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Candidate's No. 232

SUBJECT

THE HISTORY OF PHYSICAL EDUCATION IN THE PRIMARY SCHOOLS OF NEW ZEALAND FROM 1877 - 1947

CHAPTER I

THE MILITARY DRILL OR CADET SYSTEM.

The 1877 Act, during the Habens period, enumerated the subjects of instruction as follows:- reading, writing, arithmetic, English grammar, composition, geography, history, elementary science, drawing, object lessons, vocal music, and for girls sewing and needlework. A further clause stated that in public schools provision shall be made for the instruction in military drill for all boys, and in such schools as the Board shall from time to time direct, provision shall also be made for physical training. There was no defined syllabus of training stated and the only other relevant clause in the Act was to the effect that wherever practicable there shall be attached to each school a playground of least a quarter of an acre in area.

The educational system from 1877 until the turn of the century can be summed up in the engrossingly urgent need of 'percentages' in the Standard examinations; as a result of this race for statistical results the only effective 'drill' in most schools was confined to arithmetic and grammar drill. What physical drill there was, however, found expression in cadet companies which were established in the bigger schools. The physical activity consisted mainly of marching and forming fours. Where these cadet companies were actually formed, the girls found no place in the physical training sphere. The teachers had little or no special training in this subject and as they were required

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to keep considerable records of the companies and also to study military movements, the subject was neglected in most schools. The Inspectors of the South Canterbury Education Board adopted a 20 point scale of assessing the value of physical training and in 1891 the average number of marks obtained in their schools was 10. In only four schools of the forty-one examined was it professed that very good marks were awarded. In contrast, for the same year, the Wanganui Inspectors stated that military drill was taught in very few schools. The Auckland Education Board reported that military drill and calisthenics were taught efficiently in larger schools; in the smaller schools in most cases, calisthenics only were taught. An effective advancement was made in Southland in 1891, when through the co-operation of the High Schools Board and the Education Board a joint gymnasium was erected and an officer appointed who combined the duties of drill instructor and truant officer.

The cadet companies grew in number and in 1893 the Government made available to all the Boards free of cost, the services of the officers of the permanent army who were to act as drill instructors within their areas. In this way a considerable number of companies were organised while older ones extended their course of instruction to military field exercises. In 1898, the Wellington Education Board went a step further and appointed Sergeant Major T. W. McDonald as its salaried drill instructor,

to organise the drill and instruct the Teachers in the larger schools, to which his duties were restricted. This influence was obstructed, as the whole scheme suffered from its militaristic outlook, and from the exclusion of the girls from physical training.

The outbreak of the South African War to which New Zealand sent ten contingents of volunteers, the first in 1899, forcibly directed public attention to the unsatisfactory conditions hitherto existing in respect to the neglect of the military and physical training enjoined in the Act of 1877. In 1899, a vote of £400 was passed for the purchase of 2,000 model dummy rifles which were issued to Education Boards for reissue to schools where effective cadet corps of the full-strength of 35 were organised. These rifles, of which an additional 1,613 were issued in 1900, stimulated interest in the drill and paved the way for further developments. It was also arranged that all matters relating to cadet companies even in Secondary Schools, should be under the direct control of the Department.

The Defence Act Amendment Act of 1900 made full provision for the organisation of Cadet Corps in public schools and also amongst those who had left school: the former were to be under the control of the Education Department, while the latter were to be controlled by the Defence Department. Ample "regulating" power was given and used to secure a satisfactory organisation of the new

movement and also of physical drill in the schools generally.

As the smaller schools, especially in the country areas, did not have large enough roll numbers or were too far removed to secure the services of drill instructors, the teachers sought for various guides or syllabii to assist them in their profession. One such manual used in many schools was titled the 'Schoolmasters Drill Assistant' written by Commander F. M. Norman, R.N. being published in London in 1874. The underlying principles of this manual were the encouraging of military tastes, and also the giving of immense immediate benefit to the boys individually and collectively. A moderate amount of drill, the writer asserted, brightened up and polished the children wonderfully. It taught habits of order, regularity, silence, obedience, neatness, attention, steadiness and method. It went far to cure slouching gait and poor habits. It exercised the mind healthily as well as the body: in all, it was a pleasant and the 'most effective way' of imparting all the benefits that resulted from discipline. If well managed, it lent an interest to school associations and recollections; and usefully diversified the school curriculum. Moreover, it increased the probabilities of a boy, when he became a young man, to join the volunteers, which was highly desirable, not only for the sake of the army but also for the leavening and humanising influences of being brought under

discipline. The author stressed the aim that it was important to interest boys in the drill, at the earliest possible stage; and that this end was not helped but hindered, by a long caurse of somewhat tiresome and fatiguing preliminary movements. Therefore, it was essential that teachers should, as soon as 'turnings' and elementary 'extension motions' had been mastered, form the boys into a marching squad: at this stage 'marking time', which was a favourite movement with boys, had the merit of quickly interesting them in the drill.

Other systems or manuals of the same era were calculated on the same basis of discipline and militarism. The practical hints given to teachers were many and varied i.e. verbal directions were ~~as~~ few, short and simple: never begin drill, after the boys have fallen in, without giving the order "attention"; have short and frequent drills in preference to long ones: let drill be a recognised part of the time-table: do not allow the drill to be discontinued during the winter.

The contents of the syllabus contained the following movements which were set out in order of difficulty:

1. Dressing
2. Position of the body at drill
3. Turnings
4. Dismissing
5. Extension Motions
6. Saluting

7. Various marching exercises i.e. Slow step, quick step, changing feet.
8. Turning on the March
9. Wheeling
10. The Formation of Fours
11. Countermarching
12. Forming.

The explanations and diagrams were relatively easy to follow and for these reasons the popularity of the manual was wide. The only reference made in the 'Schoolmasters Drill Assistant' for mixed or girls' schools concerned an orderly and disciplined school room which could be secured through 'class drill'; this in reality was merely the same as for boys with the exception of the leg-practices in the extension movements.

The physical training of children in public schools up to 1900 taken as a whole was almost neglected, and that which was given, was totally inadequate. Education Boards and Inspectors indicated their concern over this regulation subject and the position was finally brought under notice of the Government which passed the following Act in 1901:

"Be it enacted by the General Assembly of New Zealand in Parliament assembled and by the authority of the same as follows:-

1. The short Title of this Act is, 'The Physical Drill in Public and Native Schools Act, 1901 and it shall be read with and form part of the

Education Act, 1877.

2. It shall be the duty of the Board in each District to cause physical drill to be taught to all boys and girls over the age of 8 years attending the public schools in the district.

3. The Board in each district shall from time to time, with the approval of the Minister, make orders for fixing the times which shall be appointed and set apart, for instructing boys and girls of the required age in physical drill, and the mode in which such instruction shall be given.

4. Every Board shall include in its Annual Report to the Minister, a report of the manner in which the requirements of this Act have been carried out.

5. Out of the vote provided for Native Schools, the Minister shall make provision for the teaching of physical drill to all children over the age of 8 years attending such schools.

6. Upon the principal teacher of any school being satisfied that any boy or girl is unfit to undergo physical drill such child shall be exempted in such drill.

7. This Act shall come into operation on the first day of January, 1902."

The Act, however, although stressing the importance of physical instruction and the compulsion of such teaching, did not materially assist teachers in that no set syllabus

was named. The immediate future became obvious for those in charge of children and that course was the furthering of the military training in the cadet corps rather than physical training. To aid teachers in this field the Wanganui Board first initiated centres for such instruction in 1901. Hawera, Wanganui and Palmerston North were selected towns for drill instruction on Saturdays, and the Defence Department co-operated by detailing their officers to direct such 'refresher' courses. The Training Colleges up to this time gave little or no consideration to physical training, mainly because there was no teacher on the staff to give such instruction. Records indicate the Principal's responsibility to take this subject himself; while in 1901 at the Normal School at Dunedin, gymnastics was taught along with eight other subjects to a total of 31 students.

The number of children receiving such instruction as outlined in the 1901 Act was 94,116 in 1902. The drill given included both physical and disciplinary exercises. Altogether there were 101 cadet companies with a strength of 4,851 members. In addition to the dummy rifles the Department procured 500 miniature Martini-Henry rifles and 100,000 rounds of ammunition for shooting practice. The Defence Department lent drill instructors who visited schools and took charge of companies or squads during the drill hours. This, however, did not satisfy the Department of Education, which took steps to train the teachers

to undertake this work. A capable and enthusiastic commanding officer was appointed in the person of Major Loveday and under him the work developed rapidly. The wave of enthusiasm engendered by the South African War and the 1901 Act, also found expression in the passing of the New Zealand Ensign Act in 1901, by which a sum of £1,500 was appropriated for the purchase and distribution to schools of New Zealand ensigns, the only condition being that the school had to provide a 30 foot flagpole.

In 1902, the Education Department arranged for teachers to assemble at 20 centres for physical instruction by Army officers. This Saturday plan was based on that of the Wanganui Education Board, while the Government paid the Teachers' fares which amounted to £781. This policy was adopted to secure a wider teaching coverage and also to reduce expenditure of the travelling instructors.

The Auckland Education Board report for 1902 commended the special attention that was given to instruction in military drill. The visit of their Royal Highnesses and the Duke and Duchess of York in the previous June was celebrated by the granting of an extra week's holiday as the school cadets paraded excellently. All children were also issued with commemoration medals. The North Canterbury Board examined teachers after a two months' course in physical and squad drill with the majority passing well. Their certificates were endorsed with this extra qualification as is done nowadays in overseas summer

schools. The Senior Inspector of Hawkes Bay, Mr. E. Hill was the first constructive critic of posture in the schools as his report indicates:- "Drill is popular with the boys while the girls have club drill and calisthenic training. But one thing appears to me as wanting in the physical training of girls and that is deportment. Gracefulness in walking in the case of a woman is worth striving for and this can easily be attained if attention is paid to this aspect of training during the calisthenic exercises."

The first official report of the officer in charge of physical drill was made by Major L. W. Loveday in 1902 on the Public School Cadets. The first section of his paper to Parliament was in reference to a military training manual which he himself intended to prepare. This syllabus was to supply the means whereby all ranks might learn their drill and duties which would include the following subjects: squad, company and battalion drill; ceremonial movements; manual and firing exercises; bugle calls; the Morse and semaphore systems of signalling; guard mounting; posting of sentries etc. The manual was also to include a summary of scouting and outpost duty and also a chapter of 'DON'TS'. Major Loveday also considered, should the manual be approved by the Minister, having the book issued by the Government at cost price. A new manual was urgently required, as at the time more than one book had to be consulted for the subjects on which information was required and also because various sources involved various

methods and results.

The second portion of his report asserted the view that the physical training was also hampered by the lack of a definite written syllabus. The Education Boards had expressed their anxiety over the matter and Major Loveday recommended that a new manual would greatly advance proficiency in this subject.

The final chapter in the report was in relation to uniforms and he writes as follows:- "The regulations do not make uniforms compulsory or specify any particular uniform; the approval of uniforms is left with the people. I found the general opinion was in favour of a cheap serviceable uniform which could also be used for school purposes so that parents might not be put to any great expense. The general idea was that blue jerseys, blue knicker-bockers and stockings meet all requirements: the head dress to be the glengarry cap with a checkered border. The offer of the Government to supply model and miniature rifles, belts, bugles and chevrons for N.C.O's and badges, swords and slings for the officers is greatly appreciated inasmuch as the ranks concerned will not have to purchase these articles and thus uniformity will be established."

The 1903 - 1905 period in New Zealand education was in a state of flux with a new standard syllabus for all subjects being remoulded. The keynote of this modern education was realism and all reports and files for this era brought forward convictions and criticisms from many

quarters. Major Loveday's Infantry Training and Firing Manual was in great demand by the cadets and it was found necessary to issue a second edition so wide was its use. Physical drill in 1905 had shown a marked improvement in all areas as the course of instruction was laid down and a special time was allocated on the timetable. Each school performed its physical activities with all classes in the playground at once while the static type of exercise was in vogue. Mr. Hanna, the drill instructor in Southland received special mention as to his personal assistance with teachers and also in connection with his published syllabus for that province. A new advent in this sphere also, was the parade for Major Loveday in Christchurch held under the auspices of the Public Schools Athletic Association on the 29th November, 1904. The cadet drill was of a high order, while the girls performed with wands, dumb bells and clubs; all of which was greatly appreciated by the public. The estimated number of children receiving physical and disciplinary exercises for the year 1905 was 109,648, while the cadet strength totalled 10,858 members.

The cadet company movement probably reached its zenith under its organisation in the years 1906 - 7, when the number of companies was 280 and the enrolment 14000. A stimulus to this growth was the publication of a paper presented by the Rev. C. G. Gull, M.A., which received wide praise by the authorities in this country.

Salient extracts were:-

"It has always seemed to me remarkable that the army is the only department of athletics in which early training is neglected. If you wish to make a boy a cricketer you take him in hand before he goes to school; if he is to be a good rider you give him a mount in early youth; swimming is regularly taught to children; but drill, which is essentially a matter of rigid obedience, of collective practice, and of mechanical precision is generally deferred to an age when the practice necessary for the attainments of these habits either disgusts or tends to cramp the intelligence and destroy the faculty of individual initiative. In the navy they have adopted a wiser method; they catch their recruits when young, and train them during boy-hood to the required pitch of discipline. Boys do not, in my experience, find drill training irksome, partly because they pick up the routine work far more quickly than men, partly because they more enjoy the precision and rhythmic movements of drill, and also their imagination is caught in the military ideal. Our boys take their places in the battalion at the age of eleven."

Public interest was aroused as never before. Valuable presentations for rifle shooting competitions were made by the Colonial Ammunition Company, the Weekly Press and the Weekly News, while the outstanding cadet was sent to England to compete at Bisley. Various military camps*

were held at many centres all of which were well attended. The illustrated papers were filled with photographs of cadets at work and daily papers published most flattering articles respecting the movement. The Ashburton Mail leading article on 6th February, 1906 was entitled 'The Cadet Movement' and read:- "Great interest is taken by the Ashburton Public in the camp which is being held in the local domain. Of all the improvements and extensions that have been adopted in the educational system of the cavalry during recent years, none is more important to the State as a whole, or more significant of the utilitarian trend of educational aims, than the wonderful growth of the Cadet movement. The benefits that accrue to the State and to its youthful members from this institution admit of little doubt and the New Zealand Government has been heartily congratulated by competent overseas authorities in this matter. The value of the drill through the discipline and the exercise involved in the training given to the cadets cannot fail to have a valuable effect on the rising generation both from a moral and physical point of view. It gives the country an increased number of well trained citizens, and for this reason is worthy of the active support of the public of the colony."

The Auckland Star in 1906 gave Colonel Loveday praise and also voiced his opinion which was for the improvement of conditions generally. One serious objection

to the present arrangement was that so short a time - three quarters of an hour a week - was given to drill and training of cadets. Colonel Loveday held the opinion that the school syllabus might be amended in such a way to allow of more drill without any detriment to the purely scholastic work of the pupils. But most teachers, the editor continued, with that portentous syllabus before their eyes, would find some difficulty in finding room for additional military drill. A more practical suggestion made by the Colonel, was that a short period - say, ten minutes - might be devoted every day to physical exercises before school work began. Another problem of immediate solution was worrying the commanding officer and that was the variation and lack of uniformity of physical exercises performed in diverse areas. His answer to this problem was his instruction to the Minister for the preparation and issue of a manual of physical drill for both boys and girls attending public schools. This was the first constructive trend in New Zealand physical training, where a manual was to be written for both sexes exduding military drill and formations. Girls, in particular, had not received any directed physical activity except that which the teachers had individually evolved. Wands, clubs and dumb-bells were used in many schools for the girls' training but no set syflabus had been agreed upon. Colonel Loveday became aware of the inadequacies of the cadet system as a

system of physical training, probably as a result of his school inspections when he realised the lack of training for infants and girls.

In 1908 the first 'Manual of Physical Exercises' for use in New Zealand Schools was published by Instructor B. Dovey and issued to all schools by the Education Department. The author had had wide experience in this field as he was previously an instructor at Harrow School in England and was also a gold medallist gymnastic performer at London competitions. At the time of writing this manual, Mr. Dovey was employed at the Wellington Physical Training School. This scheme was to be enforced at all primary schools and was not to be confused with military or cadet drill which was to form supplementary physical activity for boys: it also superceded area schemes which had been prepared by drill instructors as in Southland by Mr. Hanna.

The new syllabus was revolutionary in many respects. The various types of activity were widely different from the military exercises. Age grouping and both sexes were specially catered for: the instructions to teachers were direct and clear. The general remarks which prefaced the edition are well worth quoting to further emphasize the reorientation in physical training. "The great value of physical training during childhood is generally admitted by educational authorities and, if satisfactory results are to be obtained, suitable exercises must be taken

systematically and regularly. The exercises should be commenced from half an hour to an hour before a meal, and should be finished at least a quarter of an hour before the meal begins."

"For class work the teacher should first explain and execute each movement before requiring the pupils to perform it. By this means the pupils will obtain a better idea of what is wanted, and when required to perform the exercise, will be able to assume correct positions. A practical illustration of each movement by the teacher will save both time and trouble. To obtain the greatest benefit from an exercise every movement must be performed easily, gracefully and with precision, and in such a manner that the special muscles called into play are used to their fullest extent, being strongly contracted or fully relaxed as the movement requires. The lack of precision or smartness detracts not only from the physical value of the exercise but also from the disciplinary value, and neither should be neglected."

Physical training was not viewed merely of disciplinary value as in previous years of militarism, but had widened its scope considerably. An extract from the Regulations for Inspection and Examination of Schools in 1907 added many salient teaching points for teachers taking physical training. "No part of the dress, including stockings and boots, should be tight. Any tightness hinders the movement and development of the muscles. The exercises should not

be done too soon after a meal. Frequent short intervals of rest should be given: too many exercises of the same kind should not be taken in succession, and the exercises should not be continued after signs of fatigue have shown themselves. Care should be taken after physical drill or gymnastics to avoid a chill."

Physical training should not be confined to the mere performances of exercises; but the teacher should endeavour to prevent the formation of habits that interfere with the good physique of pupils, are also points mentioned. Teachers were also advised to recognise the fact that attention paid to healthy games and school sports is a most important aid to formal physical instruction.

