

# The development of the physical education curriculum in the schools of New South Wales

**Author:**

McLean, John Alan

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THE DEVELOPMENT OF THE PHYSICAL EDUCATION CURRICULUM  
IN THE SCHOOLS OF NEW SOUTH WALES

John Alan McLean, B.A., Dip. Phys. Ed.

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in partial fulfilment of the requirements for a pass  
degree of Master of Education 1976.

i.

SUMMARY

The purpose of this report was to study the development of the patterns associated with the physical education curriculum as it relates to schools under the control of the Department of Education in New South Wales.

The information was gained from many sources; official records of the Department of Education, Annual reports of the Minister for Education and the Director of Physical Education and the various Curricula published by the Department of Education provided much of the basic source material. However, personal interviews with officers of the Physical Education Branch of the Department, Lecturers in Colleges of Advanced Education and the writer's own experience as a Physical Education Consultant proved invaluable in understanding the changes which occurred in the physical education curriculum.

The early concept of physical education was simply activities which occurred in the school playground during recess periods. The teacher was to take the opportunity of studying the character of the children while they were at play.

Drill was introduced mainly as an orderly means of moving the children in and out of the classrooms. The Crimean and Franco-Prussian Wars saw the introduction of military drill.

In the early twentieth century Peter Board was responsible for the introduction of Swedish Calisthenics. World War 1 saw the reintroduction of Military drill.

ii.

Drill and calisthenics continued after World War 1, and during the depression. It was not until the appointment of Mr. Gordon Young as Director of Physical Education and National Fitness that some changes began to occur and even then the changes were slow.

After World War 11 physical education began to be recognised in schools as physical training. A formal authoritative approach was suggested for use by teachers in all lessons.

In the early nineteen fifties the Department issued a curriculum which, for the first time, gave teachers some idea of aims and objectives in physical education. The Directed Activity, Games and Rhythmic Activity lessons were introduced. Folk Dance, Swimming and Camping were also included in the Curriculum.

A new and more progressive curriculum was introduced in the mid-sixties. The Curriculum stated more up-to-date aims and objectives and introduced a new lesson called the Gymnastics lesson.

In the final chapters of this report I have written about the modern approach of Rudolf Laban in educational gymnastics and I have endeavoured to give some idea of what I think could happen in the future in the field of physical education.

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## CHAPTER 1

### INTRODUCTION

In writing this report I have concentrated on the physical education curriculum as it is applied to schools under the control of the New South Wales Department of Education. I have not considered any curriculum which may have been applied to Private or Denominational schools.

I have tried to show how the physical education curriculum developed from the drill and physical training of the late nineteenth century to the modern approaches of educational gymnastics, creative dance, games, fitness and recreation.

I believe that a Physical Education Curriculum should vary according to the needs of the community from which the pupils are drawn. For example, the Physical Education courses pursued by Spartan youth were designed solely to develop physical fitness, because that society was based upon military supremacy. Ours is an age of rapid technological advance, it is an age in which great muscular strength is not always necessary to earn a living. In our society food does not have to be hunted down and speed of limb is not required to escape hostile force. Although strength, speed and skill with weapons are no longer basic to survival, our civilisation is faced with different and possibly more serious problems. Automation and the speed of present-day living have brought nervous stresses and emotional strain; the reduction of working hours, longer holidays and daylight saving has increased leisure



## 2.

time which can either be used or abused by the community.

It must also be remembered that no one curriculum is suitable for all schools. No two groups of children are identical, innate abilities are different, home conditions vary, socio-economic factors have an effect, health and general environment exert an influence. These problems must be considered when constructing a suitable Physical Education Curriculum.

Contemporary education seeks to provide opportunities for pupils to develop their potentialities to the full. It is more than an academic pursuit; it is concerned with the intellectual, social, emotional and physical growth of each individual. Physical Education is a component of the total educational process contributing to the goals of education through the medium of physical activity.

The central theme of Physical Education is movement. There must be continuous endeavour to educate for basic physical efficiency which is a fundamental need of every human being. Every person needs optimum health and fitness if he or she is to carry out the normal tasks of daily living without strain or fatigue. This does not mean, however, that Physical Education is a "body development cult". Body and mind are not separate entities: the child's mind does not remain in the classroom when his body goes to the gymnasium. Physical Education is as much concerned with the mind as with the body.

The ability to think and to do are not the only factors in the development of a well-rounded personality. The state of a person's emotions affects his ability to live fully.

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Physical Education has an almost unlimited capacity for evoking emotion and tension. An observer has only either to watch a weary distance-runner achieve new speed and vigour as he passes a group of cheering spectators or to listen to an angry crowd at a football match to realise that Physical Education situations are laboratories for the study of human emotions. The teacher of Physical Education can direct emotional behaviour into socially acceptable channels. To do this he must be able to recognise the moment when a pupil is ready for, and receptive to, wise guidance which should result in emotional self-control.

During school days, as well as in later life, people live, not in isolation, but as members of society. Physical Education has as much, if not more, potential than any other subject for developing the group and individual patterns of behaviour which enable people to work and to live happily and effectively in a social setting. The co-educational activities found in a well-integrated Physical Education programme, for example, are social in nature, and, if the teacher is aware of his responsibilities, these can be used to meet the developmental needs of students.

I believe that every Physical Educator has a two-fold task. He has to equip the pupil for his post-school life as well as his school life by educating him to the need for continuing physical education throughout his life. There is more than enough evidence to suggest that the deterioration of thousands of people in middle age is directly due to the lack of physical activity. Although Australians are noted for their love of

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sport, participation is all too frequently regarded as the prerogative of the young adult, and the older person is relegated to the role of spectator. Frequently, "spectatorism" is due to the fact that a knowledge of golf, tennis, squash, skiing or other active sports has not been acquired during adolescence and the adult is afraid of making a spectacle of himself to begin learning new recreational activities. A Physical Education programme should always make provision for the acquisition of a wide variety of recreational skills. Every child needs wholesome types of recreation which will endure throughout life.

Physical Education is an area within which the child's natural interests, basic abilities and desire for self-expression through activity becomes the means whereby he acquires fitness, establishes emotional stability, develops mental power, learns to make social adjustments and forms an appreciation of, and a desire for, satisfying leisure-time activities.

CHAPTER 2THE BEGINNING - SCHOOL DRILL

In the early years of Australia's history the administrators of education were pre-occupied with the problem of establishing schools, securing teachers, resolving the question 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.

It appears that very little thought had been given to provisions for physical education in public schools until the Board of National Education (set up in 1849 to control secular schools) made suggestions to teachers about the importance of the playground. In 1858 the following "Directions to the Teacher in Charge of Playgrounds" was issued by the Board of National Education:

"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."<sup>1</sup>.

1. (1, p.32: 1858)

Physical education was seen, not as an integral part of classroom activities, but as part of playground supervision. Teachers were required to use playground activities to study the character of the children in the belief that children at play were stripped of the restraints of the classroom and therefore the teacher could gain better knowledge of them as they really were.

As the curriculum gave no guide, the programme of organised playground activities was left to the individual teacher. Therefore, while standards in other subjects began to rise, physical education received no stimulus either through the curriculum or the rigid inspection system. Thus it occupied a minor place in the life of the school and in the minds of the planners.

To make matters worse playground conditions were poor. In 1870 Inspectors reported that "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".<sup>1.</sup>

The report does not describe what appliances were needed nor did it suggest types of gymnastic exercises which could be used by teachers to develop such things as "bodily health, vigour and agility".

1. (1, p.47: 1870)

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The advice appears to have been disregarded for the greater part in the schools. The teacher, with large classes of widely varying age, was concerned with imparting the rudiments of reading, writing and arithmetic and maintaining discipline as best he could. Teachers were content to leave the children to their own devices in their free time and so the playground period became a welcome respite for pupils and teacher alike and each was relieved by the absence of the other.

This led to a report in 1870 by a Mr. J. McCredie, an Inspector of Schools who stated that:

"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, 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."<sup>1</sup>.

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

The first inkling of any organised programme is what was called "Drill". "Drill" was designed at first for the orderly movement of children into and out of school, and was later extended to include elementary marching exercises. This

1. (1, p.73, 1870)

represented the limit of activities embarked upon by teachers.<sup>1.</sup>

The position is best expressed by the reports of two Inspectors of Schools in 1870 who said that "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."<sup>2.</sup>

The two Inspectors were even more critical when they claimed that there were comparatively few schools "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 of signals, orders, and motions, serve only a temporary and trivial purpose."<sup>3.</sup>

The first planned introduction of a physical education programme came as a defence measure in 1871. The Crimean and Franco-prussian wars made Australians realise their complete dependence on Britain for military and naval defence. Schools were included in the attempts to establish a defence force, and instructors from the military were appointed to visit many schools in New South Wales.<sup>4.</sup>

Thus military drill was introduced into schools. It was at least an attempt to introduce a semblance of a physical

1. (2, p.25)
2. (1, p.127: 1870)
3. (Ibid, p.142: 1870)
4. (3, p.18)

education programme. An Inspector's report in 1871 states that:

"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."<sup>1</sup>.

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 which state that:

"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."<sup>2</sup>.

Inspector Hicks, in 1878, expressed his discontent at the low standard of physical education and drill. He pointed

1. (1, p.230: 1871)
2. (Ibid., p.172: 1877)



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 overlooking of the children with a view to preventing what is objectionable 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 characters 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 recreation, there is to be observed a tame, desultory, and fitful spinning out of the time. To make the playground more attractive 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."<sup>1</sup>

Such enlightenment, sincerity and courage is an unexpected surprise in a long chain of official reports which showed that little real progress 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.<sup>2</sup>

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.<sup>3</sup> It was indeed

1. (1, p.68: 1878)

2. (Ibid., p. 68: 1878)

3. (Ibid., p. 54: 1883)

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.<sup>1</sup> 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 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 meeting of interested teachers were held in a tin shed on Pitt Street.<sup>2</sup> 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. This prompted one Inspector to make the exaggerated statement that:

1. (2, p.47)

2. (Ibid., p.3)

"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."<sup>1</sup>. 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 their later community life. In 1897 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.<sup>2</sup>.

In summarising the period before 1900 one must say that organised 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 (i.e. Inspector Hicks 1878) clearly saw the important part that physical education could play in the development of the child.

1. (1, p.268: 1890)
2. (Ibid., pp.117-134: 1897)

CHAPTER 3.MORE DRILL AND CALISTHENICS

By 1900 New South Wales had a highly centralised system of education which was static while society was changing rapidly. A spark to ignite a revolution was needed.

So long as those responsible for the administration of the Department of Public Instruction sat back satisfied, so long as teachers themselves were not permitted to criticize the administration, so long as the teachers' associations remained weak and semi-articulate, reform could not be expected from within the service. When the bombshell came, it had to come from outside.

