrounds appear.

- The school and community physical education programmes are related. The common use of school facilities develops.

- Physical education is revised to meet Australian needs and to harmonise with her culture.

- Education has not fully accepted physical education as a partner in the training of youth.

- Physical education specialists need more scope for promotion if this branch of education is to avoid the stigma of being a "dead-end" job.

- Physical education can lead to a richer life by giving greater capacity to enjoy leisure.
APPENDIX "A"

PHYSICAL EDUCATION IN VICTORIA

by

A. RAMSAY

and

M. JOHNSON

FOREWORD

The progressive countries of the world today are unanimous in placing physical well-being as the first objective in national systems of education. Germany and Italy lay great emphasis upon physical education, but have given it a strong militaristic bias. England, on the other hand, has announced the inauguration of a comprehensive scheme of physical education with the direct aim of improving the health and physique of her people.

In Australia we have, as yet, given relatively little attention to this vital aspect of national education, and disturbing reports are received from time to time from the medical officers in the various States.

In 1935 the National Council of Women in Victoria sponsored an enquiry into the possibility of establishing an adequate course of training for teachers of Physical Education with the object, subsequently, of obtaining registration for those teachers. The enquiry was made possible by generous assistance from the Australian Council for Educational Research which arranged for two investigators to take stock of the position in Melbourne relating to physical education and the possibility of future advances.

The two investigators were Colonel Alan Ramsay, of the School of Education at the University of Melbourne, and Miss Meg Johnson, formerly of Bedford
College, England.

This report incorporates the findings and recommendations of Colonel Ramsay and Miss Johnson. It is hoped that the information thus supplied will make possible in the immediate future rapid progress towards the establishment of a well-organized system of training for teachers of Physical Education.

G. S. BROWNE,

Professor of Education, University of Melbourne
REPORT ON THE INVESTIGATION INTO PHYSICAL EDUCATION IN VICTORIA

The investigation arose, in the first instance, from the formation of a representative committee, under the auspices of the National Council of Women, to consider the steps necessary to obtain registration of teachers in Physical Education. This involved consideration of a scheme of training these teachers, and it was thought desirable to have a survey made of the facilities already in existence for training teachers in Physical Education. The Australian Council for Educational Research agreed to assist in this.

The method adopted in the investigation was to have personal interviews with the people most concerned. Over fifty Headmasters, Headmistresses, Doctors, and Physical Training experts were interviewed and their opinions obtained after a full discussion of the various aspects of the problem.

The Objects of the Investigation

The objects were as follow:

1. To ascertain the demand in the schools for trained teachers in Physical Education.

2. To suggest a Course of Training which would meet this demand, and to report on the possibility of establishing such a Course.

3. To suggest the steps necessary to obtain registration of teachers in Physical Education.

The aspects considered were:

1. The present position of Physical Education in
2. The needs of the schools.

3. Present facilities for training teachers.

4. Modern trends in Physical Education in Britain and America.

5. Suggested Courses, including the use of existing facilities.

6. Control of the Courses.

7. Possibility of obtaining qualified instructors in the various branches.

8. Cost to the student.


10. Suggestions as to the Registration of Teachers in Physical Education.

1 - The Present Position of Physical Education in Victorian Schools

(a) Registered Girls' Schools

The girls' schools are at present treating the problem of physical education more seriously than are the boys' schools.

The large Public Schools have at least one fully trained teacher in charge of the physical education of their pupils. The subject is given a definite place on the school time-table, both for games and gymnastics. In some schools, the girls are encouraged to use the gymnasium in their spare periods.

The smaller girls' schools often employ part-time teachers who visit
two or three other schools during a week. These visiting teachers take the gymnastic work, and in a few cases act as games mistress as well.

Often schools rely on different city Health Colleges, who send out instructors on one day of each week.

(b) Registered Boys' Schools

The standard of the work in the boys' schools is very uneven. Some of the larger schools employ a full-time member of staff, who takes the different classes in turn in the gymnasium. Most of these instructors have received their Physical Training in the British Army or Navy. In some of the schools a visiting teacher from one of the city Health Colleges takes the boys for one period each week.

Some of the schools rely on games - football, cricket, athletics and swimming - to give the boys the necessary opportunities for physical development.

(c) State Controlled Schools

In the State Secondary and Primary Schools, the policy is to give the class teacher some training in his student-teacher days, and to leave the physical education of the pupils entirely in the hands of the class teacher.

This follows the English practice, with the important difference that the British Board of Education has a separate organization of Inspectors of Physical Education and District Supervisors, to guide the class teacher and to keep him up to date. They have, in addition, published an excellent manual for his guidance - the 1933 Syllabus of Physical Training.

The Victorian Education Department has three specialists, two in
Physical Training and one in Swimming; but their supervision of the work in the schools cannot be wholly effective because of the smallness of the staff, and the extent of the territory to be covered. These officers undertake the training of student teachers, provide refresher courses for others, and generally supervise and guide the work throughout the State. They have trained about a dozen teachers who have qualified, chiefly in their own time and at their own expense, as specialists in Physical Training. But owing to "economies" in the service, most of these have gone back to their ordinary teaching duties. Four of these women teachers have, however, been allotted to the metropolitan girls' schools, each teacher spending two or three days per week in one school. The increased enthusiasm for Physical Education in these schools, and the much higher standard of work being done, warrant an extension of the system.

On the other hand, very little is being done in the boys' secondary schools. The type of training has been unaltered for the last fifteen or twenty years. There is little enthusiasm for the work among the teachers themselves, most of whom have had no course of training since their student-teacher days.

The work is seldom allotted a period on the time-table, being generally taken during part of the mid-morning recess. The boys are not then properly clothed for exercise, and the work is generally perfunctory.

Some schools are fortunate enough to have some enthusiasts on the staff, and others have engaged outside experts, paying them out of school funds. In some cases this latter has resulted in a greater keenness for the work, while in others it has not been successful.
2 - The Needs of the Schools

The problems appear to be distinct in girls' schools and in boys' schools.

The majority of Headmistresses considered it desirable to have a full-time member of staff who would be a specialist in the various branches of Physical Education. The smaller schools expressed a doubt as to their ability to afford this, but considered it possible to share the services of a specialist teacher with some other school or schools.

If sufficiently qualified, this teacher would be required to undertake simple remedial work, under the guidance of the school doctor, as well as gymnastics, dancing, games coaching, and posture work.

Some Headmistresses of the smaller schools preferred that the specialist teachers should be able to teach some other subject in the school – for example Hygiene, General Science or Biology. This complicates the problem, as these teachers would have to be registered and their academic qualifications would make it difficult to obtain registration as teachers of the subjects already mentioned. If the Education Act were amended to enable teachers of Physical Education to be registered, or if a new Act required all teachers of physical training to be registered, whether teaching in registered schools or not, this difficulty might be overcome. There was a very strong feeling that the Physical Education of girls should be in the hands of women teachers only.

The Headmaster of one of the larger boys' schools considered the work to be of sufficient importance to warrant the appointment of a senior member of staff, who would be responsible for Physical Education throughout the school. The man wanted for this work would be required to have the same
academic qualifications as the rest of the staff, and his status would be the same as that of any other master in charge of a branch of the school's work.

The Headmasters of the smaller schools doubted whether they could afford the luxury of a full-time specialist, much as many desired it. They thought their needs would best be served by a full-time member of staff who would be fully qualified to teach the ordinary school subjects, and who would be able to devote from one-third to one-half of his time to physical education. The advantage of this over the method of using visiting teachers was thought to be that the member of staff would be in closer touch with the aims of the school, and in closer touch with the boys themselves. The difficulty would be in finding teachers with the necessary enthusiasm and the necessary qualifications.

The teacher in charge of Physical Education should have a general oversight over the games in the school, although he would not be required to undertake coaching in the whole range of games - a point of difference between boys' and girls' schools.

The appointment of specialists in the State Secondary and Primary Schools is prevented partly by the cost involved, and partly by the system of classification of teachers. In the first place, there is little prospect of specialists from outside being appointed. Then, again, in times of financial stress, the first retrenchment is always among those doing work of a special nature, and unless teachers of physical training were qualified to teach ordinary subjects, their services would be dispensed with.

The system of classification and promotion of teachers requires that they should have certain academic qualifications to be promoted to the higher classes. So teachers of physical training must have the same general
academic qualifications as teachers of the ordinary class-room subjects if they desire promotion to the higher classes.

It seems that progress in the departmental schools will be made by training members of staff in physical work, and their using these trained teachers as part-time instructors in their own schools. This should be accompanied by the appointment of more specialists to supervise the work in the various districts.

3 - Present Facilities for Training Teachers

Earlier attempts by private individuals to train teachers for the schools have failed because of the small number of students offering. This was probably due to the fact that the schools themselves had not fully realized the importance of Physical Education, and there was thus little demand for trained teachers. Then, again, such courses do not as a general rule enjoy the same prestige as those sponsored by a University or some Association or Institute.

Most of the more highly trained teachers in the schools have been forced to go overseas to obtain their training. Some of these specialists, at present engaged in schools, are training a few student teachers each year. There is no standard course of training, some taking two years and others one year to complete. These students do their practical work under the supervision of the trained teacher. The only recognized certificates obtainable are those issued by the Institute of Physical Culture Teachers, so these students generally present themselves for the examinations held by that body. This method is, probably, the most thorough offering at present, but like the other courses available, it provides insufficient
opportunities for the students to gain the necessary wide theoretical back-
ground for their work. This system has the great advantage that the student
teacher works under the close and constant supervision of an expert teacher.

The Incorporated Institute of Physical Culture Teachers has attempted
to put the training of teachers on a sound basis by granting certificates
as Licentiate, Associate, and Fellow of the Institute. Some of the Physical
Culture Colleges make the training of student teachers a feature of their
work. Most of these teachers, on qualifying, are employed by their own
particular college to take classes in the schools or in church clubs.

The Institute appoints a Committee of Examiners each year, and candidates
from all Physical Culture Colleges present themselves for examination before
this committee. It is difficult to obtain any uniformity of standard, as
the various Physical Culture Colleges hold widely varying views as to what
constitutes a sound system of Physical Training. There are, too, widely
different views among the members of the Institute, and among the examiners
as to the standard required to qualify at the examinations.

Three certificates are granted by the Institute, and the requirements
are as follow:

(a) For Licentiate, the student is required to take a class
for a set of exercises, and to satisfy the examiners
that he has a sound knowledge of elementary physiology,
and knows the purpose of the exercise he is giving.
This test is a very elementary one.

(b) For Associate, the examination is of a higher standard,
requiring knowledge of the contents of specified text-
books on the teaching of Physical Culture, and on
Physiology and Hygiene. There is a practical test in
simple remedial work and in teaching.

(c) For Fellow, the conditions are that candidates must be Associates of at least three years' standing. The examination includes advanced remedial work. Very few have received a Fellowship by examination. Examinations are held twice yearly.

There are, in addition to the leading city Health Colleges, other bodies who train their own teachers. The chief of these is the Bosworth College, which has at present about 34 instructors, who are teaching between four and five thousand pupils - chiefly in church clubs, etc. Another is the Dacre Carre Institute, which is teaching about 1,500 pupils. The course of training of the teachers in these colleges is usually of about six months' duration, and consists chiefly of night classes. The teachers themselves are mainly only part-time teachers of physical culture. They are under more or less continuous instruction by the principals whilst employed by them. These groups are mentioned because a great deal of the instruction of church gymnastic clubs and similar bodies is in their hands.

Other important training institutions are the Y.M.C.A. and the Y.W.C.A., which have classes for leaders for various young people's clubs. The course is spread over about six months, and the classes meet about once a week. The physical directors of these Institutions do not regard these courses as an adequate training in Physical Education, but they do furnish a supply of honorary instructors to assist in taking some of the smaller suburban classes.

The main institutions offering facilities for advanced work in the other States are in Sydney. The Swords Club offers a two years' course for woman, and the Dupain Institute trains men and women in recreational leadership on the lines of the chief American colleges.
4 - Modern Trends in Britain and America

In framing a course of training for teachers, it was thought that it would be wise to ascertain the trend of Physical Education abroad, as Australia usually adopts some of the features of British and American Education.

In Britain.

Physical Education in the schools in Britain has been organized under the control of the Medical Department of the Board of Education. Working under the guidance of Inspectors of Physical Training, Organizers of Physical Training in each local education authority train teachers and generally supervise the work in Physical Education in their district.

To obtain some uniformity of standard, the Board of Education has issued a "Syllabus of Physical Training", together with a "Supplement for Older Girls" and a "Reference Book of Gymnastic Training for Boys". Since 1919, the more formal type of "drill" has been superseded by work of a much wider nature, comprising physical exercises, swimming, dancing, games, athletics and camping - all giving much greater enjoyment in the work.

According to Ernest Major, writing in the 1934 "Educational Year Book", this change has been followed by greater bodily fitness and alertness, accompanying greater capacity for mental work. Greatest advances have been made in the Elementary Schools. The Secondary Schools are more bound by tradition, and the task of replacing the present instructors - chiefly old Army men - by men of higher academic qualifications and greater technical skill, offers many difficulties.

The various Local Education Authorities have found difficulty in obtaining suitable instructors, and physical training colleges were opened
at Chelsea, Dunfermline and Sheffield. These colleges no longer train men students, and the Glasgow Physical Training College, and that more recently established at Leeds, are the only ones open to men students. The course at Glasgow extends over three years, while that at Leeds is for one year, and is open only to graduates or certificated teachers.

From time to time the Board of Education, through its Inspectors of Physical Training, organized Summer Vacation Schools of one month's duration. These were open to men teachers from Secondary Schools, and succeeded in meeting the urgent demand for teachers in those schools. It was recognized that these short courses were only an expedient, but their success probably helped in the establishment, by the Carnegie Trustees, of the school at Leeds.

To quote from the "Year Book of Education, 1932", and again 1934:

"We do not want these men (training at Leeds) too technically trained. The technical training should form part of a wider educational course which only the Universities are able to give.

"... specialists in physical training cannot all succeed to the higher organizing posts, and the practical work of physical training is better in the hands of young and vigorous men. What happens to these men as they grow old? There will be no work for them on the academic side unless they are qualified to teach other subjects. The Board of Education has foreseen this difficulty, and offers a limited specialist training to men of approved academic attainment, who are also suited by natural fitness to undertake the physical training of boys.

"The summer vacation courses, held at Eastbourne under the direct management of the Physical Training Inspectors of the Board, have proved very successful, and the men, some of whom have attended for three separate periods, by reason of their general training and wide outlook, have made wonderful progress in their technical training, and also have proved to be very successful teachers.

"The present need in the secondary schools is for well educated men with sufficient knowledge of physical education to give the boys bodily training of the right kind in the right way."
The girls' schools are much more fortunate. For many years there have been a number of Physical Training Colleges for women. There are at present four leading colleges which provide three-year courses, which fit the student to practise massage and remedial gymnastics in addition to ordinary school work in physical education. For each of these colleges an average of twenty teachers complete their training each year. There is, in addition, a number of smaller colleges. Most girls' schools have a full-time specialist on the staff, some of the larger schools having as many as five teachers.

Quoting again from the "Year Book of Education, 1934":

"The type of training given in secondary schools has undergone considerable change in recent years. Modern developments in the Scandinavian countries have filtered through to this country, and have influenced the work in many ways. The change is to be found not only in the methods of teaching, but also in the exercises themselves. The old rigid type of discipline has been replaced by a less formal but more effective type, based on the development of self-control through enjoyable and purposeful activity. There is now a greater opportunity for individual practice and for cooperation on the part of the pupil in the organization of the lesson. The methods of teaching are more natural and interesting. Rhythm and relaxation are important features of the work, and the exercises themselves are performed with less rigidity, and without the unnecessary waste of energy which was so frequently a failing in the past. The importance of the cultivation of good posture is more fully realized, and the children are trained to acquire a natural, easy and upright carriage of the body."

Looking to the future the report goes on to say -

"The coming generation is going to be a people of the open air much more than we have been. Camping, hiking, and open air activities are becoming increasingly popular. If we are to keep in touch with the developments of modern life, a much bigger place must be given to Physical Education in the school curriculum.

"Life is bound to be strenuous and hard for many now attending school. It is for us to give them a good physical background, a sturdiness of body and mind, and a knowledge of how to keep fit and able to face the difficulties which they will encounter."
A healthy sign of the times in Britain is the growth of the "Keep
Fit" movement - a movement advocating more recreational activities for
women and girls. Whether this is an outcome of the increased interest in
Physical Education in the schools is difficult to say.

America.

There has been, in America, an attempt to apply to Physical Education
some of the lessons learned by advances in other educational fields. There
has been a movement away from the formal systems of gymnastics to the
"natural movement" in physical education. The main idea in the "natural
movement" is that the exercise of the body is obtained incidentally through
the medium of directed games and other activities. A motive is supplied
by the game, and the child is not asked to perform a set of exercises in
which he has little interest. The aims of this movement are well set out
by Professor Williams, Professor of Physical Education at Teachers' College,
Columbia University, in his book "Organization and Administration of Physical
Education".

"Physical Education should be natural, not an artificial
process. It should agree fundamentally with the tenets
of general educational theory ... Education cannot be
taken on, but comes through the workings of natural
instincts and desires; it is an internal development,
not an acquisition of information. Adequate Physical
Education cannot be attained by thinking of it as a system
of exercises for health purposes ... It must represent an
effort to afford the child a wholesome opportunity to
express himself in the doing of worthy things.

"It must recognize the play instinct; it must renounce the
theory of formal discipline; it must vivify the gymnasium
with living, purposeful, wholesome forms of play and
physical exercises." 1

1 Organization and Administration of Physical Education ... Williams, p.12
Again, quoting Dr. George Fisher —

"The new physical training must fit the man to the new age. What does the new age demand? What kind of energy does it require? Not muscular energy, but nervous energy. Not muscular power but organic vigour. The new physical training will develop not large muscles, but strong muscles. It will not burn up nervous energy ... but will store up nervous energy. It will promote relaxation, and will teach rest as well as work. The old emphasis was upon structure; the new emphasis will be upon function." 2

G. Stanley Hall writes as follows:

"Physical Education is for the sake of mental and moral culture, and is not an end in itself. It is to make the intellect, feelings, and will more vigorous, sane, supple and resourceful." 3

Dr. Wood, M.A., M.D., writes:

"In the past, Physical Education has sought simply health values. It is most desirable that Physical Education should occupy itself with a programme of activity for the young, which would secure these physical benefits without fail, as by-products, as it were, while the pupil is being guided in the acquisition of mental, moral and social benefits." 4

All this indicates that the trend in Physical Education in America is towards incorporating in it the best features of modern educational reforms. The individual is given some choice as to the course he is to follow; the natural desire to play, to excel in some branch, and to join with others in team work, are all used to provide "motivation" for physical training.

There seems something worthier in this than in the old insistence on military precision in the execution of mass movements, and in the old tables of exercises of the "Hips Firm" and "Neck Rest" variety.

It is true that some of the work to be seen in our Victorian schools has this spontaneous appeal that makes it seem worthwhile to the pupils. Examples of this are Dancing and Rhythmic work seen so often in the girls'
schools, and the type of exercise having as its basis rhythmic movement — often with music — shown by Major Holt's classes in some of the State High Schools.

Organization.

The Americans take Physical Education very seriously. In each State system of education, the Department of Physical Education forms an important part. At the Head of the Department is a Director of Physical Education, who is assisted by a number of supervisors. These latter assist and guide the instructors in the schools. Working in the schools themselves are qualified instructors, appointed to the scale of one instructor to 300 or 350 pupils.

These instructors are nearly all graduates of the various Universities, having graduated in Physical Education (vide "Organization and Administration of Physical Education" ... Williams, p.71).

As far as could be ascertained, every University has a Department of Physical Education. Courses are for two, three or four years, with degrees in Science or Physical Education for the longer courses. In most of the Universities, the students are medically examined, and have to undertake a suitable course in physical training (and to pass out satisfactorily) in conjunction with their academic course.

As typical examples, the Universities of Columbia and California offer four years' courses under the control of the School of Education. Some of the four years' courses include English, History, Science, and Modern Languages — evidence of agreement with the British policy that the teachers should not be "too technically trained", but should have some width of background to do their best work in the schools.
5 - Suggested Courses for Victoria

To meet the distinct needs of teachers in boys' schools and the departmental schools, of playground supervisors and social workers, who all desire some knowledge of Physical Education in addition to their other qualifications, it is suggested that a one-year course should be established.

But, on the other hand, teachers in girls' schools and in physical culture colleges are to be considered as specialists in Physical Education, so that their course of training must be more thorough, and should extend over two or three years.

There was found to be considerable difference of opinion as to the merits of a three-years' course as opposed to a two-years' course.