This 1908 Manual warned teachers about the method of taking the practical training outdoors. First, commands should allow a slight pause between the cautionary and executive parts of the command thus allowing the pupils to prepare themselves for the movement. In Mr. Dovey's Syllabus cautionary commands were printed in Roman type, and the executive commands in italics. Secondly, all exercises were commenced from and finished at the position of attention, i.e. heels together, toes pointing outwards at an angle of 45°, knees straight, hips drawn well back, chest raised forward and expanded: and weight of body resting on the fore part of the feet. When new exercises were being shown, pupils were allowed to "stand at ease" and the preliminary command "attention" was to be given

before the pupils executed the movement. Thirdly, after each exercise had been learned by numbers, the pupils performed it the specified number of times, judging their own time. When this was being done it was found advantageous to select a smart pupil as leader, and place him three or four paces in front of the class so that the remainder might follow his movements. Fourthly, the pupils were to be formed up in two ranks, the smaller pupils being in the front rank and the taller pupils in the rear rank. After numbering in "two's", open files were obtained in order to space the class. Fifthly, when the class had learned a set of exercises thoroughly both as to the various movements and the sequence of the exercises, they were to be practised to the time-i.e. the number of beats per minute - indicated for each exercise, a leader setting the time. On the command "Commence" being given, the class went through the entire set of exercises, each exercise being performed the specified number of times. Where music was available, it was found that the specified number of times which each exercise had to be repeated would occupy 32 or 64 bars of waltz music.

The infant section comprised one table of seven exercises and the author stated that at this tender age the pupils require precision of movement rather than strong muscular contraction. The class formation advocated was one of two files with the children standing at ease or at attention. The first exercise by numbers (64 to the minute) was:-

ONE: Raise the arms sideways to their full stretch above the head, palms to the front

TWO: Bend forwards and downwards until the finger tips touch the floor immediately in front of the toes, knees to be kept straight.

THREE: Return to position 'ONE'

FOUR: Lower the arms sideways until in line with the shoulders, palms downwards.

FIVE: Return to position 'ONE'

SIX: Repeat second movement

SEVEN: Return to position 'ONE'

EIGHT: Arms sideways to 'Attention.'

REPEAT ALL FOUR TIMES

The second exercise by numbers was:-

ONE: As in 'ONE' first exercise

TWO: Rise on the toes, at the same time reaching upwards with the hands as far as possible

THREE: Heels down

FOUR: Arms sideways to attention

REPEAT ALL EIGHT TIMES

The remaining five movements included three arm static positions and two laterals with an arm swing. There was no activity nor any attempt to include play-way exercise, During this fifteen minutes physical training period there were no principles regarding posture formulated to assist teachers taking the lesson. As the syllabus contained all static exercises requiring fixation of positions, the

results of the scheme from the postural angle must have been chaotic. The one table was intended to be adequate for the whole infant school life of a child. It can be readily recognised that in the light of this syllabus the word 'drill' was fully appropriate in the minds of pupils, teachers and public alike: even with later physical education manuals where the educational implications of this subject have been greatly widened, the word 'drill' with its former cannotation has remained in the memory of the public.

Mr. Dovey's manual includes other tables for various ages and also for the sexes. In all his "free exercises" arm and lateral movements predominate except in a few isolated examples where he has incorporated balance movements. In addition fifteen exercises with wands are detailed and also ten indian-club activities. The illustrations which are given to demonstrate the exercises show a very poor standard of posture as all the children had landosis.

The final chapter concerns Breathing and the author stresses its importance to teachers. Purely nasal breathing should be the rule and for this reason a fixed habit of nasal breathing should be accompanied by an improvement in the child's power of attention. Breathing exercises as mere imitative movements were taught on the child's first admission to school; the formation of habits of correct nasal breathing being a matter of as great

importance as any other department of infant-school work. Four exercises were detailed in this scheme: the first three were suitable for all pupils, weak as well as strong. The fourth exercise was to be practised only by children of fourteen years and upwards, and even then discretion was to be used, as the exercise was a severe one, being unsuitable for children who were anaemic or who had weak hearts. As to method, exhalation was to be thorough, while inhalation was to be as full as possible without straining. In no case was an exercise to be repeated more than four times. Breathing, when taken, was to be either at the commencement of the lesson (especially older children), or at the end of physical drill. Sample breathing exercise:-

READY: Place the hands on the hips, fingers to the front, thumbs to the rear.

ONE: Forcing the elbows well back, take a deep full breath slowly through the nostrils, elevating and expanding the chest as much as possible.

TWO: Relax the chest, bring the elbows well forward, and pressing the fingers on the abdomen, exhale through the mouth.

The ensuing years from 1908 until 1911 was a period of consolidation in physical training. Official statistics published state that drill, which included physical, breathing and disciplinary exercises catered for 137,404 children in 1908 and 143,580 children in 1909.

Mr. Dovey's Manual had given teachers a definite syllabus and was welcomed by all. The foundation of the scheme in practice was the stress on breathing exercises, while inspectors of the Boards insisted on teachers carrying out the syllabus in all schools. Mr. R. Garlick of the Wellington Board Staff lectured at Wellington, Masterton and Pahiatua, to many enthusiastic teachers on the 1908 manual. The Wanganui Inspectors found the greatest disparity in the quality of physical training especially in country schools: in several it was excellent, while in others it was almost valueless. Their reason for this inequality was explained by poor instruction and by the lack of the approved manual. The Hawkes Bay Board in their endeavour to elicit publicity to physical training selected Dannevirke and Gisborne as centres for massed drill and military displays. Thousands of visitors were present to see what the assembled children could do in the way of physical and calisthenic exercises, all of which were loudly applauded.

In 1910 the Auckland Teachers' Training College took a forward step in appointing Miss K. Noble as a trained teacher to teach physical culture to the women students. Proper costumes were worn and a distinct improvement was noticeable in the bearing and deportment of those students who attended her lectures. Up till this date the principal had been responsible for the physical training of the men. Mr. Milnes, the Principal, was a staunch

advocate for physical training and body fitness. His report of 1910 is typical of his viėws:- "Tennis is played by every student in the College. Everyone received two separate hours per week but some looked upon this as a waste of time, and it was difficult to get them to see and feel the need for a break which increased vitality and greater output. The longer I live the more I am convinced of the need of active sweating exercise, followed by cold baths, for young people - it clears them physically and mentally." Again in 1914 Mr. Milnes emphasized physical training strongly by saying - "With hockey, tennis and basketball I can account for 104 students out of 108 as playing some game. The other four are weakly and in my opinion, though they have passed the compulsory medical examination, should have been rejected. A student unable to take part in a game is not, in my opinion, suited for school teaching. Playing with your children is the surest help to influencing them that I know, and if the teacher is unable to do this, he loses an opportunity he cannot get in any other way." Mr. Milnes realised the possibilities of outdoor basket-ball as an ideal game for both sexes in country schools. His students were compelled to play and study the coaching technique, while the Auckland Education Board supplied schools with goal posts. The wide spread of the out-going students to various parts of the Auckland Province hindered the development of the game and in the mean-time the posts were never used.

It was not until the 1920's that, with the stimulus from Southland where business firms and the Y.W.C.A. organisation played, ~~that~~ basketball received full recognition in the Auckland area.

The military drill cadet movement had not waned since 1906, even although authorities were realizing the greater benefits resulting from physical training. · The "Defence Act" in 1909 merged the existing cadet companies into the new compulsory training system as part of the "Junior Cadets", the organisation and administration of which was entrusted to the Defence Department. Major T. W. McDonald was the new commanding officer, and by December of that year 43,546 boys had been enrolled in companies or patrols. Cadet officers' Training Corps were formed in the principal centres and special training was given at the Teachers' Training Colleges. The new regulations made the Junior Cadets compulsory for all boys from 12 - 14 years of age; capitation was no longer paid, while necessary uniforms and equipment were provided free by the Crown. Lord Kitchener's visit in 1910, to report on the defence of New Zealand, stimulated the cadet movement as he reviewed with high praise the mobilisations in the main centres.

Revolutionary changes occurred in 1912 as this year brought changes which are the foundations of modern physical education of today. "The Education Amendment Act" of 1912 substituted for the Junior Cadet organisation

in the schools a complete system of physical training for both sexes. The Education Committee, set up under the Islington Government with Mark Cohen as Chairman, held that for the systematic carrying out of the course of physical instruction recommended in the Amendment Act it was desirable, owing to the inauguration of the Scheme of Dominion Defence, that the Junior Cadets should be demilitarized. Universal recognition was made of the good work done by the Junior Cadets in the past, of their fine esprit de corps, and their general amenability to discipline, while the zeal of the officers of all ranks was entitled to the highest praise. The committee saw no reason why the Cadets, besides being permitted to wear a uniform dress in keeping with the altered conditions, should not still practise shooting, and should not where possible adopt the best of the Boy Scout methods. These methods were designed to upbuild character; and whatever makes for the strengthening of the moral as well as the physical side of boy - nature must ultimately produce good, honest, upright and God-fearing citizens.

It was estimated that there was £27,000 worth of equipment issued to the Junior Cadets in 1911. This included the 11,000 sets of uniforms (jerseys, glengarries, belts and haversacks), while the yearly maintenance expenditure on administration and salaries totalled £4,873. The new regulations sanctioned the continuance of the cadet movement as an extra activity to physical training,

which was now compulsory for all children in the primary schools, the statutory minimum age being 14 years.

The First World War gave added impetus to military training in those 573 schools which had maintained their corps, while many officer training corps were organised by the Defence Department. The movement gradually lost ground and enthusiasm in the primary schools as the new syllabus of physical training was becoming more familiar to teachers as the result of the improved administration by the Education Department. Once confidence in the teachers themselves was secured and the greater benefits of physical training as compared to drill was apparent, then military exercises were discarded. However, secondary schools of the Dominion today have continued the military training for boys, but with the clear view, in most cases, that its purpose is for the Dominion's future defence and not as a physical education scheme.

CHAPTER II

THE 1913 SYLLABUS

Both the military system and the 1908 manual lacked variety of training. The spirit of vigorous activities and spontaneity were lacking with the inevitable result that children were bored with monotony. Other trends which forced the authorities to search for a remedy to this static, disciplinary scheme was the lack of detailed work for infants and girls; from personal observations both inspectors and teachers alike, considered the old systems too haphazard. The desire to place physical instruction in primary schools on an important plane was evident, while the establishment of uniformity throughout the schools under the direction of a central administration was considered essential.

To fulfil these trends, Mr. Royd Garlick was appointed the Director of Physical Education for New Zealand by the Education Amendment Act in 1912, and was immediately sent to Australia to enquire into and report on the new syllabus of training in operation there. In reality this proved to be the 1909 London Education Board syllabus which was achieving great success in both England and Australia. The Department had planned the following administrative principles, prior to Mr. Garlick's return.

(A) To institute a system of recording on cards, the improvement or reverse physically of every individual

child attending school. This had been done experimentally at some schools and on the results achieved, the authorities desired its universal adoption.

(B) The nine instructors attached to the Department were assembled for a "refresher course" in 1912 and were put under expert guidance in physical exercises and deep breathing.

(C) .A start had already been made in holding weekly physical training classes for teachers which had been well attended. Blenheim, Masterton, Hastings, and Wanganui were centres where specialist instructors were situated for this aspect of the work.

(D) Teachers' training corps were formed at the normal colleges in the four main cities. Here the prospective Junior Cadet Officers received instruction in free gymnastics, deep breathing and military drill.

(E) The aim of the physical training syllabus was to be, if possible, a system which combined "character formation" - such as Baden Powell's Boy Scout training embodied, - and physical development, with perhaps military drill after the age of 14 years.

The return of Mr. R. Garlick from Australia in late 1912, saw the adoption of the English 1909 syllabus in primary schools. Ten instructors were appointed (six male and four female) in 1913. The training of teachers was vigorously prosecuted and within two years 3,728 teachers had attended training classes representing

1,606 schools and over 135,000 children. The week's term holidays were doubled and during the fortnight vacation enormous gatherings of teachers received tuition in the chief centres by the training staff. Physical training received a definite place on the timetable of every school and a mimimum time was stipulated in the regulations.

An Order in Council at Government House on the 29th October, 1913, with Liverpool as Governor enacted the following "Regulations for Physical Education and Military Drill".

"The physical drill for all boys and girls attending public schools shall consist of such suitable exercises as are contained in the 'Syllabus of Physical Exercises' issued by the Board of Education, London, and in any appendices or notes hitherto or in any abstracts thereof that may be issued from time to time with the authority of the Minister of Education".

"At least one period of not less than 15 minutes during school hours in each day should be devoted to physical drill; and in addition a breathing exercise should be given at the close of each hour or lesson period in every class of the school."

"In public schools in which there was, prior to the 1st January, 1913, a duly equipped Junior Cadet Corps or detachment, such corps may be recognised for the purposes of instruction in military drill which is to be taken by

a qualified instructor. Applications for recognition of such corps must be sent to the Director of Physical Education by 31st January, 1914."

The 1909 Syllabus embodied some fundamental changes in physical training. The military value of the scheme as appreciated in former years was relegated to the background. Exercises were no longer termed "disciplinary" as they were to be thoroughly enjoyed by the children. Freedom of movement coupled with a certain degree of exhilaration were the essentials of this syllabus. Games and dances were prescribed for each age.group and were to be included in the tables, while special apparatus such as wands, dumb-bells and clubs had been excluded from the scheme entirely. The monotony of the military drill and Mr. Dovey's manual, which contained but one table, were replaced by a syllabus containing 72 tables each arranged in progressive order.

Perhaps the greatest value of this English syllabus to New Zealand teachers was the clear outline of the basic principles of physical education and its relation to education as a whole. The conviction of the authors was that the true aim of education was something more than the mere training of the intelligence, and that attention to the health of the children was a matter which directly concerned those whose duty it was to provide for their education. The object of every system of education worthy of the name was to be the concurrent development of a sound

character, an active intelligence and a healthy physique. These qualities are to a great degree mutually dependent and it was undeniable that healthy physical conditions assist the development of the moral and mental faculties, while adverse physical conditions vitiate the otherwise well directed efforts of the teacher. The preface of the syllabus considered that physical education was essential to sound intellectual training and was fundamental in its effects.

The production of a sound physique depends on proper nourishment, effective medical inspection, hygienic surroundings and physical exercise. These were the basic principles of the 1909 scheme and it was explained that physical training was indispensable both for the development of the body and for the correction of the defects or evil habits induced by an unhealthy environment. In the case of school children, exercises were to be employed, but their use should always be carefully adapted to the needs and capacities of the children: there was a direct relation between the three factors of nutrition, general health and physical training.

This official syllabus was first issued in 1904 in consequence of the report of an Interdepartmental Committee appointed by Joint Education departments of England and Scotland. It was reprinted in 1905 with slight alterations, being again re-issued in 1909 with further amendments and extensive revisions. Speaking generally the new syllabus

was based on the Swedish system of educational gymnastics.

The exercises had been selected and arranged in appropriate progression, with a view to the promotion of the harmonious development of all parts of the body. They had been chosen as suitable for children of school age and were to be effectively carried out without the use of special apparatus. Exercises prone to prove injurious to children of weak physique had been excluded, while some of the Swedish movements, though well designed for average use, had been omitted or modified in order to avoid risk of straining children below the average in vigour and physical capacity. If properly taught, many of the free movements accompanying games and dancing steps were assured of good results.

The Board did not encourage mere conformity to gymnastic standards nor the production of any particular type of gymnast, nor even displays where 'drill' and regimentation was displayed by a class. This statement was the direct antithesis to prevailing conditions in New Zealand where displays were encouraged by departmental officials, teachers and parents alike. The fundamental issue was that these displays although spectacular to the public, did not represent ordinary school physical training but rather monotonous practised 'drill'. The new conception sought to provide the normal physical training lesson as the display itself, which, while perhaps not so satisfying to the public, was of educational value to the

children performing. The tradition of drill pageants still has many ardent supporters in the education profession today, but with the growing staff of specialists the movement is being directed into satisfying displays for both children and public.

Teachers were encouraged to consider the principles embodied in the Syllabus and to apply them to their teaching. With this in view, some general guidance was provided in the syllabus on the theory and practice of the subject. Under the heading 'The object of Physical Training' was quoted:- "It is especially during the period of growth, when body and 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 necessary to the development not only of the body but also of the brain and the character."

Physical Training was to have a twofold effect under this scheme: on the one hand a physical effect and on the other a mental and moral or educational effect. The teacher was impressed to recognize that "The child is a growing organism", whose powers for physical work vary definitely and widely at different ages, and that a scheme of tables designed for men was not suitable to boys and girls.. It was here that military training was inadequate; it was designed for soldiers and yet administered to boys without caution

nor progression. Also the value of exercises if properly conducted developed in the children a cheerful and joyous spirit together with all the qualities of alertness, decision, concentration, plus a high control of brain over body. The educational and physical elements were obviously blended in varying degree in every suitable exercise and according to circumstances; depending on conditions, one aspect of the activity or the other was to be regarded as the more important. The difference consisted rather in the stage and the manner in which the exercise was taken than in actual difference of movement.

The physical effect of the 1909 syllabus was divided into three interdependent parts. The general massive movements of the limbs and trunk which involve the bony and muscular structure of the body, powerfully affect both respiration and circulation. Other special massive movements including balances, lunges and jumps have a beneficial effect upon the nervous system by strengthening the control exercised by the nerve centres over the muscles. This effect was labelled, "General Nutrition."

The "Corrective Effect" denoted the remedy or adjustment of any obviously defective or incorrect attitude or action of the body, or any of its parts. Such exercises were localised to the region of the body where remedial treatment was needed. The meaning of "remedial" in this aspect of the syllabus referred to general exercises for specific parts of the body, rather than specific, detailed treatment of

incorrect individual positions. Breathing exercises came under this heading and their purpose was to give chest mobility involving healthy activity to the lungs. The value of respiratory movements mentally, in quietening and controlling a class was emphasized in 1909 and again in the latest syllabus (also English) of 1933, where a quietening exercise terminates all physical education lessons. However, this depletion exercise today involves some slow movement so as to allow respiration and circulation to return to normal after strenuous activity whereas in 1909 a definite breathing exercise was given.

The developmental effect of physical training aimed at promoting the development of the muscular system and the body as a whole, in order to attain the highest possible degree of all-round physical fitness. Also stressed in this syllabus was the important influence of physical training in the development and specialisation of brain cells. It was maintained that in the brain, certain "centres" presided over co-ordinated movements, and that these centres began to perform their functions in early life, when the child learnt to stand, sit or walk. As new movements were attempted, new centres became active, certain nerve impulses became more or less habitual and thus new nerve paths are established, with the connections between the centres becoming increasingly well defined and co-related. Physical education could thus assist in developing the more complex and highly specialised centres within reasonable limits. In the tables of the syllabus massive movements, involving large groups

of muscles, were predominant in the infant and junior tables. The more difficult combinations of movements were placed in the senior advanced tables where precision and correct execution of exercises was demanded.