The bombshell came on 26th June, 1901, in the form of a speech by Francis Anderson, Challis Professor of Logic and Mental Philosophy at the University of Sydney. The New South Wales Teachers' Association regularly invited distinguished speakers to address its annual conferences, but Anderson's was a speech quite unlike any other they had heard. Savagely and vociferously Anderson attacked the state educational system. The packed Sydney Town Hall heard the professor cry that existing methods "were stifling the life and stunting the growth of education in our schools."<sup>1</sup>. His remarks were pertinent and impertinent, scathingly attacking the stereotyped and

1. (6, p.14)

circumscribed curriculum, the mechanical and inflexible methods of school work, the stifling of original thought and spontaneity, the constant repression of the natural tendencies of children.

"We are suffering now," he exclaimed, "from long years of ignorance, indolence and unwillingness to learn."<sup>1</sup> He got to the heart of the matter when he accused, "Above all, the men in charge of the administration have been trained within the system and are apparently unable to go beyond it. Their minds move within a closed circle."<sup>2</sup>

As a consequence of Professor Anderson's speech and a further series of incidents involving the administration, the media, the community and the government, "new blood flowed within the Department and then Peter Board came forth with his ideas on the New Education."<sup>3</sup> At the 1904 April Conference, he proposed a syllabus in which the curriculum was to be reduced to six main strands - English, maths, nature study, civics and morals, manual work and music.<sup>4</sup> Until this time physical education, in the true sense of the word had survived "accidentally and with little planning and organisation in the form of military drill and sport".<sup>5</sup> However, it was Board's interest in the area of physical training that proved valuable to the inauguration of physical education within the

1. (6, p.14)

2. (Ibid.)

3. (Ibid. p.35)

4. (5, p.35)

5. (2, p.51)

education system.

"A little-known phase of Board's career was his interest in the reorganization of physical training in the early years of the century. The schools' only form of physical training was military-type drill. It was called 'drill' and 'drill' was meant."<sup>1</sup>.

Miss E. Ferguson recalls that "as a pupil at the Model Public School for girls at Fort Street in 1908, I was taught physical drill. The whole school had drill each recess. Drill followed a set procedure. First, the pupils bowed to the deputy (then termed the first assistant), who stood up on a rostrum and, having taken the bow, proceeded to give directions for wand, club or dumb-bell drill, depending on the current vogue in equipment".<sup>2</sup>.

During 1908 Peter Board was approached by G.Z. Dupain, an advocate of Pehr Henrik Ling's Swedish exercises, otherwise known as Callisthenics. He suggested to Board that something should be done to replace the rigid military drill systems prevailing within the schools. He proposed that he should adopt a more scientific scheme. His chief objection was that all the children were receiving the same drill, irrespective of their physical requirements.<sup>3</sup>.

It was Dupain who realised the inadequacies of physical education in N.S.W. schools. Unfortunately Dupain's plans were shelved, due apparently to administration problems.<sup>4</sup> What these "administrative problems" were is not stated.

1. (6, p.274)

2. (8, p.30)

3. (6, p.35)

4. (Ibid., p.36)

In the early 1900's swimming classes were organised during the summer for pupils attending many primary and secondary schools within travelling distance of swimming facilities. This was prompted by the rising numbers 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. These fatalities produced representations from the public that the Minister for Education provide swimming instruction within the school programme. The Department assisted this programme, but the work was largely voluntary by interested teachers.<sup>1.</sup>

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".<sup>2.</sup>

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.<sup>3.</sup>

The position just prior to World War 1 was that physical education was conceived to be drill and physical training

1. (1, p.197, 1904)
2. (Ibid., p.19, 1908)
3. (Ibid., p.42, 1907)

according to a military pattern. School sport was becoming a popular unofficial physical activity in most schools and swimming instruction was becoming an additional component in the school physical education programme.

The beginning of World War 1 promoted the development of "scientific schemes". Le Maistre makes the statement that "military drills and an emphasis on formal activities were evident; nevertheless the need for a healthy nation is uppermost in the minds of governments with respect to school and community physical education. It is a great pity that it always takes a war to impress on legislators the need for a virile and healthy people."<sup>1</sup>.

The idea of physical culture and calisthenics then came into vogue within the schools, but the concepts of mass drill were still a reality in the teaching methods.

Elsie Ferguson gives us some idea of what was happening in the schools when she says that "In 1914 and 1915 I taught at Cleveland Street Girls' Primary school. Major Reddish was the drill instructor and lessons were made up of marching and Swedish drill. With the outbreak of World War 1 in August, 1914, drill was replaced by display practice. Displays were held for patriotic purposes. In this year flag drill was born; actually the movements of the drill were identical with those of the dumb-bell routine. At one display the women broke from tradition by substituting hoops covered with crepe paper."

1. (7, p.16)



"I spent 1916 and 1917 at the girls' primary school at Forbes. Here, too, Physical Training took the form of flag drill and maypoles for displays. Some dancing was also done by girls taking part in charity musical performances."<sup>1</sup>.

In 1919 the Department of Education decided to train four returned soldiers to teach Physical Training in boys' schools. They were trained by Mr. Frank Stuart of the Swords' Club and were appointed to Fort Street, Sydney, North Sydney and Sydney Technical High Schools as Physical Culture Teachers.<sup>2</sup>. This was the first time specialists, if you could call them that, were introduced into the schools. They followed a programme of Swedish Calisthenics.

In 1920 Mr. Harold Hardwick was appointed by the Department to teach boxing and swimming.<sup>3</sup>. Apparently at this stage knowledge of the physical and mental damage which can be done in the sport of boxing was either not known or purposely overlooked by Departmental officials.

With the advent of the Depression of the late twenties and early thirties, physical education received little attention.

According to departmental reports swimming was actively conducted, the importance of children being able to swim was emphasised and every effort was being made to impart instruction to pupils. In 1926 Lifesaving classes were being conducted

1. (8, p.31)
2. (Ibid., p.32)
3. (Ibid., p. 32)

in 45 girls and 29 boys schools.<sup>1.</sup> Except for occasional reports on swimming and lifesaving no other aspect of physical education was mentioned in these reports until 1932 when it was reported that "sound interest in physical training was maintained during the year. Improvement was noted in many directions, particularly in the marching standard of junior classes, among whom weekly competitions were held."<sup>2.</sup> It is apparent that the same monotonous trends in the physical education curriculum were being maintained.

By the mid 1930's the public showed a growing awareness of the poor physical fitness of the average Australian.

In October, 1934 the Parks and Playgrounds movement arranged a conference to discuss recreation space and facilities for physical education in schools. Among others the following groups were represented:

The Education Department of N.S.W., Parks and Playgrounds Movement, Federation of Parents and Citizens Association, Federation of Mothers Clubs, Teachers Federation of N.S.W. and the Public Schools Amateur Athletic Association of N.S.W.<sup>3.</sup>

A resolution passed at the Conference recognised the need of a State-wide policy in respect of Physical Education. Further resolutions recognised the value of play, recreation, and the healthful activity of children. However, no follow-up to these resolutions is mentioned by Mr. Young and I am unable

1. (1, p.9: 1926)

2. (Ibid., p.11: 1932)

3. (9, p.5)

to find any evidence of follow-up elsewhere so I can only conclude that no action of any kind was taken as a result of this conference.

In July, 1937 a further conference was arranged by the Recreation and Leadership Movements and the Parks and Playground Movement to establish a basis for an approach to the Government for the establishment of a physical fitness campaign. The conference stated:

"To-day'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 and based on the principle of encouraging existing autonomous associations to the end that they may be helped to the highest efficiency of their work. The Recreation Leadership Movement in association with the Parks and Playgrounds Movement and other autonomous Associations and bodies are willing to co-operate in the work and are willing to initiate a plan which will enable every member of the community to participate and that as a first step for an all-embracing policy, adequate physical equipment, parks and play space and scientifically trained leadership shall be provided, in schools, in municipalities and shires, and in public and industrial institutions."<sup>1</sup>.

One of the resolutions of the conference was that a continuing committee be formed to make recommendations for the provision of trained recreation leadership in schools, municipal playgrounds and industrial institutions and to place these recommendations "before the Federal, State and Municipal Authorities who could be asked to assist in the promotion of this movement for helping a democratic citizenship".<sup>2</sup>.

1. (9, p.6)
2. (Ibid.)

Examination of the Press records during the year 1937, indicate that widespread interest had been aroused. The need for a government sponsored plan for physical education was amply demonstrated and the specific and basic needs of trained personnel in Physical Education of University standard was given a considerable degree of prominence.<sup>1.</sup>

Dr. C.E.W. Bean led a deputation to the Premier, Mr. Stevens in August, 1937. Mr. Stevens after hearing the deputation made the following statement:

"We have 10,000 or 11,000 people in our Service and I think a start could be made with them. We can have every child examined medically, have special classes for training teachers, build gymnasias, etc. The setting up of an Advisory Committee will be helpful. I quite see the need of an adviser to plan in regard to parks and play space. I am making £8,000 available for training teachers for physical education and preparing a pamphlet for distribution, to educate parents to their responsibility. I shall ask Mr. Drummond and Mr. FitzSimons to talk with you and we will be glad to do everything we can."<sup>2.</sup>

Following the statement by the Premier a further deputation was made to the Minister for Education, Mr. D.H. Drummond. The outcome of this deputation was a recommendation by the Minister

1. (9, p.7)
2. (Ibid., p.8)

to the Premier to set up an Advisory Committee of Physical Education. The Committee was appointed and officially announced on 22nd December, 1937.<sup>1.</sup>

The Physical Education Advisory Committee held its first meeting on Friday, 31st December, 1937. The Committee was to "proceed as rapidly as possible to advise the Government in respect of the selection of a Director of Physical Education; as to suitable courses of training for teachers; and generally to take steps to organise physical education external to the Department of Education in conjunction with the Director of Physical Education when he is appointed".<sup>2.</sup>

Mr. Gordon Young, B.A., B.Sc., a Canadian with a wide experience in the field of recreation, was appointed to the position of Director of Physical Education and National Fitness in December, 1938. The Physical Education Branch of the New South Wales Department of Education was established in the following year.

The period from 1900 to 1940 appears to be little different from the pre 1900 era. Drill and calisthenics dominated a so-called physical education curriculum. In metropolitan and some country schools inter-school sport flourished through the Public Schools Amateur Athletic Association. However, this inter-school sport catered only for the few pupils who were outstanding enough in the major

1. (9, p.8)

2. (Ibid., p.9)

23.

sports to represent their schools. The introduction of a swimming scheme for schools was commendable but the appointment of Gordon Young as Director of Physical Education was the major change which was to affect the Physical Education curriculum in schools for many years.

CHAPTER 4.A PERIOD OF CHANGE

The changes which influenced physical education, as a subject embraced within the scope of education, had their origin with the appointment of Gordon Young. Mr. Young completely rejuvenated physical education with a new programme. Some of its measures included the establishment of a course of study in the theory and practice of physical education at Sydney Teachers' College, the appointment of administration officers and the consolidation of a physical education section within the department of Education.