The three-years' course would train specialists who would have some knowledge of more advanced remedial work; the status of the course would be as high as that of most courses existing abroad, and our graduates would probably be recognized by overseas institutions.

But, on the other hand, the number of openings for teachers in Physical Education is at present limited, and the prospects would not warrant a long and expensive training. In addition, it was the opinion of the doctors and therapists consulted that only postural deformities should be treated by the teacher, and then only when under medical supervision.

The teacher should also be able to realize when a deformity is structural, but should not attempt treatment.

The doctors considered that there might be an alternative - to give the teacher a full course of training in remedial work, up to the standard of that received by the massage students. This could be given in a three-years' course.
We have therefore set out a suggested three-years' course. If the committee feels that the two-years' course is to be preferred, the alterations in the syllabus set out hereunder would not be difficult.

The Three-Years' Course

**First Year**

<table>
<thead>
<tr>
<th>THEORETICAL</th>
<th>PRACTICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Science (including Biology)</strong></td>
<td><strong>Practical Teaching</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>1 hr.</td>
</tr>
<tr>
<td><strong>Anatomy</strong></td>
<td><strong>Gymnastics:</strong></td>
</tr>
<tr>
<td>3 hrs.</td>
<td>Two Terms</td>
</tr>
<tr>
<td><strong>Hygiene</strong></td>
<td><strong>One Term</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td><strong>Theory of Teaching</strong></td>
<td><strong>Games</strong></td>
</tr>
<tr>
<td>2 hrs.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td><strong>Educational Principles</strong></td>
<td><strong>Swimming</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>1 hr.</td>
</tr>
<tr>
<td><strong>Principles of Modern Physical Education</strong></td>
<td><strong>Dancing</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td><strong>Dietetics and First Aid</strong></td>
<td><strong>Fencing</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>1 hr.</td>
</tr>
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</table>

**Total** | **10 hrs.**

**Second Year**

<table>
<thead>
<tr>
<th>THEORETICAL</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Physiology</strong></td>
<td><strong>Games</strong></td>
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<tr>
<td>1 hr.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td><strong>Anatomy</strong></td>
<td><strong>Gymnastics</strong></td>
</tr>
<tr>
<td>2 hrs.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td><strong>Medical Gymnastics</strong></td>
<td><strong>Dancing</strong></td>
</tr>
<tr>
<td>(for 10 weeks)</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>5 hrs.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td><strong>Psychology</strong></td>
<td><strong>Practical Teaching</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>2 hrs.</td>
</tr>
<tr>
<td><strong>Hygiene</strong></td>
<td><strong>Swimming</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>1 hr.</td>
</tr>
<tr>
<td><strong>Theory of Teaching</strong></td>
<td><strong>Fencing</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>1 hr.</td>
</tr>
<tr>
<td><strong>Home Nursing</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>14 hrs.</td>
</tr>
<tr>
<td><strong>Body Mechanics</strong></td>
<td><strong>Total</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>14 hrs.</td>
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**Total** | **10 hrs.**

**Third Year**

<table>
<thead>
<tr>
<th>THEORETICAL</th>
<th>PRACTICAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theory of Teaching</strong></td>
<td><strong>Teaching</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td><strong>Medical Gymnastics</strong></td>
<td><strong>Games</strong></td>
</tr>
<tr>
<td>5 hrs.</td>
<td>4 hrs.</td>
</tr>
<tr>
<td><strong>Club and Playground Management</strong></td>
<td><strong>Gymnastics</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td><strong>Dancing</strong></td>
<td><strong>Dancing</strong></td>
</tr>
<tr>
<td>3 hrs.</td>
<td>3 hrs.</td>
</tr>
<tr>
<td><strong>Athletics</strong></td>
<td><strong>Athletics</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>1 hr.</td>
</tr>
<tr>
<td><strong>Fencing</strong></td>
<td><strong>Fencing</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>1 hr.</td>
</tr>
<tr>
<td><strong>Swimming</strong></td>
<td><strong>Swimming</strong></td>
</tr>
<tr>
<td>1 hr.</td>
<td>1 hr.</td>
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</tbody>
</table>

**Total** | **7 hrs.**

**Total** | **16 hrs.**
Suggested details of subjects — to show the general scope of work:

Anatomy.

The general structure of bones, muscles, nerves, blood vessels and viscera. Lectures with prepared dissections.

General Science.

Chiefly biology to give the necessary groundwork for physiology.

Psychology.

With emphasis on physiological psychology; for example, psychology of sensation and perception, habit formation, fatigue, etc.

Physical training and mental retardation.

Physiology.

Circulatory, digestive, nervous, respiratory and excretory systems.

Physiology of exercise.

Hygiene.

Personal, school and public hygiene. Hygiene of Physical Education.

Dietetics.

Knowledge of food values; suitable diets for varying conditions.

First Aid  )  To St. John’s Ambulance standard.
Home Nursing   )

Remedial Gymnastics.

Knowledge necessary for the recognition and treatment of Kyphosis, Lordosis, Scoliosis, Protruding Scapulae, etc.

Conditions affecting the systems of the body.

Theory of Gymnastics.

Knowledge of typical movements, their correct performance, and faults commonly associated with them.
Principles of Education.

General principles underlying educational practice.

Principles of Modern Physical Education.

A general treatment of modern developments.

Dancing.

Personal attainment in, and ability to teach National, Folk, Ballroom, Interpretive, Ballet and Greek dancing.

Games and Athletics.

Playing, Umpiring and Coaching Baseball, Tennis, Basket-ball and Hockey.

Knowledge of correct style in all branches of athletics.

Body Mechanics or Posture Training.

This branch of physical work is, in the opinion of a number of people, of ever-increasing importance.

It is receiving great attention in both England and America.

Quoting from the report of the Body Mechanics' Sub-Committee of the American White House Conference on Child Health and Protection, page 33:

"As a result of a questionnaire sent to 223 schools, there was a 76 per cent reply. In answer to the question, 'Does your school give any specific formal instruction in the theory and practical application of Body Mechanics or Posture ... in its relation to the health of the individual and distinguished from calisthenics or corrective work for poor muscular development?' 82 per cent stated that they did give such instruction. The time spent on the subject varied from 30 to 200 hours.

"The recommendation of the committee was that body mechanics should be made the basic principle of all physical education. This would imply that the principles of good body mechanics should introduce the whole subject of physical education, and that these principles should underlie instruction in what is known as calisthenics and games, and should be exhibited while these are being carried out.

"The instruction in the detailed methods of correction of poor body mechanics should be considered as a major subject
"in Physical Education schools. That the personal acquire-
ment and retention of good body mechanics by all students
of physical education should be required for a diploma of
graduation."

The Short Course.

This would be the one chosen, in the main, by graduates, or those with
some approved teaching experience. To enable these teachers to continue
earning their living as part-time teachers while obtaining this training,
it is suggested that the lectures and practical work should be grouped so
as to require about four half days per week, with the addition of classes
on Saturday mornings.

Subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anatomy</td>
<td>1 hour</td>
</tr>
<tr>
<td>Physiology</td>
<td>1 hour</td>
</tr>
<tr>
<td>Dietetics and First Aid</td>
<td>1 hour</td>
</tr>
<tr>
<td>Hygiene</td>
<td>1 hour</td>
</tr>
<tr>
<td>Body Mechanics</td>
<td>1 hour</td>
</tr>
<tr>
<td>Principles of Modern Physical Education</td>
<td>1 hour</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>2 hours</td>
</tr>
<tr>
<td>Games</td>
<td>3 hours</td>
</tr>
<tr>
<td>Dancing</td>
<td>1 hour</td>
</tr>
<tr>
<td>Athletics</td>
<td>1 hour</td>
</tr>
<tr>
<td>Swimming</td>
<td>1 hour</td>
</tr>
<tr>
<td>Teaching Practice</td>
<td>2 hours</td>
</tr>
</tbody>
</table>

(Under supervision and in the students' own school, if practicable)

Use of Existing Facilities.

The following centres are suggested for the various subjects:

Anatomy - University of Melbourne

General Science - Emily McPherson College

Physiology - University or Emily McPherson College

Hygiene - To be arranged by the lecturer

Dietetics and First Aid - Emily McPherson College

Medical Gymnastics - Children's Hospital
Appendix "A"

Gymnastics: Practice and Theory - Y.M.C.A. and Y.W.C.A.
Games - Emily McPherson College or University
Swimming - Public Baths (Women), Y.M.C.A. (Men)
Dancing, Fencing - Emily McPherson College, University, Y.M.C.A., Y.W.C.A., or studio of teacher
Psychology - University
Education - University
Athletics - University
Body Mechanics - To be arranged by lecturer
The Y.M.C.A., Y.W.C.A., and the Emily McPherson College have all expressed a willingness to help to their utmost.

6 - Control of the Course

There are two courses open:

(a) Control by the University of Melbourne

(b) Control by a Board representing the various interested bodies.

(a) Control by the University

The advantages of this control are briefly as follow:

(i) This would give a higher status to the course, as a degree or diploma in Physical Education might be given to students completing a three-years' course.

The University would not grant a degree or diploma for a course of less than three years unless it were post-graduate. This is a point in favour of a three-years' course as against a two-years' course.

(ii) University control should ensure a high standard of lectures.

(iii) The University would be the headquarters for the students, who
would enjoy the fellowship of the general student body, and the facilities offered the Sports Union. This is to be preferred to students attending lectures in different places in the city. Of course, much of the practical work would have to be taken at institutions other than the University.

(iv) There are already certain courses of lectures that could be attended by students in Physical Education, viz.:

Anatomy (possibly with massage students)

Physiology (with massage students)

Education (with social science students in the School of Education)

Psychology (in the School of Education)

Remedial Gymnastics ) (with massage students)

Body Mechanics )

Instruction in Games (possibly by some of the University Sports Union Coaches)

(v) It is desirable that an expert in physical training should have general control of the course, and a larger share in the lecturing or instruction in practical work. But until this becomes possible, the administration of the course could be in the hands of some member of the staff of the School of Education.

The Vice-Chancellor, when approached, stated that he would investigate the work in Physical Education in the Leading American Universities during his visit to America in 1936. If his impressions are favourable, it should be possible to start a course at the beginning of 1937.

It would, in any case, be impossible to have courses arranged in time for the opening of the 1936 academic year.
(b) Control by a Board

If the University is unable to undertake the work, it is suggested that a Board of Physical Education could be appointed, in co-operation with the University, to meet the need for trained workers in the sphere of Physical Education. This Board could function on the same lines as the Board of Social Studies, which is concerned with the training of social workers.

The suggested personnel of the Board is as follows:

Two representatives of the University - one to be chairman.

Two representatives of the Registered Schools - one man and one woman - nominated by the Schools' Board.

Two representatives of the Education Department - one man and one woman - nominated by the Department.

Four representatives of the Incorporated Institute of Physical Culture Teachers.

Two representatives of the British Medical Association.

One representative of the Emily McPherson College (only if a large part of the work of the course is to be taken at that college).

Two additional members nominated by the chairman.

Even in the event of the University establishing a course, the Board would probably be required as the body to consider applications for registration - that is if a Registration Act makes registration compulsory.

For it is certain that applications for registration would be received from teachers trained in other States, or trained overseas.

It is suggested that the Board could grant a diploma to those completing the three-years' course, and a certificate to those completing the
one-year's course. It would also collect fees, and arrange the courses of lectures. It would be necessary to appoint a Director of Training — preferably a man or woman who would be responsible for a large part of the lecturing.

If the Board is to control the course, the question of choice of headquarters is an important one. It would be difficult to achieve any unity if lectures were taken in numerous institutions in the city. The Principal of the Emily McPherson College suggested that the college could be used as a centre. The advantages of this are that facilities exist there for certain games and dancing, and the lectures in Physiology, General Science, First Aid, and Dietetics could be taken there.

In conclusion, the advantages to be gained by having the University control the course, with the additional status it would give successful students, are so great as to make it worthwhile waiting for the Vice-Chancellor's return from America before deciding on the actual establishment of the course of training.

Certain preliminary work could be put in hand immediately, as suggested in a later section of this report.

7 - Possibility of Obtaining Qualified Instructors in the Various Branches

There are in Melbourne a number of women graduates of the main Physical Training Colleges of England, and at least one man who is a graduate of Springfield, U.S.A.

It is suggested that most of the practical work and the theory of gymnastics and games should be in the hands of those whose qualifications are accepted universally.

It is desirable, on the grounds of economy, that as much as possible
of the practical work should be in the hands of the one instructor. It is also desirable that most, if not all, of the instruction of women should be in the hands of women, and of men in the hands of men.

There should be no difficulty in obtaining coaches in athletics and games. If the course is University controlled, an arrangement might be made with the coaches acting for the University Sports Union.

The governing body should have no difficulty in obtaining the services of capable instructors in all branches of the practical work.

8 - Cost to the Student

The following fees are, in most cases, only approximate. It is difficult to arrive at a basis for fixing the cost of classes in practical work and the following figures are based on a fee of one shilling per hour per student. With a class of twelve students, the return to the instructor could be considered only as a minimum. If one particular instructor could obtain several consecutive hours, the return would be reasonable.

It is possible that some of the fees for lectures could be reduced if the University controlled the course and would accept a fee for the whole year's work.

The estimated fees are as follow:

First Year.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Place</th>
<th>Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dietetics &amp; First Aid</td>
<td>University</td>
<td>£10/10/- p.a.</td>
</tr>
<tr>
<td>Anatomy (inc. examination fee)</td>
<td>University</td>
<td>£22/2/- p.a.</td>
</tr>
<tr>
<td>Hygiene</td>
<td>University</td>
<td>£5/5/- p.a.</td>
</tr>
<tr>
<td>Education</td>
<td>University</td>
<td>£1/1/- (one term only)</td>
</tr>
<tr>
<td>Principles of Modern</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Work -</td>
<td></td>
<td>£24/-/-</td>
</tr>
<tr>
<td>16 hours for 30 weeks</td>
<td></td>
<td></td>
</tr>
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</table>

Total ... £47/2/-
Appendix "A"

Second Year.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PLACE</th>
<th>FEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology</td>
<td>Emily McPherson C. University</td>
<td>£2/2/- p.a.</td>
</tr>
<tr>
<td>Anatomy</td>
<td>Or University</td>
<td>£10/10/- p.a.</td>
</tr>
<tr>
<td>Medical Gymnastics</td>
<td>University</td>
<td>£2/2/- p.a.</td>
</tr>
<tr>
<td>Psychology</td>
<td>University</td>
<td>£1/1/- p.a.</td>
</tr>
<tr>
<td>Home Nursing</td>
<td>Emily McPherson C. University</td>
<td>£3/3/- p.a.</td>
</tr>
<tr>
<td>Body Mechanics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practical Work -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15 hours a week for 30 weeks</td>
<td></td>
<td>£22/10/-</td>
</tr>
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</table>

Total: £49/16/-
Or: £45/12/-

Third Year.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PLACE</th>
<th>FEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Medical Gymnastics</td>
<td>University</td>
<td>£6/6/- p.a.</td>
</tr>
<tr>
<td>Club and Playground Management</td>
<td></td>
<td>£2/2/- p.a.</td>
</tr>
<tr>
<td>Practical Work -</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17 hours a week for 30 weeks</td>
<td></td>
<td>£25/10/-</td>
</tr>
</tbody>
</table>

Total: £33/18/-

The total cost for three years is about £130, and the average cost per annum over £40. This is more costly than most other University courses, but is reasonable when compared with the cost of, say, the Bedford Course for which the fee is £165 per annum, including residence.

9 - Vacation Schools

There is no doubt about the value of the refresher course as a means of keeping the teacher in touch with modern developments. It is suggested that such a course should be of one or two weeks' duration, and should be held in the summer vacation.

The choice of a suitable location should help to make such vacation schools popular. There should be a possibility of co-operation with the Education Department, which at present holds vacation courses of about a
week's duration.

10 - Suggestions as to Registration of Teachers of Physical Training

(a) The Need for Registration

Everyone approached admitted the need for a general improvement in the standard of training of teachers in Physical Education, as it was generally admitted that registration, obtained after a sound course of training, would be one way of improving the standard.

The doctors expressed the view that great harm was being done by poorly qualified persons, particularly if they undertook remedial work.

There was divided opinion as to who should be registered.

One view was that there should be registration of teachers in separate branches of the work, i.e. in boxing, wrestling, swimming, fencing, weight-lifting, various types of dancing, heavy apparatus work, general gymnastics and Swedish exercises, and in remedial gymnastics. In favour of this view is the difficulty of restricting the work carried on, say, in a boxing school, to boxing alone - particularly if the boxing instructor is not subject to any form of control. There are almost certain to be other forms of physical training taken in conjunction with the boxing. But against this view, there is the difficulty of deciding on the standard of attainment required for registration - a man might be a very good boxing instructor without having been a champion boxer.

A suggestion was put forward that a man desiring to coach in a special branch should be required to undertake the whole course of training, and to specialize in his particular branch. This seems impracticable, for no government would ever prevent a swimming champion starting as a coach in swimming, or a successful dancer taking classes in dancing. Nor does it
seem desirable that they should be prevented.

It is recommended that registration should be limited to those who teach general physical training. The main reason for seeking registration is to protect the public, and little harm is done by a poor boxing instructor or a poor swimming coach, except that his pupils are poor swimmers or poor boxers.

The Masseurs Act provides protection for the public against unqualified practitioners in manipulative work by the wide definition of massage as "the use by external application to the human body of manipulation, electricity, heat, light, or any proclaimed method for the purpose of curing or alleviating any abnormal condition thereof." To some extent this can be used as an argument against the need for registration.

It is the opinion of the three doctors interviewed that the Physical Culture teacher should concern himself only with posture work, or the simplest remedial work, unless the course of training is full enough to give the same qualifications as those of the masseurs in this branch of work.

A very important group to be considered consists of the part-time teachers — men and women who follow their private callings by day, and take classes at church clubs, etc., in the evenings. The opinion was expressed that these instructors should be given a definite time, say two or three years, in which to decide to become full-time teachers of physical training, and to obtain the necessary qualifications for registration. This would have the effect of driving most of these instructors out of the work, for the remuneration is so small that even if a man had a class every evening of the week, he would be unable to earn a living wage; and the field in which he could look for classes in the daytime is very limited. It seems impracticable to insist on registration of part-time teachers, but on the
other hand, it is desirable that their activities should be limited so that
they do not compete, at an advantage, with the fully trained teacher. It
is suggested that any person who takes more than one class per week should
be required to obtain registration.

(b) The Method of Obtaining Registration

An amendment to Section 87 of the Education Act could add Physical
Training to the list of subjects in which teachers must obtain registration.
But this would affect only those teaching in registered schools, and not
those taking club classes, or teaching in Physical Culture Colleges. A
separate Act is therefore necessary.

It was considered wisest by several who have had experience of the
Education Act and the Masseurs' Act to have a course of training planned
before approaching members of Parliament. It could then be quite definitely
stated what qualifications would be needed for those requiring registration.

With the course of training clearly set out, particularly if it involves
the granting of a University degree or diploma, the case to be placed before
the Minister would be much stronger than if the status of the course were
doubtful, or if the course were controlled by those who might be considered
interested parties.

It is suggested that the Committee formed under the auspices of the
National Council of Women should immediately consider ways and means of
establishing a Board, or Council of Physical Education. This Council, or
Board, could then, as soon as the University's intention is known, make the
arrangements necessary to start the course at the beginning of the 1937
academic year.

As soon as the course is arranged, the Board could then approach Parlia-
ment to obtain A Registration Act. There is much to be discussed and decided
as to what is wanted in the Act, so an early start in 1936 is advisable.

In conclusion, we would like to thank all those we interviewed for their interest, co-operation and advice.

(Signed)       MEG. M. JOHNSON

ALAN H. RAMSAY

1936
APPENDIX "B"

"THE NEW CONCEPTION OF PHYSICAL EDUCATION"

by

Sir Cyril Norwood

This paper was given at the New Education Fellowship Conference, 1937, and was included in the published proceedings...

EDUCATION FOR COMPLETE LIVING

The Challenge of To-day

The Proceedings of
The New Education Fellowship Conference
Held in Australia
August 1 to September 20, 1937

Edited by

K. S. CUNNINGHAM

Assisted by

W. C. RADFORD

Australian Council for Educational Research
Melbourne University Press
1938
THE NEW CONCEPTION OF PHYSICAL EDUCATION

Sir Cyril Norwood

No one can be at all conversant with what is being said and done in Europe and America at the present time without becoming aware that a new conception of what may be effected through the training of the body is steadily spreading through the world. Some not unintelligent thinkers are inclined to be hostile to the movement; for various reasons they hold it in suspicion. They may think that it will lead to placing second the things which should be first, the depreciation of the mind and the exaltation of the body. Or they may hold that it will end in the glorification of mere games, of which they fear that there is already too much, both in the newspapers and in the schools. Or they may find something blacker still behind it, a concealed militarism, a desire to make the coming generation more fit to march and to fight, and less ready to ask questions. It would be a pity if for any of these reasons the support of thinking men and women were to be alienated from the movement, and it will be well worth while to examine the fundamental educational principles which seem to justify the champions of the new cause in stating afresh what was indeed known long ago and has since been to a considerable extent forgotten.