The most valuable trend in physical education philosophy found in this 1909 syllabus, was the introduction of educational advantages of such work. The value and underlying principles were described to teachers while the use of physical training in New Zealand schools was given a new scope with great possibilities. Opposed to "drill", regimentation and discipline fundamentals, the new scheme advocated the educational effect of all physical exercises which incorporated a strong mental and moral influence, in addition to their direct effect upon the brain and the body, ~~in addition~~ being recognised as a powerful factor in the formation and development of character. Habits of discipline and order were unconsciously acquired, while the child also learned to respond cheerfully and promptly to the word of command. In this process of learning a variety of new movements, the memory was strengthened, (at this period in educational psychology, faculty psychology was accepted), while the progression towards more difficult physical activity increased the demands made upon initiative, concentration, endurance and determination. The constant call for self-control, restraint, for co-operation and harmonious working with others, as required in performing exercises and playing organised games,

helped to foster unselfishness and promoted a public spirit which had value in adult life. That physical education should provide a healthy outlet for the emotions was realised by the London Board of Education. The natural power of expressing thought, feelings and ideas by means of bodily movements was encouraged and brought forward. An attempt to find an appeal to the aesthetic sense was evident in this syllabus, and the cultivation of appreciation for physical beauty in form and in motion was linked with the perception of all beautiful things in the child's environment.

Another important advance the syllabus made to the history of New Zealand Physical Education was the attention given to health. 1909 Syllabus - Board of Education, - London, "The child must be fed, sufficiently and suitably; it must be properly clotheed, warmed and housed; it must have enough sleep, rest and fresh air; and the needful attention to personal hygiene and cleanliness." To substantiate these points brief passages were stated giving the teacher a physiological background. These paragraphs, although appearing in a physical training manual, did not link the information with physical education and the value of such knowledge was thereby lessened. The necessity of a teacher to realize this important aspect of the subject is still a problem of our modern era both in student training and in syllabus content.

The structure of a table adhered to the following plan,

and teachers were carefully advised to keep to the order stipulated.

1. Introductory and breathing exercises
2. Trunk bending backward and forward
3. Arm bending and stretching
4. Balance exercises
5. Shoulder-blade exercises
   (abdominal exercises)
6. Trunk turning and bending sideways
7. Marching, running, jumping (including games)
8. Breathing exercises.

As there were 72 tables issued in this syllabus adopted in New Zealand in 1913, teachers had to be prepared and instructed in their use for successful teaching. Previously only one table had been used every day and every year without change or variation: the new syllabus endeavoured to overcome thismonotonous routine by ensuring a gradual but steady continuous progression in the teaching of physical education. Full opportunity was given to the mastery of every movement, but at the same time the teacher had to guard against monotonous lessons. The tables, therefore, had to be used in the following manner:- Table I must be learned as it stands by all children and taught five or six times. In about the 7th lesson one exercise from Table II was substituted for the corresponding exercise in Table I; in the eighth lesson, a second or third was changed. This process of merging was continued throughout

the syllabus with a new table replacing the old without complete change. By this method, each individual class worked to its own level, and physical training also became a progressive subject with an adequate syllabus for the whole school.

The tables were clearly arranged with the exercises in their given order with full commands stated for each movement. English technical terminology differed from that of New Zealand and many alterations were noted in the official copies. Whereas, the word "attention" was used in England to finish an exercise, New Zealand terminology named the parts of the body to be moved in order that a finished position was attained. e.g. "Arms downward - stretch'." or "Feet together - place!" Other changes were, - "Forward march" was replaced by "quick march"; "arms upward bend" to "arms bend"; breathing exercises were named by various positions in the original syllabus, but were adopted for New Zealand use by teachings numbering the given breathing exercises 1/8, 2/8, 3/8, 4/8, 5/8, and 6/8.

SPECIMEN TABLE AS IN 1909 SYLLABUS

Table I.

Exercises	Commands
1. a. Hips firm	a. Hips - firm:- ATTENTION!
b. Feet closing and opening (Hips firm)	b. Hips-firm FEET - close FEET - open ATTENTION.
c. Arm bending upward	c. Arms upward - bend Arms downward - stretch
d. Breathing (Hips firm)	d. Hips - firm: BREATHE - IN. BREATHE - out (ATTENTION)

Exercises	Commands
2. Head bending backward (Hips firm)	Hips firm: HEAD BACKWARD - bend HEAD UPWARD - stretch. (ATTENTION)
3. Arms stretching sideways	ARMS UPWARD - bend ARMS SIDEWAYS - stretch: arms - ARMS DOWNWARD - stretch bend
4. Heel raising (Hips firm)	Hips firm: HEELS - Raise: HEELS - Lower: ATTENTION.
5. Arm bending across	ARMS ACROSS - bend. ATTENTION.
6. Trunk turning (Hips firm)	Right) Hips firm: TRUNK to the Left)TURN TRUNK FWD. - turn ATTENTION
7.a. Marching b. Running or Game	a. FWD. - march: class halt 1,2 b. FWD. - run: class halt 1,2,3,4
8. Breathing - Arm raising sideways	WITH DEEP BREATHING - Arms sideways - raise Arms downward - lower.

To illustrate the increase in difficulty of the tables, table 72 is given below:-

1. a. Head bending sideways (Feet close)

   b. Forward lunge, with foot changing forward (Hips firm)

   c. Breathing - Arm raising sideward.

2. Trunk bending backward, forward and downward. (Arms upward stretch)

3. Alternate arm stretching upward and sideways forward and downward.

4. Leg and arm arching

5. Arm parting (Toe lunge backward, arms forward raise)

6. (Prone falling, leg raising) or sideways lunge.

7. a. Toe and heel step (hands on hips)

   b. Jumping or Marching with arm stretching forward and sideways.

c. Game or Skipping

8. Breathing. Arm raising forward and parting.

The fundamental position of 'attention' was very important in this syllabus as, with few exceptions, all physical exercises were taken from this position. Also it was the accepted view of those days of good posture.

The basic points of 'attention' were:-

1. Heels together, feet turned out at an angle of 60° (There was controversy on this point as Ling had originally stipulated 90° as the correct angle.)
2. Body erect i.e. Chest in natural position, the back not unduly hollowed at the waist nor the abdomen pushed forward.
3. Shoulders drawn down and square to the front.
4. Head erect, eyes looking at own level with chin slightly in.
5. Arms loose by the sides.

This position to be one of readiness without stiffness, forced or unnatural standing. The photographs used to illustrate positions in the book, do not comply with the agreed method of standing as outlined in the syllabus. Two obvious faults to be found are hollow backs and protruding stomach, while many photographs show strained positions.

The value of games was noted by the authors yet the guidance and selection given to teachers was very inadequate. Four games for infants are described, while six running games, three jumping games, six ball or bean-bag games, and two indoor games complete the list for all middle and senior

classes. Singing games for Juniors were mentioned as suitable but no directions or references were stated.

References to dancing were also vague and unappealing. They were to be used as a supplement to ordinary physical exercises, but the teachers were given no detailed instructions nor any suitable folk dance books. The syllabus stated that, "dances such as the Pavane , Minuet or Gavotte are not as a rule suitable in primary schools; neither is it advisable to teach the ordinary ball room dancing. Morris dances are easily learned and very enjoyable especially to the younger children. For the senior classes there are numerous forms of the Reel, the Lilt, and the Jig. There are national and peasant dances such as the Welsh dance and Sir Roger de Coverly, all of which combine healthy gaiety with controlled and graceful movements." Five dancing steps were analysed in this syllabus, but no dance was described using any of the steps.

With this new syllabus authorised in New Zealand in 1913 an extensive training campaign for teachers was initiated. Mr. Garlick had returned from Australia after seeing the scheme in operation there, while ten full-time instructors were appointed to his staff. This staff was assembled in Wellington and were trained in the principles and practical application of the syllabus; Mr. Cowles and Miss Hitchcock were two teachers, who were trained as an experiment, which was to serve as a guide to the pending refresher courses. Opposition to the syllabus was raised by the Junior Cadet

organisation whose future was certain to be undermined, and also by various Boards which disagreed to the new arrangements, more on conservatism than on principle. The first course was held at Hastings in June, 1913, proving very successful even though very tiring physically. The eight-hour day was strenuous to both instructors and teacher alike, as the performing of the exercises was done by all. There are many pertinent references on record referring to matters of women teachers being asked to wear appropriate uniforms and also to the exhaustive nature of the courses.

After the trial course at Hastings, the Education Department agreed to permit other refresher courses to take place, as the course of instruction adequately fitted the teachers to bring the system into operation in the schools. The failure and futility of expecting teachers to gain the necessary knowledge by attendance of Saturday morning classes or by the casual visits of a specialist was fully realized by the educational authorities; as a result Education Boards were invited to co-operate with the closing of schools for the new syllabus training.

Twelve assemblages were held in 1913 in various parts of the Dominion; in six cases the men going into camp. Results in every respect were eminently satisfactory because independently of the direct purpose of physical instruction the teachers benefited by meeting together in large numbers. Within the twelve days allotted to each course, the teachers received personal experience of the beneficial effects of the exercises

which created an enthusiasm and promise for the success of the scheme. Besides transit expenses, the teachers were either maintained free in camp or were given a maintenance allowance of £1. 0. 0 per week. During the course of their training a system of classification of the teachers according to proficiency was carried out, with a view to recruiting from their ranks the staff of instructors. A classification into three groups was used and by March, 1914, of the 1,823 teachers trained only six per cent of the women and seven per cent of the men were ranked in the top group. The chief prevailing faults in the teaching were the failure to command discipline, the lack of attention to detail, in preparation and general thoroughness. While at these courses the application of physiological facts and principles of daily life were expounded, not only creating enthusiasm but also achieving positive practical results. The increase in lung capacity of the teachers over the twelve days was measured: women had a 25.8 cubic inch increase while men increased by 19.10 cubic inches: this achievement was gained by the practice of the proper method of breathing as expounded in the syllabus and thereby justified its inclusion. The expenditure on the new physical education up to March, 1914 totalled £7,890 of which £2,857 consisted of salaries, refresher courses cost £3,132 and travelling expenses were £1,455. The Junior Cadets' expenditure for the year 1914 was £202 as compared with £6,513 for 1912.

Notwithstanding that the training corps had been an initial success, the scheme was hampered by several important factors all of which were under review of the Director of Physical Education. The reports ofmhis Inspectors in the schools showed that the technique of teaching was as good as could be expected after such a short training period but several faults still existed, namely, the want of good command, lack of discipline, want of thoroughness and faulty progression. In country schools many teachers had not had the opportunity to attend courses, while the male teachers were being called up for military duties. This necessitated women teachers taking the boys' games and general training with a result that poor results and a lack of discipline was evident.

When the regulations for physical education were issued in 1913, it was considered impracticable (in view of the heavily loaded syllabus) to provide more than fifteen minutes daily by regulation for instruction in this subject. As the new syllabus necessarily included many matters detailed under the headings "Moral Instruction" and "Health" in the Syllabus of Instruction (pp. 28,29) more time was needed, but the regulations did not allow for this, with the result that the allotted time was inadequate. Field workers also reported that the benefits of physical training were being minimised by improper home and school influences. "The habit of daily washing or bathing is neglected to an appalling

extent, while many children are found to be wearing four to seven garments where three are sufficient". To these observations of medical inspectors, Mr. Garlick proposed arranging for the supply of a suitable school costume of Dominion make which was to be issued to every child at cost price. This scheme was frustrated by the war as all manufacturing firms were detailed to produce army clothing and equipment.

School furniture was the blame for one type of scoliosis, the medical inspectors stated, and this deformity became known as the "State-school type" caused by unsuitable desks. As it was not practicable to make any immediate improvement in this aspect of school environment except at colossal expense, the most effective means of dealing with this factor was the insistence on daily physical training. The average school class in 1914 consisted of 45 children, and the most experienced capable instructor had great difficulty in obtaining good results in the time allotted for the daily lesson. The two chief factors in efficiency, discipline and thoroughness, were invariably sacrificed for a mistaken idea of progress. With the above circumstances prevailing all specialists were of the opinion that more time per day was essential for physical instruction and the dissension and appeals by the Physical Education Branch were heeded by the Education Department as an Order in Council dated the 21st December, 1914, under the Regulations regarding Curriculum amended Clause 25 section (d) to read that two hours a week be devoted to physical education.

The Boards' Reports coupled with the School Inspectors reviews give praise to the co-operation of the teachers with this 1913 syllabus. Mr. Strachan, M.A., an inspector of the Marlborough schools, submitted a cautionary yet stimulating report, extracts of which merit mentioning. "There is probably no part of the curriculum which is subject so much as this to change according to the whims and fashions of the day. Anyone who has read the first few chapters of Oppenheim's book, 'The Development of the Child', will understand how necessary it is to use caution by applying exercises to bodies in a rapid state of evolution; when every organ of the body is year by year changing its relative proportions, its chemical composition, and its shape. Moreover, since the muscles do not take on training until about the twelfth year - a year near the end of the primary course - the object of drill in the lower standards appears to be to a large extent disciplinary: it is of the highest importance that those entrusted with the drawing up of a programme in physical instruction should have a full understanding of the import of these facts." This report concerned a fundamental principle which was lacking in the training of the specialist instructors, most of whom were not class teachers but had gained experience in army corps. Furthermore, the three months' intensive course based on this syllabus was chiefly concerned in the mastering of the seventy-two tables plus the related teaching method. The study of anatomy, kinesiology, physiology and psychology was relegated to the

background with the inevitable result that physical educational philosophy was unbalanced.

By July 1914, 2,200 teachers out of a total 4,300, had received instruction at refresher courses. Of the 1,172 schools which had introduced the new syllabus, 531 had been inspected by the specialists for the purpose of inspecting the progress and also to give assistance in the establishment of the new scheme.

The value of the Training Colleges as centres for detailed study and practice of the physical training syllabus was not utilised as conditions for the scheme were lacking and there were no specialist teachers to be appointed to the College Staffs without depleting the small field staff. The temporary provisions made by Mr. Garlick in the various Colleges provided for instruction by the College Staff, most of whom had attended the Refresher Courses. The Department's instructors gave assistance by weekly visits, while in Auckland the female students were in charge of an instructress employed by the Board, and the men were taught by a Department specialist. The colleges were not well equipped for proper training in physical education. That in Otago possessed a gymnasium equipped for military gymnastics, and lacked the very necessary accompaniment of a swimming bath. Christchurch had no facilities and the work was thus greatly hampered. Wellington had a most unattractive and unsuitable room, called by courtesy the "gymnasium", while Auckland had a swimming bath but lacked other facilities.

Many of the students were not physically suited for the profession and Mr. Garlick in his annual report for 1914 recommended that students should be medically examined before entering the colleges. With such conditions prevailing, the most potent injection point of the profession was disorganized, and the newly trained teachers left the Colleges without the necessary teaching qualifications of physical education.

With Mr. Garlick's death in 1914, the physical training movement lost a worthy administrator. At this time, various Boards had recommended that the medical inspection and physical instruction branches be co-ordinated, because with the existing dual control, effective assistance to each other was lacking. With the Physical Training Supervisor's demise, the problem was stressed to the Department from outside authorities and the resultant action was the writing to England to secure the services of a man qualified to supervise both medical and physical services in schools. No suitable applicant was found and Mr. de Castro, a Departmental official, was appointed to undertake the general supervision of the Physical Education branch in the meantime. He advised the field staff that there would be no material alteration in the already existing plans and administration.

In November, 1915, the Minister of Education, Mr. J. A. Hanan, advised the Director of Education that he was disposed to think that the work done under the Physical Branch of the Education Board was far from satisfactory. As matters

were there was little or no personal control exercised over the instructors and ~~that~~ they were not working to capacity. In his own words Mr. Hanan said, "I cannot allow the present loose unbusinesslike state of things to continue in regard to this Branch, and improvements must be furnished." The Director referred the issue to the Board of Education but after a long debate they came to no final conclusions. A memorandum to Inspectors of Schools was then prepared to seek further advice and detail relating to the Minister's pointed statement prepared. The crucial point of the memorandum was "Do the visits of the special instructors warrant the attendant expense?" In considering the matter the inspectors were to assume the following points:-

1. That physical education of the children was of equal value as their mental training.
2. That the teachers should have as good a training as circumstances permit in the system of exercises adopted and should have an intelligent knowledge of the precise physiological effect of each movement.
3. That any scheme in use should be characterized, in large measure, by the development of organised games.
4. Special attention should be given to the training of students in Training Colleges.
5. That at least the younger inspectors should themselves take a course of physical training to enable them to judge the effectiveness of the instruction given in the schools and to place them in a position to consult with the teachers, advising them on doubtful points.

Inspectors of all the Education Boards gave the memorandum great consideration and the collected summary of their reports indicated the deliberation they had given to the subject of physical training and the expense involved. The salient features are worthy of recording.

A. That the quality of instruction varies from Board to Board.

B. Large schools need special instructor's visits.

C. Small schools should be amalgamated for instruction, not only to limit expense but also to have the teachers meeting socially for courses which stimulate educational enthusiasm.

D. Refresher Courses to be organised for all teachers who had not had the opportunity of attending previous assemblages (This involved half of the teachers in New Zealand).

E. All inspectors should undergo courses.

F. More attention to games urgently needed.

G. Specialists in physical training should be under direct control of the Senior Inspector of each Board.

H. Corrective classes should be formed.

I. Medical and physical departments should be co-ordinated.

By March 1916, the Education Department had approved the following new regulations:

1. Physical instructors were under direct control of the Senior Inspector of Schools in their area.

2. All communications to be made through the Senior Inspector.

3. Names of teachers whose class instruction in physical

exercises had after a reasonable time failed to show satisfactory progress, to be forwarded to the Senior Inspector.

4. Arrival and departure at a school to be noted and returned in a monthly diary: also an exact daily log during which the specialist was employed other than visiting schools.

5. To bring immediately under the notice of the Senior Inspector, a review of any authorized expenditure incurred. The Director voiced the view of the Department after these regulations were gazetted by saying, "The change will result in a closer co-ordination, while the advantage to be gained by the adoption of the plan will be obvious. It will tend to bring all inspection work of the Primary Schools and the instruction of both teachers and school children, under the immediate control and supervision of the Senior Inspectors."

Coupled with these improvements in the administration of physical training, was a new scheme of medical inspection of school children. From 1917 it was to consist of a routine examination of children in Standard II (but not more than 30 in any one school) and in addition the examination of all children selected for real or suspected physical defects. Corrective classes were to be set up on a firm basis as both the Medical Officers and Physical Instructors were to visit the larger schools together, and confer as to

treatment. The medical authorities advised also, that the special classes would be greatly enhanced if the remedial exercises were taken twice a day with fifteen minute periods. As the teachers were to take charge of this remedial treatment their knowledge was to be increased by the assistance of the itinerant specialists and also by the provision that Training College students should attend the larger city schools for the purpose of observing the methods of medical inspectors and the special classes in operation. The small schools were omitted from the itineraries of both medical and physical officers on the grounds that the travelling staff had been reduced when members had been called up for service in the army.

The Medical Officers dominated the policy at this period in regard to physical education mainly because they were organised, whereas the physical training specialists had no appointed supervisor. Public opinion was also in favour of an increase in remedial training as excellent results were being obtained with such treatment in several Army camps. As the School Doctors considered the standard of work in the schools as poor, they recommended that the Department should allow the specialists to supervise and personally instruct Training College students and stressed too, the necessity of more refresher courses for general teachers. In 1917, Senior Inspectors were advised that physical training instructors were to take weekly lessons at the Training Colleges as long as expenses and excessive travelling was not

involved. A further regulation, co-ordinated the medical and physical officers, by placing the physical instructors under the immediate supervision of the Medical Inspector who was to sanction the itineraries and general duties of such specialists. This action was deemed necessary as the travelling duties of the Senior Inspector himself, did not enable him to come in contact with the physical instructors; officially, through the Medical Officer, the instructors were still under the direction of the Senior Inspector.