It was due to the influence of Gordon Young that there were major changes in the attitude of the Minister and the Department towards physical education as a subject in schools. In 1941 the New South Wales Department of Education published its "Course of Instruction for Primary Schools". The Director of Education at the time was Mr. J.J. McKenzie, who stated in the Preface that, "It must not be thought that the training of the intellect and the attainment of a high degree of culture through music, art and reading are the only tasks of a teacher. A healthy body is just as essential in the scheme of things as a healthy mind. Physical education, therefore, constitutes an all-important part of a pupil's training. The physical fitness of a nation is a matter of vital concern".<sup>1.</sup>

Physical Education at this stage was to include squad drill and physical training, organised games, swimming and folk dancing.

1. (10, p.vi)

A publication produced by the Department of Education called the "Manual of Drill and Physical Training" was to be the curriculum guide for teachers in secondary boys' schools. J.J. McKenzie's statement above that "the physical fitness of a nation is a matter of vital concern"<sup>1</sup>. obviously stems from the fact that the nation was at war and so due to obvious political pressures the curriculum in physical education had to include physical fitness and the preparation for young boys in the art of military drill.

Boys were to be instructed in squad, platoon and battalion drill as well as general physical training and recreational games.<sup>2</sup>

"Broadly speaking, the object and scope of physical training are to enable the man to acquit himself as a soldier. The basis of all good service is physical efficiency".<sup>3</sup>

Squad drill included such things as:

- i. The formation of a squad, usually in three ranks with the distance between ranks being 30 inches.
- ii. Standing to attention - the heels were to be brought together without noise and without scraping the feet along the ground. The body erect, back not unduly hollowed at the waist nor the abdomen pushed forward.
- iii. Standing at ease - from 'attention' the left foot was

1. (10, p.vi)
2. (12, p. 2)
3. (Ibid., p.23)



moved 12 inches to the left and the body rested evenly on both feet.

- iv. Marching - When marching, the man will maintain the position of the head and body as directed for 'Attention'. He must be well balanced on his limbs. In slow time his arms and hands must be kept steady by his sides. In quick time the arms, which should be as straight as their natural bend will allow, should swing naturally from the shoulder, hands reaching as high as the waist line in front and rear. Hands should be kept closed but not clenched, thumbs always to the front. The legs should be swung forward freely and naturally from the hip joint, each leg as it swings forward being bent sufficiently at the knee to enable the foot to clear the ground. The foot should be carried straight to the front and, without being drawn back, placed upon the ground with the knee straight, but so as not to jerk the body.<sup>1.</sup>
- v. Saluting - from the front, side and on the march.
- vi. The diagonal march - each pupil made a half-turn in the required direction and, if on the march, moved diagonally in that direction.

Platoon and Battalion drill followed the same activities as squad drill with larger numbers of pupils.

Games and physical training were looked upon as complementary to one another. The activity side of the physical training programme was made up largely of formal exercises, highly

organised sports and informal games requiring a low degree of organisation.

Throughout the physical training lesson the teacher was to study each individual and never to lose sight of the fact that he had in his hands the power to advance or curtail that individual's development.<sup>1.</sup>

Each lesson was to be of an half-hour duration and was to begin with an introductory activity which was usually free marching. This was followed by various exercises involving most of the large muscle groups of the body. Agility, balance and breathing exercises were also included. The lesson was concluded by a relay or a ball game. Some examples of the lessons given are shown in Appendix A.

The "Course of Instruction for Primary Schools" issued in 1941 stated that the 1933 "Syllabus of Physical Training for Schools" was to be the prescribed text for the teaching of physical training. The 1933 syllabus was printed for the Board of Education in England for use in English Primary Schools.<sup>2.</sup> It gave far more scope for the initiative and intelligence of the individual teacher, and called for a higher standard of gymnastic performance on the part of the children. Emphasis was laid upon the importance of good posture both in rest and in action, and on the cultivation of agility and suppleness through active movement. Consideration

1. (12, p.23)

2. (11, p.5)

was given to a modern desire for rhythm in movement and the elimination of stiffness and rigidity from formal gymnastics. The Syllabus was intended primarily for children up to eleven or twelve years of age, but it was suggested that it may be used to advantage for children under fourteen in all types and grades of schools.

Physical training at school was to form the ground work of healthy exercise and recreation. This was to be achieved not so much by demanding the mechanical repetition of certain movements as by the appropriate application to the class, and even to each member of the class, of the method and spirit of true physical exercise as set out in a "Table of Exercises" (see Appendix B) which, though they called for attention and concentration of mind, had been carefully graded to suit the children for whom they were intended.<sup>1.</sup>

Thus the scope and conception of physical education had broadened and it had generally assumed a meaning entirely different from that implied by the old term "drill". It was recognised that an efficient system of education should encourage the "concurrent development of a healthy physique, alert intelligence and sound character."<sup>2.</sup> There is no doubt that these qualities are mutually interdependent and it is beyond question that without healthy conditions of body the development of the mental and moral faculties is

1. (11, p.252)
2. (Ibid., p.3)

seriously retarded and in some cases precluded. In a nutshell it appears that physical educators had finally discovered that healthy physical growth is essential to intellectual growth.

It was considered that "the conditions of modern civilisation with its crowded localities, confined spaces, and sedentary occupations; the increasing need for study and mental application; and the many social circumstances and difficulties which restrict opportunities for natural physical growth, all require that children and young people should receive physical training by well-considered methods devised in a moral and catholic spirit to promote and encourage the health and development of the mind and body".<sup>1.</sup>

Physical Education was to include all activities likely to minister to physical health, not only gymnastics, games, swimming and dancing, but sports, free play, walking tours, school journeys, camp, and all forms of occupation and exercise likely to create a love of open air and a healthy way of living.<sup>2.</sup> "It is especially during the period of growth, when body, mind and character are immature and plastic, that the beneficial influence of physical training is most marked and enduring; and the highest and best results of education cannot be attained until it is realised that mental culture alone is insufficient, and that physical exercise is

1. (11, p.9)

2. (Ibid., p.9)

necessary to the development of not only the body but also the brain and the character."<sup>1</sup>.

The teacher was to satisfy himself that the exercises were having the desired effect, he was to observe that the individual movements were correctly made and note whether or not a spirit of enjoyment and exhilaration prevailed.<sup>2</sup> The test of the successful teaching of physical training, as in the case of the teaching of other subjects, was to be found in the ultimate effect it had on the children.

Teachers were required to have a formal authoritative approach. It was to be an essential feature in the development of the control of a class. Commands were to be decisive and clearly enunciated. Every child must be able to hear without strain although some force was to be kept in reserve for occasions when a particularly rousing command was needed.<sup>3</sup>.

Teachers were to conduct lessons in formal exercises using numbers. "It is generally necessary to help children with the timing and rhythm of a movement. It is an advance for them to keep time and rhythm unaided. For example in 'Arms midway-stretch! 1,2.' Stretch! is the command, and at the command the exercise has to be performed whether it

1. (11, p.9)

2. (Ibid, p.36)

3. (Ibid., p.33)

is accompanied by counting or not. The counting is intended to give or remind the children of the right interval between the two actions. If however a series of movements such as arm stretching in different directions is given to test muscular control, the word 'stretch' is included in the explanation. 'Arm stretching sideways twice, midway once, to counting- 1!2!3!4!5!6!' Here the separate counts, 1!2!3! etc. are given at the will of the teacher, and each is a command".<sup>1.</sup>

It was generally recognised that organised games were a valuable adjunct to physical training in promoting health, moulding the character and developing team spirit.

For the younger children the games period consisted of a series of easy games and free activities providing training and competitive interest. Running, chasing, easy ball games and races were the main types, as in these the elements of the more advanced games are introduced in a simplified form suitable for beginners.<sup>2.</sup>

Games suggested for the older boys and girls were those in which speed of eye, foot and hand is associated with team play and co-operation.<sup>3.</sup>

The games period of 20 to 30 minutes for younger children was to be planned to include:

1. (11, p.34)
2. (Ibid., p.37)
3. (Ibid., p.39)

- i. a vigorous opening activity in which all take part.
- ii. a short period devoted to "ball sense" training.
- iii. one or more simple group games of short duration.<sup>1.</sup>

For older children the games period was to be of 30 to 40 minutes duration. The time planned somewhat as follows:

- i. 10 to 15 minutes general training conducted on free lines during which the pupils were encouraged to work at any special feature of their own play which requires improvement, e.g. running, passing, dribbling, throwing, catching, goal shooting, fielding, batting, bowling, etc.
- ii. a definite period devoted to the game or games the class was practising, and occasionally a contest in some familiar game in which the pupils could take the full responsibility of the organisation, umpiring, etc.<sup>2.</sup>

For specimen games lessons, see Appendix C.

The weekly swimming lesson was introduced into schools which were able to use local swimming facilities. It was felt that the undoubted value of swimming as an exercise for health and development entitled it to rank as part of the normal physical training of every child not medically unfit.<sup>3.</sup> In addition to its actual physical effects it served a purpose different to that of other skilled activities. Ability to

1. (11, p.49)
2. (Ibid., p.50)
3. (13, p.5)

swim was a personal safeguard in an emergency and possibly a means of saving others in danger.

The aim of swimming in schools was to produce the maximum number of good all-round swimmers, and not to concentrate on the expert attainment of a few specially apt pupils. With this in view a programme of activities was carried out at each swimming lesson (see Appendix D) so that the period spent at the baths was employed to the best advantage. Non-swimmers were not left to their own devices when learning to swim, and efforts were made to direct the energies of swimmers along channels which made for greater proficiency in swimming and life-saving.<sup>1.</sup>

The value of Folk Dancing as a school subject was now generally recognised for it had its own contribution to make to physical education in the teaching of balance, control and rhythmic action. It was suggested that a variety of exercises could be arranged and easy dances put together by using the natural movements of running, walking, hopping and skipping. It was felt that this type of dance would be more suitable for young children than set formal dances with a series of figures and complicated steps.<sup>2.</sup> It is interesting to note, however, that folk dancing was not to be included in a physical education programme at the expense of ordinary gymnastic training as it did not provide the same degree of corrective and invigorating training in posture and

1. (13, p.6)

2. (10, p.145)



34.

and general physical development.<sup>1.</sup>

The syllabus stated that "folk and national dances of various countries are the type best suited to the needs of school children".<sup>2.</sup> For types of dances suggested for schools see Appendix E.

There were no further developments in curriculum until 1953, however, in the period 1940 to 1952 we saw gradual but important changes. The drill lesson was slowly pushed into the background, physical training and the games lesson came into vogue, weekly swimming instruction was begun in a large number of schools and the new subject of folk dancing was introduced into the field of physical education.

1. (10, p.144)

2. (11, p.145)

CHAPTER 5.THE BEGINNING OF A NEW ERA

The influence of Gordon Young was again felt in 1953 when a new curriculum in physical education was issued for both primary and secondary schools.

In introducing the curriculum Gordon Young made the statement that:

"Fundamentally man is not lazy, inert or sedentary. From infancy to manhood, movement is inherent. It can be said with accuracy that we have learned and continue to learn through our physical activities.

Physical Education is education through movement. It is essential to growth and contributes to mental, social and emotional development; in fact, play continues to form a part of our interests throughout life.