You in Australia and New Zealand may perhaps say that in any case it has little to do with you: you have not got the smoky skies, the crowded slums, the bad housing, the old factories, and the results of long neglect which trouble the Old Country. No one, indeed, would deny that you stand in a more favourable position. You have a good climate with plenty of sun, you have a sound and fairly homogeneous physical stock, you have few, if any, bad slums. You have plenty of room, plenty of air, and the habit of
using those advantages. Your athletes are splendid, and the reputation of your soldiers is second to none. And yet I am told that the physical condition of the population as a whole is by no means such that it cannot be improved. I have read and I have heard of widespread and serious deficiencies in the health and physique of a large proportion of the children of all ages, and that many of these deficiencies and defects, which at present cause so much human suffering, incapacity and economic loss, are preventable. These weaknesses are not in the children when they are born: to put it bluntly, they are due to lack of proper nurture and to faults of education. It is no comfort to know that a similar state of things exists in most civilized peoples: it is a plan reason why you, like others, should take physical education seriously.

Those who, all over the world, are giving much thought to the content of the education which will fit the young people to be more worthy citizens of the great democracies than we are, tend more and more to come to these conclusions. We must place as a foundation of the new education the physical health, fitness and efficiency of the whole people considered as a national ideal: we must train the hands, the eyes, the ears, of the coming generation so that they can be more self-reliant, using their leisure better, getting more out of life, having finer standards of public good taste and conduct: we must train their minds so that they may have a better understanding of the world in which they have to live, of the causes which have made it what it is, and of the conditions which govern it. Education is a preparation for life and for citizenship, and every future citizen of a democracy ought to be so educated. Although these principles, when thus stated, seem to be so obvious that they are no more than so many platitudes, not one of them
is being fully carried into effect in the education of the schools of the present day, and of the meaning of a true national physical education and the consequent changes which it will involve few of those who control our education systems have yet begun to think seriously. We are still governed by tradition, and we still think of all higher education as the privilege of a minority and as being almost exclusively academic; we have to put tradition aside and, in physical education as in all other sides of the continued education which every boy and girl needs, we must think the problem out from its beginnings.

The only people that ever did so were the ancient Greeks, and I would like to begin by briefly setting their views and their practice before you. You may ask what have the ancient Greeks to do with you, and I would reply: 'A good deal.' They were a people who not only produced specimens of the most perfect physical beauty, as you can see from their portrait statues which still survive, but also set physical perfection before themselves as an ideal. If you like, they glorified the athlete and they worshipped physical beauty. But they were also intellectually the most creative of all the races which the world has seen. They originated epic, lyric and dramatic poetry; they were the first great historians. They laid the foundations of philosophy and of science, both natural and political. They were very great artists and their works which have survived are still unequalled.

It cannot, therefore, be true, as some allege to-day, that to cultivate physical excellence is tantamount to neglecting the intellect, and since they were supreme in both spheres, it is worthwhile to consider what their theory of education was.

I can set out the essential points very briefly. You have to remember that the Greek lived an open-air life in sunlight of a quality of which that
of Australia strongly reminds me. He lived in continual association with his fellow citizens, and his meeting place was the public gymnasium and baths. For a gymnasium was a place for exercise in the open air and under cover, for discussion and lectures and debate. It was not, as we know it, an oblong, dusty and ugly room with wall-bars and apparatus. The Greek theory of education was very simple, in two fields only, music and gymnastic. Music was their word for the training of the mind, for what we now know as the academic courses; it included mime proper, letters and mathematics. Gymnastic was the training of the body. Plato, the greatest Athenian teacher, says that this training should begin from the earliest years, and that when the boy comes to appropriate years he should be sent to a physical educator, a special and honoured profession at Athens. They seem to have had their private gymnasia, and Plato records the interesting fact that parents took more trouble to find the best trainer of their sons' bodies than they took to discover the best teachers of their minds. In more than one passage he develops at length what, in my opinion, is the chief secret which Greek education has to give us, namely, that the two arts of music and gymnastic were not really designed, as are popularly believed, the one for the training of the soul, and the other for the training of the body; the teachers of both had in view chiefly the improvement of the soul. Both were, in his opinion, necessary for the full and balanced development of the whole personality, and when we have added that he thought that careful training should continue during life, we have got, I think, the outline of his teaching.

This is in truth a noble conception. Why did the world lose it? It would be a long and interesting enquiry, but it must not detain us. The Romans, who were a practical people not much interested in educational
theory, watered it down to the phrase of Homer, 'A healthy mind in a healthy body', which is common sense, but somehow falls short of the vision of Plato. Then came the influence of Christianity, its asceticism, its contempt of the flesh. As the Dark Ages came on, education became an adjunct of the cloister, its object the production of learned clerks, a tradition from which it has never shaken itself free. For us the important influence has been that of Puritanism, which is in the mental make-up of nearly all of us. Now, Puritanism in its higher forms cared so supremely for the soul that the body was of nothing-worth: bodily health was the gift of God, given or denied at His pleasure, and God's good pleasure covered alike infantile mortality and the results of a total lack of sanitation. In its lower forms it taught the gospel of work, the condemnation of all play as frivolity; it justified protracted hours of work in bad conditions, and commercial success was taken as a sign that God was pleased. Something of all this, as I have said, is in us all, and is at the bottom of the sharp distinction which we make between the moral virtues of work, and the moral dangers of play.

It is often said that the English taught the world to play games, and in a sense it is true. But it is not often realized how recent the coming-in of games has been. Organized games in schools belong to the latter part of the nineteenth century. When, and if, the Duke of Wellington said that the Battle of Waterloo was won on the playing fields of Eton, he did not refer, and he could not have referred, to organized games. I stress this because I have been held up to mild derision by certain Australian newspapers for saying what I did not say. I did not say that there were no playing fields, and I did not say that there were no games. What I did say was that there were no organized games. Boys played cricket of a kind, football of
various kinds, they played marbles, they played with tops. Above all, they fought. But the first inter-school football match was subsequent to 1860, and the realization that games built character, and promoted physical excellence, was the discovery of the last quarter of the nineteenth century.

But games by themselves will never do all that needs to be done. They are for the few, not for the many: they tend, thanks largely to the newspapers, to the excessive glorification of the individual: they easily set wrong standards, and lead to a low valuation of intellectual activity and excellence: they replace the amateur by the professional, and produce the crowd of spectators, and the chosen few who perform. To be honest, one must confess that they had the same trouble in Greece, and Euripides could write in the days of its decline that of all the ten thousand evils which afflicted Greece there was none worse than the race of athletes. And the real physical educator contemplating the world to-day might well be tempted in haste to utter a condemnation not less severe. The schools of England may have set games in too high a place, but they are not responsible for the public and absurd adulation of the lawn-tennis star, the heavy-weight boxer, the champion wrestler, which is entirely due to the newspapers and the ease of modern publicity and transport: they teach higher and different standards - sportsmanship and team spirit the ability to lose with a smile, the will to play hard and to play fair. All this is valuable, but it is not enough.

The object of true physical education is to help to bring into existence all the potentialities of the human personality, to create the whole man. Here, as throughout the universe, the spiritual and the material cannot be separated save by abstraction: they are found always in co-existence, they
develop together, they interact in ways which we are far from fully understanding. Physical well-being is therefore basic to mental well-being, and vice versa: the object is not to produce the strong man or the healthy man for the sake of mere strength in itself, or even of mere health, but to provide the best conditions of integral growth. The object here, as everywhere else in true education, is to produce character, and this is what Plato meant when he said that the teachers of both music and gymnastics had in view the improvement of the soul, and when he said, further, that it is a process which begins in the first days of infancy and continues throughout life.

We must not, therefore, allow this great movement to be mixed up in our minds with party politics, or even educational politics as there is some danger may happen in England. It is there alleged by some that the government policy of making great national efforts to improve physique is intended to distract the attention of the wage-earner from the insufficiency of his lot, and that physical jerks are no substitute for empty stomachs. This is to misconceive the whole purpose of our reformers. To create a nation of greater health and fitness, and therefore of greater intelligence and sounder character, we must begin with ante-natal care and wise guidance both in pregnancy and infancy. There are disabilities which become life-long which owe their origin not to carelessness or to neglect, but to pure ignorance on the part of the parents. We need good food and good surroundings during all the years of early growth, and this means good housing and an adequate wage: we need mothers who are competent housekeepers. Good nurture represents at least three-quarters of the task, and when one begins to think of all that is included in good nurture, one quickly realizes that the whole field of social reform and social progress is involved, and that physical education
is a part of it, the very important part which teaches how to make the best use of good conditions. It is no substitute for them: it can but make the bad less bad, just as it can make the good more good.

Its proper task begins when the child enters upon the stage of primary education, a stage which I think of as terminating about the eleventh year. There is needed at the start a careful medical and dental examination, the salient observations of which should be stated upon a record card, and kept up-to-date by putting down upon it from year to year all that is important, notes about growth, personal idiosyncrasy, illnesses, treatment followed, and so on. This involves that in each primary school there will be a doctor who will take this work seriously, and teachers who can and will co-operate intelligently. So long as the life of the school is one which provides facilities for play in the open air, for simple organized games, for song and dance and physical exercises which shall have in them an element of music and an element of play, I think that all will be well. But this is not so easy as it sounds, and it means that there must be a teacher, or if it is a one-teacher school, that the teacher must have been specially trained for this work.

The next stage, the post-primary, is important because it is the stage at which the children begin to co-operate consciously in the work of their own development. It will last, soon, I hope, for all to the fifteenth year, and in the higher schools it will continue until the eighteenth. It is the time when they will form a conception of what they may become, and in this physical fitness is fundamental. It clearly needs to be taken by true educators as seriously as the teaching of arithmetic or of English. But what is the case to-day? I am not going to say what is to be found in the schools of Australia, for I have had no opportunity of
studying the question. But I can tell you what happens in most of the schools of England. The boy arrives without any medical record and often without any information of any sort being available as to his physical history or idiosyncrasy: he is placed in a form on tests which are purely mental. He is then sent twice a week to engage in physical exercises, generally taken by an ex-army or ex-naval instructor; in this group are to be found the tall and the short, the fat and the thin, the strong and the weak, and in many of our public schools, the old and the young: there may be, and not uncommonly is, an age-range of more than three years. After a certain time, when the pressure of the external examination begins to be felt, even these exercises cease, and his further development is left to his own devices, or to the haphazard results of games. It is surprising that the products of physical education are not worse than they are: still, no one can look on the boys turned out by the secondary schools of England and say that they are good. To take a favourable instance, of boys entering a certain school who all came from comfortable homes and expensive preparatory schools, the average presented between two and three remediable physical defects, and not more than one in twenty was free of them. I wish I could say that they left in different case, but truth compels me to confess that round shoulders, narrow chests, and bad posture were faults only too common, though most have been through the ordinary course of compulsory games. Is it not high time that some science should be applied?

For I take it that whatever criticisms may be made about the academic side of our secondary education, we do make some serious attempts to find out, on entry into the school, what is the content of the pupil's mind, and to provide for his being placed in an appropriate grade, and for his
continuous progress thereafter. We should laugh as at a complete absurdity if we found a class all doing the same Latin prose because they were all members of the first and second cricket elevens, or working at quadratic equations because they could all run a hundred yards in eleven seconds. The reverse of this is common normal practice, and only because it is familiar and traditional is it regarded as anything else than comic. It is better to start from first principles, and to say what is the organization, what the equipment, if serious work is to be undertaken in a large secondary school. There should be, in the first place, an adequate and well ventilated, covered gymnasium, there should be an equal amount of levelled space in the open-air, there should be shower-rooms and changing rooms, there should be a fully qualified physical educator, and at least two assistant. The time-table must be so arranged that a group of not more than sixty boys can be taken out of the academic routine. These, on arrival at the gymnasium, would be re-divided into three groups according to their physical standards and efficiency, and would be put through the appropriate exercises. A normal and not too ambitious standard of performance should be carefully worked out of such tests as the average boy of 12, 13, 14 and 15 should be able to pass successfully. He should be able to jump so high and so far, run a hundred yards in so many seconds, lift without strain such and such a weight, expand his chest so many inches. These successive tests he should have before him, and he would soon learn that by taking trouble he could improve on himself, and reach the standard that he desires. He would begin to take pride in having a straight back and a correct posture: it would be a matter of honour with him to leave the school well set-up.

The work would have a strongly individual side, just as the good class-
teacher of a moderately sized class knows all his pupils as individuals, and diversifies his methods accordingly. This means that the physical educator would not only be a full member of the staff, but an important one, and that he would have facilities for knowing every boy in the school. I take it that the method would be in the ideal yet possible educational system which I am contemplating, that a boy on entry would present the card of his physical record from the primary school stage, and that he would again be stripped and carefully examined, this time by both doctor and by physical educator. The record card would, of course, be continued and kept up-to-date throughout the whole of the secondary stage. If remediable defects were discovered he would be drafted to the appropriate remediable class, for all giving physical instruction at this stage would be competent to give this treatment. In any case, on the evidence thus revealed the boy would be drafted to the squad which he was most fitted to join, and his future years should show normal progress.

Of course, the exercises would be progressive and well thought out. It would not be wise to borrow from Sweden or Denmark a ready-made curriculum and follow it slavishly. The English must think out the system which is right for England, as Australia must think out what is right for Australia: the two are not likely to be the same. They must clearly keep in mind the development of individual initiative: the element of surprise should always enter into the training: the class should be constantly on its toes, on the alert for the whole class, or some, or one to be called into action. They should be allowed, as they grow more expert, to suggest their own exercises. The qualities which we most want to develop are initiative and quickness of response, self-control and self-discipline, culminating in what I would call "poise", by which I mean in its perfection the complete
harmony of the spiritual and the physical sides of a man's nature. It is
to be noted that these qualities are all, in the main, moral, and can best
be developed by physical education, a further proof, if it be needed, that
its purpose is the formation of character.

I have criticized games as haphazard and unscientific, but I do not
wish to be misunderstood. They seem to me to be an essential part of a
national system of physical education, though I do not go so far as to say
that every man or every schoolboy should be made to play. Their moral
results are mixed: they are good and bad. In some cases, and more in some
games than others, they lead to selfishness, vanity, and self-glory: it
can be so even in cricket, and much more so in lawn-tennis. It is the
team games in which all the members are going all out all the time, and
success depends upon co-operation, which are educationally valuable, such
as the rowing eight and the football team. They are valuable also when
they introduce an element of risk, a necessity to endure, a capacity to
take hard knocks and physical pain without flinching. Since civilized
life tends to be soft, hard games are necessary to counteract its definitely
enfeebling influences. There is no fear that games will drop out, though
the increasing vogue of lawn-tennis and golf among the young is not to be
too much encouraged. If the bulk of the population is made much fitter
than it is, there will be many more who are anxious and fit to play games.

And therefore there must be facilities for playing, plenty of public
playing-fields easily hired or freely given. I do not know how you are
placed in Australia, but I cannot but suspect that in the rapid growth of
your cities this need may have been overlooked. It was overlooked in
England, and now there is a national movement for the provision of open
spaces. In the progressive township of the future I foresee not only public
spaces for games, but a municipal gymnasium somewhat after the Greek model, with its covered and open areas, its rooms for instruction, its baths, its places for boxing and wrestling, and simple and cheap ball games played in courts. I hope that with that will go the cult of the open air, 'hiking' and exploring the countryside, nature study instead of spoilation, observation instead of destruction, so that, on foot or on cycle, young people will take to the open when opportunity occurs, knowing the value of doing things by their own efforts and seeing things with their own eyes. The motor-car is a convenience, but in more than one aspect it is a curse: it tempts people to be lazy, unobservant and not a little selfish, and it cannot be denied that it is a destroyer of human life. As a protest against it - and there are very definite signs of the reality of the protest in England - I hope that horse-riding will return into favour. It is not an exercise which is within the means of everybody, but the more people that ride the better it will be.

I have stressed the value of initiative and of individual training, and I have done so for reasons which are deeper than superficial. In Europe we are in the presence of new systems of national physical education which are being developed in the states known as totalitarian, and by these remarkable results in the way of raising physical standards are already being achieved. Education in these countries, both physical and intellectual, is an education of compulsion within certain definite limits and addressed to certain definite ends. But the young people know nothing of the limitations and the compulsory element, they accept with enthusiasm for the sake of their country and its cause. It is an impressive thing to see ten thousand fit and trained young people do the same thing efficiently at the word of command. It is a good training for a less attractive
spectacle that may follow, that of seeing millions march at the word of
command. Let us hope that this danger may never be realized, but let the
great democracies of the world never permit themselves to fall behind in
the work of educating a people fit in all senses, and not least in the
physical. The type that democracy needs can never be produced by mass
methods: it needs alertness and initiative, self-discipline and self-
reliance, a higher product than that of an unthinking but disciplined mass.
It is high time that the democracies should think out and create the educa-
tion which they need.

We have traced the young people in their course up to the threshold
of adolescence, but our subject is not exhausted. In England, in the
conditions of our cities, and I should be surprised if a comparable state
of things did not exist in Sydney and Melbourne, the mass of young people
pass from the control of their teachers and largely from all control between
their fourteenth and eighteenth birthdays. Many of them, far too many, as
a result, go to waste. Well-to-do people do not allow this to happen in
the case of their own children, and a well-to-do state ought not to allow
it to happen among the young people whose welfare it is a sacred duty to
guard. Clubs and movements of various types do a little and do it excell-
ently, but they touch only the fringe of the problem. Some sort of control,
and, if possible, some sort of sympathetic friendship, is badly wanted. I
hazard the suggestion that by some form of continued part-time education
of which the main part would be physical, and the other part vocational, a
great deal would be done, and a great human waste avoided. It is the young
people who are the true capital of every country.

There is yet one field to be touched on, and that is the field of the
Universities and of the training colleges, and the part which they will be
called on to play. There is an obvious need for a very large number of teachers, who cannot be qualified for this important work merely by taking a short course in their spare time. There is needed, in the first place, a certain number of highly qualified experts, the training of whom is a University question. It seems to me that these men should be trained in human anatomy and physiology, in psychology, in comparative methods of physical education, and in remedial treatment. I do not see how such a course can be properly gone through in less than three or four years, and it should carry with it a University degree. I have been delighted to learn that the University of Melbourne has established a course in the subject, and I hope that the example will soon be followed in the other Universities of Australia.

There is needed a much larger number of men who are qualified to carry out the work under direction in the post-primary schools. It is important that these men should be qualified to teach in schools in the ordinary academic way, and therefore they should qualify themselves by taking an ordinary University degree. But instead of spending a post-graduate year in training for teaching, they should spend it in training for physical education, and should receive a diploma. They would have to omit the medical foundation and make a less intensive study of the rest of the field. The schools on their side would have to offer regular vacancies for this type of master, and give them full status on the staff. Moreover, since the work of physical education is preponderantly a work for the first part of a man's life, it ought to be possible for him to be able to take a place in the ordinary work of the school. I suggest that this meets one great difficulty of the present day, that few men will take up the work because they do not see an assured life's career in it. All teachers should be
trained, but some should be trained for this specific purpose, if they are by record and nature qualified for it.

Finally, part of the regular training of all primary school teachers should be a course of instruction in the much simpler methods of training young children which are advisable at the earliest stage. The work of the schools, therefore, should be under the observation and dependent upon the skilled examination of the medical profession, and in the primary stages a high degree of specialized skill among the teachers is neither possible nor necessary. But medical co-operation is necessary from start to finish of any system of national physical education, and it is probably the finest piece of preventive medicine to which they can put their hands.

It is thrilling to contemplate what may be done. In one generation there could be created a people who were not only conscious of the fundamental importance of physical health for all mental and spiritual activity, but also know something about it. In another generation could be created a people altogether more vigorous and more sane than we are. Man cannot add a cubit to his stature by taking thought, but by taking thought he can add length, strength, and true happiness to his days. And nowhere more easily, I think, than in Australia and New Zealand. You have, on the whole, a sound, homogeneous stock: you have space, air and sunshine: your cities are pleasant, swept by sea-air, and such that slums need never become a serious menace. It is in your power by planning and by not grudging the cost, to create in this southern hemisphere a type of humanity which will not be surpassed in the whole world.
APPENDIX "C"

NATIONAL HEALTH AND MEDICAL RESEARCH COUNCIL, 1938

The Resolutions Passed following upon a Paper Presented on Physical Education by the Director General of Health, N.S.W. (Dr. E. S. Morris)

1. "The Council therefore recommends the Commonwealth Minister for Health:

(1) to form immediately a National Council for Physical Fitness, under the Minister for Health;

(2) to invite State Governments through their Ministers for Health to co-operate in this national objective by forming related State Councils;

(3) to extend the invitation to include the third element in government - namely, local government - with a view to making available, enlarging and multiplying playgrounds, sports fields, swimming pools and other tangible equipment and facilities. In this regard that encouragement be given to the formation of community committees in every district to co-operate with local authorities in the provision of local facilities directed towards the maintenance of physical fitness in the community;

(4) to convene an initial conference as early as convenient and to establish a permanent organization, periodically reviewed.