These alterations in administration which affected the physical instructors, were but part of a general programme of development and re-organisation under the guidance of Mr. Hanan. His educational aims are best described in his own words; "I am convinced that the education and training of the present and immediately following generations constitute the greatest reconstructive agencies at our disposal for the repair and reorganisation of national life after the present destructive upheaval. The principles of educational progress in which I hope to base the successive practical reforms in educational prodedure which may constitute to the reconstruction referred to are therefore presented in every general outline. The goal cannot be reached at a bound but I am certain that we need now to make a kind of educational stock-taking and to give some perspective to educational effort, so that the people of the Dominion, on whose cordial support so much depends, will be

able to follow and encourage each movement towards a thoroughly reconstructive national policy."

"Our weakness in educational as in national affairs has been an over-reliance on our own resources without appreciating the real need for system and control: an extreme deference to individual and local considerations, and the entrusting of expert and professional matters too long to lay administration. We could surely introduce more co-ordination and economy of effort dependent on a wholesome amount of social and national discipline without approaching the type of regimentation and autocracy against which we are fighting."

With the policy of the Education Department clearly formed, there followed a period of consolidation in the physical training sphere. The shortage of School Medical Officers and the poor state of hygiene in the schools prompted the Department to inquire into the position; in 1917 School Nurses were appointed to assist the Doctors. The mission of such nurses was to keep in touch with all cases where reports had been made in regard to dental, eyesight and other defects. The nurses visited the homes to explain the nature of the ailments and the treatment that was to be adopted to alleviate such ailments. These services were free and the nurses were at all times ready to give the parents the full advantage of their knowledge. So great was the scope of these nurses, both in and out of the classroom, that it was envisaged to create a special dental service separately from

general medical treatment.

Instructor's reports for the year 1917, yielded reliable indication as to the temper of the physical training movement under its amended organisation. One officer on the West Coast of the South Island visited 199 schools and had personally viewed the instruction of 14,308 children by 420 teachers. These visitations began in April and as previously, the instructor had been holding small refresher courses for country teachers while also being engaged in examining children with the School Medical Officer. During the year, this instructor had also taught at classes on Saturday mornings for Pupil Teachers and Probationers, while Mondays had been reserved for instruction to the Training College students. This report was an indication of the wide coverage these instructors were expected to supervise in the course of their duties; all reports express the necessity of refresher courses, if the syllabus was to achieve desired results. Individual assistance to teachers in the schools was well-nigh impossible, as the instructor was always limited for time during each school visit. Some schools were attended twice: the first visit being for instructional purposes where the specialist demonstrated, while the second visit was for the purpose of inspection.

Corrective classes had developed and grown, becoming an established fact in all the larger schools. This organisation was hindered as it was not recognised as the most important part of the school training for the child selected for corrective

treatment. There was no provision made on the time-table for such classes nor were there any specialist teachers on the school staffs to supervise the remedial exercises. What success had been gained was largely due to the personality and conscientiousness of one interested teacher, coupled with co-operation of a forceful headmaster. Some specialists had used photographs as a guide to assess the value of corrective treatment between their visits, but the whole scheme was doomed to failure in later years, as teachers did not possess accurate detailed knowledge of anatomy, which is the first essential of remedial treatment.

By the end of the First World War the Department employed twenty seven officers connected with the physical development of children in New Zealand primary schools. Of these, six were Medical Officers, ten were school nurses and eleven were physical instructors. In 1919, applications were again invited for a person to be appointed as the Supervisor of both the Medical and Physical Branches, but the subsequent transfer of the Medical School service to the Health Department caused this proposal to be abandoned. Fortunately there has been no lessening of co-operation between these two services since that time.

The itinerant instructors, who seldom met, felt the desire of a Staff Refresher Course and stressed its urgent necessity. The Staff had not been together since 1913 and during that time there had been numerous points arising where different interpretations had been creating differences in the movements and instructions. These variations

affected the work injuriously and at the desired course it was proposed to seek and establish uniform methods. Three new instructors had been appointed after their release from the army and the existing specialists were of the opinion that not only could these recruits be given special training in the 1913 syllabus, but that these men could aid the other specialists by explaining army methods.

The appointment of Mr. H. E. Longworth as Supervisor of Physical Education in 1919, gave a much needed impetus to the physical training scheme. A Conference was held, where policy matters and method were debated, and the instructors were informed that their immediate superior in each area was the Senior Inspector who had resumed this responsibility after the transfer of the School Medical Officers to the Health Department. Mr. Longworth's scheme of work for 1920 typified this period, when two new syllabii were being prepared and when the value of instructor's visits were being intensified. In preparing the ground, the Supervisor travelled throughout the area to co-ordinate the work of his staff with the School Medical Officers and the Senior Inspectors. He gave special attention to the theoretical and practical knowledge of his new appointees, and also guided them in the exact form of instruction to be carried out at schools with regard to manner of conduct, criticism, length of visitation and reports. The Training Colleges were inspected by Mr. Longworth who readily recognized the great

benefits to be gained through adequate training of the students; it was his aim to staff the Colleges with full-time specialists rather than continue with the existing conditions where the field staff took weekly lectures.

To standardize procedure in connection with school visits the following memorandum was sent to all physical training teachers and their official duties were enumerated as follows:-

1. "The ordinary reports of Physical Instructors on teachers' work on Form P.2 will be made out in duplicate, one for the head teacher, to be shown to the teacher concerned, the other to be filed at the specialist's office. The Physical Instructor will furnish the Senior Inspector with a monthly list of schools visited giving a classification of them according to the standards given below and drawing attention to any special excellence or weakness on the part of individual teachers. In this way the Senior Inspector can, if he thinks fit, readily report such schools and teachers to the Board."

2. "In any case where an individual teacher's ability is not adequately represented by the general report of his or her school - as for instance, a "very good" teacher in a school the average of which might only be "satisfactory" - special attention of the standard of that teacher's work should be made."

3. "All the reports made will be available to the Senior Inspector should he require their inspection."

4. "In view of the fact that teachers' ability to instruct in Physical Education is taken into consideration in grading, a uniform system of marking must be adopted."

5. "A pocket book of forms for the marking of teachers and schools under the eight headings will be issued to the Instructors. These books must be kept carefully and handed over to the Senior Inspectors for their use during the grading of teachers. The awarding of marks on a percentage basis was classified in the following manner:-

(a) 15% for Teacher's ability to instruct (personality)
(b) 15% for General posture of class
(c) 15% for correctness of movement
(d) 15% for organised Games
(e) 10% for Order and Introduction of Movements
(f) 10% for Sequence
(g) 10% for Introduction
(h) 10% for Marching."

6. "Physical Instructors will as opportunity offers put into practice the suggestion (discussed at their Conference) of advising head teachers to appoint pupils as Monitors and sub-instructors, and will report at the end of six months on the success or otherwise of the scheme. It would be considered specially suitable in sole-charge and small schools and for dividing up large classes. This does not, however, relieve the teacher, but creates a need for increased vigilance on his or her part."

7. "In all districts where there are two Instructors, the Instructress will take the Infants and the corrective work as far as practicable."
8. "The corrective exercises used in different districts should be submitted to the Supervisor with a view to compiling a uniform system."
9. "On wet days it will be considered the duty of Physical Instructors to visit schools for the purpose of inspecting and of advising concerning indoor work, which should never be neglected by teachers during adverse weather conditions."
10. "The giving of addresses to school children or teachers on hygiene is no longer considered a part of the Instructor's duties. Specialists will give instruction and make reports only on such matters of general hygiene as ventilation, clothing, etc., in so far as these are directly related to physical training."
11. "Instructors will on visiting a school inspect and initial the teacher's scheme of work and weekly work book."

Another memorandum sent to all areas from Mr. Wilkins, the Superintendent of Health Inspectors, requested the Physical Training Specialists to advise all head teachers that owing to the prevalence of flat feet and the tendency thereto, children should be made to walk into school on tip toes after assemblies. By this means, it was hoped that children who were already suffering, will be helped and the tendency

to it in all pupils would be counteracted.

The 1913 Syllabus was in use for eight years and during that period had achieved mediocre success. War conditions influenced its total effect adversely, in that the teaching staff was greatly reduced in male strength, while the specialist staff had extensive areas to supervise with the inevitable result that their visits to schools could not be so intensive and beneficial as was needed. The failure to train all teachers by refresher courses was a major error, as was the lack of training given to Training College students. The advantages gained by this syllabus included the health aspect of growing children, the recognition of physical training as a definite time-table subject, the system of tables and progression, the establishment of official duties and procedure of specialists' visits to schools, the appointment of a Supervisor of Physical Education, and of great importance a conference of Instructors who conferred on method, organisation and the syllabus. The outcome of this Staff Meeting was the writing of two new textbooks for New Zealand Primary Schools, adapted for the conditions of this country and using the latest English Syllabus fundamentals.

CHAPTER III

THE 1920 - 21 SYLLABUS

During the last decade the place, scope and conception of physical education had steadily broadened and it had gradually assumed a meaning entirely different from that implied by the old term 'school drill'. Teachers were beginning to realize that undirected, indiscriminate exercise cannot take the place of a scientific system of physical training, which was indispensable as much for the normal healthy development of the body as for the correction of inherent or acquired defects.

The 1913 Syllabus was superseded by a revised edition published by the New Zealand Education Department. The texts of both the 1919 London Education Board Syllabus and the old scheme, formed the basis of this new edition, which was produced to meet the somewhat different conditions obtaining to New Zealand. This syllabus embodied the results of the experience gained in the last eight years and also all that which was considered desirable to adopt from the fresh material in the 1919 English manual.

The new syllabus was based broadly on the Swedish system of physical exercises and could be effectively carried out without the use of special apparatus. Essential new features included breathing, games, agility exercises, and the principles of progression. With the greater flexibility of these activities the tables sponsored a greater spirit

of recreation and enjoyment in physical training than had previously been possible with the static type of exercises employed.

The chapter on "breathing" in this syllabus varied considerably from the English edition and was compiled with the aid of the Health Department Doctors, using also the Army exercises in addition to the knowledge gained by the itinerant school instructors. The New Zealand scheme laid great stress on the subject as it was considered to be one of the most important vital functions directly concerned with physical training. Besides aerating the blood it had, when judiciously performed, a considerable effect upon the action of the heart. Exertion, called for quickened circulation of the blood, which was brought about by a quickened action of the heart, accompanied by an increased rate of breathing. This acceleration of circulation and respiration as a result of exertion, for the sake of brevity was known as the A.C.R. Under the conditions of A.C.R. rapid shallow breathing had little effect in relieving the stress as compared with slower and deeper breathing, which greatly assisted the action of the heart, steadied the circulation and rapidly brought about a return to normal. As there were tendencies generally to neglect breathing, children were to be encouraged when participating in exercises to breathe deeply and deliberately, rather than in a hurried and incomplete manner. As the rate of respiration varied with the individual as well as in relation to age,

classes were not necessarily expected to perform these exercises in the same exact regular time as required with other movements. The teacher was also informed to realize that children naturally breathe more rapidly than adults. It was imperative that breathing exercises be invariably preceded by some general activity and not given when the circulation and respiration were quiet.

With the special exercises for breathing the movements were so timed that the inspiration accompanied arm raising, parting, stretching or outward turning thus allowing a greater chest expansion, while expiration was performed with the return or relaxing movement. The object of placing the hands on the lower ribs in some of the exercises was to enable the children to appreciate the expanding movement of the thorax.

The twelve special exercises recommended for classes in progressive arrangement were:-

(A) With arm raising sideways (feet astride)

(B) With arm raising sideways and heels raisihg (feet astride)

(C) With arm parting (feet astride)

(D) With arm parting and heels raising (feet astride)

(E) With head bending backward (hips firm)

(F) With arm raising forward, upward and lowering sideways and downwards.

(G) With slow arm flinging

(H) Intercostal - hands on lower ribs - fingers spread.

(I) With arm turning outward and inward.

(J) With arm turning outward and inward with head bending backward.

(K) With arm turning outward and arms sideways raise

(L) With arm turning outward and heels raising.

In the tables, breathing exercises formed the last section of the introductory activities, and also the depleting exercise of every lesson. In discussing these special exercises, no mention was made of the value of good posture while breathing was being practised, nor was there mention of the class being allowed "free" time in which to perform the movement. From enquiries asked of the teachers of that era, it was evident that such exercises were performed to numbers, which defeated the important principle of individual variation.

Viewed in the light of historical advancement, the greatest innovation in this 1921 Syllabus was the development of purposeful physical activity as opposed to static drill. These activities periods were used in the introductory section of a lesson and also in Group 7 which preceded the quietening exercise. Running and marching techniques with all their innumerable variations were described in detail in this syllabus, while the chapter on the fundamentals and purposes of jumping was important in that it stressed the value of such agility which serves such a valuable function in modern physical education. For clarity, the 1919 English syllabus (fully endorsed in the New Zealand

publication) divided jumping exercises into three main groups:-

1. Exercises which cultivated spring and flexibility, such as astride jumping.
2. The more formal jumps such as "upward jumps"
3. The recreative and in some instances particularly useful jumps, as "jumping over a rope" or the "broad" and "high" jumps. Vaulting was also to be added to this group if opportunity permitted, but no coaching points were given on this aspect.

The value of this type of agility lay not only in the stimulation of respiration and circulation, but also in the establishment of a sense of rhythm at the commencement of a lesson added to these beneficial results, formal instructional jumps had much of the localized effect on leg muscles and were therefore included in that section of the table. Excellent teaching points, which are basic today, were outlined in this manual and salient features included the advisability that in jumping the body was to be propelled upwards by a strong contraction of the leg and thigh muscles, while the knee and ankle joints were to be bent and immediately extended with the utmost rapidity and force. The landing was to be made on the toes with the knees slightly bent; the knees and ankles then yield easily to break the impact. "It was essential," the syllabus stated, "that the correct style of landing should be acquired before high jumping or vaulting was attempted.

Injury may result from a "hard" landing in which the muscles are kept tense and the legs do not yield, owing to the shock or jar. The ability to land well is of use in everyday life." To secure unhampered jumps the arms were allowed to remain free and were not to be put on the hips or in any other fixed position. The free forms of recreational jumping exercises were more suitable to young children in this syllabus, while the chief aim underlying these was to make the children jump vigorously and to land with plenty of knee spring. (At first they were allowed to land with knees fully bent having hand support as well).

The previous syllabus had sadly neglected the recreative minor games. This omission, had in New Zealand called forth some strong criticism from teachers, inspectors and instructors. The same criticism existed in England, but with the advent of the new manual, games received their deserved recognition, while the principles behind their selection were aptly explained. That the art of good play organization was in the grasping of opportunities, the limitations and the peculiarities of the conditions under which the play was to take place and in selecting the right game for a particular occasion was realized. With a wide variety of indoor and outdoor games, other than the recognised major games, together with variations obtaining to ground conditions, teachers were guided to allow children to reap the benefits of such valuable team games.

The games described were divided into three sections for age groups and the psychological reasons of such selections were stated. For the infant group the games were to be simple and imitative as the children pretended to act like Indians, cobblers, trains and suchlike. There was not much in the game itself and it was quickly over, but the child of this age found enjoyment in repetition. Easy games of chase, running and jumping were also appreciated if not too complicated, while singing games were stressed. These principles were elaborated in detail in the text 'A Course of Physical Exercises and Games', which was written in conjunction with the Syllabus.

The 8 - 10 year age group, games involved more advanced forms of chasing and racing: where the spirit of rivalry and contest was introduced. Added to these, were the easy games of skill requiring the throwing and catching of bean-bags and balls. Not only did children strive for success, but by forming one of a group, all of whom were aiming to achieve the same result, the instincts of co-operation and social responsibility were developed.

With the age group above 11 years, there appeared a desire for more advanced, purposeful and organized play. Besides the desire for individual excellence, the social or team spirit expressed itself more strongly. The writers

of this Syllabus realized that in the past, girls had been neglected in games coaching, as outdoor basketball had been the only one taught, and that, to a talented few. The boys had fared very well in comparison, as rugby and cricket were highly organised as inter-school contests. To cater for all children a wide variety of minor games was listed.

As a further guide to aid teachers in game selection, games were sub-divided into classifications according to the varying conditions under which teachers labour. For example, for all age-groups, five headings were used -

(a) Active games limited in space covered - Fire in the Mountain, Signals, Captain Ball

(b) Active games, free and unlimited - Pebbles on the Shore, Free and Caught, Prisoners' Base.

(c) Games for cold weather - Follow the Leader, Jump the Shot, Combined Jumps. This section included all types of jumps, dance steps, and in all, could be called a general activity or agility section.

(d) Little or no change of floor position - Jack in the Box, Ten Trips, Moving Target.

(e) Small amount of activity - Tom Tiddler, Last Couple Out, Time Ball.

The major handicap in this games' programme was the inadequate description of these activities. No rules, progressive lead-ups or coaching points were given: the

only recommendation given to teachers was the purchase of several reference books in which the games were described. Not only was this expensive to teachers but also the supply was limited and such texts were difficult to obtain. The only book which was used extensively in New Zealand was written by Jessie Bancroft entitled, 'Games for the Playground, Home, School and Gymnasium".

Finally, this syllabus, although maintaining the order of exercises as before, advised teachers to spend ten minutes on the first six exercises and ten minutes on group seven and eight. As section eight was the depleting movement of a table, section seven was therefore viewed as the most important exercise. It included marching variations, jumping and games, - it purported to be the activity or less formal work of the table. It was the forerunner of the "class activity" group in the modern table.

Additional modifications included eight new tables making a total of eighty in all; the introductory exercise became less formal and static; the technique of commanding was changed, as the word "astride" replaced the old "stand at ease" position, while the finishing command of "attention" gave way to such orders as "heels down" or "arms lower". This was a definite swing away from military physical training methods in primary schools, although the practice was continued in the Secondary Schools for many years.

The 1921 Syllabus was printed in New Zealand and issued free to all public schools.

To provide an adequate and efficient physical training scheme for Infant classes, there was published in 1921, a small manual called a "Course of Physical Exercises and Games Suitable for Infants". Previous to this time, infant teachers had differed widely as to their schemes of work for this section of the school community. Rigid drill was advocated by many as a preparation for the upper school training, while others adopted a "free-play" period including singing games. Miss Livingston, a physical instructress employed by the Dunedin Education Board, drew the Department's attention to the haphazard situation in 1918; that there was in existence no organised scheme of physical training for infants which conformed to Department's regulations. The result was that physical work in Infant Departments was, through no fault or lack of painstaking effort on the part of the teachers, irregular and unsystematic. With a view to assisting the Department in overcoming this inadequacy, Miss Livingston compiled a two years' scheme of infant tables. This instructress, who had been trained at the Dumfermline College of Hygiene and Physical Training, possessed a comprehensive knowledge of both the theory and practice of infant physical education and was thus well qualified to submit her tentative scheme. The Department commended her effort, but publication of the tables was delayed until a Supervisor of Physical Education was appointed.

