A COMPARATIVE STUDY OF THE OLD PHYSICAL TRAINING
AND MODERN PHYSICAL EDUCATION TO DETERMINE
THE STATUS OF PHYSICAL ACTIVITY AS AN
INTEGRAL PART OF THE MODERN
EDUCATION PROGRAM

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THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

For the Degree of

MASTER OF SCIENCE

By

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Denton, Texas

August, 1937
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INTRODUCTION

Purpose of the Study: This comparative study of the old physical training and modern physical education was made to determine the status of an organised physical activity program as an integral part of modern education.

Since history often inspires new and original ideas and throws a new light on values, an effort was made to give the history and show the influences of physical activity on the emotional, mental, physical, political, religious, and social life in the development of civilization. The history of physical education helps to allocate positive truths and to distinguish between practices of value and practices which are merely the fashion of the day.

Methods of Procedure: The bibliographical study method was employed because it is more reliable and adaptable for this particular study than the questionnaire or survey method.

The materials for this study were obtained from books of general history and history of physical education, from periodicals of education, periodicals of physical education and other periodicals. Bulletins and reports from educational associations, master theses, and personal interviews were also sources of information.

Treatment of Data: The data gained resolved itself into two general topics of comparison through all three eras. They were first, the purposes of physical activity; and second, the activities actually participated in. The main body of the thesis is composed of a discussion of the practices and aims of physical training during the development of the
ancient civilizations, the Dark and Middle Ages, and the Renaissance; it also included the practices, aims, progresses, and attainments of modern physical education in Germany, in other European countries, and in the United States.
CHAPTER I

PHYSICAL TRAINING OF THE ANCIENT CIVILIZATIONS

"Physical perfection is the only feature in primitive life that is comparable or superior to that of civilized man."

Primitive man's superior body was attributed to mild labor, the search for food, dancing, and games. Primitive man's labor consisted of making huts and utensils and carrying burdens; his dances were usually a religious rite or a war dance; and his leisure activity consisted of foot-racing, swimming, and throwing weapons or stones at a target.

Very little history is recorded concerning the physical activities of the ancient Chinese, Indians, Egyptians, Assyrians, Babylonians, and Hebrews. The only type of physical activity recorded in ancient China is the practice of certain bodily movements and breathing exercises to keep the organs of the body functioning, to prolong life, and to insure immortality of the soul. The nearest approach to a national sport was kite flying. In India, religion suppressed the physical activity of adults, but it is presumed that the children played games of their own invention and games in imitation of their elders. The Egyptians, Assyrians, Babylonians, and Hebrews lived an active life of labor and sports. They participated in wrestling, swimming, acrobatics, hunting, ball playing, and dancing. The women of Egypt played the various ball games in vogue and danced more than the men.

As early as the seventh century before Christ, the education of the Persian youth was taken over by the state to insure physical and military

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1Emmett A. Rice, A Brief History of Physical Education, p. 3.
training. Instruction was given in running, athletic sports, military tactics, slinging, shooting the bow, horsemanship, throwing the spear, hunting, agriculture, and the making of weapons and utensils. This training was continued until he was twenty years old, but he was subject to active military service until the age of fifty.

"The Greeks were the first people in Europe to attain a high degree of civilization. So advanced did they become that the modern world has received a rich heritage in literature, government, and art from them. Physical education held a more important place among the Greeks than in any society since that time."2

During the Aegean Age any form of popular gymnastics or physical training seemed to be lacking; however, boxing was participated in by a few and enjoyed by the crowds. The early Cretans especially delighted in witnessing the boxing matches. The people of the Homeric era lived a simple rustic life, although athletic sports held a prominent place in Homeric society. Tests of strength and skill were called for in sacrifices to the gods, funerals, entertainment, and for less formal occasions, but their main fetes of physical prowess were the wrestling and boxing matches. Chariot racing and dancing to the lyre were also enjoyed. Education was compulsory for every son of a citizen in Sparta. The purpose and administration of physical training in Sparta were governed by the state, which assumed complete control of the citizens and their fortunes from the time of birth until death. When a Spartan babe was born he was brought before a council of old men, whose decision was final whether or not he should be reared was based upon his physical condition and promise.

of service. If judged a weakling, he was exposed on Mt. Taygetus to die; if he were permitted to live, he lived not for himself, but for Sparta, and under a system of education determined by the state. However, the state permitted the child to remain at his home where he was cared for and trained by his mother until seven years old. Then he was drafted into public service. Obedience, respect for the elders, bravery, resourcefulness, self-restraint, and the endurance of pain and discomfort were a part of the Spartan youth’s early training. These youths lived in groups in a room open to the sky and slept on a pallet of straw or rushes without bedclothes. Even their food was scant and of the plainest sort. Most of the training was physical; very little was given to the intellect. The courses of training included wrestling, running, boxing, pancratium, throwing the javelin and stones, marching in time to music, other military exercises, archery, swimming, horse-back riding, hunting, long hikes and encampments, and certain rough games. There were also practices in the religious and war dances. Quite often their courage and power of resistance were tested by a flogging before the altar of Artemis Orthia or participating in a contest. No expression of torture was to be evident. The youth was a trained soldier and ready for war at the age of twenty.