It further recommended:

(a) that all useful voluntary bodies be invited to associate themselves to the local and central councils and be subsidised to the limit their opportunities appear to justify, for extension of membership and range of activities;

(b) that the details of programme be thus determined on a national basis on approved and progressive lines;

(c) that the Departments of Health and Education in each State be actively associated with the scheme with a view to making the personal and individual obligation in this regard universally apparent to the children of the rising generation;
(d) that physical drill is a feature of education or training at present, it be assimilated to and alternated with organized games and that, since nothing is valuable unless attached to a purposive ideal, that this development for physical fitness be constantly associated in the minds of the children of the nation with pride in their nation's achievements here in the short space of 150 years, and with that confidence in its future, which is essential, if its future is to be worthy of its past;

(e) that the memorandum by Dr. E. S. Morris be printed and circulated as a separate paper for general distribution;

(f) that the need for physical education, while of most value to pre-school and school groups, is equally important for adolescent and adult members of the population;

(g) that immediate steps should be taken to ensure supply of trained leaders and teachers."

2. The Commonwealth Government having considered this recommendation decided that a National Co-ordinating Committee for Physical Fitness should be formed under the Minister for Health and that the State Governments should be invited to co-operate in this national objective by forming related State Councils.
APPENDIX "D"

STATE COUNCIL OF PHYSICAL FITNESS APPROVED BY HIS EXCELLENCY,
THE GOVERNOR, ON THE ADVICE OF THE EXECUTIVE COUNCIL, SEPTEMBER 1939

President
The Honourable David Henry Drummond, M.L.A.
Minister for Education (ex officio)

Deputy President
Mr. George Ross Thomas, M.A., C.M.G.
Director of Education (ex officio)

Chairman
Sir Ernest Thomas Fisk,
A.W.A. Building, York Street, Sydney

Vice Chairmen
Mr. Albert Edward Symons,
Waters Trading Company,
51 Mountain Street, Sydney

Mr. Justly John Gabriel Rawlings, C.B.E.
War Rani,
Thornton Street, Darling Point

Mr. Adrian Herbert Curlewis,
184 Phillip Street, Sydney

MEMBERS

Education Department
(ex officio)

Mr. Gordon Young, B.A., B.Sc.
Director of Physical Education and
Executive Officer of the Council

Dr. Arthur Edward Machin, M.B., Ch.M.
Principal Medical Officer

Mr. George Donald Leslie Martin
Staff Inspector

Public Health Department
(ex officio)

Dr. Hugh Gilmour Wallace, M.B., B.Sc., D.P.H.
Senior Medical Officer

Dr. Grace Johnston Cuthbert, M.B., Ch.M.
Director, Maternal and Baby Welfare

Department of Lands
(ex officio)

Mr. Lester Septimus Ferrier
Appendix "D"

Local Government Representatives (ex officio)

Mr. Leopold Justin Cunningham
Supervisor of Playgrounds,
Sydney Municipal Council, Town Hall, Sydney

Alderman Martin Joseph Griffin
President, Local Government Association of N.S.W., Town Hall, Bathurst

Councillor William Wilson, President, Shires Association of N.S.W.,
Severn Shire Council Chambers, Glen Innes

Mr. Albert Robert Bluett, Secretary, Local Government Association of N.S.W.,
42 Bridge Street, Sydney

Inspectors' Institute of N.S.W. (ex officio)

Mr. Wallace Lennard, M.A., President,
14 Arthur Street, Mascot

N.S.W. Public School Teachers' Federation

Mr. Malcolm Mackinnon, B.A., B.Sc.,
President, Technical High

Police Department (ex officio)

Mr. Edgar Jesse Baldwin, I.S.O.,
Secretary, Police Department

British Medical Association

Dr. George Moncrieff Barron, M.B., Ch.M.,
President of B.M.A. and Far West Children's Health Scheme,
74 West Esplanade, Manly

Citizenship Interests

Dr. Charles Edwin Woodrow Bean, M.A.,
B.C.L. (Oxon.), Litt. D. (Melb.),
Clifton, Eton Road, Lindfield

Mrs. Ada Beveridge,
C.W.A., 33 Macquarie Place.

Miss Ethel Maria Lewis,
53 Bradley's Head Road, Mosman

Professor Harvey Sutton, O.B.E., N.D., Ch.,
D.P.H., B.Sc., 27 Kent Road, Rose Bay

Mr. John Downes
11 Bobbin Head Road, Pymble

Mr. Frank Breese Spencer,
Nestanglo, 17 Foveaux Street, Sydney

Sports' Associations

Mrs. Mysie Kennedy Davy, M.B.E.,
29 Darling Point Road, Darling Point
Sports' Associations (Contd.)

Miss Kathleen Mary Commins, B.A., B.Sc.,
20 Tunks Avenue, Waverton

Mr. Harold Heydon,
Cricket Association, 225 George Street, Sydney

Mr. Harold George Alderson,
16 O'Connell Street, Sydney

Alderman Ernest Samuel Marks, C.B.E.,
Town Hall, Sydney

Non-Departmental Schools

Mr. Leonard Charles Robson,
M.C., M.A., (Oxon.), B.Sc.,
Sydney Church of England Grammar School,
Blue Street, North Sydney

Miss Phyllis Mary Bryant, Diploma,
Bedford P.T. College, Frensham, Mittagong

Mons. Jas. Meaney,
St. Mary's Cathedral, Sydney

The Minister presented these recommendations to the Premier and at
the inaugural meeting addressed the Council as follows:

"In September, 1939, His Excellency the Governor, with the
advice of the Executive Council approved, as constituted,
a State Council of Physical Fitness in New South Wales.
You are the members of that Council.

"It was the intention of the Government in constituting you
as a body, to place in your charge the authority and powers
to initiate and carry into effect a state-wide scheme for
the State of New South Wales, to care for the physical well-
being of the community at large.

"Your body will have virtually executive powers and you will
co-ordinate your efforts with the National Fitness Campaign
to representation on the National Fitness Council (Commonwealth)."
APPENDIX "E"

REPORT OF THE NATIONAL CO-ORDINATING COUNCIL FOR PHYSICAL FITNESS

Resolutions passed at the Second Session held at Canberra on 2nd May, 1939.

"1. It is recommended that the name of the Council be changed to "The Commonwealth Council for National Fitness".

2. In respect of ante-natal, post-natal, maternal care, infant welfare and pre-school activities, it is known that much is being done through existing State and voluntary organizations. As the state of national fitness depends so fundamentally upon the success of this work, it is important that the State and voluntary machinery should be encouraged and extended as much as is possible. While this Council might, in association with the National Health and Medical Research Council, make a survey of the situation with the object of defining the directions in which improvements might be made, it is not considered that the Commonwealth should, as part of the activities of the Council, provide any financial subsidy.

It should always be recognised that the condition of the child during the pre-natal period and up to school age has great effect upon the physical condition throughout life.

3. For school ages this Council considers that physical education should be a normal part of the school curriculum (which should be re-arranged as necessary) prescribed by the Department of Education in each State on a plan approved by the Department of Health in each State.

The Council believes that it would be very much in the interests of
national fitness if the medical, dental and nursing services to school children were gradually extended.

4. The Council emphasises the necessity for supervision of the health of all persons engaged in industry and particularly of adolescents and young adults. By education all employers of labour should be encouraged to provide systematic supervision of the health of employees.

Additionally, every State Health Department might be requested to consider the advisability of establishing a Division of Industrial Hygiene where this does not already exist. The National Health and Medical Research Council should consider the general question of the preservation of health in industry.

The Council invites State Councils to furnish a survey of industrial health schemes in operation in each State for the purpose of circulating such schemes as are approved to other States.

For those adolescents and young adults who are continuing their secondary education, or are entering domestic or household life, due provision is also necessary. In Universities and second schools such provision is already partly made; for commercial colleges standards are often unduly low; and for domestic and household life need almost wholly to be initiated as a new departure. For these the assistance of local authorities is necessary and might be provided through increased playing grounds and similar facilities, adequately adapted to these necessities.

5. It is considered that any scheme for national fitness will fail of its full purpose unless the mothers of the country are given consideration, first for their own sake as individuals, and second for that of the welfare and happiness of their families. The Council suggests that means should be found to give women for a fortnight in each year change and rest from
family and household cares.

6. The state of individual nutrition determines the state of individual fitness. The question of nutrition is not directly a function of the Council, but it is noted with satisfaction that the National Health and Medical Research Council is now giving active attention to this matter. Note: With regard to Resolutions 2, 3, 4, 5 and 6 all of these are matters of general public health for the supervision of which machinery is already in existence. The National Health and Medical Research Council will be kept informed of the work of this Council and it is considered proper that State Councils should bring under the notice of State Health authorities, or—through the medium of this Council—of the National Health and Medical Research Council, any directions in which it is considered that action might profitably be taken for the improvement of national fitness.

The Council earnestly requests State Councils to furnish a summary of the activities already in existence, or to be put into operation, on the headings abovementioned. The Council should then prepare for the information of each State a precis of the various schemes after consideration has been given by the Research Council.

7. The Council considers that the amount of £1,000 per annum limited to three years is not sufficient to meet the known needs for University instruction, and recommends that the amount provided should be £2,000 for the first year and £1,500 for each of the next nine years. This work should include instruction up to diploma standard and supervision of the bodily health of undergraduates.

The expenditure of this grant must be in accord with a plan submitted to and approved by the Commonwealth Minister for Health.
8. In the opinion of the Council an organizer in each State is essential, and it is considered that the Commonwealth should make a grant of £1,000 per annum to each State to be applied to the salary of such organizer and other administrative expenses of the State Council. The appointment in each case should be approved by the Commonwealth Minister for Health.

The question of a Commonwealth organizer should be left over until a later meeting.

9. It is considered that an amount of £2,500 annually should be provided under the control of the Commonwealth Minister for Health for the purposes of general publicity and educational work in connection with this campaign.

Note: The Council considers that the campaign now being initiated for the improvement of national fitness can best be organized and directed by adopting as the two first moves the establishment of a University course on physical education and the organization by means of a salaried organizer of the activities under the control of State Councils. At the same time some money should be available for the expenses of special activities of an educational nature or designed to further the present campaign. A fund for this purpose should be established under the control of the Commonwealth Minister for Health.

Resolutions 7, 8 and 9 give expression to these principles.

10. It is not considered that at this stage subsidies should be provided by the Commonwealth for:

(a) activities of unofficial bodies;

(b) activities under control of Local Authorities, such as playgrounds, swimming pools, etc."
APPENDIX "F"

AN ACT RELATING TO NATIONAL FITNESS

No. 26 of 1941

Assented to 4th July, 1941.

Date of commencement, 1st August, 1941.

Be it enacted by the King's Most Excellent Majesty, the Senate, and the House of Representatives of the Commonwealth of Australia, as follows:

Short Title

1. This Act may be cited as the National Fitness Act 1941.

Definitions

2. In this Act, unless the contrary intention appears -

"The Council" means the Commonwealth Council for National Fitness appointed under this Act:

"The Fund" means the National Fitness Fund established by this Act.

Commonwealth Council for National Fitness

3. (1) The Governor-General may appoint a Commonwealth Council for National Fitness consisting of such number of members (not exceeding nine) as the Governor-General thinks fit.

(2) The Council shall advise the Minister with respect to the promotion of national fitness, and in particular in relation to

(a) the measures to be adopted to develop appreciation of the need for physical fitness;

(b) the provision of facilities for instruction in the principles of physical education;

(c) the organization of movements, and the provision of
facilities, for attaining or maintaining personal physical fitness; and

(d) the training of teachers of classes, and of leaders of movements or groups, formed for the purpose of promoting physical fitness.

(3) The Council may make enquiries into the causes of physical unfitness in the community, and may for that purpose co-operate with the National Health and Medical Research Council.

**National Fitness Fund**

4. (1) For the purposes of this Act, there shall be a Trust Account which shall be known as the National Fitness Fund.

(2) The Fund established in pursuance of this section shall be a Trust Account for the purposes of section sixty-two A of the Audit Act 1901-1934.

(3) The following moneys shall be paid into the Fund:

(a) Such amounts as are appropriated from time to time by the Parliament for the purposes of the Fund, and the income derived from the investment of those amounts or any part thereof; and

(b) Gifts of money made for the purposes of the Fund and the income derived from, and the proceeds of the realisation of, gifts made for those purposes.

**Application of Fund**

5. (1) Subject to the next succeeding sub-section, the Minister may apply the moneys standing to the credit of the Fund for the purpose of providing assistance —

(a) to encourage the development of national fitness in each
State under the direction of a National Fitness Council appointed by the Government of the State;
(b) to promote physical education in schools, universities and other institutions; and
(c) for such other purposes in relation to the matters specified in sub-sections (2) and (3) of section three of this Act as the Minister determines.

(2) The Minister shall deal with and apply so much of the Fund as represents a gift, or the income arising from the investment, or the proceeds of the realization, thereof, in accordance with the conditions upon which the gift was made.

Annual Report

6. The Minister shall, each year, cause a general report containing a summary of the work done under this Act during the preceding year to be prepared and laid before both Houses of the Parliament.

Regulations

7. The Governor-General may make regulations, not inconsistent with this Act, prescribing all matters which are required or permitted to be prescribed, or which are necessary or convenient to be prescribed for carrying out or giving effect to this Act.

NATIONAL FITNESS ACT 1941

His Excellency the Governor-General in Council, in pursuance of subsection (1) of section 3 of the National Fitness Act 1941, has been pleased to appoint a Commonwealth Council for National Fitness consisting of:
(a) the person for the time being occupying the position of
Minister of State for Health;

(b) the Honorable Harold Edward Holt, M.P.;

(c) the person for the time being occupying the position of Director-General of Health; and

(d) the six persons respectively nominated by the National Fitness Council of each of the six States to represent that State.

F. STEWART, Minister for Health.
APPENDIX "G"

EXTRACT FROM

JOINT COMMITTEE ON SOCIAL SECURITY

NINTH INTERIM REPORT

NATIONAL FITNESS

* * *

COMMITTEE'S OBSERVATIONS AND RECOMMENDATIONS

65. The concept of National Fitness is wide - having as its object the encouragement through recreational and community activities of a strong spirit of community service.

The special responsibility of the National Fitness movement lies in the establishing of standards in physical education and in the promotion of physical and recreational activities. Its broad aim is to promote individual fitness on a national scale by co-operating with and co-ordinating the activities of existing organizations which are working in the cause of health and fitness. Where facilities are inadequate the aim is to encourage their extension and where they are non-existent, to originate and develop them. But undue stress should not be placed on physical fitness to the exclusion of social development resulting from a wide programme of leisure time activity of a kind which develops good citizenship.

The real task of the National Fitness Councils is physical education understood in its widest sense of recreational activities for the community with special reference to youth in building up mental and cultural as well as physical fitness. Commonwealth and State Governments and other
authorities already have machinery for such health and social services as maternal, baby and child welfare, housing, nutrition and so on, and whilst the responsibility of National Fitness Councils does not extend to them, co-operation between these various activities cannot be other than beneficial for the community.

National fitness work is concerned with all groups from infant to adult, but at present youth - boys and girls both - of fourteen to eighteen years is receiving special attention, being considered most needy. Much harm can be done to this impressionable age group of adolescents if, through no fault of their own, there is no scope for individual enterprise in their employment and recreation. Much disappointment, delinquency and wastage of natural ability and youthful energy can be avoided if, by organized effort and trained leadership, attractive leisure-time activities are provided for young citizens in their adolescent years.

The methods adopted to implement the aims of National Fitness depend largely upon the needs of the area concerned, but the common aim is the development of healthy recreational activities for people of all ages, giving special attention to the needs of youth. This can be best accomplished by the development of community centres, coupled with the establishment of youth centres, the development of clubs for boys and girls, the provision of playing fields and playgrounds and the encouragement of sports, hiking, camping and other outdoor activities.

66. The National Fitness movement is no longer a mere publicity campaign, but is operating solidly through education and the agencies concerned with the physical and social development of youth; because of this, the results are not always immediately evident; but the work accomplished during the
years 1943 to 1945, since the Commonwealth grant has been increased and its sphere of influence widened, must have beneficial effects on the physical development of the rising generation.

In assessing the results of the Commonwealth's five-year plan for National Fitness it cannot be overlooked that they were five years of war with all its attendant disabilities, shortage of man-power, building materials and equipment and, moreover, at the very time when trained leadership and guidance for children were most needed and yet most difficult to obtain. As with all new ventures, initial difficulties were encountered - public interest had to be stimulated and new plans had to be drawn.

67. Having seen at first hand many of the National Fitness activities throughout Australia and having received favourable opinions concerning the value of the work, the Joint Committee is of opinion that, in the interests of the future well being of the youth of Australia and its beneficial effect on the community, the Commonwealth should continue its grant for National Fitness and recommends that National Fitness should form a permanent feature of the Commonwealth social structure. Such a declaration of policy would undoubtedly attract to the work the best type of leader and give that much needed security of tenure to the officers of the administration and to the teachers, students and trainees in physical education. Security of tenure is essential to implement a carefully arranged long-range programme.

68. The Joint Committee is fully conscious of the heavy commitments of the Commonwealth in the field of Social Services, but it regards this contribution to the youth of Australia as a sound investment.

69. Owing to the lack of opportunity for wise expenditure during the war,
a substantial credit balance has accumulated in the National Fitness fund so that, for the present at any rate, the annual Commonwealth vote need not be increased. But with easing of war-time restrictions and as man-power and materials become available this credit balance, as well as the balances which have accumulated in the States, will soon be expended and if the full programme of development projected by the Commonwealth and State National Fitness Councils is to be carried out substantial funds will be needed.

70. Guided by the experience of the past five years certain adjustments in the allocation of the Commonwealth grant will be found not only desirable but essential. Although allocations may be varied with the approval of the Commonwealth Minister for Health, changed conditions require a review of the 1942 schedule to permit greater flexibility in expenditure. Conditions vary greatly between and within the States; activities which prove popular in one district may not appeal in others, whilst the wide areas of the larger States require more organizers and leaders.

71. The work of the Councils for the health and well-being of young people has grown rapidly during the past two years - all youth organizations are extending their work and are pressing for an increased measure of assistance, the number of local committees is increasing and they are asking for assistance in equipping and staffing their youth centres, and although in many instances substantial sums have been raised by the public or granted by local government authorities, the help of the Commonwealth and State Governments will be required.

72. There is an increasing emphasis on the development of physical education in schools and of physical recreation in the community. These demand the training of more leaders, voluntary and professional, and the development
and provision of facilities for physical recreation.

73. The extension of youth activities throughout the country has made it impossible adequately to meet all applications for assistance from local committees. It appears to the Joint Committee, however, that this great responsibility for the youth of the community rests not only on the Commonwealth but upon the States and upon local governing authorities, and might well be financed on a Commonwealth, State and local government basis.

The facilities whereby this work can best be extended are largely State and municipal instrumentalities, such as schools grounds, parks, playgrounds and recreation areas. Yet in some quarters there appears to be a reluctance to co-operate enthusiastically in their provision or to undertake direct financial responsibility. But an assurance that Commonwealth aid will continue will be an incentive to the States, local authorities and voluntary organizations.

The Commonwealth grant has undoubtedly given a definite lead to the development of National Fitness activities in the community generally, and it was evident to the Joint Committee throughout its investigations that National Fitness work was more active and progressive in those States where the State Governments had shown their interest by assisting financially or had co-operated by making available their specialist staffs.

74. It will be noted that the grants are approximately the same to each State, but it has been suggested to the Joint Committee that, in view of the varying number of effective population within the scope of National Fitness in the different States a pro rata financial distribution be made rather than an equal payment to each State.

The Joint Committee does not consider it equitable that the Commonwealth grant should be divided equally amongst the States or that it should be on
a pro rata basis according to population, but rather that the distribution should be made after consideration of such factors as the population of the State, the conditions of distribution of population within the State and the interest displayed in the National Fitness movement by the State Governments and by local governing bodies.