Play is natural to children, particularly in the group setting: it is a continuous strand tracing the development of the race. Natural and spontaneous, it prospers better when it is organised and applied to the cultural progress of our day and to the planning for our future."<sup>1</sup>.

"Education through movement" - food for thought for all teachers and the beginning of a new era in physical education.

The curriculum was the first big breakthrough in N.S.W. for it adopted new and modern teaching methods and gave the nature and scope of physical education some opportunity to expand. It did away with authoritative methods of teaching and gave more flexibility to both teacher and pupil.

For the first time it was suggested to teachers in both Primary and Secondary schools that physical education had a number of specific aims. Aims for organic, neuromuscular, social, emotional and recreational development.

1. (15, p.7)

In organic development the aims were to contribute to the development of endurance through participation in vigorous physical activities and to promote growth through resisted muscular activity.

The aim for neuromuscular development was 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.

In social and emotional development the aims were to develop high standards of sportsmanship, fair play, self-discipline, leadership, co-operation, and other traits essential to good civic behaviour and also to provide an opportunity for social adjustments and the development of emotional control.

The aim for recreation was to provide opportunities for each boy and girl for learning healthful recreational activities.<sup>1</sup>.

The scope of physical education was to provide for:

- i) a large range of directed activities, with and without apparatus, which would bring into play the natural human skills of running, jumping, dodging, vaulting, climbing, swinging, throwing, catching and striking.
- ii) individual and group games, skill practices.
- iii) Games, contests and relays.
- iv) Rhythmic activities and dancing.

- v) Athletics.
- vi) Swimming.
- vii) Camping.<sup>1.</sup>

It was highly desirable that a teacher study the aims of physical education in relation to the activities he chose for his lesson. The more an activity contributed to the achievement of these aims the higher the place it deserved in the programme. There were three types of lessons necessary for the accomplishment of these aims. It was felt that the neglect of any one of them would result in an unbalanced educational programme.

The three types of lessons were:

- i) the Directed Activity Lesson,
- ii) the Games Lesson,
- iii) the Rhythmic Activity and Dancing Lesson.

The time allotment to each of these lessons varied depending upon the pupil and the facilities available. It was recommended however, that half of the time allocation be devoted to the directed activity lesson and the remainder equally between the other two lessons.

The directed activity lesson provided sound basis for development of the children in endurance, strength, body mobility and motor control. The type of development which if given full emphasis would achieve many of the previously stated aims of physical education.

1. (14, p.18)

This lesson could be broken up into four main divisions. The following lesson plan and time allocation was suggested.

- a) Introduction - 4 minutes.
- b) Mobilizing and strengthening - 15 minutes.
- c) Skill practices - 15 minutes.
- d) Game - 6 minutes.<sup>1.</sup>

The Introduction consisted of vigorous whole body movements which were to prepare the individual for the strenuous activities to follow. The type of activities used varied considerably but were such that the whole body processes were stimulated. Activities used for introductory purposes either required a minimum of explanation or were activities which had been taught during some previous lesson. They took the form of individual, class or group activities, the playing of vigorous games or contests, or free activity.<sup>2.</sup> Free activity as an introductory activity was growing in vogue. It consisted of allowing the pupils to commence play with any piece of equipment available, within the limits set by the teacher. This type of introduction had some value because it not only eliminated the waste of time that inevitably occurred from waiting for all the class to appear, but it also stimulated the children to quieter preparation for the lesson. For these reasons this was considered to be the best type of introductory practice if properly guided and controlled.

Mobilizing and strengthening was the core of the Directed

1. (15, p.15)

2. (Ibid., p.18)

Activity Lesson and as such was given the full complement of the time suggested, at times, at the expense of the latter sections. The aim was to strengthen the major muscle groups and develop flexibility. The activities presented were intended, through participation in the natural activities of hanging, swinging, climbing, heaving and tumbling, to cover the whole range of body movement.<sup>1.</sup> These purposeful natural activities provide a beneficial neuromuscular development not possible by other means.

Mobilizing and strengthening activities fell into four main classifications:

- i) Climbing, hanging and swinging - equipment such as ropes (inclined, vertical, paired, swinging), horizontal bar, ladders, parallel bars and Roman rings were suggested for this type of work.<sup>2.</sup> If there was a lack of this equipment a little ingenuity on the part of the teacher could usually overcome this deficit.
- ii) Heaving - this activity related to the field of heavy manipulation and was covered in skills which were applied in throwing and passing medicine balls as well as partner and group activities.<sup>3.</sup> Activities where trials of strength were involved were ideally suited for this section of the lesson.
- iii) Agility - tumbling, balancing, pyramids, individual stunts, skipping and all activities which call for alertness and

1. (15, p.24)

2. (Ibid., p.26)

3. (Ibid., p.29)

contain controlled and co-ordinated body movements were within this part of the lesson.<sup>1.</sup>

- iv) Vaulting - it was here that the exciting and exhilarating activities connected with the springboard and box were given full scope. All variations of vaulting, with and without the springboard were co-ordinated in an even progression of activities.<sup>2.</sup>

The Skills Practices part of the lesson was directed towards the development of the skills in recreational games and national sports.<sup>3.</sup> The allotment of fifteen minutes for this section allowed ample time for a sound scheme of development of the neuromuscular skills pertaining to these. The instruction was to emphasise correctness in operation at all times. Skills were analysed and then built up from their basic principles to the culmination of perfection in operation. The skills practices section was devoted to giving all children a thorough grounding in the basic skills relating to sports. It was hoped that this progressive practice would result in more participation, greater enjoyment and higher proficiency in the major team games played during the sports afternoon as well as in the team games of the games lesson.

The fields of throwing, catching and fielding, striking, kicking, heading, running and jumping were to be given a complete coverage.<sup>4.</sup>

1. (15, p.30)
2. (Ibid., p.32)
3. (14, p.40)
4. (Ibid., p.42)

The short period of time allowed for the game section of the lesson meant that it must be devoted to games of short duration. These were chosen to suit the play interest development of the groups. They were to be conducted so that full allowance was made for social, emotional and character development of the children. Unfortunately this is the section of the lesson which led to its eventual downfall and its replacement by the Gymnastics lesson. The reasons for this are explained in the following chapter.

The Directed Activity lesson demanded a new approach to teaching. Although in some cases it was possible to teach all pupils the same activities simultaneously, the majority of teaching, especially in the mobilizing and strengthening and skill sections, demanded the use of groups. Effective working groups provided opportunities for the extensive practice of skills and saved time. It also allowed the teacher to concentrate on the activity which needed his attention as well as making the lesson more enjoyable. Group work was to provide the ideal situation for the learning of co-operation, loyalty, leadership, fair play and the other essentials of good civic behaviour.

The Games lesson provided an opportunity for vigorous activities that develop general body fitness. Games situations provide excellent opportunities for the development of desirable character and personality traits as well as being a healthy mode of self-expression.



The suggested break up of the time allocated for the games lesson was:

- i) Introductory activities - five minutes.
- ii) Skill practices - fifteen minutes.
- iii) Game - twenty minutes.<sup>1.</sup>

Introductory activities followed much the same pattern as for the Directed Activity lesson. It was desirable, however, that the activities used be as closely associated as possible with the games and skills taught during the remainder of the lesson.

Skills practices was concerned with the teaching and practising of the skills which were to be used in the game that followed. It was expected that the time allotted to this phase of the lesson should be devoted to a scheme of concentrated teaching, which meant that equipment must be fully utilised. For example, in a passing skill the allocation of one ball to a pair will allow much more practice than if the ball is passed around a circle of players. Besides which the concentration of the pupils in the former would be more intense and consequently result in a better performance.

The Game consisted of either a group or class type and varied in difficulty according to the age and experience of the class. The choice of games was an important feature of preparation and was decided on the appeal and suitability of the activity to the development of the pupils. During the

1. (15, p.83)

game, full opportunity was taken of the teaching moments which always occur. That is, positional play, tactics and rules should be inserted in the game as the need and opportunity arises. Adequate opportunity was to be provided for social development during the games. The desirable features of sportsmanship, fair play, self-discipline and other essentials of acceptable civic behaviour were to be continually encouraged.

It is natural that boys and girls are interested in the national games and other games of high organisation. It is also natural that they express an ardent desire to play them. Moreover, it is desirable that all such games be introduced and taught during the child's school life. However, before such games are taught a certain degree of skill must have been previously acquired, otherwise they tend to become tedious. The teaching of a major game is an intricate procedure, the rules are long and complicated, the skills are difficult and the tactics are involved. All these factors cannot be taught at the one time and it is to the credit of the designers of the games lesson that they turned to what are called minor or lead-up games.

Minor or lead-up games are simplified versions of the major games. They are relatively easy to learn, the skills employed are taken from the games they lead up to and the rules are very similar. Because these games are simple to play, and need very little explanation and the skills involved are within the capabilities of the beginner they prove most enjoyable. Thus while these games with their simplified skills, rules and

tactics, are being played, a sound basis is being laid for the major games which will follow. Other advantages of the minor or lead-up game is that the equipment and facilities can be adjusted to the game. The rules are not fixed and the teacher may alter them to fit the particular circumstance that arises. Often it is impossible in school to provide the facilities for the recreational games which should be taught. It is possible, however, by the teaching of a large variety of lead-up games to provide a sound basis for these games. Thus, during school hours, or in later life when the opportunity does occur for participation in major games, learning time will be reduced to a minimum because of the correct habits and skills acquired during these minor or lead-up games.

"Dancing lessons aim to give children opportunities for expression of happiness, as well as teaching them to move with ease and grace, to develop their sense of rhythm, and to help them acquire social confidence".<sup>1</sup>. The curriculum aimed to achieve this aim by two different types of lessons (i) the Rhythmic Activity lesson and (ii) the Folk Dance lesson.

In the Rhythmic Activity lesson, while enjoyment was the keynote, specific teaching in movement, rhythm and expression was to be given. Teachers were to strive to develop in the children: a sense of space and direction which would give them an awareness of the various space levels immediately surrounding the body and the ability to travel in many different directions;

1. (15, p.146)

a sense of time and mood of music and therefore a capacity to move at the time required and in the way indicated by the music; a sense of balance which is an ability to transfer the weight of the body smoothly and in different planes; and finally a sense of design so that they would have an appreciation of the harmony of line in relation to the individual body and to group patterns.<sup>1.</sup>

The Rhythmic Activity lesson followed a set time plan;

- a) Introductory Activities - four minutes.
- b) Development of mobility and grace - twenty minutes.
- c) Free expression, group dances or folk dances - six minutes.<sup>2.</sup>

Introductory activities were to set the tone of the lesson, the children were first given stimulating activities based on steps which had been previously taught. This was followed by the teaching of a new step or steps.

The development of mobility and grace part of the lesson required that at least one movement from each of the following three sections be included:

- i) Trunk and shoulder girdle. This section included whole body activities which aimed particularly at developing the fluency and ease of trunk and shoulder movements.
- ii) Hands and arms. When the whole body moves the hands play an integral part. This section aimed at developing the mobility and grace of arm movements, for which, it

1. (15, p.146)

2. (Ibid., p.147)

was observed, supple wrist and hand actions were indispensable.