The Spartan girls received rather strenuous training until marriage or the age of twenty. The main objective of a physical activity program for women was to produce and develop robust mothers of sturdy children. Frequently the girls went on long rugged hikes, but their main activities

were running, jumping, or throwing.

The Cretan educational system was comparable to that of Sparta. The military aim was uppermost with emphasis on physical development in order that the young Cretans would display endurance and bravery when the test of war came. The educational system which was under the control of the state was compulsory for all. The sons of citizens were left under the care and training of their parents much longer than in Sparta. They were not taken from home for life in the barracks until they were seventeen years old. The father was responsible for the first years of training. Concerning the home training, Forbes says:

"Their fathers were accustomed, however, to take them to the syssitia, or common meals of the men, and let them serve a sort of apprenticeship to the discipline they were later to face. The boys were made to sit on the ground clad in a poor, coarse cloak, in which they shivered in the winter. All the time listening to the conversation of the men, they served themselves with small portions and waited tables for their elders. With the triple purpose of developing them physically, preparing them for war, and providing amusement at the syssitia, the men set them on childish fights with one another."5

After the boys left home, they participated in mimic battles. "To the strains of the lyre and martial flute, they clashed together and smote one another lustily with their fists, clubs of wood, and even more dangerous weapons."6

In the period of Minoan civilization, the women were allowed to participate in gymnastic events and even to engage in bull fights, but no records have been found denoting such activity or freedom during the his-

5C. A. Forbes, Greek Physical Education, p. 49.
6E. A. Freeman, Story of Sicily, Phoenicians, Greeks, and Romans, p. 51.
"It is in Athens that we can see physical education at its best, for there it grew up and flourished as an integral part of an admirable national life." In Athens, the father judged if the child was to be reared or exposed to die and the first seven years of the child's life were spent in the home under the care and instruction of the mother. The children had quite a bit of freedom for play, and their principal games were played with balls, hoops, swings, carts, and jackstones. They also played hide-and-seek, blind-man's buff, and hopping games. At the age of seven, the boy began his serious educational work. Gymnastics and "music" were the usual subjects. "Music," as used by the Athenians, included all of the other Greek arts. The aim of education was to fit the Athenian boy for social, political, military, and religious life, which of course demanded specialized training of the body, mind, and morals. The specific ends of training the body were for health, strength, agility, and beauty. Even after contests, no competitor was awarded a prize unless his performance had been gracefully as well as effectively achieved.

The games of childhood were continued for a time after the child entered school. Later, instruction was given in running, broad jump with or without hand weights, throwing the discus and javelin, archery, wrestling, boxing, pankration, games played with balls, horseback riding, and fighting in heavy armor. The exercises were divided into two classes, the lighter and the heavier, and each person was expected to execute those

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7C. A. Forbes, Greek Physical Education, p. 54.
adaptable to his age and strength. Simple exercises were practised to develop correct carriage and grace. Dancing and swimming were acquired at an early age.

The school where gymnastics were practised was called the palestra. Originally the games and exercises were executed out of doors, but later they were held in an open court. The rooms around the court were used for laying aside or putting on clothing, or as an oiling and sanding room, or for bathing if there were no stream close by.

"Along with the physical education, the boy attended grammar school (didascalleum) where he very early learned to read and write and to calculate simple arithmetical problems. In the latter part of his schooling, he studied and memorized the Iliad and Odyssey and other selections of national literature, practised public speaking and oratory. In addition to these studies, moral lessons and instruction for citizenship were not lacking; the father and the pedagogue were constantly guiding and correcting his manners and conduct."9

At the age of eighteen, the Athenian youth became a man and entered the school of higher learning known as the ephoria, which was completely controlled by the state. The purpose of the ephoria was to give the cadet training for more efficient warfare. Originally the training was military and gymnastic, but later literary and philosophical learning were added. The ephoric training lasted only two years and the young man was freed at the end of that time if no war was in progress. During the first year they spent their time in guard duty around Athens or sham battles were practised. The second year's training was received in some outlying province where gymnastic exercises were always a part of their program. Quite often these young men gave physical exhibitions or entered contests with the cross-country or the torch race as one of the main

9Emmett A. Rice, A Brief History of Physical Education, p. 25.
events.

The Academy, Lyceum, and Gymnasion were three great gymnasia that were built to serve the men of Athens. The men frequented these during leisure for social reasons, as well as for physical reasons because of the lack of home life.