75. Instances were cited to the Joint Committee where opportunities to obtain for National Fitness purposes surplus service stocks and property had been lost through not having adequate funds promptly available. Many camp sites and buildings and much equipment were particularly adaptable for National Fitness requirements, and it is considered by the Joint Committee that there is every justification to arrange some form of priority through the disposals authorities whereby such sites, buildings and equipment, when required for National Fitness purposes, could be made available at reasonable cost and so avoid competition with private buyers.

COMMONWEALTH AND STATE NATIONAL FITNESS COUNCILS

76. The Commonwealth National Fitness Act provides that the Governor-General may appoint a Commonwealth Council for National Fitness consisting of such members (not exceeding nine) as the Governor-General thinks fit. In practice the Commonwealth Council is appointed by the Minister of Health after inviting the State Councils to nominate representatives; this unfortunately results in a changing personnel, which cannot be other than detrimental in a Council whose policy and influence extend throughout Australia. Moreover, the meetings of the Commonwealth Council have been held at irregular intervals, periods of anything from two months to two years having elapsed between meetings.

As the deliberations and resolutions of this body are the basis to guide the Minister and so assist in formulating the policy of the Government,
the Commonwealth Council should meet regularly, at least annually, and by
the submission of its report enable the Minister to comply with the provi-
sions of the Commonwealth National Fitness Act, which require the Minister
to present an annual report to Parliament. As a matter of fact, until the
Minister for Health presented to the Senate on the 2nd April, 1946, the
Fitness, held in October, 1945, no reports on National Fitness had been
to Parliament.

77. The State Councils are bodies appointed by the State Governments to
administer funds provided by the Commonwealth Government, supplemented in
some States by State votes. Council members are in the main representative
of voluntary organizations, and include delegates from medical and church
organizations, sports and other associations, heads of State Departments
and prominent citizens. The membership varies considerably and meetings
are held monthly, quarterly or annually. In some cases a small executive
committee meeting more frequently attends to matters of detail. Generally
speaking, the State Councils have become too large and unwieldy, obviously
in an endeavour to have many interests represented thereon. Their present
constitution is unsatisfactory. They have no effective official standing
with Commonwealth and State Departments, but are voluntary organizations
endeavouring to carry out a national programme without adequate finance,
whilst the officers in many instances are neither Commonwealth nor State
officers and have no definite status.

78. Proposals to the Commonwealth Council in September, 1943, that the
State Councils should be statutory bodies with a limited number of members
but with wide enough powers to permit of individual State planning were
not then favourably received by the Commonwealth Council, which considered
it very undesirable to attempt to define by legislative act in any State the administrative functions or limitations of National Fitness Councils. However, at the last Commonwealth Council meeting in October, 1945, it was recommended "that the Commonwealth Council now removes the previously expressed objection to State Councils seeking legislation for the granting of statutory powers, and views with great interest the suggested legislation of Western Australia."

The Western Australian Parliament has now passed a National Fitness Act providing for the establishment of a State Council, defining its powers, duties and functions and providing for the administration of its finances.

In South Australia the newly reconstituted State Council has proposed "incorporating" the Council under existing State legislation to give it definite legal status.

The Joint Committee is of opinion that more effective administration would be obtained by the enactment of State legislation, somewhat on the lines of that recently passed in Western Australia, drafted to give National Fitness work and the officers engaged on it definite status.

79. One important problem associated with the National Fitness movement in Australia, which impressed the Joint Committee, is the lack of status and permanency of the majority of those engaged on the administrative and instructional work. The Joint Committee had an opportunity of meeting many of the personnel engaged in the work throughout the States and has been impressed by their enthusiasm and capacity, but their future prospects are uncertain.

80. The head-quarters of the Councils in each State should be the centre of National Fitness activity, but this cannot be achieved without adequate accommodation and equipment. These headquarters should provide office
accommodation for administration, space for the library and the screening of films, meeting rooms for leader training and a well-equipped modern gymnasium for practical use and for demonstrations. In no capital city has this desirable position yet been attained and until it is reached development must be hampered. Sydney and Perth provide good examples of what can be achieved, although in both capitals the accommodation is far from adequate. The Joint Committee recommends that early action be taken to provide these essential facilities.

COMMONWEALTH ADMINISTRATION

81. Since National Fitness was first sponsored by the Commonwealth Government, following recommendations by the National Health and Medical Research Council, it has been administered through the Commonwealth Department of Health, which defines general policy and controls the allocations to the States. Two Commonwealth National Fitness officers were appointed in March, 1942 - Miss K. M. Gordon, who is on loan from the Western Australian State Service, and Mr. B. F. G. Apps, who had been State organizer in South Australia. Mr. Apps retired from the central office in March, 1945, and is now State organizer in Tasmania. Miss Gordon has endeavoured to carry on unaided, but it is apparent that the expansion in activities throughout the Commonwealth places too great a burden on her in the absence of adequate trained assistance. The Commonwealth secretariat should be the office to keep in touch with overseas developments and gather and disseminate the information throughout Australia; it should be the source from which the States obtain guidance and assistance; it should be the centre for research and publicity work and for the publication and distribution of the results of physical education research, leaders' manuals, handbooks, films, etc. This is obviously too great a task for any one person to
handle, and the Joint Committee is of opinion that if the work is to proceed efficiently, the central administration must be strengthened.

The Joint Committee notes with satisfaction that applications are now being invited for two National Fitness officers, male and female, to be attached to the central administration at Canberra; it realizes that in the wise selection of these officers, who will have to give the essential impetus to the movement, will depend the future advancement of National Fitness.

82. Consideration of the question of administration raises the issue as to the appropriate Commonwealth Department to which National Fitness should be attached. The field of National Fitness lies with youth rather than with the adult community. The most effective work can be done in the schools and with the post-school youth up to eighteen years of age. Education provides the machinery through which the post-school work can operate most successfully. It provides the positive approach to National Fitness as against the curative approach of a health service. The universities and State Education Departments provide the trained teachers and leaders, and the opinion of National Fitness workers favours a liaison between National Fitness and education.

A meeting of the Australian Educational Council in May, 1943, resolved that it was desirable that National Fitness matters in each State be placed under the Minister for Education, and a similar view was expressed in the following month by a meeting of State Ministers for Health. Victoria is now the only State where the National Fitness Council remains under the presidency of the Minister for Health.

83. With the statutory establishment of the Commonwealth Office of Education, with which is associated the Universities Commission, the Joint Committee
is of opinion that when that office is fully organized it would be wise to transfer the administration of National Fitness work to the Office of Education, in view of the fact that so much work of training leaders is in the hands of the universities and of State Education Departments.

In making this recommendation the Joint Committee is appreciative of the administrative foundations laid down by the Commonwealth Health Department, and fully realizes the importance of a continued close liaison being maintained between National Fitness work and the Commonwealth and State Health and Education Departments.

84. Broadly speaking National Fitness activities and expenditure fall under three main headings. The State National Fitness Councils which provide the administration and the organization for State-wide activities; the universities, which provide the trained specialist leaders who impart instruction and training to others; and the Education Departments with their specialist teachers and instructors who spread their knowledge throughout the schools to teachers and scholars.

The Joint Committee is not satisfied that there exists in all States that measure of co-ordination between these three sections which is essential to achieve the best results, nor in some quarters is that progress being made which might be expected; these defects, the Committee considers, are due mainly to lack of drive and can be remedied when trained personnel become available.

YOUTH WORK

85. Throughout its enquiries the Joint Committee has been impressed by the imperative need for adequate and suitable accommodation to meet the demands of youth and for trained leaders. Give the children leadership and opportunities and the response will be most gratifying and encouraging.
Unfortunately the Committee had evidence of enthusiastic beginnings which simply faded away through absence of accommodation and lack of leaders.

Experience has proved that youth is most responsive to efforts made on its behalf. But the establishment of youth centres must proceed simultaneously with the training of leaders; it is a waste of time and money to train leaders unless suitable halls and proper facilities are provided. Youth associations should be developed on a wide basis and a certain standard of efficiency should be required as a condition of Commonwealth aid.

86. Facilities for recreation may be produced but, unless put to good account, playing areas and halls become liabilities rather than assets. The full use of such facilities depends almost entirely on good leadership, and consequently the greatest importance must be attached to the efficient conduct of training courses in youth leadership.

Results of this policy are evidenced by the marked increase in the number of young people actively participating in club recreational activities.

87. Voluntary youth organisations in Australia, it is said, cover only 12 per cent of the young people compared with over 70 per cent covered in Great Britain. Hence the field for youth leadership in this country is extensive, and the Joint Committee recommends that the training of youth leaders and the provision of adequate facilities for recreation should form an important part of National Fitness activities and should proceed simultaneously.

88. Consideration has been given to the idea of utilizing schools as the centre of youth activity, especially where some gymnastic apparatus is available, but they are in the main a poor substitute. Classrooms as a rule are not very adaptable for meeting purposes and problems arise from
the use of the building at night when they are required for the scholars early next morning. However, in many country centres particularly the school buildings are being so used owing to the absence of other accommodation. Nevertheless, the school may well become a centre of youth activity where other facilities are not available. In fact, the cooperation of State Governments should be sought that, when new schools are designed, the provision for facilities for community recreation might be included.

89. The West Australian State Centre of the Surf Life Saving Association of Australia, in submitting to the Joint Committee a claim for assistance from National Fitness funds, urged that participation in life-saving work extended beyond the realm of sport and taught a spirit of service to the community. Active membership of a surf life-saving club implied the absolute necessity of maintaining a high personal standard of physical fitness. The activities of the patrols rendered valuable service, not only in their actual rescue and resuscitation work, but by guarding the beaches enabled thousands of citizens to participate in healthy sea-bathing. This valuable work is carried on all around Australian coasts, and assistance in the provision of accommodation and equipment is, in the opinion of the Joint Committee, quite as worthy of support as aid in the construction of swimming pools, gymnasiums, playing fields and the like.

LOCAL NATIONAL FITNESS COMMITTEES

90. During the past two years considerable progress in the development of local National Fitness committees has been made, and local governing authorities have evinced an ever-increasing interest in the National Fitness movement, although the powers of local government regarding the development of recreational facilities for the promotion of health in the community vary from State to State. When the Commonwealth grant was enlarged in 1942,
and included a special allocation to local National Fitness committees, it was stipulated that such committees must include an official delegate from the local governing body, and it has been found that the most active type of committee is the committee of representative local citizens whose membership includes accredited representatives of the local governing authority.

There is an increasing tendency, too, for local governing authorities and patriotic bodies to transfer their efforts from war time activities to social service of some kind, particularly youth welfare work. But the shortage of trained leaders is the greatest difficulty and that shortage has been aggravated by war conditions.

91. The leisure-time needs of young people have in the past been neglected as a field of educational and citizenship training, but various organizations are beginning to realize the importance of this work as one of the most important educational aids that exist, and are paying more attention to the training of leaders, both voluntary and professional.

92. The enthusiasm of local committees depends on the individuals, but guidance from a central authority and help with literature, advice and finance will go a long way towards maintaining their enthusiasm. Should there be any lack on enthusiasm the cause is generally to be found in the committee rather than in the children. If a local committee provides leisure-time activities for the children they will attend.

As the number of these committees increases and their activities expand it is obvious that the funds for the stimulation of the work by small grants on a £1 for £1 basis with a maximum of £50 will be totally inadequate.

The Joint Committee recommends that the amounts under this heading be appreciably increased.
93. It is urged that public authorities planning to erect war memorials might well arrange for these to take the form of youth centres or community centres. Community centres are not merely buildings, but should be the expression of an ideal. Leaders to be successful in community centre work need training in very wide fields of activity. The Commonwealth National Fitness office has available much helpful data on this subject and is prepared to give its active co-operation and advice in the planning and development of community centres.

A worthy example of community effort is found in the proposals of the Launceston War Memorial Community Centre Committee, referred to in paragraph 56.

CAMPS AND HOSTELS

95. The happy recreational atmosphere of holiday fitness camps and the benefit derived from them almost invariably result in a desire to link up with some youth organization offering facilities for continued participation in similar enjoyable and health-giving pursuits.

Australia offers unique opportunities for the development of camping and outdoor life and the Joint Committee views with satisfaction the results up to date of the establishment by National Fitness Councils of camps and hostels. The opportunities afforded children, especially from industrial areas, to enjoy this outdoor life under ideal conditions and at nominal expense to those participating are to be commended, and the Joint Committee recommends an extension of these facilities under the guidance of trained leadership.

PLAYGROUNDS

96. Experience has proved that the greatest need for the supervised playground for school children is in the crowded city areas. Many congested
areas in Australian cities are deficient in playing grounds for school-age children, and it is recommended that the Commonwealth assist the States and local government authorities in the acquisition of properties in such areas to provide playing spaces for the children. Much good work in the provision of playgrounds has already been done, but much more remains to be accomplished.

97. The rapid expansion and development of housing projects by State and local authorities provide an opportunity in their planning to preserve ample spaces for recreational and community purposes. In all large sub-divisions a reservation of a substantial percentage of the total area for recreation purposes should be compulsory.

UNIVERSITY COURSES

98. Having regard to the expenditure involved and the facilities necessary to conduct an adequate university training for the number of students offering for physical education courses, the Committee heard evidence on the question as to the number of universities in Australia in which such courses should be conducted. The present position is that the universities of Sydney, Melbourne, Brisbane and Adelaide, with scholarship students from Western Australia and Tasmania attending other States, maintain a steady intake of students and provide a supply of trained specialists in physical education of diploma or certificate standard.

The University of Western Australia has discussed from time to time the possibility of starting a course in that State, more particularly

(a) a full-time course for the diploma of physical education;

(b) a part-time certificate course in physical education to meet the needs of teachers; and

(c) some type of physical fitness course for students attending the University.
But it had been found impossible to finance such courses, notwithstanding that the University authorities considered that such courses were highly desirable as they would be of benefit to far more people than merely those undergoing it. It was estimated that the cost would be £3,000 per annum plus the cost of building and equipping a gymnasium.

99. Naturally each State would desire to be in a position to offer training facilities to its own students, but the financial responsibility of providing buildings and equipment and experienced staff for the training of students preclude such a possibility.

To have only one centre of university training, it was considered, may lead to the lack of necessary competition and a stimulating variety of ideas.

Two courses in two universities would enable sufficient concentration on finance, facilities and staff and enable those two courses to be conducted on a high level as well as providing contact with the States' education systems and the large centres of population.

On the other hand it was contended that in a continent of the size of Australia the range of needs to be met was so wide, and the need for quality so great, that it might be desirable and even essential to develop the contributions of several universities as far as possible. Another disability associated with the training of leaders at one university only was that, as the majority of trainees were school teachers and as teaching practice varied in the different States, it would not be advantageous to the Education Department of one State to have its teachers instructed in another State where a different teaching system operated.

100. The Joint Committee found the accommodation for physical education purposes at universities generally very limited; libraries have been
commenced and some teaching and gymnastic equipment acquired, but extended administrative and gymnasium facilities are urgently needed. Owing to the restriction of development during the war years it has been possible to accumulate funds from the Commonwealth grant, and at present credit balances are in hand which, the Committee was informed, will now be used to purchase some of the urgently needed equipment. The greatest need of all the universities is the provision of more adequate facilities for practical work. No university has a properly equipped gymnasium with dressing rooms, medical examination room, etc., for the sole use of the Physical Education Department. The provision of such a building would benefit not only the students within the course but would become a centre for physical education generally in the university.

101. The ultimate aim of physical education in Australia, however, should be the establishment in one university of a degree course in physical education, if the highest standards are to be obtained and if physical education is to make its contribution to the scientific study of National Health problems. The work in such a degree course should be in close association with other developments concerned with National Health standards and surveys, nutrition, child health projects and other similar investigations.

The Joint Committee is of opinion that, if the Australian National University is to function within a reasonable time, the Federal Capital would be the natural choice for a modern and well-equipped faculty of physical education.

RESEARCH

102. There is need for much intensive study into problems relating to physical education, especially as they apply to evaluating results, studies
in the physiology of physical activity, specialized programmes and in the
evaluation of our present methods in the conduct of physical education.

Little opportunity has presented itself for research work in the
field of National Fitness in Australia – it is hampered by the lack of
facilities and personnel. It was emphasised in evidence before the Joint
Committee that research work is essential to give physical education the
necessary scientific basis. Some urgent subjects for research work in
Australia were given as –

(1) Growth and development of the Australian child and youth.
(2) Standard achievements for the different age and sex groups.
(3) Effect of different physical activities upon the different
    age, sex and occupational groups.
(4) Prevention of postural defects during pre-school and early
    school age.
(5) Industrial fatigue and appropriate recreation.

This research work should be undertaken as early as practicable and
should cover all States, as climatic differences may reveal certain condi-
tions differing in various States. Although figures are available from
England and America, Australia should have its own figures. Physical
Education Departments in conjunction with physiology and psychology
departments could assist in this field. Scholarships should be awarded
from the National Fitness fund to enable students who exhibit an aptitude
for research to undertake this work.

103. When facilities are available, research work should be one of the
functions of the faculty of physical education of the Australian National
University.

EDUCATION DEPARTMENTS

104. The foundations of National Fitness are laid in childhood and the
schools play a major part in its promotion. The Commonwealth grant has enabled the State Education Departments to enter a new field of education; text books, pamphlets, films, etc., have been prepared, special training classes have been held for teachers, and generally physical education in the schools has been considerably extended. The remedial gymnasium being erected in Melbourne is an outstanding example of what the Commonwealth grant has enabled the Victorian Department to do.

But to assist the State National Fitness Councils in their work for youth the closest co-operation must be maintained between the Education Departments and Councils. While the Departments accept the chief responsibility for the physical education of the child during school years, the Council could by means of a register of all boys and girls, as they leave school, retain the children's interest and direct their energies to avenues where they could continue their physical education in clubs and other organizations concerned with the welfare of youth. This practice is being followed with success in Great Britain and New Zealand.

The Joint Committee recommends that a school leaver's care be instituted - that is, children, when leaving school, be invited to fill in a card on which would be recorded their abilities in physical activities and their interest in recreation. This information could then, through the State National Fitness Councils, be passed on to the appropriate organization.
SUMMARY OF RECOMMENDATIONS

67. The Commonwealth grant for National Fitness should be continued, and National Fitness should form a permanent feature of the Commonwealth social structure.

69. The full programme of projected development will need substantial funds when present credit balances have been exhausted.

70. Adjustments in the allocation of the Commonwealth grant are required; and greater flexibility in expenditure is needed.

71. The expansion of the work of the State Councils will require the financial help of the Commonwealth and of the States.

73. National Fitness should be financed on a Commonwealth, State and local government basis.

74. The Commonwealth grant should be distributed to the States on a basis of population, distribution of population and interest displayed in National Fitness by the State, and local authorities.

75. Priority should be given to the acquisition of former Service sites, buildings and equipment where required for National Fitness purposes.

76. The Commonwealth Council for National Fitness should meet regularly at least annually.

78. State National Fitness Councils should be statutory bodies, and State legislation should be enacted to give National Fitness work and the officers a definite status.

80. The headquarters of the State Councils should be the centres of National Fitness activities by providing adequate accommodation and equipment.

81. The Commonwealth secretariat at Canberra should be strengthened.

83. The Commonwealth administration of National Fitness work should be transferred to the Commonwealth Office of Education, with close liaison with the Commonwealth and State Health and Education Departments.

84. More co-ordination should exist between the activities of the State Councils, the universities and the Education Departments.

87. The training of youth leaders and the provision of adequate facilities for recreation should proceed simultaneously.
88. Schools should become centres of local activity, and new schools should be provided with facilities for community recreation.

89. Surf life-saving clubs should receive support from National Fitness funds.

92. The amounts granted to local National Fitness Committees should be appreciably increased.

93. War memorials might take the form of community centres.

95. Camps and hostels, under the guidance of trained leaders, should be extended.

96. The Commonwealth should assist the States and local government authorities in the provision of playgrounds.

97. Adequate areas for recreation purposes should be reserved in new housing projects.

100. Adequate facilities for physical education requirements should be provided at the universities.

101. A degree course in physical education should be provided at the Australian National University, when established.

102. Research work should be undertaken; research scholarships should be awarded from National Fitness funds.

103. Research work should be one of the functions of the Australian National University when facilities are available.

104. A system of school leaver's cards should be instituted.

H. C. BARNARD, Chairman
W. J. COOPER, Deputy Chairman
F. M. DALY, Member
H. S. POLL, Member
L. S. HAYLEN, Member
D. M. TANGNEY, Member

Canberra,
29th July, 1946.
APPENDIX "H"

THE STRUCTURE OF THE NATIONAL FITNESS ORGANIZATION

Commonwealth NationalFitness Council

The Commonwealth National Fitness Council comprises one representative from each State and two appointed by the Commonwealth Government, together with the Chairman who is, in practice, the Commonwealth Director-General of Health.