- iii) Feet and legs. Good footwork is the basis of dancing and while it was stressed at all times, particular attention was given to it in this section of the lesson.<sup>1.</sup>

The Folk Dance lesson contained simple traditional folk dance from all countries. A wide selection was possible from English, Scottish, Irish, American and European dances. Every opportunity was to be taken to give boys and girls the social benefits which are derived from their dancing together.

Teachers were to aim for: light, controlled footwork and easy, graceful carriage; a faithful presentation of the steps and patterns which characterise the particular dance; and the acquisition of correct technique without sacrificing the spirit of the dance.

It was suggested that an explanation of the background of a folkdance, of the country and people from whom it was derived would help the class to enter into the spirit of the dance and give an added interest in its performance.<sup>2.</sup>

As with the Directed Activity lesson, Games lesson and Rhythmic Activity lesson, the Folk Dance lesson also followed a set plan:

- a) Introductory activities - four minutes.
- b) Teaching the new dance - twenty minutes.
- c) Revision of known dances - six minutes.

1. (16, p.138)  
2. (Ibid., p.139)

Introductory activities followed the same pattern as in the Rhythmic Activity lesson.

The teaching the new dance section could be taught by three different methods. The "whole", "part" or "progressive-part" method.

The "whole" method was used in the teaching of simple dances and in teaching able children, who could easily combine the steps and patterns, to form the dance.

The "part" method worked well in the teaching of dances which consisted of only two parts and no difficult dance steps. Each part was taught separately and then integrated.

The "progressive part" method was used in the teaching of dances which consisted of more than two parts. In the case of a dance consisting of, for example, three figures, the first and second are taught separately and are then combined. The third figure is next taught, the second and third are then joined and finally all three are combined. A fourth or fifth part would be joined in a similar manner.<sup>1.</sup>

The final six minutes of the lesson was taken in revising dances which had been taught in previous lessons.

It was recognised by the curriculum planners that rhythmic activity and dancing were enjoyable to children and therefore an acquisition to the physical education curriculum. It was also recognised that many of the aims of physical education were being satisfied in dance and rhythmic activity lessons. They developed co-ordination of movement, good footwork, poise

1. (15, p.148)

and grace; gave confidence, developed social qualities and had beneficial physiological effects on children. The important aspect of correlation with musical training was also recognised. A sense of time, pitch, space consciousness, and the capacity for self-expression, could be developed through activity to the accompaniment of percussion or other musical instruments.

As in the previous 1941 Curriculum weekly swimming classes were to be established in all schools which were able to make use of the swimming facilities in their locality.

A number of swimming activities were suggested for use by teachers at these swimming classes. They included an instructional segment for non-swimmers, scientific swimming, diving practice and water games for swimmers and competitive races for advanced swimmers.<sup>1</sup> A specimen programme of swimming lessons is shown in Appendix F.

School camping was conducted by the Department utilizing the facilities of the National Fitness Council. Camps were established at various sites within New South Wales and were in operation throughout the year.

The aims of the camping programme were:

- i) To provide some essential experiences which the normal school situation and modern social conditions do not always give.
- ii) To improve the health of campers, through selected activities such as gymnastics, games, swimming and

1. (14, p.54)

bushwalking, and through observance of the rules of health respecting sleep, cleanliness, diet, sunshine and fresh air.

- iii) To educate children for leisure, by giving them a wide experience of arts, crafts and games.
- iv) To provide, through the intimate living conditions of camp life, positive training in social living and to develop a sense of responsibility, self-reliance and initiative.
- v) To develop an interest in and appreciation of Australian flora and fauna both with a view to its conservation and preservation and for personal satisfaction.<sup>1.</sup>

The curriculum in physical education introduced by Gordon Young operated until the mid-sixties and was a vast improvement on previous curricula. Children were guided in activities and recreations based on their normal activities and natural play tendencies. Activities which to them had a meaning and which at the same time allowed adequate opportunities for mental and social training, self expression and enjoyment. This new approach to the subject gave much more freedom and scope for enterprise to the teacher, but it also demanded greater research and initiative in the planning of the school physical education programme.

1. (14, p.57)



FURTHER CHANGES TOWARDS BETTER PHYSICAL EDUCATION

The introduction of the Directed Activity lesson in 1953 was one of the major changes in the curriculum. However, whilst the lesson achieved many of the stated aims of physical education and provided a sound basis for the development of children in endurance, strength, body mobility and motor control, it was a lesson which apparently troubled teachers in its operation.

I cannot locate any material which states the actual reasons for the replacement in 1965 of the Directed Activity lesson with the Gymnastic lesson. I can only surmise from my own experience what these reasons may have been. Firstly the Directed Activity lesson was completely "directed". The teacher directed children, usually by demonstration, to do this exercise or perform that skill. Little imagination was needed by the teacher and little or no emphasis was placed on the creative ability of children. Secondly, the lesson was partitioned into time segments; introduction - four minutes, mobilizing and strengthening - ten minutes, skills practices - ten minutes and game - six minutes. This must have frustrated both teacher and pupil, particularly when some interesting or stimulating part of the lesson had to be cut short because time was running out. Finally, it has been my experience that a great percentage of teachers were either lazy or could not see the value in the mobilizing and strengthening and skill practices sections of the lesson. Some could not see any

sense in having an introductory activity. Consequently the six minutes set aside for the game grew until it became the whole lesson. On numerous occasions when visiting schools I have seen a class participating in a game of softball. When the teacher was asked what kind of lesson he was teaching he would invariably say, quite seriously, "It is a Directed Activity Lesson".

It is my opinion that for these reasons the Directed Activity lesson was replaced by the Gymnastics lesson in the 1965 Syllabus.

"Organised physical activity provides the teacher with a medium for the development of physical and social skills in the young child. Traditionally, schools have used this medium to develop an 'esprit-de-corps' in the life of the school, to contribute to the happiness, self-discipline and social training of the child, and to provide an outlet for his natural exuberance and energy"<sup>1</sup>. - such were the thoughts of the authors of the 1965 revised "Curriculum for Primary Schools - Physical Education". Thoughts which were by no means new or revolutionary but provided the basis of a syllabus designed to achieve the following worthwhile aims:

1. To help children develop skilful control of their bodies by -
  - a) introducing a wide variety of challenging activities;
  - b) teaching the techniques necessary for the efficient performance of these activities;

- c) creating an awareness of their own capabilities;
  - d) fostering an appreciation of the mechanics of skilled movement;
  - e) providing every opportunity for practice.
2. To help children enjoy recreational physical activities by-
- a) teaching the required skills and techniques;
  - b) providing opportunities for participation;
  - c) developing those attitudes, habits and social skills which lead to active participation.
3. To help children use physical activity as a means of expression by -
- a) stimulating individual and group interpretation of ideas and feelings;
  - b) providing acceptable opportunities to satisfy the desire for physical activity.<sup>1</sup>.

Aims 1 and 2 were similar in many respects to those stated in the 1953 curriculum. Aim 3 "to help children use physical activity as a means of expression" was something new and worthwhile as an addition to the aims of physical education. However, I hasten to add that many teachers with vision and interest in the children in their charge had been satisfying this aim for many years previous to this new publication.

Children express themselves spontaneously in movement. Opportunities for expression occur either naturally in children's free play or in lessons where children use movement

1. (17, p.87)

to interpret ideas and feelings. Lessons which provide an opportunity for development of expression need to be related to the children's experience. An understanding of the simple conventions of movement as an art form can be developed through mime, gymnastics, dance and imaginative games.

The development of expression requires the application of the educational principles involved in art, written expression and similar lessons. This implies the stimulation of ideas or feelings, an understanding of the conventions peculiar to the medium, practice in the medium, and the organisation of ideas into an intelligent pattern.

This form of expression has a natural correlation with subjects such as drama, social studies, literature, art and music.

In order to achieve the aims of physical education, a balanced programme of gymnastics, dancing, games and athletic activities was required.

Every lesson was to follow an effort curve pattern in which the activities presented required a gradual increase of physical effort until the culminating point was reached. Following this, there was to be a tapering off in the intensity of the physical demands of the lesson.

The physical education lesson was based on the concept that skilful control of the body is essential for competence in physical activities. This control was dependent upon the acquisition of skilful movement and development of the

necessary physical powers.

The skills required were either natural movements such as jumping, running and climbing or conventional movements such as the waltz step in dancing or the forward defence stroke in cricket.

The principal objective of the gymnastics programme was to develop skilful control of the body through a wide variety of whole body movements which challenge the abilities of each child. To achieve this objective activities based on the following movements were to be selected.

1. Skills such as balancing, springing and landing, vaulting and tumbling.
2. Strength activities such as climbing, swinging, lifting, carrying, pushing and pulling.
3. Endurance activities such as running, dodging and skipping.
4. Flexibility activities such as stretching, twisting, curling and bending.<sup>1.</sup>

The material for the gymnastics lesson was to be organised in three sections, namely:

Section 1 - Introductory Activities.

Section 2 - Activities for the development of gymnastic skills and physical powers.

Section 3 - Concluding activities.<sup>2.</sup>

A suggested lesson plan is shown in Appendix G.

Concluding activities were to be selected to round off the

1. (17, p.129)
2. (Ibid, p.129)

lesson and calm the children in preparation for their return to the classroom. Simple activities such as a posture check, deep breathing or balancing activities were suggested.<sup>1.</sup>

Basically the Games lesson, suggested in this 1965 syllabus, was the same as suggested in the previous 1953 syllabus. There were two important changes however:

1. There was no suggestion whatsoever of partitioning the lesson in definite time segments. This gave teachers the opportunity to utilise the time so that the children would derive the greatest benefit.
2. As was the case in the Gymnastics lesson a concluding activity was suggested to round off the lesson and calm the children in preparation for their return to the classroom.

The Dance lesson replaced the Rhythmic Activity lesson. The principal objectives were the acquisition of the basic skills of dance and their use in folk dance and the individual creation of movement sequences.<sup>2.</sup>

The lesson began with an introductory activity which followed the same pattern as that of the Gymnastic and Games lessons. Activities for the development of basic dance skills followed and included the conventional steps of folk dancing and all other continuous movements governed by a set rhythm. The next section of the lesson was called "dance making", and was aimed at helping the child express his ideas and help him

1. (17, p.111)
2. (Ibid., p.117)

communicate his thoughts. Instead of words colour or sound the medium of expression was movement. It was an attempt to have the child think and discover for himself and not to learn merely through imitation. Dance-making contrasted sharply with previous curricula which emphasised "learning dancing". In the second case the teacher did the complete planning and direction of the procedure. Children had no opportunity to invent patterns or explore space and movements. In dance-making the teacher was to guide the children, help them make their own patterns or perform their own expressive movement.

It is just as important for children to enjoy a rich experience in movement as it is in language. In English, for example, the child is encouraged to widen his vocabulary, to use language flexibly and to write and speak expressively. In movement-experience the child should become familiar with traditional set patterns such as the waltz or polka. However, he should also use his body easily and gracefully, he should have opportunities to explore space, time and power. In English the teacher recognises that there are many ways of learning; in dance-making there is a place for learning from others, for learning by exploration, for learning by repetition, for creating for one's self.