When Mr. Longworth was selected as Chief Instructor, he put the matter under review and later had the Conference of Physical Instructors discuss the situation. Consequently, the scheme was published in 1921, and in answer to the widespread criticism that greeted this edition, the Department indicated to the teachers that there were many advantages in utilizing and controlling the play movements in such a manner as to keep - and considerably increase - their effect of happiness and enjoyment while accustoming the body and mind to respond to external suggestions and stimuli. This gradually, by progressive steps, trained the intelligence and led up to the immediate more accurate response, both physical and mental, which was expected of older children. Physical training in the infant school was to prepare the way for the work in the upper school progressively.

Short lessons of ten to fifteen minutes were taken in the schools; as active movement and frequent changes of position were the keynotes of each table, the authorities considered it advisable that two daily lessons were to be taken. The morning table was called the "primary lesson" being of greater importance than the afternoon "secondary lesson", as good posture was the desired achievement in the primary lesson. The afternoon table was suitable for indoors where advantage was taken of clean floors and the piano; it included activities with games, use of free apparatus, dancing, rhythmic movements and singing games, being practised.

A fundamental innovation in the Infants' lessons was the use of new formations. The military "fall in" and "file" formations were replaced by rings, toeing the chalk line, and open files after choosing several leaders. The object of these formations was no longer to obtain discipline, but to give every child space in which to move without interfering with other children, and at the same time allowing the whole class to see the teacher. Variety of formations during a table was advocated, not only to give children a sense of direction and spacing, but also to train individuals to respond quickly by interpreting simple commands.intelligently. The method of teaching by imitation was largely used, while teaching by command was gradually introduced. It was considered essential that the teacher was to enter into the lesson with an appreciation of the enjoyment felt by small children in their games and movements.

A "Sample" table from this scheme of twenty-four tables is worthy of illustration from the historical viewpoint. i.e.

TABLE 13

Introductory:-	a. Handkerchief drill - followed by breathing exercise.
	b. Heels raising
	c. Head bending backward
Arch Game:	I say "Stoop"
Heave:	Arms bending and stretching downward.
Balance:	Stork standing: arms change to sideways stretch and back to hips firm.

Shoulder-Blade: Rowing in boats.

Lateral Trunk: Ships rocking - arms sideways.

Game: Storks and Frogs

Respiratory: Breathing exercise.

Beneath each table in this manual, full commands and all directions for teaching were given to assist the class teacher. Of the fourteen games described, only "Black Peter" remains in the present infant syllabus. The remainder are now classified into the 7 - 10 year age group i.e. Fishes in the Net, Fox and Geese. It is surprising that very little of the 1919 English Syllabus was used in the construction of the New Zealand Infant Scheme, as it contained many excellent simple games most of which are incorporated in the 1933 Syllabus in use today.

To launch the new syllabii, Mr. Longworth visited each Education Board area, in order to address all teachers whom he found to be most willing and eager to teach~~er~~ children the revised form of physical training. The Supervisor justified the advent of this syllabus by enumerating the following four innovations:-

1. The scheme was more up to date.
2. Lessons were brighter and more inter~~e~~sting.
3. The introduction of a quickening or general activity exercise in the middle of each table - the use of such exercise when children appeared bored.
4. Need for greater concentration.

Mr. Longworth noted that very feeling reference was made by many teachers at these addresses in 1922, to the fact that very infrequent visits were paid to their schools, by the physical instructors. The teachers testified to the assistance and stimulus received from such visits, but the itinerant staff was so few in number (fourteen) that little could be done in this direction. The general feeling was in favour of refresher courses being again instituted, and Mr. Longworth was asked to give this matter urgent attention, as teachers stated that they had less confidence in their ability to teach this subject than any other in the curriculum. At a Conference of School Medical Officers and the Heads of the Department of Health a resolution was passed urging the Education Department to take immediate action in training the teachers to instruct physical training. They considered the existing conditions in schools as very poor and pointed out to the authorities that the teachers had received no further instruction since the refresher courses in 1913-14. The Conference recommended that the Instructors be released from their school itineraries, so as to devote full time employment at refresher courses. The position to be faced in 1922 was one of major importance for physical education, as teachers, instructors and departmental officers viewed the existing conditions with alarm. The solution lay either in the holding of intensive refresher courses or in the appointment of a larger specialist staff.

A review of school districts which Instructors covered, illustrated the inadequacy of school supervision. The figures, given below, depict the situation in 1922.

In Auckland there were			700	schools	and	2	Instructors
Taranaki) Wanganui)	"	"	360	"	"	2	"
Wellington	"	"	246	"	"	2	"
Hawkes Bay	"	"	145	"	"	1	"
Nelson	"	"	132	"	"	1	"
Canterbury		"	400	"	"	3	"
Otago	"	"	253	"	"	2	"
Southland	"	"	190	"	"	1	"

The revised syllabus was received with enthusiasm by the majority of teachers, with the exception of some women teachers in the city of Christchurch. Their attitude was expressed in the newspapers, after they had attended Saturday classes in the new scheme. They claimed that, "the new Swedish exercises, which seem to be marvellous combinations of balancing, dancing and acrobatic feats, the teachers were told, were intended to develop the mental faculties as the brain must concentrate on the correct position of every muscle etc. brought into use for such an exercise, as the following, 'Raise the left leg and clasp the left foot with the left hand, and jump four times on the right toes.' Repeat the movement. Another striking exercise, quite new for originality in detail consisted in the teachers being lined up to face in pairs, on the word of command 'ready', those facing to the right ducked the

head quickly to avoid receiving a resounding clap from the ready outstretched hands of the partner. To the young and lithe, with agile, springy movements, developed in the modern dance-hall, these highly picturesque movements designed to promote general activity, probably become easy to acquire. But amongst our women teachers, faced with the ever increasing plus quantities of the public school syllabus, the time for muscular development, acquired through racing, jumping, balancing and old English dancing has passed away. Yet if these movements are to be taught by the present generation of teachers of necessity they must be demonstrated and not merely described to the pupils. Surely the time has come when the capable experienced woman, who, imbued with the nobility of her calling in rightly moulding the plastic minds of the future citizens, and who has given the best years of her life to the profession, should not be required to add to her all-round attainments, the strenuous activities of this Swedish drill, which in a few years' time, may also have failed to stand the test of expert approval. If this new syllabus is to be taught, why not make it a distinct branch of the profession, and attach properly trained ballet-dancers and evolutionists to the schools. It has long been recognised that technical training must be in the hands of experts, although the ordinary teacher is expected to lay the foundation of it in graphic expression, then why not extend the all embracing educational system to the production and employment of specialists for the physical

development of children."

Other than the Saturday morning instructional classes for city teachers, and probationary assistants, there was no assistance given to teachers in the establishment and teaching of the 1921 Syllabus. The specialist instructors continued to traverse their extensive areas assisting and examining the physical training in the schools. From reports returned by the field staff, Mr. Longworth enumerated the following points which were nullifying the success of the syllabus.

1. Teachers were not making adequate preparation for physical training lessons. Too many took the book outside rather than prepare the table on a suitable piece of cardboard.
2. Classes were too slow at beginning the lesson. One minute was considered by him, sufficient.
3. Movements were to be taught as in the Manual
4. The whole table must be completed each day.
5. Too many teachers waste time by standing a class 'at ease' after each exercise, rather than obtain better results by making one exercise follow directly after another.
6. Many of the Senior classes do not perform with enough energy or precision.
7. Orders and commands were weak.
8. The Infant scheme lacked animation.

To assist teachers in the choice of suitable tables, the Syllabus material was sub-divided into sections which were applicable to the various standard classes. With these factors causing concern and the lack of refresher courses since 1913, the Supervisor of Physical Education approached Mr. T. B. Strong as to the institution of such instructional classes for teachers. Classes of a week's duration were envisaged to be held at different centres by which means little expenditure was involved. Should other subjects be included, as recommended by the Inspectors, the courses were to be lengthened. Mr. Strong approved of this tentative scheme, but the Department's advisory section did not warrant the expense involved. Their reply informed Mr. Longworth that relatively to other subjects physical training was well taught in schools while other subjects as handwork, science, drawing and singing needed far more assistance than physical education.

Corrective classes had gradually waned in number and enthusiasm since the transfer of the School Medical Branch to the Health Department's jurisdiction; a revival was attempted in 1924 when all physical instructors were advised to establish classes in the principal centres for schools of Grade IV and upwards; no child was to be placed in such class without the School Doctor's approval and the number in each class was not to exceed twenty-five. It was evident that with the amount of experienced help at the disposal of the staff it would be impossible to perform actual remedial

work in serious cases. Marked physical deformity required the individual attention of experts and the specialists were instructed not to attempt such exacting re-education in the schools under the existing conditions. Added to this, if the classes were not supervised efficiently, it was considered advisable to abandon such instruction completely. The children selected for remedial treatment were those, who while free from actual disease, showed a general lack of tone or who, while healthy in other respects, had acquired bad postures, which favoured the onset of deformity. The exercises performed aimed at toning up lax muscular and ligamentous systems generally. The teaching of the child to appreciate the correct standing position and it to assume it naturally, was the basic principle of all remedial treatment.

The physical instructors were summoned to Wellington in 1925 for a Staff Refresher Course. Swimming, folk-dancing, practical sessions and method were studied and discussed. The course was viewed as highly successful in as much as the various instructors compared difficulties and matters of policy, all of which created added enthusiasm and stimulated professional thought.

There had been several specialist teachers of 'Dolcraze' Eurythmics arriving in this country from England and Department officials, after viewing some demonstrations decided to introduce the work into the primary schools. Its value lay "in the undoubted benefit to school children, aiming to secure

proper co-ordination between the brain and muscles."

Miss Eileen Russell, a certificated teacher of Dolcraze work, instructed special classes for teachers in Wellington while Miss Trewavas, also of London, was employed to visit the four Training Colleges which were advised to take full advantage of her specialised knowledge in eurythmics and folk-dancing. Exchange teachers also introduced the same rhythmical activities, which gained prominence, more particularly in the Infant classes.

The abrupt change in general policy in 1926, when Mr. Coates was Prime Minister and Sir James Parr, the Minister of Education, appeared to undermine the whole system of physical training in schools. The Minister desired that the expenditure on physical instruction was to be substantially reduced. His reason was based on the assumption that as the great majority of the teachers were proficient in this subject, and also that nearly all the probationers and students had had three years' special training, it was not necessary to keep up such a large number of itinerant instructors. The Staff was to be reduced accordingly, as schools were to receive only one visit per year while lectures given to Training Colleges were to be continued on a modified system. The Health Department raised protest at this announcement as their officers had substantial evidence that the Physical Branch was doing good service in the schools. School medical officers had reported that the posture and physique of a large percentage

of school children was unsatisfactory and the position called for immediate attention. In view of the importance in preventative medicine placed on physical education, the Health Department was dogmatic that the physical instructors should have an adequate knowledge of anatomy, physiology and a sufficient comprehension of the process of growth to enable them to make scientific application of these principles of physical education. It was also stated that in the past either for the sake of economy or because of the lack of applicants with wider training, the service had been recruited by accepting individuals whose main testimonial was the knowledge of military drill. With this statement the Health Division advocated, for greater efficiency, three points, viz - An increase in Physical Training Staff: a thorough specialist training scheme: the re-instruction of corrective classes on more advanced approaches. The ultimate result of these reports was that with the depletion of a few of the Instructors, the "organizing staff" of each Education Board was detailed to inspect schools in physical training in the course of their official duties. A list of such schools visited was available from the Senior Inspector and the Instructors were not to cover the same areas. The curtailment of Staff was not confined to the Physical Education Branch alone but was a general trend in the whole community of profession, business and trade; in reality, the fore-runner of the world depression.

CHAPTER IV

THE 1932 SYLLABUS

It will be conceded that perhaps no one is better qualified to speak of physical education and its needs than an orthopedic surgeon, who in addition to long training and experience in the mechanical ailments of the human frame, has supplemented this by a study of the early stages of physical development in children. A group of such surgeons led by Dr. Joel E. Goldthwait of Boston had succeeded in giving a new impetus and direction to physical training in New England. Dr. Renfrew White of Dunedin, had been privileged to collaborate with these surgeons in 1924 when he visited America. On his return to New Zealand Mr. White devoted considerable time to the study of the physical development of our people and the relationship between this and health on the one hand, disease and incapacity on the other. His investigations convinced him that similar action as in Boston was fundamentally necessary and he held the following conclusions strongly.

1. That the physical development and training of the children in New Zealand schools left much to be desired, particularly in the direction of training in habits of body carriage and posture.

2. That a large proportion of chronic ill-health of middle life was due directly to life-long habits deepening and intensifying with the passage of years.

Such a state of affairs, Mr. White considered relatively easy of remedy: of all the problems of preventive medicine, this was about the simplest of solution. A modification of the existing organisation of physical education in schools was all that was necessary - a change that required but a minimum of re-organisation and expense. The fundamental training in this new scheme, as visualised by Mr. White, was to be postural, which was to precede general activities of drill, games, gymnastics, dancing and singing. It was his contention that this lack of postural basis rendered the English syllabus ineffective in impressing permanent habits of body use and permanent improvement in body form.

The practical suggestions urged by Mr. White included the use of the services of the School Medical Officers with the actual training of the Training College students, while teachers and physical instructors were to learn more of the nature of physical defects, their treatment and control in individual children. To further these ends, he recommended that an orthopedic surgeon who was sufficiently interested in this aspect of education, be appointed as a Consultant in physical education. This officer was to be given authority to experiment under his local Education Board, in co-operation with the School Medical Services and Physical Instructors; to re-organise the physical education, introducing the proposed system of postural training as a preliminary preparation to the existing syllabus.

The Education Department was impressed with Mr. White's suggestions, calling a Conference of Mr. Longworth, Dr. Ada Paterson, Mr. T. B. Strong (Director of Education), and Mr. White, to discuss the proposals. Although the originator of this scheme had little knowledge of conditions in New Zealand schools, the meeting was profitable, as the following recommendations were immediately approved by Mr. R. A. Wright, the Minister of Education.

1. That a refresher course for Physical Instructors be arranged.
2. A grant to Mr. White to cover expenses incurred in experiments and lectures at the Dunedin Training College for 1927.
3. Refresher Courses for general teachers to follow, when the scheme had been tested.
4. More stringent regulations of Physical Education in Training Colleges i.e. it was to be made an examination subject of the Teachers 'C' Certificate: there was to be a complete medical examination of all incoming students to the Colleges.

The year 1927 was one of intensive research and experiment in physical education, as Dr. White began to mould his practical course with postural training as the core of physical training. Twenty students were given a preliminary course of one month's work - one quarter hour daily - before being placed in charge of the training of a group of six children each. The principles of body mechanics were taught

carefully in order that the students received a thorough understanding of such fundamentals before teaching their small classes. Miss Dickson, a Departmental instructress and Miss Tuckwell, from Dr. White's Clinic, were two assistants who possessed the unique power of rousing and holding the enthusiasm of both students and children, which greatly added to the development of the scheme.

The chief aim of the course was the training of the children with a view to inculcate such habits of body use and carriage, as representing the ideal, and which led to the fullest physical development.during the growing period. The training for the year was based on the correct use of limbs and trunk; in the self-detection and self-correction of the individual's own defects: both of which were guiding principles. On this foundation was built a systematic series of physical exercises and an elementary course in rhythmic movements; the former not only to gain and maintain the required range of movement of the various joints, but also to strengthen and shorten the muscles concerned with the observance of correct body mechanics; while the latter was to encourage grace and ease of carriage, thus stimulating interest and supplying motive.

To intensify the campaign, Mr. Longworth and the sixteen instructors on the Department's Staff, attended a special course in Dunedin in December, 1927. These individuals were, no doubt, apprehensive and suspicious of the "new" ideas at first, but at the end of the week were fully enthusiastic of

the nature of the course. The scientific aspect of physical eucation was discussed at length by such capable lecturers as Drs. Paterson, Champoloup and White, while basic principles of physical training were debated and formulated. This aspect of the subject had long been neglected even though its importance had been noted by various authorities since 1913. The criticism of the 1920 Syllabus by Mr.White provoked and stimulated thought, as he criticised the instructors' dependence on exercises for corrective effects and habit formation, rather than inculcating the principle that correct posture must be consciously directed during the performance of all exercises, by creating an awareness on correct body carriage.

As Mr. White's theory gained considerable support from the Minister, the proposals for 1928 included the continuation of the surgeon's services at an increased salary, and also the provision for a special course to train selected students for a third year in physical education. This represented a dramatic change in administrative policy, as in 1926 the staff was reduced on the grounds that the number of instructors visiting the schools was too great and that the position was 'the laughing stock of the country'. In retracting such a reversal of policy, it was stated that the twelve trainees were to be "demonstrators" of the new system, while engaged as general teachers in the schools, using their specialist knowledge in staff conferences and in taking demonstration lessons.

In 1930 all third years in physical education were given specialist

training in one other selected subject in order that their qualifications be bettered.

The work of Dr. White created diversity of opinion as to its value in the primary schools. Competent critics considered the scheme suitable for clinical purposes but not for instruction by general teachers. His experimental classes consisted of six children whereas the normal classes had an average of fifty: the methods he employed were not suitable for large numbers. Others were cetain that beneficial results could be obtained under similar circumstances, with the use of the Department's syllabus, which strove for general rather than special effects. The criticism, given without prejudice, on basic issues, did not receive the attention it deserved in these experimental stages. The practical knowledge of the Instructors was of equal value to Mr. White as was his medical experience to them. Had there been harmony, the resultant syllabus would have been imminently a greater success than it achieved.

During 1928 Mr. White, not only trained the third years, but lectured to first and second year students as well. He had extended his practical programme to include classes from the kindergarten level to children of fourteen years of age; his aim in so doing was the preparation of a completely original syllabus in place of his former idea of a supplementary scheme attached to the Departmental manual. He realized that the replacement of the old syllabus must be as gradual penetration rather than sudden subversion and

that it was advisable to train, beforehand, as many teachers in the approved methods and techniques as was possible.

The guiding principles of the growing syllabus, in condensed form, represented the following points:

1. The importance of fundamental postural training.
2. In the case of most children this posture training required to be supplemented and accompanied by special work with the object of correcting postural defects already in existence.
3. The general system of exercises to have three objects -
   (a) Must assist and not hinder posture training
   (b) The exercises were to be effective for general physiological aims of any system of physical culture i.e. giving and maintaining range of movement, muscular strength, co-ordination, control and general metabolic stimulation.
   (c) The exercises were to be as interesting as possible.
4. The incorporation of a definite musical and artistic element in the form of rhythmical movements and dancing to music - this, not only for added interest, but for additional intrinsic value of movement it introduced.