The basic function of the Commonwealth National Fitness Council is to co-ordinate the activities of National Fitness Councils which operate separately in each State. The Commonwealth Council also acts as a consulting authority on matters of policy, management and new social developments.

National Fitness Council of New South Wales

Since 1947, His Honour Judge Adrian Curlewis has been Chairman of the National Fitness Council of New South Wales. The Minister for Education is President and the Director-General of Education is Deputy President.

Council comprises 30 members, excluding the President and Deputy President. It is widely representative of citizen groups and State government departments interested in the welfare of youth. The Director of Physical Education is Executive Member of Council.

Meetings are held monthly at the National Fitness Head Office, M.L.C. Building, Miller Street, North Sydney.

The National Fitness Council is appointed by the Minister for Education. The Council advises the Minister on physical education
generally and on National Fitness and physical education in the community particularly.

The Council enjoys limited executive powers in regard to expenditure of funds from Commonwealth, State and Local Government sources.

The Council's aim is to co-ordinate voluntary effort and to direct it into channels of community service with emphasis on the introduction of youth to good citizenship. Its function is to associate the three main divisions of National Fitness activity:

1. Physical Education in the schools.
2. Community extension.
3. Training of voluntary instructors and leaders.

Executive Committee

Prior to deliberation by Council, matters involving policy and finance are considered by an Executive Committee which may recommend a specific course of action.

The Executive Committee consists of the Chairman and two Vice-Chairmen of Council, the Executive Officer, Chairmen of Committees and two members of Council, including one female.

Standing Committees

To facilitate the operation of Council and to ensure that available expert advice is utilized, standing committees exist to advise on activities. Each committee operates under the chairmanship of a member of Council.

Committees include the Associated Youth Committee, Regional and Community Activities Committee and Sports and Recreation Committee.

Finance

Finance for the activities of Council is provided from State revenue, Commonwealth grants, Local Government subscription and donations.
Commonwealth grants are made available and expended according to an approved schedule. They are intended to provide services to youth groups, National Fitness local committees and sports organizations. Subsidies are available to the former two groups. State is thereby assisted in its expansion of National Fitness and Physical Education activities.

National Fitness Local Committees

National Fitness Committees exist throughout the State for the organization of local projects of general community value. Committees comprise representatives of Local Government authorities, sporting bodies, voluntary youth organizations and groups of citizens whose objectives include community service.

The assistance of National Fitness and Physical Education Advisers (who are experienced field officers of the Department of Education) is available to local committees in the selection and planning of projects.

By organizing local committee co-operation, National Fitness Committees have provided recreation halls, swimming pools, children's playgrounds, tennis courts, playing fields and other amenities for young people.

Grants-in-Aid

The Council is able to provide limited financial assistance to local National Fitness Committees. When the Minister for Education has approved of the formation of a Committee the Council provides a grant of £10 for flotation expenses such as cost of stationery, postage, rent of meeting room, etc.

Further limited grants may be made available on the basis of £ for £ subscription for projects approved by the Council.
APPENDIX "I"

THESIS TOPICS SUGGESTED BY THIS STUDY

An analysis of the material presented in this thesis reveals the fact that there are many facets of Australian Physical Education which require further investigation. These problems could be investigated by individual researchers. However, the team approach is to be preferred in our centralised system of education because it permits co-ordinated planning between the Physical Education Branch, the Research and Guidance divisions, the Health Department, and community and sporting associations.

FUTURE THESIS TOPICS:

A. Measurement

1. A critical examination of the conclusions drawn from the anthropometric surveys conducted in Australia since 1911.
2. An evaluation of the Wetzel Grid as a valid index to the growth patterns of Australian children.
3. A comparison of the muscular fitness of Australian and European children, as revealed by the Kraus Weber test.
4. The construction of evaluative instruments to measure the progress made by Australian pupils in school programmes of Physical Education.
5. An investigation into the causes and the effects of fatigue in the human body.

B. History

1. A study of the type of Physical Education practised by the Australian aborigine and its significance to present-day programme planners.
2. Our physical heritage from a convict era.
3. A determination of the extent to which sport has contributed to the development of an Australian way of life.
4. The history of the playground movement in Australia and its role in the development of a school-community programme of recreation.
5. A critical review of the contribution made by Australians to the science and philosophy of Physical Education.

C. Organization and Administration
1. An investigation into the place of Physical Education in Australian universities.
2. A critical survey of Physical Education in the Australian school system.
3. A critical examination of the educational values derived from the secondary school sports programme.
4. A study of the partial identity existing between Physical Education, organized sport, physical recreation and health education.
5. The organization and administration of Physical Education in Australia.

D. The School and the Community
2. The place of Physical Education in the recreation programme of the community school.
3. Designing secondary schools to meet the Physical Education and recreation requirements of the school and the community.
4. The role of the primary school in the development of a comprehensive
recreation programme.

5. A planned approach to the implementation of Physical Education programmes in the industries of Australia.

6. The need for Health and Physical Education clinics in Australia.

7. Physical Education in the service of youth.

8. An assessment of the educational and sociological values of school camping.

E. Physiology of Exercise

1. The diffusion capacity of the lungs. Is it a dominant factor in athletic prowess? Can it be affected by training?

2. Can control periods of induced relaxation improve the performance of motor skills?

3. Is flexibility an important factor in endurance activities?

4. What are the safe time limits in maximum performance efforts for children undertaking the normal school programme of Physical Education?

5. Under Australian working conditions, can industrial output be increased by using interpolated periods of controlled exercise?

6. What relationships exist between temperament and:
   
   (a) the ability to overcome discomfort in the endurance events?

   (b) the ability to resist the effect of nervousness in the solo events?
APPENDIX "J"

PHYSICAL EDUCATION AND INTRA-SCHOOL SPORT

Report for the Director-General's sub-committee relating to the Departmental policy regarding schools' competitive sport.

It is the responsibility of the Director of Physical Education to carry out the Department's approved Syllabus in Physical Education which includes instruction in games in that period provided for practical games in the school sports afternoon. This responsibility includes supervision and administration of the Syllabus, subject to the approval of the Director-General. Included within the responsibilities of the Director and the Physical Education Branch, is the responsibility to provide supplementary courses and refresher courses in physical education to teachers within the service so that they may be competent to instruct in the activities described in the approved Syllabus including team games, athletics and swimming.

The general aims of school sport can be briefly described as follows:

1. To give each child the opportunity to participate in a sports activity suitable to his or her needs, interests and capacity.

2. To teach the rules and skills necessary for participation in sport both at school and in later life.

3. To encourage and foster an interest in active recreation and sport and to develop through sport those educational values associated with the social behaviour best described as good sportsmanship.
APPENDIX "K"

THE OLYMPIC GAMES

AUSTRALIAN MEDALLISTS

OLYMPIC GAMES 1896 - ATHENS

ATHLETICS

E. H. Flack
1st in 800 m.
1st in 1,500 m.

OLYMPIC GAMES 1900 - PARIS

ATHLETICS

S. Rowley
3rd in 60 m.
3rd in 200 m.

SWIMMING

F. Lane
1st in 200 m.

OLYMPIC GAMES 1904 - ST. LOUIS, U.S.A.

ATHLETICS

No successes

OLYMPIC GAMES 1906 - ATHENS
(Unofficial Games)

ATHLETICS

H. Healey
2nd in 110 m. hurdles
N. Barker
3rd in 100 m.
3rd in 400 m.

SWIMMING

C. Healey
3rd in 100 m. freestyle
OLYMPIC GAMES 1908 - LONDON

BOXING

R. L. Baker 2nd in Middleweight

RUGBY FOOTBALL

Australian Team won

SWIMMING

F. E. Beaurepaire 2nd in 400 m. Freestyle
3rd in 1500 m. Freestyle

OLYMPIC GAMES 1912 - STOCKHOLM

SWIMMING

Men:
C. Healey )
H. Hardwick )
L. Boardman )
M. Champion )

1st in 800 m. Relay
World record 10 m. 11.3/5 secs.

C. Healey
H. Hardwick

2nd in 100 m. Freestyle
3rd in 400 m. Freestyle
3rd in 1500 m. Freestyle

Women:
F. Durack
M. Wylie

1st in 100 m. Freestyle
World record 1 m. 19.4/5 secs.
2nd in 100 m. Freestyle

OLYMPIC GAMES 1920 - ANTWERP

ATHLETICS

G. R. Barker 2nd in 3000 m. Walking

SWIMMING

F. E. Beaurepaire )
W. Herald )
I. Stedman )
H. Hay )

2nd in 800 m. Relay

F. E. Beaurepaire

3rd in 1500 m. Freestyle
OLYMPIC GAMES 1924 - PARIS

ATHLETICS

A. W. Winter
1st in Hop, Step and Jump
World record 50 ft. 11 3/16 secs.

DIVING

R. C. Eve
1st in plain High Tower Dive

SWIMMING

A. Charlton
1st in 1500 m. Freestyle
World record 20 m. 6 3/5 secs.
3rd in 400 m. Freestyle
3rd in 1500 m. Freestyle

F. E. Beaurepaire

F. E. Beaurepaire
3rd in 800 m. Relay

A. Charlton

I. Stedman

M. Christie

E. Henry

OLYMPIC GAMES 1928 - AMSTERDAM

CYCLING

E. L. Gray
3rd in 1000 m. time trial

ROWING

H. R. Pearce
1st in Single Sculls

SWIMMING

A. Charlton
2nd in 400 m. Freestyle
2nd in 1500 m. Freestyle

OLYMPIC GAMES 1932 - LOS ANGELES

CYCLING

E. L. Gray
1st in 1000 m. Time Trial
World record 1 m. 13 secs.

ROWING

H. R. Pearce
1st in Single Sculls
OLYMPIC GAMES 1932 - LOS ANGELES (Contd.)

SWIMMING

Women:
C. Dennis 1st in 200 m. Breaststroke
P. Mealing World record 3 m. 6.3 secs.

2nd in 100 m. Backstroke

WRESTLING

E. Scarf 3rd in Light Heavyweight

OLYMPIC GAMES 1936 - BERLIN

ATHLETICS

J. P. Metcalfe 3rd in Hop, Step and Jump

OLYMPIC GAMES 1948 - LONDON

ATHLETICS

Men:
J. Winter 1st in High Jump
T. W. Bruce 2nd in Long Jump
G. Avery 2nd in Hop, Step and Jump

Women:
S. Strickland 2nd in 400 m. Relay
J. Maston
B. McKinnon
J. King

S. Strickland 3rd in 100 m.
3rd in 80 m. Hurdles

ROWING

M. J. Wood 1st in Single Sculls

SWIMMING

Men:
J. Marshall 2nd in 1500 m. Freestyle
3rd in 400 m. Freestyle

Women:
N. Lyons 2nd in 200 m. Breaststroke
J. J. Davies 3rd in 100 m. Backstroke
OLYMPIC GAMES 1948 - LONDON (Contd.)

WRESTLING

R. Garrard 2nd in Welterweight
J. Armstrong 3rd in Heavyweight

OLYMPIC GAMES 1952 - HELSINKI

ATHLETICS

Women:
M. Jackson 1st in 100 m.
Equals world record 11.5
1st in 200 m.
World record 23.4
1st in 80 m. Hurdles
World record 10.9
3rd in 100 m.

S. Strickland

CYCLING

R. Mockridge 1st in 2000 m. Tandem
L. Cox

R. Mockridge 1st in 1000 m. Time Trial
L. Cox 2nd in 1000 m. Sprint

ROWING

M. Wood 2nd in Single Sculls
Australia 3rd in Eights

SWIMMING

Women:
J. Davies 1st in 200 m. Breaststroke

WEIGHTLIFTING

V. Berberis 3rd in Lightweight
OLYMPIC GAMES 1956 - MELBOURNE

Australia invited the International Olympic Committee, as its meeting in Rome, 1949, to discuss the proposal to hold the 1956 Olympic Games in Melbourne. The Australian delegates to Rome were Sir James Disney, Sir Frank Beaurepaire and Sir Harold Alderson, the Chairman of the Australian Olympic Federation. They were joined by Sir Norman Martin, Agent General in London, and Sir Harold Luxton, Member of the International Olympic Committee.

The case presented was based upon these facts: Australia was one of four nations who had participated in each of the Olympic Games. The other three nations had held the Games previously. The Games had never been held in the Southern Hemisphere. The cities of Buenos Aires, Chicago, Detroit, Los Angeles, Melbourne, Mexico City, Minneapolis, Philadelphia and San Francisco had made similar representations. In the final ballot, Melbourne defeated Buenos Aires - 21 to 20 votes.

The Commonwealth Government provided a loan of £2,000,000 and guaranteed an overdraft of £200,000.

Invitations were sent to 91 nations - 75 accepted. Later, seven withdrew due to international tensions. Sixty-seven national teams competed. Total number of competitors - 4,250.

Duke of Edinburgh opened - 103,000 attendance.

Australia's first Gold Medal at these Games - Betty Cuthbert...

100 metres, 11.5 secs. (equals world record).
OLYMPIC GAMES 1956 - MELBOURNE

ATHLETICS

Men:
H. Hogan 3rd in 100 m.
J. Landy 3rd in 1500 m.
A. Lawrence 3rd in 10,000 m.
G. Gibson 2nd in 4 x 400 m. Relay
L. Gregory
D. Lean
K. Gosper

C. Porter 2nd in High Jump

Women:
B. Cuthbert 1st in 100 m.
Olympic record 11.4
1st in 200 m.
Equals Olympic record 23.4
M. Matthews 3rd in 100 m.
3rd in 200 m.
S. Strickland 1st in 80 m. Hurdles
Olympic record 10.7
N. Thrower 3rd in 80 m. Hurdles
S. Strickland
N. Croker
F. Mellor
B. Cuthbert

SWIMMING

Men:
J. Henricks 1st in 100 m. Freestyle
Olympic record 55.4
J. Devitt 2nd in 100 m.
G. Chapman 3rd in 100 m.
M. Rose 1st in 400 m.
Olympic record 4 m. 27.3
1st in 1500 m. Freestyle
1st in 100 m. Backstroke
Olympic record 1 m. 02.2
D. Thiele
J. Monkton 2nd in 100 m. Backstroke
K. O'Halloran
J. Devitt
M. Rose
J. Henricks

1st in 4 x 200 m. relay
World record 8 m. 23.6 secs.
Olympic record
OLYMPIC GAMES 1956 - MELBOURNE (Contd.)

SWIMMING (Contd.)

Women:

D. Fraser
1st in 100 m. Freestyle
World and Olympic Record 62 secs.
2nd in 400 m. Freestyle

L. Crapp
1st in 400 m. Freestyle
Olympic Record 4 m. 54.6 secs.

F. Leech
2nd in 100 m. Freestyle
3rd in 100 m. Freestyle

D. Fraser
F. Leech
S. Morgan
L. Crapp

1st in 4 x 100 m. Relay
World and Olympic Record 4 m. 17.1

BOXING

K. Hogarth
3rd in Welterweight

CYCLING

R. Ploog
3rd in 1000 m. Sprint

I. Brown
1st in 2000 m. Tandem
A. Marchant

ROWING

S. McKenzie
2nd in Single Sculls

M. Riley
M. Wood

3rd in Double Sculls

M. Aikman
D. Boykett
A. Benfield
J. Howden
G. Manton
W. Howell
A. Monger
B. Doyle - Stroke
N. Hewitt - Cox

3rd in Eights
OLYMPIC GAMES 1956 – MELBOURNE (Contd.)

YACHTING

A. S. Sturrock
in "Buraddo"
3rd in 5.5 m. Class
R. Tasker
in "Falcon IV"
2nd International 12 sq. m.
Sharpie Class

CANOEING

D. Green
3rd in Kayak Class
W. Brown
10,000 m. Kayak

OLYMPIC GAMES 1960 – ROME

TRACK AND FIELD

Men:
H. Elliott
1st in 1500 m.
World record and Olympic record 3 m. 35.6 s.
D. Power
3rd in 10,000 m.
N. Freeman
2nd in 20,000 m. Road Walk

Women:
B. Jones
2nd in 800 m.

BOXING

O. Taylor
3rd in Bantamweight
A. Madigan
3rd in Light Heavyweight

SWIMMING

Men:
J. Devitt
1st in 100 m. Freestyle
Olympic record 55.2 s.
M. Rose
1st in 400 m. Freestyle
Olympic Record 4 m. 18.3 s.
J. Konrads
3rd in 400 m. Freestyle
N. Hayes
2nd in 200 m. Butterfly
D. Thiele
1st in 100 m. Backstroke
Olympic record 1 m. 1.9 s.
Australia
2nd in 4 x 100 m. Medley Relay
J. Konrads
1st in 1500 m. Freestyle
Olympic Record 17 m. 19.6 s.
M. Rose
2nd in 1500 m. Freestyle
OLYMPIC GAMES 1960 - ROME (Contd.)

SWIMMING (Contd.)

Women:

D. Fraser
Australia
1st in 100 m. Freestyle
World and Olympic Record 61.2 secs.

J. Andrew
Australia
3rd in 100 m. Butterfly
2nd in 4 x 100 m. Medley Relay
2nd in 4 x 100 m. Freestyle Relay

EQUESTRIAN

2-Day Trial (Dressage, Cross Country, Jumping)

L. Morgan
Australia
1st Individual Scores

N. Levis
Australia
2nd Individual Scores
1st Team
BRITISH EMPIRE AND COMMONWEALTH GAMES

AWARDS WON BY AUSTRALIANS

British Empire and Commonwealth Games held in conjunction with the Festival of Empire, London, 1911:

<table>
<thead>
<tr>
<th>Event</th>
<th>Athlete</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>G. E. Wheatley</td>
<td>2nd in 880 yds.</td>
</tr>
<tr>
<td></td>
<td>R. Opie</td>
<td>2nd in 220 yds.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3rd in 100 yds.</td>
</tr>
<tr>
<td></td>
<td>E. P. Brown</td>
<td>3rd in 120 yds., hurdles.</td>
</tr>
<tr>
<td></td>
<td>G. Haskins</td>
<td>3rd in one mile.</td>
</tr>
<tr>
<td>Boxing</td>
<td>H. Hardwick</td>
<td>1st in heavyweight.</td>
</tr>
<tr>
<td>Swimming</td>
<td>H. Hardwick</td>
<td>1st in 100 yds., freestyle.</td>
</tr>
<tr>
<td>Wrestling</td>
<td>W. Smythe</td>
<td>3rd in middleweight.</td>
</tr>
</tbody>
</table>

British Empire and Commonwealth Games held at Hamilton, Canada, in 1930:

<table>
<thead>
<tr>
<th>Event</th>
<th>Athlete</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletics</td>
<td>W. M. Whyte</td>
<td>2nd in one mile.</td>
</tr>
<tr>
<td></td>
<td>A. J. Millhouse</td>
<td>2nd in two mile steeplechase.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2nd in three mile.</td>
</tr>
<tr>
<td></td>
<td>G. A. Golding</td>
<td>3rd in 440 yds.</td>
</tr>
<tr>
<td>Boxing</td>
<td>D. C. Gallagher</td>
<td>2nd in middleweight.</td>
</tr>
<tr>
<td>Rowing</td>
<td>H. R. Pearce</td>
<td>1st in single sculls.</td>
</tr>
<tr>
<td>Swimming</td>
<td>N. P. Ryan</td>
<td>1st in 440 yds., freestyle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1st in 1500 yds., freestyle.</td>
</tr>
</tbody>
</table>
British Empire and Commonwealth Games held at London, 1934:

**Athletics:**  
J. P. Metcalfe  
- 1st in hop, step and jump  
  (B.E.G. record 51 feet 3½ inches)  
- 3rd in broad jump  
C. P. Reilly  
- 2nd in 440 yds. hurdles  
F. E. Woodhouse  
- 3rd in pole vault  

**Boxing:**  
L. Cook  
- 1st in lightweight  

**Cycling:**  
E. L. Gray  
- 1st in 1000 metres time trial  
  (B.E.G. record 1 min. 16-2/5 sec.)  
H. Pethybridge  
- 2nd in 1000 yds. sprint  

**Swimming and Diving:**  
N. F. Ryan  
- 1st in 1500 yd. freestyle  
  (B.E.G. record 18 min. 25-2/5 sec.)  
- 1st in 440 yd. freestyle  
  (B.E.G. record 5 min. 3 sec.)  