In November, 1969 the Secondary Schools Board approved a new curriculum in physical and health education for secondary schools. The aims of this curriculum were "to promote a desire in each individual to strive for, achieve and preserve

the maximum physical mental and social well-being of which he is capable; to encourage the growth of necessary health practices and attitudes; to induce co-operation by group activities; to teach the basic physical and social skills required for this co-operation; to prepare the child for leisure periods during his schooldays and in later life, and to foster a sense of personal responsibility for the creation and maintenance of a satisfactory physical, emotional and social environment within the community."<sup>1</sup>.

The curriculum set out a number of "needs" in physical education. There were six in all.

1. The need for development of skills fundamental to movement.<sup>2</sup>.

This need required an understanding of the roles of the skeletal and neuromuscular systems in movement. It required an understanding of mechanical laws and of the relationship of inherent patterns of co-ordination in so-called voluntary movement. This aspect offered many opportunities for the practical application of subject matter in other areas of science and its application in everyday life.

2. The need for vigorous physical activity in order to promote optimum growth and development.<sup>3</sup>.

Development here implied the acquisition of movement skills and attitudes towards physical activity.

1. (18, p.1)
2. (Ibid., p.2)
3. (Ibid., p.2)



Physical exercise places demands on the human organism and effects human growth and development. It is important in modern living to provide opportunities and situations inducing physical stress beyond the minimum produced in normal life, as the day-to-day opportunities for physical effort are becoming less and less. The curriculum recognised the importance of the development of this "potential to undergo physical stress" to provide regular opportunity for exercise.

3. The need for movement as a means of communication.<sup>1.</sup>

Feelings are frequently expressed in movement and posture. Such expressions have been highly developed in the graphic arts, in dramatics and in dance. Personality and physical well-being are often reflected in the manner of individual movement. This area of communication also provides opportunities to relate it to art, music and social studies.

4. The need to prepare for leisure.<sup>2.</sup>

The motor skills developed in the physical education programme should stimulate the individual to seek the enjoyment of continued physical activities throughout life. Therefore, the school curriculum should provide for the development of physical skills which in addition to their usefulness in life's daily activities, also encourage participation in leisure activities at all ages. In

1. (18, p.2)

2. (Ibid., p.2)

view of increased leisure time the curriculum provided for pupils to have an opportunity for participation in as wide a variety of activities as possible.

5. The need for social adjustment through group activities.<sup>1.</sup>

Socially acceptable behaviour and social skills required in human relationships may be developed, in part, through participation in games and sport and physical education activities involving co-operative endeavour and group interaction. It was felt that these activities might engender an interest in community affairs.

6. The need for personal evaluation of progress and development in physical growth and skills by the pupil.<sup>2.</sup>

The curriculum recognised that interest in his own body and practical evidence of its growth and development are common to every child. Such interest provides motivation for many aspects of a physical recreation programme and stimulates wholehearted and effective participation.

The curriculum also stated some objectives in physical education. These were:

- a) To introduce pupils to a wide variety of challenging group and recreational activities and to teach the skills necessary for their efficient performance.
- b) To help pupils become aware of their own capabilities by

1. (18, p.2)

2. (Ibid., p.3)

systematic, objective measurement of growth and physical progress.

- c) To lead pupils to an appreciation of the influence of body mechanics on posture during movement and when stationary.
- d) To provide pupils with every possible opportunity for free practice of the activities introduced during lessons.
- e) To teach skilled physical movement and creative self-expression.
- f) To stress and encourage attainment and appreciation of good standards of performance in gymnastics, games and dance.
- g) To stimulate recognition of movement as an art form.
- h) To provide education in the constructive use of school and post-school leisure time.
- i) To encourage development of sportsmanship and other socially desirable forms of behaviour in co-operation with others.
- j) To use field days, relay meetings and displays of group work to the benefit of all and not for a selected few.<sup>1.</sup>

Accepting the implications of the above statement of objectives the areas of the physical education syllabus were defined as shown in Appendix H.

It is gratifying to note that this curriculum contained a definite fitness component. Physical education lessons, with the exception of periods devoted to social dance, were, in general, to contain a personal fitness component, during which every child should experience vigorous physical activity.

While all teachers were encouraged to develop their own forms

1. (18, p.3)

and patterns for this section of the lesson, it was suggested that the aims of the curriculum would be met by the following examples of fitness training:

- a) The 5BX and 10 BX plans.
- b) The Presidential Fitness Campaigns' plans.
- c) The various forms of circuit training.
- d) Basic work-outs related to the major section of the lesson being taught.<sup>1.</sup>

For the first time strong emphasis was placed on the development of "fitness awareness" by every pupil. "If the desired state of fitness was to be achieved the physical education programme had to be supported by the personal daily activities of each individual".<sup>2.</sup>

The Department of Education began an intensive swimming scheme for schools on an experimental basis as early as 1954. However, it was not until the early sixties that the scheme was accepted and had extended to include the Sydney, Newcastle and Wollongong metropolitan areas.<sup>3.</sup>

The aim of the special swimming scheme is to offer the child the opportunity to learn to swim and to acquire an understanding of safety in the water. To achieve this purpose children attend classes at a nearby pool for ten consecutive school days. The classes are of forty five minutes duration and children are taught the following skills:

- 1. (18, p.9)
- 2. (Ibid., p.1)
- 3. (22, p.1)

1. floatation and water confidence
2. kicking
3. freestyle stroke
4. backstroke, breaststroke, butterfly and lifesaving strokes
5. methods of water safety.<sup>1</sup>.

For many years previous to the introduction of the special swimming scheme it had been the desire of the Department of Education that every boy and girl be taught to swim. This was the first time that something constructive was developed to attain that desire. Swimming is an important component of the physical education programme. It is considered one of the most valuable and most enjoyable forms of physical exercise. It stimulates all the muscles of the body, without nervous strain or tension and develops self-confidence and endurance. Every child should be able to swim safely and with confidence or his education is incomplete. The special swimming scheme gave Principals of schools the opportunity of satisfying this area of the curriculum by sending children to a local pool to be instructed by Departmental Teachers with special training in the teaching of swimming.

1. (23, p.1)

CHAPTER 7.THE MODERN ERA

Many changes in educational thought and practice have occurred as a result of new discoveries about child growth and development. Some of these discoveries are:

- i. the different mental and physical growth rates of individual children
- ii. variety of interests and abilities among children
- iii. the child has something to "give". He does not possess a "blank tablet" mind. He is not passive or lazy, either physically or mentally. He is active in thought and deed all his waking hours. He has, for example, a natural urge to explore his own body's potential - what he can do and how he can manipulate his environment.<sup>1.</sup>

Modern classroom practice has been modified to take account of these new facts. Perhaps I should put new in inverted commas, because back in the fifties English physical educators searched for and found a means to teach physical education in a manner consistent with modern educational thought and practice. Physical education was taught using a more creative, exploratory or limitation approach. The observation and analysis of movement made by Rudolf Laban revolutionised the teaching of dance and gymnastics in England.

Laban was born in Czechoslovakia and first became

1. (19, p.1)

interested in his own country with the uneconomical use of movement in industry. His research and analysis took place in Paris as he observed all aspects of human movement. After the Second World War, Laban went to England and established in Manchester "The Art of Movement Studio". Here his analysis of movement was applied expressively in the form of dance. Briefly his philosophy states that there are fundamental qualities underlying all movement irrespective of the practical purpose for which the movement is used. These fundamental qualities are four basic elements otherwise known as Motion Factors - Time, Weight, Space and Flow.<sup>1</sup>

It soon became evident that the fundamental principles of movement which Laban had defined were indeed basic to all forms of movement and therefore applicable in all branches of physical education. A period of experimentation followed during which the seven different Physical Education Colleges in England applied these principles of movement in varying ways to gymnastics. A system of Educational Gymnastics has now been adopted extensively throughout Great Britain.

"General movement experienced by itself will not automatically or directly equip anyone for the specific skills required in any other sphere of activity, but anyone who has had a thorough training in present-day gymnastics can approach new skills with an alert and aware understanding because they have participated in a versatile experience of movement, and understand the qualities needed in the new situation. Set

1. (20, p.29)

exercises, on the other hand, may mobilise joints and strengthen muscles but they teach little about the control of motion, and they give no scope for the use of initiative and neither opportunity nor stimulation for discovering how to do things."<sup>1</sup>.

In the late sixties and early seventies N.S.W. schools were beginning to catch up and use these methods. In the more progressive schools of N.S.W. teachers are following the limitation approach and are teaching Educational Gymnastics and Creative Dance.

The limitation approach has many advantages, some of which are:

- i. by allowing the child to experiment and explore and solve his own movement problems, he is more likely to become the thinking, self-reliant and self-disciplined youngster we would want.
- ii. utilization of the child's natural desire to invent and explore means motivation is no problem. Disciplinary problems are few while interest is high.
- iii. because this method does not demand that all children produce the same answer or movement response, it allows for individual differences of physique and physical ability. The poorly skilled child is not frustrated by tasks that are beyond him, nor is the well-skilled child held back.
- iv. the goal of such a method is to better one's achievements rather than compete with other children. Competing with

1. (20, p.12)



others brings satisfaction to very few children in a large class.

- v. this method ensures that the children learn about the "how", "what" and "where" of movement.
- vi. the question of safety is often raised in connection with any movement lesson. For two reasons, it seems that this lesson is safe:
  - a) it allows each child to work at his own level of ability. Thus children are not forced to perform skills that they are not ready for.
  - b) the overwhelming majority of children can judge their own physical limits and not rush into an activity beyond their capacity.

Some possible pitfalls of the limitation method include:

- i. the stressing of variety for variety's sake. Whilst the idea is important, the physical objectives of gymnastics or dance must never be lost sight of.
- ii. similarly, children may not perform the more difficult skills of which they are capable.

Lessons in educational gymnastics and creative dance are usually based around a Theme - "a theme being one movement idea studied and developed throughout the lesson".

Problems and Tasks are set which relate to the theme.

Lessons are divided in three parts:

- i. Introductory - the lesson begins with activity and provides the transition from more formal lessons. The aim should

be quantity of movement.

- ii. Movement Training - this is designed to give an understanding of the theme. Management and control of the body is worked out freely on the floor, ideas which can later be applied to apparatus.
- iii. Climax - a rounding off of the tasks set during the lesson. In Education Gymnastics it may be applied using apparatus. The movement experiences gained in the earlier part of the lesson are applied to the apparatus available.

A lesson plan with the theme "Learning to Receive and Transfer Weight" is shown in Appendix I.

CHAPTER 8.THE FUTURE

Shorter working hours and more time available for leisure activities may force educational planners to examine our whole concept of education. It may be that the so-called "fringe subjects" taught in our schools may become the most important in a child's education for future living. If we ask ourselves how much of the mathematics or science we still remember from school, or how much of it does the average person really use in everyday life? - we may see this point more clearly.