A survey of the physical training movement at the close of 1928 disclosed the condition that Dunedin Training College students and nearby normal schools were being instructed in Renfrew White's scheme, while the remainder of the Dominion was carrying on with the recognised syllabus. As Mr. White had made no official announcement about his practical

exercises, the outgoing students of the Dunedin College had little substantial guide, while the areas to which they were posted had continued with the old syllabus. The Third Year trainees were similarly placed, and to surmount this obstacle to progress, the Department requested Mr. White to give an assurance that he would produce a definite statement of principles and practice underlying his instruction, before his professional re-engagement as a part-time lecturer at the Teachers' College.

When it was discovered that it was Mr. White's intention to publish a syllabus, several officers of the Department criticised this arrangement, as they maintained that the existing manual was one of world-wide use and was not to be lightly thrown aside. It had been elaborated by highly qualified men and had stood the test of time in many countries. It was also stated that Mr. White was not a Physical Culturist, as his views were purely theoretical; his assistance was of great value with supervision and direction of the physical instructors, who had already illustrated their willingness to co-operate. It was at this stage they considered Mr. White's influence should terminate. The Department's reply to this criticism implied that physical education needed to be placed on a higher plane, not by unduly glorifying the subject, but by constant improvement in method, which is the result of a wider outlook based on greater knowledge. The value and appreciation of new ideas and aspects of physical education was deemed

highly important and worthy of whole-hearted support.

At the Refresher Courses held for teachers in all the major centres in 1929, the instructors gave of their best in teaching Mr. White's principles of physical education. The trained third years were used as demonstrators and Mr. Longworth praised their efforts by saying, "our young people had quickly gained the confidence of the teachers and were extremely tactful." The Teachers' Institute offered to publish free of cost, articles on physical education and health as the publishers held the general opinion of all teachers, that written guides and tables were absolutely necessary for the classroom teacher. This pleasing indication of the increasing interest in this subject was not accepted as Dr. White had almost finalised arrangements as to the publication of his own book. He did, however, disclose the three aspects of his manual viz:-

1. A manual of hygiene, containing all that he considered teachers should know regarding the physical welfare of children.
2. A manual of Physical Education from the point of view of physical development.
3. Physical Education as a means and organ of general education.

When the compilation was received by the Education Department, it was given to the Health Department, Defence Department, the British Medical Association and Mr. Longworth for detailed study and positive criticism. At this period, Mr. White received wide publicity through the daily newspapers of New Zealand: public interest was fostered by his giving

lectures to various allied associations such as the Massage Society, the Kindergarten Movement and the Maternity Services.

Two courses for the permanent instructors took place: the meeting in Dunedin was an advanced course under Dr. White while the course in Wellington in January, 1930 was held mainly for folk dancing and swimming. Preparatory to this course, the instructors were requested to bring suitable costume and also advised to qualify for Life-Saving Awards as an examiner had been appointed. This represented the first organised attempt to develop swimming as a specialised branch of physical education. The subject had received wide recognition as to its values but the methods used in teaching and the styles taught, were many and diversified. The Training Colleges placed importance, for instance, on life-saving ability, neglecting to teach methods of swimming; while the principal method used in schools incorporated artificial support of rubber floats and towing ropes.

During 1930, the notes of Mr. White circulated around the various departments approved for criticism; it proved to be a laborious process but one that was absolutely essential as the Education Department was to take full responsibility of the published volume. Mr. Cowles, the administrative officer for Physical Education, ably directed proceedings under very difficult circumstances. The author, who had delayed the manuscript in the first place, now clamoured for its return, so as to rewrite the amended sections before the manual was

placed in the hands of the Government Printer.

Mr. White desired the publication urgently, as he wanted every student in the four Colleges to be familiar with its contents before becoming a probationary teacher. The Physical Education teaching in the other three Colleges gave concern to Mr. White, as the old syllabus was in vogue with the travelling field staff taking lectures one day a week. The vital points of Mr. White's scheme were taught but the students had no reference book from which they could supplement their instruction. To alleviate such a position, it was proposed that ex-third year trainees be placed as lecturers in the Training Colleges on a full-time basis: the training of the students in all centres would then be identical with the instruction given at the experimental College in Dunedin. A survey, taken by Mr. White in 1930, of the 1928 trainees, showed that one had gained departmental rank, one was a lecturer at the Dunedin Training College (Miss Brownlee), two had specialist positions in Secondary Schools, two were specialists in Primary schools, while the remaining six were scattered throughout the country with only the most meagre opportunities of making use of their detailed knowledge and experience. The hopes of the succeeding generations of third years was far from bright as the shadows of the world depression gathered more ominously year by year.

The obstacles confronting this postural scheme loomed still greater in 1931, when the manual, ready for the press,

was not permitted to be printed by the Government, as funds were not available to cover its expense (£700). It was the Department's intention to issue every school with a free copy, but with the printing closure Mr. White requested that he be granted permission to publish his book with the assistance of a private firm. He drew up new clauses of conditions governing its publication and the Departments' agreement was finally secured, but not without great trouble as Mr. Wright had been succeeded by Mr. Masters and Mr.Atmore as Ministers of Education since 1928. These conditions enumerated were:-

1. That the Department prescribed it as a text-book in the four Training Colleges and to hold it as such for five years.
2. That the Department should officially accept the system of physical training, contained in the manual entitled "The Growing Body, Its Nature, Needs and Training," for all primary schools.
3. That the Department were to make a public announcement of the book to teachers in the Education Gazette.

The 15th day of January, 1932, saw the syllabus officially in operation, replacing the revised syllabus of 1920. Even with its adoption, Mr. White was still far short of his ideals. The Staff of Physical Instructors, who were to be his key agents, was drastically reduced to leave but those engaged in lecturing at the Training Colleges. The rumour, that some of these Colleges were to be closed, was

rife; both points limited the sale of his book and extended the possibility of financial loss. The position was further aggravated when teachers were asked by the Education Department to purchase their own copies at seven and sixpence each. The Executive of New Zealand Education Institute voiced their concern and grave objections to this precedent of having teachers buy essential syllabus books. To counteract such an arrangement, they took the unusual step of advising all teachers not to buy the text until discussion with the Minister of Education. The Executive also denied the right of the Department to tell teachers how they were to spend any part of their money. In other spheres such action was specially provided for by the law. Further, the Executive felt that it was highly objectionable that the Department would, in effect levy a tax on teachers for the profit of an individual. To circumnavigate the unfortunate position the Education Gazette was the only solution to the problem, the Executive maintained. Through this publication the sets of tables and exercises could be issued to teachers free of cost, but the Department in collaboration with Mr. White refused this offer, on the grounds that by this means teachers would not be able to grasp the principles nor the basic elements of the scheme.

The importance of posture in the physical training programme and the great incidence of physical deformities in New Zealand children as claimed by Mr. White, led to an investigation of his statement by Dr. Blakewell, A School

Medical Officer, Miss Blackburne and Miss Edder in the Wellington area. Their research was an endeavour to attempt some kind of an estimate as to the frequency and severity of postural defects among school children: to judge the effects of progress through the primary school on such deformities and finally, to ascertain whether the general picture was quite as gloomy as leading authorities declared.

The correct standing posture, they accepted, was that defined by Mr. White i.e. The body was in good mechanical position when the weight of it rested evenly on the heads of the femurs. The head was balanced evenly between the shoulders, while the breatbone was the part of the body furtherest forward. The lower abdomen was retracted and flat and the back curves were within normal limits. In the standing position the hip joints in lateral view, were directly in line with the knee and ankle joints. The investigators queried this description of the ideal posture as it applied to the mature adult and was not necessarily normal in an individual child in the developmental stages. To assist the research, Dr. Blakewell accepted the three groupings of physical body types of children.

1. The stocky type: heavy, thick-set and squat-looking.
2. The thin type: slender, flexible, long neck and trunk, the length of the lumbar region specially noted.
3. The intermediate type: a compromise between the two with characteristics pertaining to either.

The majority of postural deformities in children of any type, was considered by the authorities, to be due to faulty body-balance. The thin type was therefore more prone to postural defects, owing to body length and instability. The primary defect was the increase in pelvic inclination, which produced in greater or lesser degree a series of maladjustments, viz. lordosis in the lower lumbar region, a compensatory kyphosis in the dorsal region, prominence of the abdomen with stretching of the abdominal wall, a general tendency to pelvic congestion and phasis of the internal organs thereby. This abnormal pelvic angle caused the weight of the body to come on to the hinder portion of the foot, this being considered as an important factor in producing genu valgum, hallux valgus and flattening of the posterior arch. This body picture, appeared to the research workers, as descriptive of the attitude assumed by a large number of school children up to the age of twelve years. As the crux of the investigation was considered to be the increased inclination of the pelvis, an assessment of the fault was to be gauge of the degree of deformity presented, or later produced. This was done by measuring the angle, that a line drawn between the anterior and posterior superior iliac spines made with the horizobtal. In a normally inclined pelvis this angle was considered to be approximately twelve degrees.

The aspects of posture studied and examined in Wellington included:-

1. Position of the Head (forward inclination)

2. Position of shoulders (a. left raised b. right raised c. winged scapula)

3. Spine (a. Kyphosis b. Scobosis c.Lordosis)

4. Chest (a. Flat chest b. Pigeon chest c. drepressed ribs and depressed sternum)

5. Abdomen

6. Knees (a. Genu valgum b. Genu varum)

7. Feet (a. Flat foot b. Deflection of big toe from normal c. Deflection of tendo achilles)

Additional measurements taken included height, weight, respiratory index and the pelvic angle. The results of this research disclosed the findings that as to type, the average New Zealand child tended toward the thin type, while the collated figures indicate that certain deformities tend to increase steadily during the child's progress through school. The two types of defect in which this increase was most definite was the forward inclination of the head and foot deformities. In contrast, deformities of the shoulder, spine and abdomen showed an increase from a period between five and ten years, but then steadily decreased in incidence to fifteen years. This suggested that these particular defects do have a common causative factor and tend to occur as a syndrome. Since this investigation, no other positive research has been undertaken in relation to physical deformities in school children, although many reports by competent judges refer to the poor physical standards that exist in the primary schools. A survey on such lines would prove a most valuable aid to all those connected with physical education to-day.

Dr. White's syllabus was intended to be a vast improvement on the old scheme as it sought to correlate all matters affecting the physical education of the child. The system cast adrift the Swedish 'drill' completely and was known to most teachers as the "American System" which placed the importance of medical advice in applying corrective measures to the defects of childhood. With the practical aspect there were many innovations which the teachers had to grasp before any reasonable success could be gained.
In teaching a table the class was told the name of the exercise while the children were expected to remember the starting position and the various stages of the movement. The children then proceeded to perform the exercise from beginning to end on a time pattern which was taken either from watching a leader, or by the teacher's counts. A more advantageous method was the using of a time pattern of accompaning music which most schools made available over loud-speaker systems.
As the conditions governing the sale of Dr. White's book were considered unsatisfactory, many teachers refused to own a copy, but still endeavoured to teach the system. Keeness was missing and with no itinerant instructors to encourage enthusiasm and assist generally, the 1932 Syllabus was poorly taught by disinterested teachers. The general use of music for all classes of a school which carried out the physical training periods together, degenerated into a practice, that nullified the author's desires of postural training. The desire that Mr. White expressed for daily twenty-minute

lessons was not granted and the fifteen minute period held sway until amended in 1940.

Teachers who possessed ability in music and who taught small classes discovered that the system was feasible. Country schools were perhaps, the most accomplished in the physical training sphere, as urban schools had large numbers even in 1932; with the reduction in teaching staff and the closing of two Training Colleges until 1936, classes became even greater in number in that period.

When this system was introduced into schools, it was advised that in all classes, the first four weeks were to be devoted to an intensive course of postural training, and that thereafter, the first week in each term was so devoted. For the assistance of teachers lessons were specifically compiled for this introductory period, each table beginning with general activities, then corrective training and finishing with recreational element. The table quoted below, represents a fortnight's work for Standard I and II class:

TABLE I.

A. Running

Skipping

Sideways Gallop

B. Lying: Head and Neck correction.

Lying: Chest correction

Sitting: Foot bend and stretch

Sitting: Toe clawing and stretching

Sitting: Foot turning in with toe clawing.

TABLE I.

B. Self Correction against wall

Head and Neck Correction

First shoulder Correction

Instep arching.

D. Whistle Race.

In order to make these periods of intensive postural training as effective as possible, the teacher was advised to determine some definite standard for judging the posture of each child. The Vertical Line Test was advocated by Dr. White, and he recommended its use by teachers. As it was also observed that a child who could assume a good position for a few minutes, may not be able to maintain such posture. To measure this fluctuation of posture, two other tests were deemed necessary: marching was added to the requirements, especially when it proved to be one of the surest means by which the body returned to its faulty habits of carriage, if the muscular tone and co-ordination for good posture was not well established: the maintenance of good posture during exercise was added, making the triple test which proved a thoroughly reasonable and effective standard by which every child in the school was able to conform. The triple test for posture was the standardisation of the subject for the individual. On this basis, each class was to be segregated into two groups, one which passed the tests and the other one which failed. By the incentive of betterment it was hoped that the children would become

conscious of posture and not only strive for promotion but also for a higher class average of good posture. This competitive spirit was regarded as a very potent influence which not only gained results but also built up a class pride.

The fifty-four tables for the standard classes of the primary school involved little whole-body activity exercises and also necessitated users of the tables to refer to many references before understanding the specific nature of an exercise. General teachers found difficulty in devoting as much time as was necessary in compiling lessons on physical training, as they had other subjects to prepare as well. It would have been advantageous to have fully explained each table as a complete unit, rather than spread the material over three hundred pages. Mr. White, no doubt, realised this fault, but probably considered the tracing of references would enable the teachers to become familiar with the principles of the syllabus and as a result have a greater appreciation of physical education.

The exercises for all standards were too difficult for the average teacher to use effectively with large classes, and were more appropriate for clinical work. The success of this postural training at the Dunedin Normal School in the experimental stages was accepted without due appreciation of conditions under which the general teacher labours.

The groups of six children which tested Mr. White's theories were in no way comparable to the average class number of

fifty in most New Zealand schools.

The theoretical aspect of "The Growing Body" was of great import in the history of New Zealand Physical Education. The enthusiasm of Mr. White carried conviction and his book abounded with evidence of wide reading and careful study. The innumerable quotations which ranged from extracts of the classic writers to modern educationalists added greatly to the reader's pleasure. When considering its suitability as a recognized text-book for teachers, the book failed in its primary purpose. Mr. White's principles were adapted for readers with far more anatomical and physiological knowledge than the average teacher possessed; for practical pedagogical success it would have been desirable to have made a direct statement of elementary principles set forth with simplicity and without bias. Medical men and physical educationalists found the book stimulating even though the symposium of other theories outweighed the object of the author. The method of approach placed emphasis on disease and preventative physical education measures; it would have been to Mr. White's advantage had he stressed the positive values of physical education.

This syllabus created and stimulated thought on the subject of physical education in the realms of the teaching profession and endeavoured to raise both the theoretical and practical spheres to a higher plane than that achieved previously. That the scheme gained little success was

in main due to the unfortunate times when it was launched and secondly to the method in which "The Growing Body" was written. Had there been more adequate training of teachers in the Training Colleges and a larger staff of physical education specialists, the syllabus could possibly have achieved its desired results.

Until the re-opening of the Training Colleges in 1936, physical education in schools passed through a period of decadence and of administrative antagonism. The Education Department, after the depression years, was faced with involved problems when the re-organisation of physical education was envisaged. Not only were the teachers inadequately trained but a great majority of their number refused to purchase Dr. White's Book. In addition, the specialist staff totalled four instructors, who were attached to the Two training Colleges, while the School Inspectors, not having received the syllabus training, were accordingly not able to judge and give advice to the instruction in schools. The remedy visualised by the Department in 1935, was the inauguration of refresher courses to foster Mr. White's system, which the authorities considered excellent but intricate, and by thorough instruction inculcate an appreciation of the basic principles which needed correct and constant application. With the growing discontent concerning the official syllabus, the Department deferred their proposals until the contract with Dr. Renfrew White expired in 1937.

Interested members of the profession had already drawn the attention of the Department to the 1933 English Board of Education syllabus of Physical Training, and recommended its immediate adoption, being unaware of the previous contract.

To illustrate the public opinion of this period, many articles and speeches depicted the conditions of the new outlook. The third-year specialists trained at Dunedin, on whom a fair amount of public money was spent, were scattered throughout the Dominion doing the hack work of the profession. These people were losing their hopes of ever obtaining an opportunity to direct the youth of the country towards the attainment of physical efficiency and towards a finer regard for general health. This view was substantially upheld by one specialist who published an article in daily newspapers. The 1935 annual conference of Headmasters expressed the opinion that they did not desire more time for games and gymnastics as these activities were understood in the school curriculum. The team spirit was considered overdone; games' matches had become an evil, over-training a selected few and neglecting the large majority who were not sportingly suited; the whole aspect of school competition was giving the wrong kind of recognition to physical achievement. The Headmasters expressed their desire that a more general physical training syllabus was needed to incorporate all children in a sound programme of instruction. They viewed gymnastics as a counter-acting

influence to physical defects and as such could not be natural or aesthetic as the existing syllabus maintained. Exercises had much more for children than the fulfilment of the primary physical function, as a physical education teacher with vision and a real interest in welfare was of incalculable value in the advancement of general education.

The Education Gazette in December, 1936, published an address by Mr. Oliver Stanley, the President of the Board of Education, England on the 'Wider View of Physical Education', and this created a national interest in the subject. Salient features of this article substantiated the claim of the activity concept of education and also the application of psychological principles in teaching methods.

"Education was becoming less academic; it was developing a closer touch with actual life by encouraging the child to learn through the disciplined release of his natural instincts of play, curiosity, creation and a desire for social relationships. This method in education was to be found at work at each stage of development. The infants' contact with his fellows and with environment was essentially through play, and play by its very nature, could not be confined within the walls of the classroom. At the junior stage, curiosity was at its height, and to keep this instinct alive children needed first hand experience if they were to develop intellectually.

In the senior school the child was at a stage where, with reasonable encouragement, and under proper guidance, he could reflect upon knowledge and experience; he could seek some sense of relationship, some under-lying cause or motive in physical manifestations and in human affairs."

n "We had got away in the realm of bodily training from the desire to secure big biceps, big chests and so on. We were concerned not alone with muscle but harmony of bodily function which leads to a balanced development of the body - to poise and not to mere strength."