**Women**  
C. Dennis  
- 1st in 200 yds. breaststroke  
  (B.E.G. record 2 min. 51 sec.)  
L. Thompson  
- 2nd in high diving  
- 2nd in springboard diving  

British Empire and Commonwealth Games held at Sydney in 1938 in conjunction with the Australian 150th Anniversary Celebrations:

**Athletics:**  

**Men**  
J. P. Metcalfe  
- 1st in hop step and jump  
- 3rd in javelin throw  
J. Mumford  
- 2nd in 100 yds  
- 2nd in 220 yds  
G. I. Backhouse  
- 2nd in one mile  
J. F. Park  
- 2nd in 440 yds hurdles  
R. Heffernan  
- 2nd in high jump  
D. L. Miller  
- 2nd in hop step and jump  
L. A. Fletcher  
- 2nd in pole vault  
K. W. Pardon  
- 2nd in hammer throw  
E. W. Best  
- 3rd in 100 yds  
- 3rd in 220 yds.
<table>
<thead>
<tr>
<th>Athletics (Contd.)</th>
<th>Men (Contd.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>O. G. Stenner</td>
<td>3rd in 120 yds. hurdles</td>
</tr>
<tr>
<td>A. K. MacDougall</td>
<td>3rd in 440 yds hurdles</td>
</tr>
</tbody>
</table>
| B. C. Dickinson | 3rd in broad jump  
| | 3rd in hop step and jump |
| D. Shetcliffe | 3rd in high jump |
| F. Drew | 3rd in shot put |
| E. Best |  
| A. Watson |  
| J. Hampson |  
| H. Yates | 3rd in 440 yds relay |
| **Women** |  
| D. Norman | 1st in 100 yds  
| | (B.E.G. record 11.1 sec.)  
| | 1st in 220 yds  
| | (B.E.G. record 24.5 sec.)  
| | 1st in broad jump  
| | (B.E.G. record 19 ft. 61⁄2 inches) |
| J. Coleman |  
| A. E. Wearne | 1st in 440 yd relay  
| | (B.E.G. record 49.1 sec.) |
| D. Norman |  
| J. Coleman |  
| D. Norman |  
| T. Peake | 1st in 660 yd relay |
| J. Woodland |  
| J. Walker | 2nd in 100 yds |
| J. Coleman | 2nd in 220 yds |
| I. Grant | 2nd in 80 metres hurdles |
| A. E. Wearne | 3rd in 220 yds |
| T. Peake | 3rd in broad jump |
| **Boxing:** |  
| W. Smith | 1st in welterweight |
| C. Overell | 2nd in light heavyweight |
| J. B. Dillon | 3rd in bantam weight |
| L. Harley | 3rd in heavyweight |
| **Cycling:** |  
| E. L. Gray | 1st in 1000 metre sprint |
| R. Porter | 1st in 1000 metre time trial  
| | (B.E.G. record 1 min 15.2 sec.)  
| | 2nd in 1000 metre relay |
| T. Johnson | 2nd in 1000 metre time trial |
Lawn Bowls:  
H. Mildren  )  - 2nd in pairs  
P. Hutton  )  
H. Murray  )  - 3rd in rinks  
A. Murray  )  
C. McNeill  )  
T. Kinder  )  
J. Lowe  )  - 3rd in singles  

Rowing:  
H. Turner  )  - 1st in single sculls  
W. Bradley  )  - 1st in double sculls  
C. Pearce  )  
Australia  )  - 1st in four-oars  
Australia  )  - 2nd in eights  

Swimming and Diving:  
Men  
P. Oliver  )  - 1st in 110 yd backstroke  
( B.E.G. record 1 min. 7.9 sec., )  
R. Masters  )  - 1st in springboard diving  
- 2nd in higher tower  
W. Fleming  )  - 3rd in 110 yd freestyle  
H. R. Biddulph  )  - 3rd in 440 yd freestyle  
N. Ryan  )  
J. Wilshire  )  - 3rd in 880 yd relay  
W. Fleming  )  
R. Oliver  )  
E. Hobbs  )  - 3rd in 330 yd medley relay  
T. Fleming  )  

Women  
E. de Lacy  )  - 1st in 110 yd freestyle  
( B.E.G. record 1 min. 10.1 sec., )  
D. J. Green  )  - 1st in 440 yd  
( B.E.G. record 5 min. 39.7 sec., )  
- 2nd in 110 yd freestyle  
J. Norton  )  - 1st in 110 yd backstroke  
I. Donnettt  )  - 1st in springboard diving  
- 3rd in high tower  
L. Hook  )  - 1st in high tower  
P. Norton  )  
M. Rawson  )  - 2nd in 440 yd relay  
E. de Lacy  )  
P. Norton  )  
V. George  )  - 3rd in 330 yd relay  
E. de Lacy  )  
Wrestling:  
E. Purcell  - 1st in bantam weight  
R. Purchase  - 1st in feather weight  
R. E. Garrard  - 1st in lightweight  
T. Trevaskis  - 1st in welterweight  
E. R. Scarfe  - 1st in light heavyweight  
H. Knight  - 1st in heavyweight

British Empire and Commonwealth Games held in Auckland, 1950:

Athletics:  

<table>
<thead>
<tr>
<th>Men</th>
<th>Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>J. Treloar</td>
<td>- 1st in 100 yd</td>
</tr>
<tr>
<td></td>
<td>(B.E.G. record 9.6 sec.)</td>
</tr>
<tr>
<td></td>
<td>- 1st in 220 yds</td>
</tr>
<tr>
<td>E. W. Carr</td>
<td>- 1st in 440 yds</td>
</tr>
<tr>
<td></td>
<td>(Equal B.E.G. record 47.9 sec.)</td>
</tr>
<tr>
<td>P. Gardner</td>
<td>- 1st in 120 yds hurdles</td>
</tr>
<tr>
<td></td>
<td>(B.E.G. record 14.3 sec.)</td>
</tr>
<tr>
<td>J. Winter</td>
<td>- 1st in high jump</td>
</tr>
<tr>
<td></td>
<td>(B.E.G. record 6 ft. 6 in.)</td>
</tr>
<tr>
<td>B. Oliver</td>
<td>- 1st in hop step and jump</td>
</tr>
<tr>
<td>I. M. Reed</td>
<td>- 1st in discuss throw</td>
</tr>
<tr>
<td></td>
<td>(B.E.G. record 158 ft. 0(\frac{3}{4}) in.)</td>
</tr>
<tr>
<td>W. de Gruchy</td>
<td>- 1st in 440 yds relay</td>
</tr>
<tr>
<td>A. Gordon</td>
<td></td>
</tr>
<tr>
<td>D. Johnson</td>
<td></td>
</tr>
<tr>
<td>J. Treloar</td>
<td></td>
</tr>
<tr>
<td>E. Carr</td>
<td></td>
</tr>
<tr>
<td>J. Humphreys</td>
<td>- 1st in one mile relay</td>
</tr>
<tr>
<td>R. Price</td>
<td></td>
</tr>
<tr>
<td>G. Gedge</td>
<td></td>
</tr>
<tr>
<td>W. de Gruchy</td>
<td>- 2nd in 100 yds</td>
</tr>
<tr>
<td>D. Johnson</td>
<td>- 2nd in 220 yds</td>
</tr>
<tr>
<td>R. Weinberg</td>
<td>- 2nd in 120 yds hurdles</td>
</tr>
<tr>
<td>L. McKeen</td>
<td>- 2nd in hop step and jump</td>
</tr>
<tr>
<td>K. Pardon</td>
<td>- 2nd in hammer throw</td>
</tr>
<tr>
<td>G. Goodacre</td>
<td>- 3rd in 440 yds hurdles</td>
</tr>
<tr>
<td>I. Palmear</td>
<td>- 3rd in hop step and jump</td>
</tr>
<tr>
<td>H. Barker</td>
<td>- 3rd in hammer throw</td>
</tr>
<tr>
<td>P. Denton</td>
<td>- 3rd in pole vault</td>
</tr>
</tbody>
</table>

Women:  
M. Jackson  - 1st in 100 yds  
           (Equal World record 10.8 sec.)  
           - 1st in 220 yds  
           (Equal World record 24.3 sec.)
Athletics: Women (Contd.)
(Contd.)
S. Strickland - 1st in 80 metres hurdles
                   (Equal B.E.G. record 11.4 sec.)
                   - 2nd in 100 yds
                   - 2nd in 220 yds
N. Jackson
S. Strickland
V. Johnston
A. Shanley
A. Shanley
V. Johnston
S. Strickland
M. Jackson
C. McGibbon - 1st in javelin throw
                   (B.E.G. record 127 ft. 5½ in.)
J. Canty - 2nd in broad jump
V. Johnston - 3rd in 100 yds

Boxing:
W. Barber - 2nd in lightweight
W. Seewitz - 2nd in welterweight
S. Cousins - 2nd in heavyweight
J. Taylor - 3rd in light heavyweight

Cycling:
H. Sutherland - 1st in 100 kilometre road race
R. Mockridge - 1st in 1000 metres time trial
                   (B.E.G. record 1 min. 13.4 sec.)
                   - 1st in 1000 metres sprint
                   - 2nd in 4000 metres individual pursuit
W. Heseltine - 1st in 10 miles
                   (B.E.G. record 23 min. 23.4 sec.)
S. Patterson - 2nd in 1000 metres time trial
                   - 2nd in 1000 metres sprint
J. Fowler - 3rd in 100 kilometres road race
K. Caves - 3rd in 10 miles

Fencing: Men
Australian team - 1st in epee
J. E. Fethers - 2nd in individual foil
I. D. Lund - 3rd in individual epee
Australian team - 3rd in sabre

Women
C. Pym - 3rd in individual foil

Lawn Bowls: A. B. Newton - 2nd in singles
Australian team - 2nd in fours
Rowing:
M. Wood
M. S. Riley
M. Wood
J. Webster
W. Lambert
Australian boat
Australian boat
- 1st in single sculls
- 1st in double sculls
- 1st in pair oars
- 1st in eights
- 2nd in fours

Swimming and Diving:
Men
G. Agnew
D. Hawkins
F. O’Neill
Australian team
R. Sharpe
F. Murphy
Australian team
- 1st in 140 yds freestyle
  (B.E.G. record 4 min. 49.4 sec.)
- 1st in 220 yds breaststroke
- 2nd in 110 yds freestyle
- 2nd in 880 yds relay
- 3rd in 220 yds breaststroke
- 3rd in high tower diving
- 1st in water polo

Women
M. McQuade
J. J. Davies
J. J. Davies
B. N. Lyons
M. McQuade
J. J. Davies
M. McQuade
D. Norton
D. Spencer
B. Lyons
D. Norton
J. C. Holle
N. Maclean
G. E. Fawcett
- 1st in 110 yds freestyle
  (B.E.G. record 1 min. 9 sec.)
- 1st in 110 yds backstroke
  (B.E.G. record 1 min. 18.6 sec.)
- 1st in 330 yds medley relay
  (B.E.G. record 3 min. 53.8 sec.)
- 1st in 140 yds freestyle relay
  (B.E.G. record 4 min. 44.9 sec.)
- 2nd in 220 yds breaststroke
- 3rd in 140 yds freestyle
- 3rd in 110 yds backstroke
- 2nd in springboard diving
- 3rd in high tower diving
- 2nd in high tower diving

Weight Lifting:
R. Magee
K. Caple
V. Barberis
F. W. Giffin
- 2nd in heavyweight
- 3rd in bantam weight
- 3rd in lightweight
- 3rd in middleweight
Appendix "L"

Wrestling: B. Harris - 1st in Flyweight
          R. Garrard - 1st in Lightweight
          J. Armstrong - 1st in Heavyweight
          J. Chapman - 2nd in Bantamweight
          J. Little - 2nd in Welterweight
          B. Arthur - 2nd in Middleweight
          T. Trevaskis - 3rd in Light Heavyweight

British Empire and Commonwealth Games held in Vancouver, 1954.

Athletics: Men

K. R. Gosper - 1st in 440 yards
              (B.E.G. record 47.2 sec.)
D. F. Lean - 1st in 440 yards Hurdles
             (B.E.G. record 52.4 sec.)
J. D. Achurch - 1st in Javelin Throw
                (B.E.G. record 224 ft. 9¼ in.)
J. M. Landy - 2nd in One Mile
H. Hogan - 3rd in 100 yards
B. Oliver - 3rd in Hop, Step and Jump

H. Hogan
D. Lean
K. Gosper
B. Oliver

- 3rd in 440 yards Relay

D. Lean
D. MacMillan
B. Oliver
K. Gosper

- 3rd in One Mile Relay

Women

M. Jackson-Nelson - 1st in 100 yards
                   (B.E.G. record 10.7 sec. but
disallowed for wind)
1st in 220 yards
(B.E.G. record and equal to own
world record 24.0 sec.)

M. Jackson
W. Cripps
G. Wallace
N. Fogarty

- 1st in 440 yards Relay
(B.E.G. record 46.8 sec.)

W. Cripps

- 2nd in 100 yards
2nd in 220 yards
Appendix "I"

Boxing:
R. H. Litzow - 2nd in Welterweight
A. Madigan - 2nd in Light Heavyweight
W. S. Batchelor - 3rd in Flyweight
B. K. Cahill - 3rd in Lightweight
D. Duguid - 3rd in Light Welterweight

Cycling:
R. Ploog - 1st (tie) in 1000 metre Time Trial
(B.E.G. record 1 min. 12.5 sec.)
L. Cocks - 1st in 10 mile Track Race
(B.E.G. record 21 min. 59 sec.)

Fencing:
I. B. Lund - 1st in Individual Epee
J. E. Fethers - 2nd in Individual Foil
Australian Team - 2nd in Foils
J. E. Fethers - 3rd in Individual Sabre
Australian Team - 3rd in Epee

Rowing:
M. S. Riley - 1st in Double Sculls
M. Wood

Australian Boat - 1st in Fours
D. R. Anderson
G. Williamson - 3rd in Pair Oars

Swimming and Diving:
Men
J. Henricks - 1st in 110 yards Freestyle
(G.E.G. record 56.6 sec.)
G. Chapman - 1st in 440 yards Freestyle
(G.E.G. record 4 min. 39.8 sec.)
3rd in One Mile Freestyle

J. Henricks
C. Weld
D. Hawkins

G. Aubrey
G. Chapman
D. Hawkins
J. Henricks

C. Weld - 1st in 880 yards Relay
(B.E.G. record 8 min. 47.6 sec.)

K. Newell - 2nd in Tower Dive
R. Aubrey - 3rd in 110 yards Freestyle

2nd in 110 yards Freestyle
3rd in 110 yards Backstroke
Swimming and Diving:  
Women  
L. Crapp - 1st in 110 yards  
(B.E.G. record 65.8 sec.)  
1st in 440 yards Freestyle  
(B.E.G. record 5 min. 11.4 sec.)  
B. McAulay - 1st in Tower Dive  
2nd in Springboard Diving  
L. Crapp  
D. Knight  
J. Grier - 3rd in 330 yards Medley Relay  

Weight Lifting:  
V. Barberis - 1st in Lightweight  
K. Caple - 3rd in Bantamweight  

Wrestling:  
G. Jameson - 1st in Bantamweight  
F. Flannery - 2nd in Flyweight  
R. E. Garrard - 3rd in Lightweight  

British Empire and Commonwealth Games held in Cardiff, 1958.

Athletics:  
Men  
H. Elliott - 1st in 880 yards  
(B.E.G. record 1 min. 49.3 sec.)  
1st in One Mile  
M. Lincoln - 2nd in One Mile  
A. Thomas - 3rd in One Mile  
2nd in 3 Miles  
W. D. Power - 1st in 6 miles  
(B.E.G. record 28 min. 47.8 sec.)  
1st in Marathon  
(B.E.G. record 2 hr. 22 min. 45.6 sec.)  
D. F. Lean - 2nd in 440 yards Hurdles  
J. McCann  
H. Hogan  
T. Gale  
K. Gosper  
C. M. Porter - 2nd in High Jump  
I. R. Tomlinson - 1st in Hop, Step and Jump  
(B.E.G. and British National record 51 ft. 7\(\frac{1}{2}\) in.)  
B. W. Donath - 3rd in Shot Put
Appendix "L"

Athletics:  Women

M. Mathews-Willard  - 1st in 100 yards
(B.E.G. and Brit. all comers record 10.6 sec.)
1st in 220 yards
(B.E.G. and Brit. all comers record 23.6 sec.)

B. Cuthbert  - 2nd in 220 yards
N. Thrower  - 1st in 80 m. Hurdles
(B.E.G. and Brit. all comers record 10.7 sec.)

G. Cooke-Wigney  - 3rd in 80 m. Hurdles

B. Cuthbert  
K. Johnson  
W. Hayes  
M. Mathews-Willard  )

M. Mason  - 1st in High Jump
(B.E.G. record 5 ft. 7 in.)

H. Frith  - 3rd in High Jump
B. Watson  - 3rd in Long Jump
A. Pazera  - 1st in Javelin
(B.E.G. record 138 ft. 4 in.)

Boxing:

O. W. Taylor  - 2nd in Bantamweight
W. R. Taylor  - 1st in Featherweight
A. M. Madigan  - 1st in Light Heavyweight

Cycling:

R. F. Ploog  - 1st in 1000 m. Scratch Sprint
W. J. Scarfe  - 2nd in 1000 m. Time Trial
I. Browne  - 1st in 10 miles Scratch
F. Brazier  - 2nd in 120 miles Road Race

Fencing:  Men

I. Lund  )
B. McCowage  
M. Sichel  )

D. Doyle  )
I. Lund  
J. Simpson  )

I. Lund  )
A. Martoniffy  
M. Sichel  
I. Lund  )

Women

B. McCreath  - 2nd in Individual Foil
Appendix "L"

Rowing:

S. Mackenzie - 1st in Single Sculls
M. Wood  ) - 2nd in Double Sculls
S. Mackenzie  )
K. Webb  ) - 3rd in Pair Oar
S. Roll  )
K. Evans  ) - 3rd in Four Oar
G. Allan  )
P. Waddington  )
R. Currall  )
L. Robberds  )
K. Evans  )
G. Allan  )
P. Waddington  )
K. Railton  )
V. Schweikert  ) - 2nd in Eight Oar
R. Currall  )
N. Clinton  )
B. Evans  )
L. Robberds  )

Swimming and Diving:  Men

J. Devitt - 1st in 110 yards Freestyle
G. Chapman  ) - 2nd in 110 yards Freestyle
G. Shipton  ) - 3rd in 110 yards Freestyle
J. Konrads  ) - 1st in 440 yards Freestyle
  1st in 1650 yards Freestyle
G. Winram  ) - 3rd in 440 yards Freestyle
  2nd in 1650 yards Freestyle
J. Monkton  ) - 1st in 110 yards Backstroke
J. Hayes  ) - 2nd in 110 yards Backstroke
T. Gathercole  ) - 1st in 220 yards Breaststroke
B. Wilkinson  ) - 3rd in 220 yards Butterfly
J. Konrads  )
B. Wilkinson  ) - 1st in 880 yards Freestyle
J. Devitt  )  Relay
G. Chapman  )
J. Monkton  ) - 1st in 440 yards Medley Relay
T. Gathercole  )
B. Wilkinson  )
J. Devitt  )

Women:

D. Fraser - 1st in 110 yards Freestyle
2nd in 440 yards Freestyle
L. Crapp  ) - 2nd in 110 yards Freestyle
  3rd in 440 yards Freestyle
Swimming and Diving (Contd.):

Women:

A. Colquhoun
I. Konrads
B. Bainbridge

D. Fraser
S. Morgan
L. Crapp
A. Colquhoun

A. Nelson
B. Evans
B. Bainbridge
D. Fraser

- 3rd in 110 yards Freestyle
- 1st in 440 yards Freestyle
- 1st in 110 yards Butterfly

- 1st in 440 yards Freestyle Relay

- 2nd in 440 yards Medley Relay

Weight Lifting:

M. Santos
L. Treganowan
A. Shannos

- 1st in Middle Heavyweight
- 3rd in Middle Heavyweight
- 3rd in Heavyweight

Wrestling:

G. Jameson
R. Mitchell

- 2nd in Bantamweight
- 3rd in Heavyweight
### CRICKET IN AUSTRALIA

#### AUSTRALIA V ENGLAND TEST MATCH RESULTS

<table>
<thead>
<tr>
<th>Season</th>
<th>Aust. wins</th>
<th>MCC wins</th>
<th>Drawn Games</th>
<th>English Captains</th>
<th>Australian Captains</th>
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<tr>
<td>1876-7</td>
<td>1</td>
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<td>J. Lillywhite</td>
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<td>1882-3</td>
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<td>1950-1</td>
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<td>F. R. Brown</td>
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<tr>
<td>1958-9</td>
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<td>-</td>
<td>1</td>
<td>P. May</td>
<td>R. Benaud</td>
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| Total | 53         | 38        | 6          |                  |                     |
### Australia v England Played in England

<table>
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<tr>
<th>Year</th>
<th>Aust. wins</th>
<th>Eng. wins</th>
<th>Drawn games</th>
<th>English Captains</th>
<th>Australian Captains</th>
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<tr>
<td>1880</td>
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<td>1884</td>
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<td>1886</td>
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| Total | 23 | 25 | 38 |
AUSTRALIA V OTHER COUNTRIES TEST MATCH RESULTS AS AT FEBRUARY, 1961

<table>
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<tr>
<th></th>
<th>Matches played</th>
<th>Aust. wins</th>
<th>Matches lost</th>
<th>Matches drawn</th>
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<td>Australia v South Africa</td>
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<td>Australia v West Indies</td>
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<td>Australia v India</td>
<td>8</td>
<td>6</td>
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<td>Australia v New Zealand</td>
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<td>-</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Australia v Pakistan</td>
<td>3</td>
<td>2</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>64</strong></td>
<td><strong>46</strong></td>
<td><strong>6</strong></td>
<td><strong>13</strong></td>
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SIGNIFICANT EVENTS IN WOMEN'S CRICKET

1891 Victoria played New South Wales
1931 National basis A.W.C.C.
1934 Regular interstate fixtures
1934 English tour to Australia. England unbeaten in 21 matches, 15 won, 6 drawn.
1937 Australia returned visit. Australia won 11 of 19 matches.
1948 England to Australia. England lost 1 match.
1951 Australia visited England and won 12 out of 22 matches. 2 games lost; 8 games drawn. (Molly Dive was Captain).