The women of Athens were kept in semi-seclusion. No provision was made for their education except the teachings of their mother. However, it is thought that gymnastic exercises were practiced in secret.

"The most striking illustration of the important place accorded to physical training among the Greeks is found in their great national festivals. The very beginnings of recorded history show that in every town there were periodic religious festivals, where sacrifices to some hero or divinity were followed by feasting, dancing, choral songs to the accompaniment of the lyre or the flute, and exhibitions of body agility, strength, and skill in the form of competitive exercises."10

Olympia was a sacred spot where religious festivals and athletic contests were held. Rice recorded that the first Pan-Hellenic celebration was held at Olympia in 776 B.C. and was held every fourth year thereafter until 394 A.D. The events were races with variations and the pentathlon, but in the latter years ball games and dancing were added activities. The winners were awarded a crown of wild olive branches or a palm branch as a token of victory. Later the Pythian, Nemean, and Isthmian festivals and games were organized. The Pythian Games were held the third summer after the Olympic meet while the Nemean Games were held the early part of the second summer, and the Isthmian Games were given the spring of every second year. The activities of these festivals and games were similar to the Olympic Games.

The early Roman possessed some traits in common with the Spartan. He was first of all a man of affairs, intensely practical and interested in things whose usefulness was apparent. A stranger to the Greek passion for beauty, he considered vague and worthless the notion of harmonious development as something desirable for its own sake. Education should fit a man for his work in the world. It was to make him a good citizen and a capable soldier, ready to play his part in public life. Bodily exercise was desirable only as it gave robust health and prepared for military service.\[11\]

The father had undisputed control over the members of his family and each family was expected to serve Rome and raise robust children with Roman ideals. Since there were no schools, it was imperative that the home give physical, moral, and religious training, and to instill pride, honesty, courage, industry, and loyalty in the child. The games of childhood were played with balls, ovals, tops, hoops, stilts, and pets.

Every citizen between the age of seventeen and sixty, except those of the lowest class, were subject to military service. It was the duty of each father to train his son. This included training for strength, agility, endurance, and hardness and skill in the use of the sword, spear, shield, javelin, horsemanship, and marching. In their play, the boys competed in swimming, wrestling, boxing, running, and jumping.

In the third century before Christ, a new culture arose from outside influences and spread rapidly. Wealth displaced poverty; schools were established; and military service ceased to be a part of national discipline. Greek gymnastics were introduced, but due to the growth of luxury and the decline of the citizen's army in favor of a professional army, they were never accepted by the masses. Much interest was likewise manifested in the national sports that were arising.

"Games among the ancient Romans constituted a part of religious worship. They were of different kinds at different periods of the republic. At first they were always consecrated to some god, and were either stated, the chief of which have been enumerated among the Roman festivals, or viewed by generals in war, or celebrated on extraordinary occasions.

At the end of every one hundred and ten years, games were celebrated for the safety of the empire, for three days and three nights, to Apollo and Diana."

The most famous of the Roman games were celebrated in the Circus Maximus. The chief events exhibited there were chariot and horse races, of which the Romans were very fond; conflicts of agility, such as running, leaping, boxing, wrestling, and throwing the discus or quoit; mock fights performed by young noblemen on horseback; the fighting of wild beasts with one another or with men; the representation of a horse and foot battle or an encampment or a siege; and the representation of a sea fight. Gladiatorial combats, which were held in the arena, were the favorite sports of the Roman spectators. These combats were of great danger to life and limb of the participants and they had a degrading effect on the audience, other games, and the amphitheater in general.

Concerning the gladiators, Yaggay and Haines say:

"In general these unhappy persons were slaves or condemned criminals, who, by adopting this profession, purchased an uncertain prolongation of existence, but freemen sometimes gained a desperate subsistence by thus hazarding their lives; and in the decline of Rome, knights, senators, and even the emperors sometimes appeared in the arena at the instigation of a vulgar and degrading thirst for popular applause."

The Roman Baths were similar to the Greek gymnasia except they were more ornate and less space was given to gymnastic facilities but provi-

12 Alexander Adam, Roman Antiquities, p. 336.

sions were made for both men and women. All exercises were taken at the
pleasure of the bather and they were usually taken to heighten the bath
and meal which followed.

The preceding discussion shows clearly that the predominating aims
of physical training of the ancient civilizations were for race and na-
tional preservation, recreation, and entertainment.
CHAPTER II

PHYSICAL EDUCATION IN THE DARK AND MIDDLE AGES
AND THE RENAISSANCE

Moral and physical degeneracy led to the ultimate overthrow of the Roman Empire in 476 A.D. The Dark Ages were the results of the invasions of the Teutonic barbarians from northern Europe. Literature and learning ceased to advance; the centralized government was destroyed; and public buildings and enterprises were neglected. These barbarians were a young, strong, and vigorous race that produced large families of sturdy children. Herding sheep and cattle was their principal occupation. The dance, hunting, swimming, and horsemanship were their chief forms of recreation when not engaged in actual warfare. The greatest civilized nations of today are descendants of the people who took centuries to rise to this high level of culture.

