

III. Australia and Japan

- III-1 Bradley, James. "Inventing Australians and Constructing Englishness: Cricket and the Creation of National Consciousness," *Sporting Traditions*, 11, no. 2 (May, 1995), 35–60.

Bradley examines "Englishness" through the focus of Australian cricket teams touring England in the period 1868 to 1930. The more egalitarian Australians played as amateurs and were paid as professionals in nineteenth century, and did not fit into the traditional English amateur/professional dichotomy. Australians lacked the breeding of the English gentleman. Cricket writing is seen as a form of ideological control. Primary and secondary sources, 52 notes.

—Braham Dabscheck

III-2 Blair, Dale James. "'The Greater Game': Australian Football and the Army at Home and on the Front During World War I," *Sporting Traditions*, 11, no. 2 (May 1995), 91–102.

Article contrasts the attitude of middle-class supporters of the war effort during 1914–18 and the army to playing football/sport. While the former be-moaned sport as indulgence, the army utilized sport as a vehicle to enhance fitness, boost morale and counter boredom. Mainly primary sources, 30 notes.

—Braham Dabscheck

III-4 Kirk, David, and Twigg, Karen. "Civilizing Australian Bodies: The Games Ethic and Sport in Victorian Government Schools, 1904–1945," *Sporting Traditions*, 11, no. 2 (May, 1995), 3–34.

Article rejects the argument that the spread of sport to public schools and working class children in Victoria in 1904 to 1945 was an expression of egalitarian values. Movement linked to middle-class strategy at social regulation and normalization centered on the body. The major factor inhibiting egalitarianism was the lack of playing fields/grounds. Primary and secondary sources, 65 notes.

—Braham Dabscheck

III-5 Ikou Abe, Yasuharu Kiyohara, and Ken Nakajima. "Fascism, Sport and Society in Japan," *The International Journal of the History of Sport*, 9, no. 1 (April 1992), 1–28.

Japanese Fascism, unlike European, was imposed from above. It affected physical education and sport both before and after the 1931 Manchurian Incident. In 1913, the Ministry of Education established national standards for school gymnastics which were subsequently connected to the aims of military training. Martial arts became compulsory in 1931. After 1931, sport and physical education became more militaristic, and foreign groups like the YMCA were transformed. Based on primary and secondary sources, 25 notes.

—Mary Lou LeCompte