"Physical education embraced, however, much more than the obvious physical exercises and games. It included handicrafts, the domestic arts, craft work, gardening and indeed every activity which is a physical expression of sensory impressions. At one time handicrafts were regarded as an 'extra'; they were not taught in the school premises but at special centres; and no doubt, originally they were included in the curriculum for somewhat narrow vocational purposes. Now, handicraft and domestic science have become an integral part of school life, as real as books and study: not for vocational reasons but because education must deal with the whole child with his creative and aesthetic, as well as his intellectural needs. Woodwork in the curriculum was no more designed for the creation of professional carpenters than school games were designed for the production of professional footballers."

"The purpose of education to-day was not so much the

imparting of information, nor even the training of the mind in any formal sense, but the gradual adoption of the child to a highly complicated social environment."

"Huxley in 1870, in outlining the most important tasks of the school authorities placed first the provision of an adequate system of physical education and second the inclusion of manual work in the curriculum. At last we had realised the basic necessity of these physical aspects of education."

The Olympic Games held in Berlin in 1936 also stimulated interest in physical education, especially in the athletic sphere. There were numerous articles written to the papers eulogising the remarkable performance of Dr. Lovelock and requesting the Government to honour this champion with some distinguished career in this country. The Prime Minister, Mr. Savage, was reported to have stated that the post of Director of Physical Culture in New Zealand would be an ideal reward for the champion, as then all children would reap the benefit of his knowledge. This tentative suggestion was vehemently opposed in many sections on professional grounds, by people who, although appreciating Dr. Lovelock's ability, did not consider that he was sufficiently trained to administrate and control the affairs of Primary School physical education.

The Labour Government, after its victorious campaign in 1935, envisaged many measures to assist the physical development of the child. Physical education in the

Primary Schools, presented a problem as the discontent of the existing conditions was evident in the teaching profession, but the contract with Dr. White until 1937 delayed investigation and resultant changes. This syllabus, after having been practised in schools for five years, was not achieving desired results. The re-opening of the Wellington and Dunedin Training Colleges in 1936, strengthened the claims of the specialists that "The Growing Body" was not suitable for school conditions. The criticism by the Auckland Headmasters' Association, which set forth the opinions of the general teacher, completed the list of the syllabus failures in its practical application. The general view was that the book, although sound in principle, failed to present the practical matter in a form calculated to inspire enthusiasm and confidence, either in the teacher or in the children. Also, the exercises were deemed to be badly graded with the essential progression haphazard. Many of the activities for junior children had counts of 16, 32 and even 64, which made the memorizing of the movement (the 'conscious effort' principle of Dr. White), so difficult that most of the mental effort of the child was upon the continuation of the exercise, rather than upon the correct performance of the activity itself. Teachers had discovered that control was difficult to maintain with large classes, as the time necessarily spent teaching such complicated exercises was so great that there was little time for the

children to actually engage in activity. The terminology of the syllabus was criticised on the basis that the long obscure explanations and commands had been substituted for what was obviously intended to be concise and neat. The view held by the Auckland teachers who had given the book close study since its introduction concluded their findings by declaring that "the syllabus was impossible to use effectively in the schools". A suggestion that the Education Department in the hoped-for change of scheme should pattern the trends of other countries was stressed. In all these syllabii it was found that exercises introduced through their simplist forms and gradually increased in complexity was a fundamental in physical education lessons. Daily tables, with this method, allowed the children full opportunity to be doing some active movement with a mimimum period of 'dead spots.' The 1933 English Syllabus was advocated as it not only embraced all recent tendencies in physical education but also was admirably applicable to New Zealand conditions, including the smaller country schools, which had not been specifically provided for by "The Growing Body."

The Government in April, 1937 gave constructive evidence that their educational authorities had the issue well in hand as a Conference was to meet at the end of that month in Wellington to consider all aspects of Physical Education. Dr. Hercus, Dean of the Medical Faculty at the Otago University, who was invited member of the Conference, but who could not attend, expressed his views in a lecture

to the newly-formed Physical Education Society of Otago. This eminent medical authority pointed out the serious disadvantages of considering purely the physical health of the child rathern than incorporating the mental and moral aspects of physical education as well. He visualised the subject as a tripod with the physical, mental and moral aspects in harmony, each assisting the other in attaining desired ends. "In this game-loving country," Dr. Hercus said, "it is a fallacious idea that physical education is properly dealt with. Even if a child plays games, it does not necessarily mean that that is enough. The game should come at the end of physical education. There is a very serious disadvantage in looking at the question purely from a physical viewpoint and we must not be carried away too much by the idea that if a child plays rugby and cricket his physical needs are automatically fulfilled."

For the furtherance of physical education Dr. Hercus considered that a Director of Physical Education in New Zealand was an urgent necessity. This appointment he urged the Conference to recommend. His personal desire for such a position was that of a university graduate with specialist training in teaching methods and in physical education: one who also realized that physical education, in addition to having a physical effect on the body, has an educational effect of equal importance on the mind and character. In addition, the establishment of a Physical Education School was essential for the training of specialist teachers. As

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the National Schools of Medicine, Home Science and Massage were located in Dunedin, it seemed that the situation of the school in close liason with the other universities was a sound policy. This proposed college was to be modelled on the Scottish School of Physical Education in Glasgow, offering a three-year course of Diploma standard and providing short refresher courses in vacations to meet the immediate demands of specialist teachers. History has since substantiated these claims raised by Dr. Hercus, whose assistance and wide experience during the re-organising period until 1947 has greatly benefited the cause of physical education in New Zealand.

The Physical Education Conference at Wellington, on the 20th and 21st of April, 1937 was strictly limited in numbers and yet representative of a variety of interests and aspects of the subject. The members were:-

The Honourable P. Fraser, Minister of Education

The Honourable W. E. Parry, Minister of Internal Affairs

Mr. N. T. Lambourne, Director of Education.

Dr. M. H. Watt, Director-General of Health

Dr. J. W. McIlraith, Chief Inspector of Native Schools

Dr. E. Gunn, Acting Director of the Division of School Hygiene

Dr. M. Champtaloup, School Medical Officer, Wellington

Mr. D. G. Ball, Inspector of Native Schools.

Mr. J. Renfrew White, Author of "The Growing Body"

Mr. D. M. Roe, Principal, Training College, Auckland

Mr. H. E. Longworth, Physical Instructor, Wellington

Mr. K. C. Reid, Physical Instructor, Auckland.

Miss J. Brownlee, Physical Instructress, Christchurch

Mrs. L. Taylor, Physical Instructress, Girls' College, Wellington

Miss C. J. Wells, Physical Instructress Technical College, Wellington

Miss A. King, Physical Instructress St. Margaret's College

Mr. J. A. Duffy, Physical Instructor, Scots College

Mr. A. Jenkins, Wellington

Mr. W. H. Armour, Headmaster, Wellington College

Miss F. M. Hind, Head Teacher, Karori West School

Mr. J. W. McGechie, Head Teacher, Parnell School

Miss K. B. Turner, Normal School Association.

(The above three delegates were N.Z.E.I. representatives)

Mr. D. Forsyth, Headmaster, Port Chalmers School

Mr. H. Amos, New Zealand Olympic Association

Dr. Grahm Robertson, Orthopaedic Surgeon, Wellington.

The purpose of the Conference from the Government's point of view, was to secure a general agfeement to the future method of approach of the subject. This included an assessment of what had been accomplished in the primary and secondary schools, noting particularly the deficiencies which were only too obvious, together with suggestions and recommendations as to the institution of a system of physical education which would cater for all stages of physical development i.e. from the kindergarten level to adult life. The delegates were requested to survey the total situation and thereby benefit the Government by their

instructors. This motion evoked animated discussion. While many lay delegates and physical instructors thought that the necessary training could be given in the four Training Colleges, the medical authorities and especially the orthopaedic surgeons were insistent in their advocacy that such training should be given in a College of University level and one attached to a Medical School. These delegates insisted that specialists must have a sound knowledge of anatomy, hygience and physiology. The resultant resolution read, 'That specialist teachers in physical education be trained for attachment to our Training Colleges at a school of University standard; that all teacher-students receive instruction in physical education under their lecturers; and that in addition an adequate staff of physical education instructors be constituted by the Education Department to act in co-operation with the School Medical Service, for service throughout the Dominion in order to supervise and direct the work carried on by teachers in the schools.

4. "That sufficient instructors be trained to carry out effectively a national system of physical education."
5. The Conference recognised the need for physical welfare camps.
6. This resolution called the attention of the Education Department to the necessity of a high standard of physical fitness for Training College students.
7. Considerable discussion took place among the delegates

as to the merits of both military drill and physical training in secondary schools. In the light of the 1947 Technical College Teachers' Conference, the resolution finally agreed upon in 1937, is of the utmost importance - 'That in our post-primary schools care should be taken that military training should not be allowed to interfere with a sound system of physical education.'

8. "That schools be encouraged to utilize school grounds to a greater extent than at present for ex-pupil organisations. That a survey be made of playing areas available for school recreation, and that in addition inquiries be made as to possible civic areas that could be used where schools have little or no playing areas."

9. The value of swimming was noted by the Conference, who urged the Government to allow special time-table privileges in the February curriculum to foster this essential activity. In conjunction with this scheme, a survey was considered necessary to enquire into possible swimming facilities for school use.

10. On the medical side, the Conference congratulated the Government on its milk supply to schools, but in addition requested that a committee set up to report on the internal arrangement of schools, with a view to making better provision for school bags and their best method of carriage, school lunches, and the most efficient type of footwear for both indoor and outdoor use.

The final conclusion of the Conference was the necessity of appointing some well qualified officer to direct and supervise all activities associated with the physical welfare of schools and the general community. This was substantially the idea set forth by Dr. Hercus, and the delegates realized that for the success of physical education, a capable individual was required to consolidate the resolutions and thus place the subject on a higher level than ever attained previously.

Although the delegates were emphatic about a single national policy of physical education being instituted, no member foresaw the possiblity (now fact) that two Government Departments would share responsibility in the matter. Enquiry was searching in all aspects of school physical education as the majority of delegates were personally interested in this aspect, while the adult recreative projects were not dealt with searchingly nor deeply. The envisaged national policy ultimately was segregated into two factions, one controlled by the Education Department, the other administered by the Internal Affairs Department. The ulitmate cleavage was widened as the Education Department has trained many personnel in an efficient system, while the Internal Affairs Department has recruited its staff from untrained sources in the majority of cases, with the inevitable result that one staff is not comparable professionally with the other: not only does this create a greater division of national policy but it also limits the co-ordination between the two Departments. The remedy appears to be

the amalgamation of the two divisions of general physical education, under the control of one authority.

Committees were appointed by the Government to pursue the resolutions of the Conference, while the newspapers informed the public of the proposed changes. A further stimulation was gained when the visiting New Education Fellowship delegates spoke with authority on the subject of physical education. Dr. Cyril Norwood in an address to citizens of Christchurch on the 14th July, 1937 said, "I do not want to see anywhere in the Empire the spectacle of ten thousand children doing the same thing at the same word of command. That might be impressive in a Facist or Communist country but we do not want mass physical education in ignorance; we want physical eucation of the mass by the development of the individual." After referring to the days of Greek physical and mental culture, Dr. Norwood claimed that at least a third of the general education should be devoted to the education of the body; another third was allotted to academic education, while the remainder of the school life was to consist of the training of hands, ears and eyes. "This is a plea for thoroughness and for giving physical education the place it deserves." This Education delegate attributed the loss of Greek physical culture in large measure to the advent of Christianity, which had taught that flesh was only evil. "I do not think that contention exists in the Gospel," he added, "but it smothered previous conceptions and

villified the body." From that time dated the distinct separation of the body, mind and the spirit: the body being given the position of by far the least importance. That contempt for the body had been potent in the shaping of the present system of education. This philosophy was uttered at a very opportune period, and, as endorsed by several leading articles in daily newspapers, made New Zealanders feel ashamed of the backwardness of their Dominion. The editor of one article summed up the situation by writing: "Yet quietly and steadily, the educational authorities, with the backing of the Government are acting on the proposals of the April Conference and are thus moving with the rest of the world in making the change from physical training to physical education, with the resultant acknowledgement of its importance in school-life."

Near the close of 1937, the Honourable P. Fraser, was prepared to place on the Supplementary estimates, an amount for extending the work of physical instruction. Before doing so, the Minister of Education requested the Department to consider the following factors:

(a) The number of additional instructors to be appointed.

(b) The annual expenditure on salaries and travelling expenses

(c) A survey of the areas to be covered by instructors

(d) In regard to third-year specialization, were the students to be concentrated in Dunedin and also what time was required for this course?

(e) The Department was also asked to consider the establishment of a school of physical training in Dunedin as proposed by Dr. Hercus.

After due deliberation, the Education Department suggested that the duties of physical instructors were to be as supervisors of all the schools in their areas. The minimum number of such specialist teachers was calculated at thirteen, exclusive of the eight instructors employed at the Training Colleges. The distribution advocated was that Otago, Wellington, Auckland and Canterbury areas should have two itinerant specialists, while Taranaki, Wanganui, Hawkes Bay, Nelson and Southland should have one instructor each. The approximate total cost was estimated to be between £6,000 and £7,000. With reference to the training centre, the Department clearly intimated that their power of absorbing trainees was very limited. As these teachers were long-lived, the authorities considered that there were probably sufficient ex-trained specialists to fill the thirteen positions. There was the need to train more for secondary schools, physical organizers for the community and possibly primary school specialists. The period of training would be of two types, as unanimously agreed upon at the Conference, and would not only give the selected general teacher a specialist year's training, but also to provide a three year course for specialists with Dunedin as the centre.

Co-inciding with this report, the Memorandum of the sub-committees set up at the Conference, was submitted to the Minister; the collated data was rich in suggestion and outstanding as a final report of the delegates meeting. The text read as follows:-

1. "It seems imperative that there should be a supervisor of physical education whose field would include every grade of education and perhaps the community as well. It is even suggested that there be two supervisors, a man and a woman of equal status or totherwise. The Committees desire an immediate beginning with a system and therefore the appointment of a supervisor was an urgent necessity to approve of the syllabus, and also of the appointment of instructors so as to avoid confusion and expense."

2. The committees were unanimously in favour of discarding the textbook compiled for Primary Schools by Mr. R. White. They recommended in its place "The Syllabus of Physical Training for Schools" as issued in 1933 by the Board of Education, England. It was pointed out that this syllabus was not entirely suitable since it has been draw up to meet conditions where, unlike New Zealand, playgrounds are in many cases inadequate and where gymnasia and a considerable amount of equipment is necessary. The committees, however, were impressed with the value of the book and recommended its adoption for at least three years, when the position could be

reviewed, and a textbook wholly appropriate to New Zealand conditions compiled if necessary.

CHAPTER V

THE 1933 SYLLABUS

From 1932 until 1939, physical education in primary schools was in a distinctly fallow period. Some teachers carried on with the 1919 English Syllabus, others adopted the postural scheme of Dr. Renfrew White, while others resorted to Army drill. Sometimes the work was taken in separate classes under interested teachers, sometimes as mass-work, sometimes as squad drill under leaders. Only in exceptional cases was there any change of costume, while in most cases, the daily fifteen minutes of "drill" was a bore to children and teachers alike. The Education Department employed no field staff whatever; the only specialists being attached to the four training colleges, where the pioneering efforts with the 1933 English Syllabus were beginning. Third-year trainees were re-inaugurated in 1937 and each college trained its own future physical educationalists. Until 1939 these specialists found a very limited scope for their knowledge and the majority of them accepted general teaching duties. In 1939, the selected third-years were grouped at certain Colleges for intensive training; by this method, their course was more beneficial than previously as the College instructors were given greater lecturing time for the group. The women third years were concentrated at the Wellington Teachers' College, while the men were assembled in Auckland. The teaching staff were veterans of

the three previous systems and had done fine work for many years throughout the Dominion with very little encouragement from the Department. Financially, these specialists were at a great disadvantage to other College lecturers whose salaries were much higher.

With the arrival of Mr. P. A. Smithells as the newly appointed Superintendent of Physical Education, came an impetus which already has evidenced great progress in primary school physical education. Indeed the ground was fertile, the Education Department willing, the teachers' active and the public tempo excellent, for the syllabus which Mr. Smithells advocated, to be put into action. As an English trained specialist and one who had studied widely in other countries, the Superintendent first realised the necessity of a qualified staff. He was fortunate in being able to choose the third year trainees for 1940, who studied the 1933 English syllabus, which was formally adopted for New Zealand schools.

The influence of oversea's methods was also noticeable in many of the progressive private schools, especially in the realm of physical education. The majority of these teachers had had the benefit of a three year course in authorised English Physical Education Colleges, while Mr. Smithells has been fortunate in obtaining their services on the Departmental Staff. The sound training and judgement of these women have materially assisted in the progress of physical education in the schools, and at the same time have

contributed to the locally trained specialist, not only with specific information but also a more seasoned philosophy of the subject. The marriage rate of such women has been high leaving the profession without any experienced teachers to give the stability which is required. The male specialists are more fortunate as there is a wide age range, even although the majority are recently trained.

The third year studentship since 1942 has been centred at the Dunedin Training College. It has been the aim of the Department to import to these specialists a comprehensive concept of physical education in relation not only to general education but also to the varied sciences. This aim has not succeeded fully as the one year course does not allow for both theoretical and practical training. However, in the programme modern and interpretative dance, art, music and general aesthetic appreciation have each been taught with considerable success. The cultural aspect of physical education teachers is an essential element of their knowledge - an aspect neglected in the past and one which has lowered the 'mana' of such specialists. Many of the recently trained third years have carried on their academic careers in the Universities, the statistics for 1946 indicate that one-fifth of the teaching physical education staff in New Zealand schools have the Teachers' 'B' Certificate: of these eleven have Bachelor of Arts, two are Bachelors of Science, nine are Master of Arts while one is a Doctor of Philosophy.

The administration of Physical Education throughout the New Zealand schools is modelled on the English specialist pattern. There are in secondary schools and Intermediates permanent specialists. In addition, the Education Department has a Physical Education Branch with its Superintendent, Chief Area Organiser, Statistician and office staff, centrally situated in Wellington. The departmental field staff are centred in the various Education Board districts, their immediate superior being the Senior Inspector of that area. The area organiser of physical education supervises the whole board and the placing of the Staff in the various schools. The field staff are divided into two groups: those under departmental control, i.e. Area Organiser and assistant Area Organisers, and those under the administration of the Education Board - the additional assistants in physical education. In general, the former are the more experienced specialists, while the latter are fresh from their training courses. The Training College lecturers in this subject are also under direct Departmental control and as far as the College Staffs are concerned are technically on loan. This anomaly has caused and will cause future friction as such lecturers have a dual control; the Principal of the Training College requiring the co-operation of his full Staff for internal harmony and organisation, while this co-operation may run counter to the attitudes of departmental lecturers. The solution of the problem appears to be in the transfer of the Training College

lecturers from the Department to the Education Board which maintains the Training College.