NOTE: No attempt has been made to provide a complete, detailed history of cricket in Australia. C. P. Moody published "Australian Cricket and Cricketers" in 1894 and "South Australian Cricket Reminiscences", 1898.

"At the Wicket" by H. W. Hedley covers inter-colonial matches up to 1888. In 1887, Brumfitt and Kirby, Yorkshire, published "England v Australia at the Wicket".
CYCLING IN AUSTRALIA

Australia entered the world cycling lists in the twentieth century. Alf Grenda, Alf Goullet, Jack Clark, Ernie Pye and Reggie McNamara all held American and/or World records in the first twenty years of this century. However, the best known Australian cycling records are listed hereunder:

NOTABLE AMATEUR CYCLISTS AND CYCLING RECORDS

1. **AMATEUR:**

   E. L. ("Dunc") Gray: the first Australian amateur to gain a world title. He won the 1000 metres time trial in the time of 1 minute 13 seconds at the 1932 Olympic Games, Los Angeles.


   Jack Hoobin won the World Amateur Road Championship in Belgium in 1950.

   Russell Mockridge won the 1000 metre time trial at the Olympic Games, Helsinki, 1952. With Lionel Cox he also won the 200 metre tandem at the Helsinki Games.

2. **PROFESSIONAL:**

   Bob Spears won the World Sprint Championship at Antwerp in 1920. He won twenty-four grand prix races, including the Grand Prix de Paris for three successive years. He is said to have won £30,000 in prize money.

   Hubert Opperman won the Australian Road Championship in 1924. He then travelled to Europe and enjoyed brilliant successes in all types of road events. He is credited with establishing or equalling two hundred and fifty records in Europe, Australasia and Great Britain.
FOOTBALL IN AUSTRALIA

1. RUGBY UNION

Results of Matches

(i) Australia and New Zealand

Of the matches played between 1903 and 1955 New Zealand gained 29 wins, Australia won 11 games and there were 2 drawn games. New South Wales played a regular series against the New Zealand Maori teams starting in 1889. New South Wales had 9 wins and New Zealand won 7 games.

(ii) Australia, Great Britain and British Isles

a) English teams visiting Australia: The first British team visited Australia in 1888. The Captain, R. L. Seddon, was drowned in the Hunter River and A. E. Stoddert, the international cricketer took over the Captaincy. Between 1899 and 1959 Great Britain gained 10 wins, with Australia scoring 2 wins.

b) Australian teams visiting England: The first tour of England by the Wallabies was led by Dr. H. N. Moran in 1908. In 32 matches Australia won 25, lost 5 and drew 2 games. Australia defeated England by 9 points to 3, but lost to Wales by 6 to 9.

The second tour was captained by A. C. Wallace, the Rhodes Scholar. Of the games played on the tour Australia had 25 wins, 5 losses and 2 drawn games. This team defeated Ireland by 5 points to 3, Wales by 18 to 8, and France by 11 to 8. The team lost to Scotland by 8 to 10 and to England by 11 to 18.

The third tour of the Wallabies was 1947-8. The team was captained by W. M. McLean. 35 matches were played. Of these Australia won
Appendix "M"

29 and lost 6. Australia defeated England, Ireland and Scotland but lost to Wales and France. The French team was the only one to cross the Australian line. This was the most successful tour by the Wallabies; in the most recent tour (1957-8) the team lost all four important matches.

(iii) **South Africa and Australia**

Prior to 1940 South Africa made two visits to Australia. In 1921 South Africa played 5 matches and won all 5. In 1937 South Africa won 10 matches and lost 1 match.

Between 1938 and 1953 South Africa maintained an unbeaten record in international football.

Between 1933-1953 (20 years) Australia and South Africa met eleven times. Of the matches played South Africa won 8 and Australia won 3.

(iv) **Australia and Fiji**


2. **RUGBY LEAGUE**

The Rugby League was formed in 1907. Hubert Henry Messenger ("Dally") changed from Union to League. He was a brilliant player; he was unpredictable and was a remarkable goal kicker. As a League player he became a legendary figure.

**Australia vs England**

Between 1908 and 1954 England visited Australia 10 times and Australia travelled to England 8 times. Only once did England lose the Ashes in England. Until 1954 there were 55 test matches and of these England won 32, Australia won 18, and 5 matches were drawn.

Australia has also exchanged visits with France and New Zealand.
3. **SOCCER**

Soccer was introduced to Australia in 1878 by an English schoolmaster, J. W. Fletcher, while he was in Sydney. Soccer has increased greatly in popularity in recent years, partly as a result of the immigration programme.

Up to 1954 tests were played with New Zealand, China, Canada, England, India, Palestine, Czechoslovakia, South Africa, Yugoslavia, New Caledonia. 86 games were played; Australia won 39 of these, lost 37 and drew 10 games.
GOLF IN AUSTRALIA

(i) **EARLY GOLF CLUBS**

Although golf was introduced into Australia in 1840 it did not develop into a popular game until 1900. The following list of clubs indicates that it took a considerable time for golf to spread from one State to another.

1847: The first golf club was formed at Flagstaff Gardens, Melbourne.
1847: A golf club was started at Geelong.
1855: The first club in Sydney was opened at Homebush.
1870: Adelaide formed the first South Australian club.
1880: The first golf club was opened in Queensland.

(ii) **OUTSTANDING GOLFERS**

Once golf had developed in popularity a number of Australians developed into first class players. The following players are well known for the quality of their play:

**J. Ferrier** was runner up in British Amateur Championship in 1936; as an amateur, he was Australian open champion in 1938 and 1939; turning professional, he won the United States professional championship in 1947. He became a naturalised American citizen.

**N. Von Nida** was Australian professional champion four times between the years 1946-1951. He held the Australian Open Championship three times; he won the Philippines Open Championship in 1938 and 1939 and was runner up in 1940.

**Peter Thompson**, at the age of 18, was the leading Australian amateur in 1948. Turning professional, he won the Australian Open Championship in 1951 and the New Zealand Open in 1950, 1951 and
1953. He has won the British Open Championship four times (1954, 1955, 1956, 1958). In 1954 he won British match play championship with Kel Nagle. In 1954 and again in 1959 he and Nagle won the Canada Cup, defeating the leading golfers of 25 countries.

D. W. Bachli won the British Amateur Championship in 1954 and in the same year Peter Toogood was the leading amateur in the British Open.

Kel Nagle won the British Open Championship in 1960.

In 1954 in the British Commonwealth tournament held at St. Andrews, Australia defeated Canada, New Zealand, South Africa, and drew with Great Britain to win the tournament. The team was made up of D. W. Bachli, H. W. Berwick, T. D. Coogan, P. F. Heard, W. S. Shepherd, R. F. Stevens.

The same year in Montreal, Thompson and Nagle won the Canada Cup, defeating the leading professionals of 25 countries.
TENNIS IN AUSTRALIA

Tennis equipment was brought to Australia from England prior to 1870. The game developed quite rapidly as the following list indicates:

(i) CHRONOLOGICAL LIST OF SIGNIFICANT DEVELOPMENT

1878 : Melbourne Cricket Club built an asphalt court.
1879 : Melbourne Cricket Club built a grass court.
1885 : Sydney Lawn Tennis Club was formed. The M.C.G. organised inter-colonial matches in the same year.
1890 : 23 teams were playing competition matches.
1892 : The Victorian Lawn Tennis Association was formed.
1911 : The New South Wales Lawn Tennis Association was formed.
1924 : The New South Wales Hardcourt Association was formed.
1956 : New South Wales Lawn Tennis Association had 3,000 teams and 60,000 registered players. The Hardcourt Association had 20 branches, 2,478 clubs and 35,000 registered players.

(ii) THE DAVIS CUP COMPETITIONS

The competition started in 1900 between America and Great Britain; shortly afterwards the competition was opened to all nations.

The cup is contested annually in a series of zone elimination matches. The winner of these inter-zone matches challenges the holder of the Cup.

Since 1900 only four nations have won the Davis Cup; namely, America, Australasia and Australia, Great Britain. Up to 40 nations have taken part in the Davis Cup rounds in a single year. The following list gives details
of the Challenge Rounds in which Australia has figured.

Note: Prior to 1924 Australia and New Zealand played as an Australasian team. Since that date the countries have competed as separate teams.

1907 CHALLENGE ROUND AT WIMBLEDON

TEAMS Australasia v British Isles
AUSTRALASIAN TEAM N. E. Brookes, A. F. Wilding
WINNER Australasia
RESULT 3 - 2
NUMBER OF NATIONS COMPETING 3

1908 CHALLENGE ROUND AT MELBOURNE

TEAMS Australasia v U.S.A.
AUSTRALASIAN TEAM N. E. Brookes, A. F. Wilding, A. W. Dunlop
WINNER Australasia
RESULT 3 - 2
NUMBER OF NATIONS COMPETING 3

1909 CHALLENGE ROUND IN SYDNEY

TEAMS Australasia v U.S.A.
AUSTRALASIAN TEAM N. E. Brookes, A. F. Wilding, A. W. Dunlop
WINNER Australasia
RESULT 5 - 0
NUMBER OF NATIONS COMPETING 3

1910 - NO CHALLENGE

1911 CHALLENGE ROUND AT CHRISTCHURCH

TEAMS Australasia v U.S.A.
AUSTRALASIAN TEAM N. E. Brookes, R. W. Heath, A. W. Dunlop
WINNER Australasia
RESULT 5 - 0
NUMBER OF NATIONS COMPETING 3
1912 CHALLENGE ROUND IN MELBOURNE

TEAMS  Australasia v British Isles
AUSTRALASIAN TEAM  N. E. Brookes, R. W. Heath, A. W. Dunlop
WINNER  British Isles
RESULT  3 - 2
NUMBER OF NATIONS COMPETING  3

1914 CHALLENGE ROUND IN NEW YORK

TEAMS  Australasia v U.S.A.
AUSTRALASIAN TEAM  N. E. Brookes, A. W. Dunlop, A. F. Wilding, S. N. Doust
WINNER  Australasia
RESULT  3 - 2
NUMBER OF NATIONS COMPETING  7

1915-18  WORLD WAR I - NO COMPETITION

1919 CHALLENGE ROUND IN SYDNEY

TEAMS  Australasia v British Isles
AUSTRALASIAN TEAM  N. E. Brookes, G. L. Patterson, J. O. Anderson
WINNER  Australasia
RESULT  4 - 1
NUMBER OF NATIONS COMPETING  5

1920 CHALLENGE ROUND IN AUCKLAND

TEAMS  Australasia v U.S.A.
AUSTRALASIAN TEAM  N. E. Brookes, G. L. Patterson, P. O'Hara-Wood, N. Peach
WINNER  U.S.A.
RESULT  5 - 0
NUMBER OF NATIONS COMPETING  7
1922 CHALLENGE ROUND IN NEW YORK

TEAMS Australasia v U.S.A.
AUSTRALASIAN TEAM J. O. Anderson, P. O'Hara-Wood, R. C. Wertheim
WINNER U.S.A.
RESULT 4 : 1
NUMBER OF NATIONS COMPETING 9

1923 CHALLENGE ROUND IN NEW YORK

TEAMS Australia v U.S.A.
AUSTRALIAN TEAM J. O. Anderson, J. B. Hawkes, I. McInnes, R. E. Schlesinger
WINNER U. S. A.
RESULT 4 - 1
NUMBER OF NATIONS COMPETING 17

1924 CHALLENGE ROUND IN PHILADELPHIA

TEAMS Australia v U.S.A.
AUSTRALIAN TEAM G. L. Patterson, P. O'Hara-Wood, F. E. Kalms, R. E. Schlesinger
WINNER U.S.A.
RESULT 5 - 0
NUMBER OF NATIONS COMPETING 22

1936 CHALLENGE ROUND AT WIMBLEDON

TEAMS Australia v Great Britain
AUSTRALIAN TEAM J. Crawford, A. Quist, V. McGrath, C. Sproule
WINNER Great Britain
RESULT 3 - 2
NUMBER OF NATIONS COMPETING 24
1938 CHALLENGE ROUND AT PHILADELPHIA

TEAMS Australia v U.S.A.
AUSTRALIAN TEAM A. Quist, J. Bromwich, H. Hopman, L. Schwartz
WINNER U.S.A.
RESULT 3 - 2
NUMBER OF NATIONS COMPETING 25

1939 CHALLENGE ROUND AT PHILADELPHIA

TEAMS Australia v U.S.A.
AUSTRALIAN TEAM A. Quist, J. Bromwich, H. Hopman, J. Crawford
WINNER Australia
RESULT 3 - 2
NUMBER OF NATIONS COMPETING 26

1940-45 WORLD WAR II - NO COMPETITION

1946 CHALLENGE ROUND AT MELBOURNE

TEAMS Australia v U.S.A.
AUSTRALIAN TEAM J. Bromwich, A. Quist, D. Pails, C. Long
WINNER U.S.A.
RESULT 5 - 0
NUMBER OF NATIONS COMPETING 21

1947 CHALLENGE ROUND IN NEW YORK

TEAMS Australia v U.S.A.
AUSTRALIAN TEAM J. Bromwich, D. Pails, G. E. Brown, C. Long
WINNER U.S.A.
RESULT 4 - 1
NUMBER OF NATIONS COMPETING 23
### 1948 CHALLENGE ROUND IN NEW YORK

<table>
<thead>
<tr>
<th>TEAMS</th>
<th>Australia v. U.S.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRALIAN TEAM</td>
<td>A. Quist, O. W. Sidwell, G. E. Brown, C. Long</td>
</tr>
<tr>
<td>WINNER</td>
<td>U.S.A.</td>
</tr>
<tr>
<td>RESULT</td>
<td>5 – 0</td>
</tr>
<tr>
<td>NUMBER OF NATIONS COMPETING</td>
<td>30</td>
</tr>
</tbody>
</table>

### 1949 CHALLENGE ROUND IN NEW YORK

<table>
<thead>
<tr>
<th>TEAMS</th>
<th>Australia v U.S.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRALIAN TEAM</td>
<td>F. Sedgman, O. W. Sidwell, J. Bromwich</td>
</tr>
<tr>
<td>WINNER</td>
<td>U.S.A.</td>
</tr>
<tr>
<td>RESULT</td>
<td>4 – 1</td>
</tr>
<tr>
<td>NUMBER OF NATIONS COMPETING</td>
<td>29</td>
</tr>
</tbody>
</table>

### 1950 CHALLENGE ROUND IN NEW YORK

<table>
<thead>
<tr>
<th>TEAMS</th>
<th>Australia v U.S.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRALIAN TEAM</td>
<td>F. Sedgman, K. McGregor, H. Rose, J. Bromwich G. Worthington</td>
</tr>
<tr>
<td>WINNER</td>
<td>Australia</td>
</tr>
<tr>
<td>RESULT</td>
<td>4 – 1</td>
</tr>
<tr>
<td>NUMBER OF NATIONS COMPETING</td>
<td>27</td>
</tr>
</tbody>
</table>

### 1951 CHALLENGE ROUND IN SYDNEY

<table>
<thead>
<tr>
<th>TEAMS</th>
<th>Australia v U.S.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUSTRALIAN TEAM</td>
<td>F. Sedgman, K. McGregor, H. Rose, I. Ayre</td>
</tr>
<tr>
<td>WINNER</td>
<td>Australia</td>
</tr>
<tr>
<td>RESULT</td>
<td>3 – 2</td>
</tr>
<tr>
<td>NUMBER OF NATIONS COMPETING</td>
<td>27</td>
</tr>
</tbody>
</table>
### 1952 Challenge Round in Adelaide

<table>
<thead>
<tr>
<th>Teams</th>
<th>Australia v U.S.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Team</td>
<td>F. Sedgman, K. McGregor, M. Rose, L. Hoad</td>
</tr>
<tr>
<td>Winner</td>
<td>Australia</td>
</tr>
<tr>
<td>Result</td>
<td>4 - 1</td>
</tr>
<tr>
<td>Number of Nations Competing</td>
<td>30</td>
</tr>
</tbody>
</table>

### 1953 Challenge Round in Melbourne

<table>
<thead>
<tr>
<th>Teams</th>
<th>Australia v U.S.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Team</td>
<td>L. Hoad, K. Rosewell, R. Hartwig, M. Rose</td>
</tr>
<tr>
<td>Winner</td>
<td>Australia</td>
</tr>
<tr>
<td>Result</td>
<td>3 - 2</td>
</tr>
<tr>
<td>Number of Nations Competing</td>
<td>32</td>
</tr>
</tbody>
</table>

### 1954 Challenge Round in Sydney

<table>
<thead>
<tr>
<th>Teams</th>
<th>Australia v U.S.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Team</td>
<td>M. Rose, L. Hoad, K. Rosewell, R. Hartwig</td>
</tr>
<tr>
<td>Winner</td>
<td>U.S.A.</td>
</tr>
<tr>
<td>Result</td>
<td>3 - 2</td>
</tr>
<tr>
<td>Number of Nations Competing</td>
<td>31</td>
</tr>
</tbody>
</table>

### 1955 Challenge Round in New York

<table>
<thead>
<tr>
<th>Teams</th>
<th>Australia v U.S.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Team</td>
<td>L. Hoad, K. Rosewell, R. Hartwig, N. Fraser</td>
</tr>
<tr>
<td>Winner</td>
<td>Australia</td>
</tr>
<tr>
<td>Result</td>
<td>5 - 0</td>
</tr>
<tr>
<td>Number of Nations Competing</td>
<td>35</td>
</tr>
</tbody>
</table>
1956 CHALLENGE ROUND IN ADELAIDE

TEAMS Australia v U.S.A.
AUSTRALIAN TEAM L. Hoad, K. Rosewell, N. Fraser, A. Cooper
WINNER Australia
RESULT 5 - 0
NUMBER OF NATIONS COMPETING 33

1957 CHALLENGE ROUND IN MELBOURNE

TEAMS Australia v U.S.A.
AUSTRALIAN TEAM A. Cooper, M. Anderson, N. Fraser, M. Rose, R. Emerson
WINNER U.S.A.
RESULT 3 - 2
NUMBER OF NATIONS COMPETING 37

1958 CHALLENGE ROUND IN BRISBANE

TEAMS Australia v U.S.A.
AUSTRALIAN TEAM A. Cooper, M. Anderson, N. Fraser, R. Emerson
WINNER U.S.A.
RESULT 3 - 2
NUMBER OF NATIONS COMPETING 37

1959 CHALLENGE ROUND IN NEW YORK

TEAMS Australia v U.S.A.
AUSTRALIAN TEAM N. Fraser, R. Emerson, R. Laver, R. Mark
WINNER Australia
RESULT 3 - 2
NUMBER OF NATIONS COMPETING 40
### 1960 Challenge Round in Sydney

- **Teams:** Australia v Italy
- **Australian Team:** N. Fraser, R. Laver, R. Emerson, R. Mark
- **Winner:** Australia
- **Result:** 4 - 1
- **Number of Nations Competing:** 40

### 1961 Challenge Round in Melbourne

- **Teams:** Australia v Italy
- **Australian Team:** R. Laver, R. Emerson, N. Fraser, F. Stolle
- **Winner:** Australia
- **Result:** 5 - 0
- **Number of Nations Competing**

### (iii) Australians Who Have Won the Singles at Wimbledon

The winner of the Singles title at Wimbledon is usually regarded as the reigning tennis champion of the world. The following Australians have held the title:

- **1907** N. E. Brookes
- **1914** N. E. Brookes
- **1919** G. Patterson
- **1922** G. Patterson
- **1933** J. Crawford
- **1952** F. Sedgman
- **1956** L. Hoad
- **1957** L. Hoad
- **1958** A. Cooper
- **1960** N. Fraser
- **1961** R. Laver
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