The so-called "fringe subjects" such as music, drama, the creative and performing arts, health, physical education and recreation, may become the most important in our search towards the "good life".

Physical education might eventually be considered the most important subject done at school. Everything we do involves movement, from the small movements of the eye and hands to the large whole movements associated with our work, daily habits and recreation. It is important that people learn how to move efficiently, how to play, how to use skills, and how to relax. It is important for people to learn the why of physical activities towards better use of vast amounts of leisure time.

Obviously it matters little how much a person has learned in mathematics, science, or history if he loses his life or health because he lacks the concepts or knowledge necessary

for making wise choices and intelligent decisions for safe and healthful living. If a person drowns, or is in a poor state of mental and physical fitness - or later dies of heart disease, he hasn't much chance of using his talents and abilities in the future. Physical education may indeed have a meaningful contribution through preventative medicine and in our schools, towards prolonging the life and happiness of every individual.

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APPENDIX

The following Appendices cover the various types of Physical Education lesson suggested to teachers in the numerous curricula issued by the Department of Education since the early part of the Century.

Appendix H is a copy of the areas of physical education suggested in the 1969 syllabus.

APPENDIX A

MANUAL OF DRILL AND PHYSICAL TRAINING

EXAMPLES OF LESSONS

LESSON 1.

Introductory - Free Marching. Change to Double March.

Leg Exercise - Heels raise with Knee bending.

Neck Exercise (Cross-legged Sitting) - Head bending backward.

Arm Exercise (Horizontal Kneeling) - Arm Bending.

Co-ordinating Exercise - Swing Step with hand clapping in front and behind.

Lateral Exercise (Feet Close, Neck Rest) - Trunk turning to Left and Right.

Balance Exercise (Knee raised) - Leg changing with a jump.

Abdominal Exercise (Back Lying) - Hug l Knee, Quick Leg Changing.

Dorsal Exercise (Astride) - Quick Trunk bending downward with a two light hand beats on the floor and trunk stretching upward with one handbeat on sides.

Agility Exercise - Through Vault in threes.

Breathing Exercise.

GAMES.

Relay - Jump the Stick Relay.

Ball Game - Bomb the Centre.

Miscellaneous - Swat Your Neighbour.



LESSON 2.

Introductory - Skip Jump with a rebound.

Leg Exercise (Knees Full Bend, Hands on Knees) - Knee Springing.

Neck Exercise (Cross-legged Sitting) - Head bending with Head turning.

Arm Exercise (Arms sideways) - Arm swinging downward to slap the sides and back to sideways.

Co-ordinating Exercise - Two skip jumps with a rebound followed by two Astride jumps with a rebound.

Lateral Exercise (Feet Astride. Arms Bend) - Touch Toe with opposite Hand. Free Hand on the Back palm facing upward.

Balance Exercise (Knee Raised) - 1 Leg forward, stretch 2 Leg lower.

Abdominal Exercise (Back Lying, Knee Raised) - Cycling.

Dorsal Exercise (Astide. Arms downward. Trunk forward) -

Rhythmical Trunk pressing downward to touch floor between the legs.

Agility Exercise - Upward Jump in threes.

Breathing Exercise.

GAMES.

Relay - Wheel Relay.

Ball Game - Army Ball.

Miscellaneous - Freight Train Tag.

LESSON 3.

Introductory - Change between marching, marching on Toes, and marching on the Heels.

Leg Exercise - Heel raising with quick Knee bending.

Neck Exercise (Cross-legged Sitting) - Head dropping forward and stretching backward.

Arm Exercise (Foot forward, 1 forward grasp, 1 across bend grasp, Trunk turned) - Sawing from pairs.

Co-ordinating Exercise - Skip Jump with a rebound landing in Crouch position on every 4th count.

Lateral Exercise (Astride Long Sitting) - Arms sideways raise.

Touch Toe with opposite Hand.

Balance Exercise (Knee Raise, Upward Bend) - Leg stretch backward with Arms upward raise.

Abdominal Exercise (Back Lying) - Lift one Arm and Kick the Hand.

Dorsal Exercise (Crouch) - Knee stretching.

Agility Exercise - Hurdling over ropes.

Breathing Exercise.

GAMES.

Relay - Skin the Snake Relay.

Ball Game - Run and Throw Back Relay.

Miscellaneous - Heads and Tails.

LESSON 4.

Introductory - Dodge and Mark.

Leg Exercise - Heels Raise and quick Knee Bending and Arms swinging upward.

Neck Exercise (Cross-legged Sitting) - Head bending sideways.

Co-ordinating Exercise - Astride Jump to four counts followed by two Skip Jumps with Leg parting and rebound.

Lateral Exercise (Astride, Hands on Hips) - Trunk and Head turning with single Arm swinging sideways.

Balance Exercise - Knee raise and Leg stretch backward with Arms raised sideways and upward.

Abdominal Exercise (Back Lying) - Head and alternate Knee raise to touch Knee with Forehead.

Dorsal Exercise (Astride, Trunk Downward, Ankle Grasp) - Rhythmical Trunk pressing downward.

Agility Exercise (Side Standing) - Skip jumping with rebound from side to side of a rope.

Breathing Exercise.

GAMES.

Relay - Over the Legs Relay.

Ball Game - Circle Ball Passing.

Miscellaneous - Robbers and Soldiers.

APPENDIX BSYLLABUS OF PHYSICAL TRAINING FOR SCHOOLS 1933TABLE OF EXERCISES

TABLE 1.

## Introductory Activity.

1. Free running, at signal teams run to corners and stand, (crouch, stand on one leg holding foot behind, etc.) on a chalk line. Teams run and change places as names are called.
2. Chase a coloured braid, carried by a leader. (In groups with a leader to each group.)  
  
Brisk walking anywhere, at signal, join hands with a partner and skip round.
3. Running (galloping horses, riding bicycles, giant strides, etc) across playground and back. Free running change to walking, and walking on heels or toes.
4. Free skipping, at signal Duck walk, at next signal skip again, etc.

Big A. Little A.

## Rhythmic Jump.

1. Running on the spot to 8, spring step to 8. Repeat several times.
2. Astride jump, crouch with finger support on 8th count.  
(Jump up and repeat.)
3. 8 gallop steps to the right, 8 to the left, and 8 skip jumps on the spot, turning round about. (Free formation, or in lines or rings.)

TABLE 2.

- a) Head dropping forward and stretching upward. (Cross-legged sitting, holding toes,) Trunk rocking backward to touch floor over head with toes and back to cross-legged sitting. (Astride) Trunk bending downward with hands behind knees, pulling head between knees.

With hands behind knees, Trunk downward - bend! With unrolling Trunk upward - stretch !

- b) (Feet close, Cross-legged sitting) Head turning from side to side. (Feet - close ! With crossed legs - sit !) Head to the left - turn ! To the right - turn ! etc. Forward - turn !

(Cross-legged sitting Quick changes to astride long sitting. Later, add ankle bending and stretching in long sitting position.)

Crouch jump (Rabbit Hop) on the spot.

- c) (Astride) Trunk bending downward to grasp one ankle with both hands.

(Crouch, Hands not too near feet) Run on the spot, keeping hands still. (Head up. Lift legs high).

TABLE 3.

- a) (One arm sideways, supported at wall). Single arm circling first slowly, then quickly.

- b) (Arms sideways) Arm swinging downward slapping the legs and sideways in one movement.

(Arms sideways - raise !) Slap the legs and up again - go !

(Crook sitting, Back to wall) Single arm swinging forward - upward to touch wall).

TABLE 4.

- a) Skipping in team rings, at signal form one ring with hands joined. (One foot forward, heel level with the other toe) Knee full bending and stretching with knees forward. (Several times. Bring back foot forward and repeat). Walking sideways, on the toes and gallop step sideways alternately.
- b) Free galloping, at signal run on the spot with knees high, stop in hug the knee position. Repeat several times. One arm sideways, supported at wall. Informal leg circling in one count. (A big swing of the leg.)
- c) (In twos, with both hands joined) Free gallop step, changing direction at signal. Skip jump, down to knees full bend on given count. Hands on knees, knee springing. Placing hands on ground, jump up and repeat whole.
- Take a partner and join both hands. Gallop step, changing direction at the whistle, to the left - go ! Stop ! Skip jump, down to knees full bend on the 6th (5th or 4th) count - go ! Hands on knees - place ! Knee springing - begin ! Stop ! With a jump stand - up ! Repeat gallop step, to the right - go ! etc.

TABLE 5

- a) (Astride) Head and trunk turning from side to side. With a jump, feet astride - place ! Head and trunk to the left - turn ! As far as possible to the right - turn ! etc. Trunk forward - turn !

80.

- b) (Feet close) Trunk turning and bending downward with bent knees, to tap the floor behind heels as far back as possible and up again. (Repeat several times to each side.)
- c) (Crook lying) Single leg raising (as high as possible.)  
(Feet close, Arms forward, Fists touching) Drawing the bow.

APPENDIX C

SYLLABUS OF PHYSICAL TRAINING FOR SCHOOLS 1933.

SPECIMEN GAMES LESSONS

20-30 minute period. Children 7-8 years of age.

Lesson 1.

- i) Galloping to one end of playground and back.

Running, crawling or Rabbit hop race (all or half the class at once).

- ii) Running and Bouncing a ball (free practice, a ball each).

Running Circle Catch bean bag (groups of 6)

or

Throwing and Catching with partner.

- iii) Catch your partner's tail

or

Tom Tiddler.

Lesson 2.

- i) Free Crow hop, on signal Teacher chases class to the boundary.

Jump the swinging rope, or skipping, bowling a hoop, batting a ball (free practice).

- ii) Running and passing a bean bag in twos.

"Keep the ball rolling" (dribbling with foot, a ball to each player).

- iii) Ball Passing and Team Running

or

Free and Caught.



Lesson 3.

- i) Giant strides.

Crust and Crumbs.

- ii) Pat bouncing (free practice, a ball each).

"Keep the ball moving" (free practice in small groups,  
small football or big rubber ball).

- iii) Through the hoop relay

or

Circle chase

or

Racing across playground throwing and catching a ball.

30 minute period. Children 9-10 years of age.

Lesson 1.

- i) Touch Hands and Run

or

Running, jumping a series of ropes.

- ii) Running, Bouncing and Catching in twos (free practice).

Intercepting in threes

or

Ten Trips.

- iii) Stock jump relay

or

Tower Ball (groups of 7 or 8).

Circular Dodge Ball (small groups)

or

Newcombe (teams of 6 or 7 a side).

Lesson 2.

- i) Skipping (in groups, one long rope to each group)

or

Couple or Chain Touch.

- ii) Aiming practice:-

Bouncing into chalk circle (half the class) Targets on the wall (half the class).

Batting across to partner taking the ball on the bounce (free practice)

or

Circle pass out (in small groups).

- iii) Team passing in fours

or

Bombardment.

Three Court Dodge Ball (2 games)

or

Passing Rounders (6 or 7 in a team.)

Lesson 3.