The 1933 English Syllabus of Physical Training was used by some teachers in New Zealand Primary Schools in 1938; Training Colleges adopted the scheme in 1939 when Mr. Smithells arrived in the country. Since that time it has been the official syllabus. This edition (an advance on the 1919 Syllabus) shows notable changes to its predecessors. The progress made in physical education has been sufficient to justify a hand-book which leaves far more scope for the iniative and intelligence of the individual teacher, and calls for a higher standard of gymnastic performance on the part of the children. Emphasis is laid upon the importance of good posture both in rest and movement, and on the cultivation of agility and suppleness through active movement. Consideration has been given to the modern desire for rhythm in movement and the elimination of stiffness and rigidity from formal gymnastics. The formal nature of the lessons was greatly reduced from the 1919 Syllabus and also in comparison with Renfrew White's scheme, to provide every effort to render the tables more enjoyable.and recreative. The Tables of Exercises were remodelled in such a way as to place increased responsibility upon the class teacher and to allow scope for personal judgment, freedom and enterprise.

The success of this syllabus in New Zealand schools has been remarkable, and this achievement has been largely

due to the policy adopted by the Education Department. In 1940, 1941 and 1942 main centres were nominated for refresher courses. These gatherings of teachers were instructed by the newly trained specialists under the guidance of the Superintendent. By active participation, teachers realized the scope of vigorous controlled activity and purposeful agilities: by films of English classes, organisation and method of Physical Education was shown; by suitable lectures and demonstrations, essential fundamentals were stressed. The single failure of the week's course was the attempt by the Staff to teach too much rather than cement firm foundations with the inevitable result that the participating teachers were overburdenad with so much new material. A more recent innovation has seen small one day courses which covered selected topics, the particular area desired the most. Not only are the meetings smaller in number, but also the instruction is more specific. Such courses are organised by Area Organisers and their Staff.

After the initial introduction of the Syllabus into the schools it soon became apparent to teachers and itinerant specialists alike, that the scheme had its shortcomings both in exploration and in organisation. New Zealand conditions also affected the performing of the full table, as the formal exercises in main, demanded static positions. The weather factor in certain areas i.e. Otago, Wellington and Canterbury demanded a more vigorous lesson than the English pattern. To surmount these

difficulties, the independent Area Organisers published articles on class organisation, tables for classes, agility progressions, systematised ball handling programmes and dances for all classes. These have undoubtedly been of immense assistance to teachers, but have caused considerable anxiety with the attitude of some areas where the Senior Organiser does not allow printed tables other than those in the 1933 Syllabus. The transfer of teachers from one area to another creates friction in method, as does the training of teachers in Teachers' Colleges in one Board, with all the students representing various other Areas. There is a growing demand in all Boards for a National syllabus edited for New Zealand conditions; but the Superintendent and the Department have been quiescent on the subject. With the consolidation of the physical education programme in the primary schools which is still continuing, the new revised syllabus, which is inevitable, will be all the more useful, the longer the delay. The writing of the new handbook will present the major concern in physical education during the approaching two or three years.

The most important section of a modern table is that called group work. In this, the class is sub-divided into groups of up to eight children under the guidance of one of their members, who is called the leader. A child of primary school age can lead up to eight children but experience and psychology have both proved that results

of bigger teams are poorer with the increase in numbers. It is to be noted also that in the Scout movement that the same point has been studied - a patrol has up to eight members.

The most important aspect of the group as team organisation is the opportunity it affords for the development of initiative and social responsibility in the children; accustoming them to practise by themselves as in co-operation with others. In New Zealand primary schools group work has not been a complete success as in some classes the teacher has failed to impress upon the children the realisation that they are to help towards a quick and efficient organisation, being given as a result a greater opportunity to practise independently to improve individual standards of performance.

The segregration of a class into groups, especially in the realm of physical activity outdoors, required more skilful teaching and supervision by a teacher in contrast to teaching the class as one unit. Even although leaders may be excellent, this important section of a modern physical education lesson demands alert coaching and assistance from the teacher if worth-while results are to be obtained. The trend in most Areas up to 1947 has been to delegate too great an authority to team leaders, who in the main have not received sufficient instruction in leadership. The accompanying fault is the lack of participation by the teacher, which not only lowers the standard of gymnastic movement but also runs counter to the leader

system as control problems of the team fall immediately on the leader's shoulders.

To secure correct harmony with the lesson organisation it is the aim of specialists to develop group practices with the aid of leaders who show some ability to lead and direct others. Some appreciation of correct performance should be known and some critical faculty in regard to sectional activities. It is an advantage if the leader is a first class exponent but he or she must understand the aim of agilities or games and be able to discriminate between good and poor performance, while also insisting on the maintenance of rules. New Zealand children evidence excellent ability in leadershipL with a more careful analysis in teaching method, the future results in citizenship as a result of this leader training, should be a national asset.

For a high standard of physical achievement in group practices, the activities must be well tutored to the entire class as a whole. With at least three repetitions, children grasp the requirements of such a movement, which then become team activities under leader control. Teachers have erred in the inadequate teaching of "class activities" with the inevitable result, that the performance of group practices, has been of a somewhat low standard. Again, the leaders are overburdened with coaching such poorly known activities, while endeavouring at the same time to lead a group.

Perhaps, the greatest innovation with this present syllabus, is the principle of progression which concerns mainly agilities, swimming and ball handling techniques. By a gradual process of practices from elementary simple movements to complex intricate activities children learn the basic elements of each progression thoroughly before continuing to the next stage. Each progression is an end in itself, but also has the value of being the stepping stone to some other advanced activity. It is at this point, that criticism has been levelled at the syllabus by students of the Gestalt school of psychology, who little realize that a progression is a complete unit or pattern itself, being at the same time a small fraction of a widely-women activity which children will later benefit from performing. The majority of progressions in physical education have roots in the infant scheme and reach the final achievement in advanced classes in the secondary school.

The 1933 syllabus demands more preparation on the teacher's part than any previous physical training scheme. For fluency in class organisation and a purposeful lesson, the table must be adequately prepared beforehand. To obtain the utmost flexibility and co-ordination children must be in suitable costume, i.e. soft shoes or bare feet; rompers for girls. Not only does this change of attire allow greater freedom of movement, but also removes any chance of embarrassment through modesty: the team spirit

and class atmosphere are both stimulated by suitable clothing after vigorous play is upheld. Schools need equipment for physical education and where there are enthusiastic headteachers with willing assistants, this problem has been surmounted. Many ingenious improvisations have been discovered, not only to save expense but also to overcome the scarcity of such goods during the war years. With the adopted plan in all schools of but one class working outdoors at any time, which is one great improvement ~~ment~~ introduced by Mr. Smithells, the apparatus problem is not nearly so acute. The Education Department has materially assisted the schools by grants up to 1947 of play balls both large and small, and the provision of Swedish benches. The basic equipment needed for a school is as follows:- two basketballs, a bean-bag or a tennis ball per child, two long ropes, ten short ropes, six skittles, team bands, one swedish bench, six hoops, additional gear, which is of great use, includes a tumbling mat, relay batons, jumping stools, and a vaulting box. The care and storage of the apparatus in most schools is a major problem, as space is limited and cupboards in short supply. Even considering the excellent supervision of gear monitors, apparatus goes astray and because of the expense is not replaced. For the smooth functioning of this syllabus, teachers require easy access to such equipment: its absence hinders progressive teaching and upsets organisation.

A characteristic of the Dominion's adaptation of the 1933 English scheme has been the use made of Maori physical activities which were primarily devised by tribes as a preparation for war, a keep-fit campaign, or for relaxation and amusement. The rhythms used by the Maori are both simple and complex; the movements employed in the pastimes are poised and relaxed; the co-ordination of voice and physical activity unrestrained and flowing. Pakeha children, when well taught, can share this heritage with their Maori brethren, by not only enjoying the activities but also gleaning some small aspect of the native spirit and culture. However, instructors with a poor background of the Maori race, can render untold damage to this aspect of physical education, as crude variations of hakas, action songs, pois, hand and stick games readily bring forth scorn and ridicule from the Maori leaders. Suffice to mention that for the future benefit of children plus the co-operation of the Maori people the instruction of Maori activities must be carried out by competent teachers only - this includes a few specialists in physical education and a minority of general teachers.

The English Syllabus lesson plan devides a lesson into seven sections: with New Zealand conditions, sections 3, 4 and 5 have been omitted in most areas where the weather is windy, wet or cold. The emphasis has shifted from formal exercises to general activities which include the class and group practices. For comparison, the two

types of tables are given below:-

English Table Plan	N.Z. Table Plan
Group I (Intro. Activity	Introductory Activity
" (Rhythmic Jump	Rhythmic jump
" II Head and Trunk Exses.	Trunk Exercise (Posture)
" III (Arm exercises	Class activities (Two)
" IV (Leg, balance and abdominal exercises	Group Practices
" V (Lateral Trunk exercises	Game
" VI (Class Activity (Group Practices (Game	Depleting Exercise
" VII Depleting Exercise.	

Both tables are of thirty minutes duration and are taken three times a week. The deletion of three sections of the English plan, has shifted the emphasis in New Zealand physical education to the 'class activity' and 'group practice' sections where a wider range of body movement is required and where a greater training in social responsibility and leadership can be fostered. The reasons for excluding the formal exercises is twofold: as static positions are usually required for such exercises, the children are in danger of becoming cold after warming-up activities: also in the performance of exercises, posture must at all times be correct, otherwise the specific exercise is worthless and in some cases, dangerous. The average general teacher has not had the opportunity to study anatomy and physiology, with the result that slightly distorted positions are not seen nor corrected. With these important aspects in mind, the physical education branch has advised

teachers to concentrate their teaching on the activity sections of the table. The formal exercise included usually is of a rhythmic type which in general, aims at assisting the Kinaesthetic appreciation of good posture. This type of lesson also lends itself admirably to the sole-charge and two-teacher country schools, which total more than one third of the schools in the Dominion.

The rapid expanse of Physical Education since the arrival of Mr. Smithells in 1939, can be gauged by the Head Office Staff, which includes the Chief Organiser, a Statistician, and two typists. The field staff actively engaged in visiting or teaching permanently in primary schools number ninety-six. To evidence the youthful aspect of the itinerant specialists and the scope of the training since 1940, statistics show that seven-eights of the physical education teachers are under thirty years of age. In conjunction with this staff expansion, the expenditure on this school subject is worthy of note since 1937 until 1946-47.

Year	Physical Education	General Education	%
1936 - 37	£2,680	4,032,266	.0006
1937 - 38	3,173		
1938 - 39	3,072		
1939 - 40	4,061		
1940 - 41	5,329	5,401,123	.0009
1941 - 42	7,324		
1942 - 43	12,103		
1943 - 44	12,060	5,272,740	.0002

Year	Physical Education	General Education	%
1944 - 45	£17,822		
1945 - 46	25,765		
1946 - 47	32,763	£8,600,000	.0039

This total expenditure includes both primary, secondary and district high schools; in the sphere of physical education, the amount expended to and including 1946 was principally associated with primary and district high schools, which are under direct control of the various Education Boards.

The marked development in the teaching of swimming has been characteristic of the rapid growth of physical education. The principle of progression has been carefully analysed with the result that a national school coaching method has been formulated by Mr. K. C. Reid of Auckland, who has had a wide experience in teaching swimming and who possesses the ability to apply body mechanics in movement. To assist teachers, a pamphlet on the teaching of crawl swimming was published in 1941 and to clarify the method a complementary film was also produced. After being in use for five years the pamphlet needed revision as additional techniques and coaching points were discovered. Nearly two years was spent in this revision by a panel of expert teachers of swimming. Their interim findings were submitted for comment to representatives of the various national bodies interested in swimming, including the National Bureau of Coaches, the Amateur Swimming Association and the Royal Life Saving Society. All it contains is

based on practical experience and teachers find it entirely suited to their needs.

The fundamental principles of the method are in line with the modern way of teaching all types of physical movement. In a pursuit so intimately connected with safety, whether of oneself or of others, sureness in learning is essential. In swimming, as in so many activities, if good methods are first learnt, then practice will add speed; but if bad habits are tolerated in the beginning, additional practice only causes them to become ingrained. The child must learn (and the teacher to realize) that confidence in flotation and ease of progress through the water are more important to him than struggling to win recognition for having covered, no matter in what style, a certain distance. In the past, distance certificates have attracted children to earn awards which were beyond their level: the style of swimming in such performances was in most cases, very poor. To circumnavigate this situation, the Education Department in conjunction with the Amateur Swimming Association, had printed progress certificates for style in crawl swimming. These awards are based on the pamphlet progressions, and act as an incentive to the child to perform each stage well, so earning an award on the certificate. In general these progress cards are intended for the Junior and Middle classes up to Standard 4. In Form I, the majority of children will have passed the full award for swimming with

style and ease: they are then allowed to proceed to the procuring of the various distance certificates, which then impose no physical strain on the swimmer.

The February curriculum in primary schools has materially assisted the development in adequate swimming coaching. The Education Department has materially assisted schools in the construction of learners' pools by granting a pound to pound subsidy. These miniature baths serve a very practical purpose not only for the efficient teaching of swimming but also because they are excellent centres for recreation in areas where no swimming facilities previously existed. The shortage of materials has held up the construction of many and the next few years will see a great increase above the three hundred already built.

There have been other methods which have waxed and waned in popularity. Some, such as the McCabe method, secured a strong hold among teachers in areas where swimming conditions were inadequate and where the teachers were not prepared to devote all efforts to achieve satisfactory ends. These rival schemes allegedly taught children to swim: there was no attempt to gain the confidence of a child in water: there was no stress of style, with the result that 'water thrashing' and haphazard progress resulted. These methods in all, have substantiated the Departmental swimming policy, as teachers and public alike are conceiving a much clearer vision of what swimming should be. Once this pattern is clarified, it is evident that the national pamphlet fulfills requirements.

CHAPTER VI

THE FUTURE OF PHYSICAL EDUCATION

Professor Cothcart, on of the greatest living English physiologists, said in a lecture in 1920, "If the phrase 'survival of the fittest' be applicable in a wide and general fashion, it might with all propriety be applied to the subject of physical training. Surely no subject has suffered so severly at the hands of its devotees - as a recognised item in the development of the people it has spent a most unhappy and precarious childhood, the beloved child of the fanatic, the toy of the educationalist, and the sport of the charlatan. It is a sad history, but the truth is dawning upon those in high positions. Physique is a fundamental necessity of a race and the coming era will probably awaken to a physical conscience which after slumbering for two thousand years will again rule the workd as it did in ancient Greece. From such a renaissance, the great civilisation of the future will draw their biological capital."

The sad history of physical training refers to those two classes of individuals who have been responsible for all the harm done to a subject whose potentialities have been so great, the militarist and the ex-professional strong man. The days of these men have ih main passed. But the superstitions which these types have broadcasted into the educational and public mind during the last few

decades still hold sway in many New Zealand communities and many teachers favour militaristic conceptions of "drill" rather than scholastic ones in any venture related to physical improvement. Of course, the idea is pernicious and is largely the outcome of autocratic dispensation. The military exponent is the creator of formalised types of physical activity, and where man machines are necessary these fit in with its functional codes, but as far as communal progression, cultural and scholastic physical education philosophy are concerned it is absolutely unresponsive.

Formulated types of activity bear no relationship whatever to the natural and spontaneous activities of man and child, and the deeply rooted neuro-nuscular movement patterns in the brain and nervous system of growing children and adults inherited from the past-age periods are more real and intrinsic than all the invented gymnastic systems of the professional strong man and exponents of 'blood and thunder'. Then again, by the introduction of individual practice into the lesson, each child has an opportunity of working at his or her own individual pace, and with individual rhythm. Is it not easier in this way to build up a child's confidence and by doing so eliminate tension, forced effort, and in some cases actual fear? Given self confidence per medium of good fundamental training it is remarkable how quickly children will pick up physical skill. With a syllabus

that is evolving in New Zealand the possible future effects of the informal approach to physical education can be summarised into five categories:-

1. A higher standard of physical skill among the children as a whole.
2. Increased self-confidence, carrying with it a desire to overcome personal difficulties and to attain some definite objective.
3. Increased powers of concentration or, at least, the voluntary application to the full of what powers of concentration they possess.
4. A better sense of discipline because it is largely self imposed.
5. An appreciation of movement, poise and relaxation.

There is no denying that the training of specialists has always been narrow and shallow. With the existing tempo of the movement in this country, the creation of a University diploma course is timely. Trainees in this institution will receive a thorough preparation for their profession as many facets of the subject will be tutored for the first time in the history of New Zealand physical education. The "drill instructor", in the teaching profession, has long been the 'under-dog', and it is to be hoped that university physical specialists will raise the standard of community feeling towards the subject.

With the prospect of a revised syllabus being written, the authors will have to simplify the edition and determine clarity of principle. The average teacher will not read

lengthy passages, nor devote time to preparation, and for these reasons, tables will need to be simply constructed in progressive order. For the more interested teacher additional activities can be appended. This is probably the only manner in which a good general standard can be achieved in the primary schools. With extra staff and gymnasiums, the full benefit of physical education will be achieved: in parallel with this development, it is to be hoped that health education will aslo proceed apace. Such teaching has been neglected in the majority of schools, mainly as a result of the lack of a detailed syllabus and the scarcity of available reference and text books.

The history of New Zealand Physical Education proves conclusively that this subject has been greatly influenced by overseas methods. The adoption of three English schemes as official syllabii adds weight to this conviction as all three have served their purpose well. It has been the lack of inspired administration that has limited the complete success of the early adaptations. The locally compiled scheme of Mr. Renfrew White, although a failure in the schools generally, was launched at an unfortunate time: in the future this handbook will find a place in remedial gymnastic fields of an advanced nature.

With the undoubted success of the 1933 Syllabus, which has been in operation for five years, there has been one aspect neglected entirely - the field of statistical research. The authorities have not had the opportunity

nor the training to critically examine achievements physically. The University course should present an admirable centre for investigation of physical standards for children of the primary school age, and it is to be hoped that research will also enquire into the effects of agilities, landings in crouch, posture and ball-handling practices on young children.

The field of clinical remedial classes for physical defects, although attempted by specialists after the first World War, is another avenue which physical education specialists will take a major part. Orthopaedic surgeons deal with the problem as professional practitioners, but such men can cope with but the most advanced cases. The many minor postural irregularities of children which do exist, are corrected to some slight degree by the national system of physical education, which does stress good posture and which stimulates muscle tone. The training of a remedial staff comprises a comprehensive course, the basis of which is anatomy, Kinaesology and body mechanics - again a challenge to the Diploma Course at Otago University.

In all, the scope of physical education in primary schools, has widened and deepened since the 1877 Act. Its development has been spasmodic: at times bouyant and intense, at other periods decadent and despairing. For continued success of a harmonious physical development of every school child, teachers must be adequately trained

and granted the facilities the subject deserves. History oft times substantiates the claim that schemes have failed as a result of poor teaching methods and inadequate instruction. The successful years all instance the necessity of inspired administration by capable individuals who have built up the services of energetic itinerant field staffs whose regular school visits stimulate the progress and enthusiasm of children and teacher alike.

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