- i) Dodge and Mark

or

All in File Race. (Running in and out of obstacles)

- ii) Running Batting ball from right to left hand alternately (free practice)

Running pat bouncing into small circle (groups of 2 or 4)

or

84.

Bowling at targets and goal shooting practice.

iii) Ball and Rope relay

or

Ball Touch.

Post Ball (teams of 7-10 a side)

or

Moving Target

30-40 minute period. Children 11-12 years of age.

Lesson 1.

i) Practice.

Hands joined Touch

or

Running practice (for correct action).

Trick ball throwing

or

Catches from bat (field).

Team passing (in small groups)

or

Free throwing and catching of quoits (in small groups).

ii) Games.

Playground.

Three Court Dodge Ball (2 games)

or

Quoit Tennis and Circle Bounce Ball.

Field.

Rugby Touch or Shinty (teams of 7-10 a side).

Rounders

or

Stoolball.

Lesson 2.

i) Practice.

Quick off the Mark

or

Informal Hurdling.

Batting the ball over low rope (in twos or small groups)

or

Hitting practice with bat or stick (field).

Running and Passing for Shinty with stock and ball.

Bowling practice.

ii) Games.

Playground.

Post Ball (teams of 7-10 a side)

or

Volley Ball (teams of 7 or 8 a side).

Field.

Bounce Hand Ball

or

Shinty (teams of 7-10 a side).

Rounders

or

Stoolball

Lesson 3.

i) Practice.

Informal sprinting

or

Pat bouncing crossing playground at top speed (ball each).

86.

High Jump practice.

Throwing contest (playground)

or

Distance throwing (field)

Heading a ball (free practice)

or

Volleying with hand (free practice)

ii) Games.

Playground.

Scout (8 to 10 a side)

or

Team Hand tennis (teams of 6-8 a side)

Field.

Touch and Pass.

Hockey (Shinty) or Football.

Rounders

or

Stoolball

or

Cricket.

APPENDIX D

SWIMMING

HANDBOOK OF INSTRUCTION FOR PUBLIC SCHOOL TEACHERS

SPECIMEN PROGRAMME FOR SWIMMING LESSONS

DIVISION OF CLASS - PRIMARY

Classes are divided into three squads

"A" non-swimmers

"B" poor swimmers

"C" good swimmers

ACTIVITIES

"A" Squad -

Swimming Instruction.

"B" Squad -

i) Improvement of stroke

ii) Save the plate.

"C" Squad -

i) Tests for Departmental Swimming Certificates.

ii) Tug and Liner race

iii) Leg fluttering

DIVISION OF CLASS - PRIMARY

Classes are divided into four squads

"A" non-swimmers

"B" poor swimmers

"C" fair swimmers

"D" good swimmers

ACTIVITIES

"A" Squad -

Swimming Instruction

"B" Squad -

- i) Improvement of stroke
- ii) Save the plate (variation)

"C" Squad -

- i) Instruction in other useful styles of swimming.
- ii) Diving Competition
- iii) Eight Oar race
- iv) Horizontal floating

"D" Squad -

- i) Instruction in Life-saving (water work).
- ii) Surface diving.

DIVISION OF CLASS - POST PRIMARY

Classes are divided into two squads

"A" fair swimmers

"B" good swimmers

ACTIVITIES

"A" Squad -

- i) Coaching in correct style of crawl stroke.
- ii) Relay race (4 pupils per team) 50 yards each pupil.
- iii) Rescue race

"B" Squad -

- i) Instruction in life-saving (water work).
- ii) Breast-stroke relay race (4 per team) 50 yards each pupil.

DIVISION OF CLASS - POST PRIMARY

Classes are divided into three squads

"A" indifferent swimmers

"B" fair swimmers

"C" good swimmers

ACTIVITIES

"A" Squad -

- i) Instruction in Breast-stroke
- ii) Tug and Liner race
- iii) Windmill

"B" Squad -

- i) Instruction in life-saving (water work).
- ii) Surface diving

"C" Squad -

- i) Coaching in correct type of crawl stroke.
- ii) Relay race (4 per team) 100 yards each pupil.
- iii) Tunnel swimming competition

DIVISION OF CLASS - POST PRIMARY

Classes are divided into four squads

"A" swimmers

"B" swimmers

"C" swimmers

"D" swimmers

ACTIVITIES

"A" Squad -

Water Polo



90.

"B" Squad -

Life-saving (water work)

"C" Squad -

i) Medley race (3 per team), Back, Breast and Free Style,

50 yards each pupil.

ii) Surface diving

"D" Squad -

i) Rescue race

ii) Eight Oar race

iii) Horizontal Float, sculling and Propeller.

APPENDIX ECOURSE OF INSTRUCTION FOR PRIMARY SCHOOLSSUGGESTED DANCES FOR PRIMARY SCHOOLS

<u>Name of Dance</u>	<u>Reference</u>	<u>Music</u>
<u>Third Class</u>		
Russian Skipping Dance	1	Any March
Triangles	1	Any March
Skipping Dance	1	Any March
Reap the Flax	1	Col.A.3001
Klapp Dans	1	Col.A.3036
Norwegian Mountain March	1 and 2. (Series 1)	Col.A.3041
Children's Polka	1	1
Village Fair	1	1
Gallopink	2. (Series 2)	2
Slipping Dance	1	1
<u>Fourth Class</u>		
Skating Dance	1	1
The Little Traal	1	1
To the Market Gate	1	1
The Crested Hen	1	1
Ace of Diamonds	1 and 2. (Series 1)	Col.A.3001
Couple Dance	1	1
Little Man in a Fix	2. (Series 1)	2
Cochin China	2. (Series 1)	2
Galopede	3. (Volume 1)	H.M.V.B.5071
Rufty Tufty	3. (Volume 1)	H.M.V.B.2958

<u>Name of Dance</u>	<u>Reference</u>	<u>Music</u>
<u>Fifth Class</u>		
Toast to King Gustav	2. (Series 1)	2
French Reel	2. (Series 1)	2
Skating Dance	1	1
The Big Traal	1	1
Norwegian Mazurka	1	1
Ribbon Dance	3. (Volume 2)	3
The Mary and Dorothy	3. (Volume 2)	3
Goddesses	3. (Volume 2)	3
Matrodans	2. (Series 2)	2
Tantoli	2. (Series 2)	2
<u>Sixth Class</u>		
Longways Dance	1	1
Polka Dance	1	Any polka tune
Tretur	2. (Series 3)	2
Fedur Mikkell	2 (Series 3)	2
Jamstpolka	1	1
The Merry Merry Milkmaids	3 (Volume 3)	H.M.V.B.2959
Christchurch Bells	3. (Volume 3)	H.M.V.C.1264
Sellenger's Round	3. (Volume 3)	Col.D.O.745
		H.M.V.B.1190
Varsovienn	1 and 2. (Series 1)	1 and 2
Swedish Schottische	1 and 2. (Series 1)	1 and 2
References.		

1. Department of Education pamphlets

93.

2. Scandinavian Dances. (Published by the Ling Physical Education Association). Series 1, 2, 3.
3. The English Country Dance, Graded Series. By Cecil J. Sharp.

APPENDIX FCURRICULUM FOR PRIMARY SCHOOLSSPECIMEN PROGRAMME FOR SWIMMING LESSONS

The following tables contain suggestions for the use of teachers during the conduct of swimming classes:

<u>No. of Teachers at Baths</u>	<u>Division of Class</u>
-------------------------------------	--------------------------

2	2 Squads.
---	-----------

	"A" Non-swimmers and Beginners.
--	---------------------------------

	"B" Swimmers
--	--------------

3	3 Squads.
---	-----------

	"A" Non-swimmers
--	------------------

	"B" Beginners and Poor Swimmers
--	---------------------------------

	"C" Fair to Good Swimmers
--	---------------------------

Activities

"A" Squad - Swimming Instruction as for non-swimmers (see above)

"B" Squad:

1. Relay Races (3 or 4 pupils per team)  
across baths.

2. Tunnel Swimming Competition.

3. Diving Practice.

"A" Squad - Swimming Instruction (Preliminary).

"B" Squad - Instruction in Preliminary Crawl.

"C" Squad -

1. Lifesaving, 1st method of release and  
2nd method of rescue combined, 4th  
method of rescue.

95.

2. Practice Swimming on back without use of arms.

APPENDIX G

CURRICULUM FOR PRIMARY SCHOOLS 1965

SUGGESTED LESSON PLAN

1. Introduction.
2. Teaching of Gymnastics skills and development of physical powers.
  - a) Skills.

Development of required techniques.

Balancing.

Springing and landing including jumping, vaulting and tumbling.
  - b) Strength.

Climbing and swinging.

Lifting, lowering and carrying.

Pushing and pulling.
  - c) Endurance.

Running, dodging and skipping.
  - d) Flexibility.

Stretching, twisting, curling and bending.
3. Conclusion.

APPENDIX HSYLLABUS IN PHYSICAL EDUCATION 1969AREAS OF PHYSICAL EDUCATION

AREA	RANGE OF ACTIVITIES
SCHOOL	RECREATIONAL and/or OPTIONAL
Dance	Folk and National Dance Classical Ballet Modern Dance Social Dance
Games	<u>Vigorous and contact sports</u> Football (all codes)      Rowing Basketball (all codes)      Lacrosse Hockey      Wrestling Water Polo Minor team games <u>Net and racquet games</u> Volleyball Tennis      Squash Badminton Table Tennis Minor racquet games <u>Small ball and bat games</u> Cricket Baseball Softball Vigoro



Individual activities

Archery	Bushwalking
Athletics	Cycling
Camping	Fishing
Fencing	Riding
Golf	Rockclimbing
Judo	Shooting
	Skating
	Skiing

Aquatic sports

Diving	Canoeing
Swimming	Sailing
Lifesaving	Synchronised swimming
Wa	Water Skiing

Gymnastics	Fundamental gymnastics	Olympic gymnastics
	Apparatus gymnastics	
	Rhythmic gymnastics	

## Related

## Learning

First Aid
Personal growth and development
Safety
Sports' appreciation
Sports' information
Research findings

APPENDIX I  
EDUCATIONAL GYMNASTICS  
LESSON PLAN WITH THEME

Theme. Learning to Receive and Transfer Weight.

Because all children are working as individuals and therefore each performing a different movement on the apparatus "catching" would be difficult and unreliable. It is, therefore, necessary from the beginning to teach the children how to make relaxed landings and how to fall and roll safely. This training is essential for security and Theme "Learning to Receive the Weight" is devoted to this most important aspect of the work. (Educational Gymnastics)

Emphasis will be placed on the reception of various body parts to the ground.

Introductory. Reception of the foot to the ground in a variety of travelling movements.

Movement Training:

- i) Ability to transfer weight resiliently from one part of the body to another as in rolling.
- ii) Ability to receive weight on different parts of the body.
- iii) Ability to travel in a variety of ways using hands and legs, and using hands only.
- iv) Ability to receive weight following flight.

Climax:

- i) Application of above ideas as class activities to benches and mats, i.e. simple apparatus.
- ii) Application of controlled body movement to large apparatus organized in groups.