The early Christian Church practised asceticism, the basis of which was to forego all worldly progress and pleasures, to subordinate the soul and body, and to continue in worship. Asceticism was in direct contrast with physical training. The body was left uncleaned, subjected to privations, and often tortured, which led to disease and nervous unbalance and frequently individuals were infested with vermin.

The monasteries were established in Europe in about 529 A.D. by St. Benedict in order that men might retire from the world to lead a holy existence. It was the ideal, Christian life of the middle ages. In the latter part of the Middle Ages some of the cathedrals and monasteries conducted schools where reading, writing, and some calculation were taught
by the monks.

In the twelfth century a number of universities, free from civil and ecclesiastical control, were established. The enrollment was large and all of the subjects taught were in accord with the religious doctrine of the times. Since no provision was made for leisure time, athletic sports, or physical training, the students were often in serious trouble as a result of forced idleness.

Chivalry prevailed throughout western Europe from the eleventh to the sixteenth century. The youth of the Middle Ages might pursue two fields of endeavor, the church or chivalry. The training for knighthood bore no semblance of the training in the monastery or cathedral schools. At the age of seven, the boy was sent as a page to the court or castle of a nobleman to begin his training for knighthood. His first years of training were by the women of the household, whom he served in return for their instruction. He played marbles, ball, chess, tennis, and see-sawed with the other pages. He became a squire at the age of fourteen. His work was a more responsible charge for he did personal service to his lord in that he attended his lord in battle, and in the popular jousts and tournaments that were great sports and past-times of that age.

"Instruction in dancing was a part of his discipline in polished manners. He was early taught how to train a falcon and handle him in hawking, and in pursuit of the stag and wild boar found occasion for the display of greater skill and daring. Running, jumping, wrestling, swimming, climbing ropes and poles and ladders, hurling stones, casting the spear, shooting with the bow and cross-bow, wielding the battle-ax, and fencing, at first with dull wooden swords, helped to harden his body and to give mastery of its powers for future need. The most essential exercise, however, was horsemanship, including the adroit use of the shield and lance, and the ability to endure the weight and overcome the hindrances of full armour."

1F. R. Leonard, History of Physical Education, p. 44.
The Renaissance was a period of educational awakening. With the rise of individualism, the care and development of the body assumed a place of importance, that is, more attention was given to hygiene and physical exercise. A group of educators, known as the Humanists, sought to develop the whole man in mind and body, taste and knowledge, and heart and will.  

Vittorino Da Feltre established the Pleasant House as a school for children of the nobility and the school gained favor rapidly. The children were supervised in their eating as well as other activities which included daily exercise, regardless of the weather. Riding, fencing, wrestling, archery, dancing, and ball playing were taught in addition to the games of childhood. Da Feltre advocated physical activity to prepare for the hardships of war and to insure health. He even realized that wholesome physical activity brought rest and recreation and aided in the mastery of their lessons. Da Feltre was the first person to devise special exercises for invalid and crippled children.

During the later years of the Renaissance, many new schools were opened and the literary and religious leaders began to realize the recreative values of physical activity. Physical activities of a violent nature were banned or modified as they were no longer a preparation for the new methods of warfare and they endangered too many youths.

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2Rice, A Brief History of Physical Education, p. 67.
CHAPTER III
MODERN PHYSICAL EDUCATION IN GERMANY

Modern physical education in Germany had its beginning in the last half of the eighteenth century with the origination of a more liberal and progressive education. Provisions were first made for recreation in riding, fencing, dancing, and music; and later, instruction in running, jumping, throwing, and wrestling was added. Other varieties of exercise that were added from time to time were swimming, skating, archery, shooting of firearms, marching, excursions to the country, and walking up or swinging on the oblique ladder. Strength and endurance were measured by the number of times an exercise could be done in succession. At first physical activity was incidental, but it soon became a part of the daily educational procedure.

Friedrick Ludwig Jahn has been called the father of popular gymnastics. Jahn began his career as a literary teacher, but immediately saw an opportunity to assist the youths of the land by making provisions for recreation and development through physical activity.

"Jahn's faith and work in physical education originated from patriotic motives. He believed that the hope of German freedom lay in the development of strong, sturdy, and fearless youths and that the continuance of Germany's greatness rested on the vigorous minds of the next generation. A nation, with such people, he thought, would not rest until it had secured unity and constitutional government. He was aware of the greater power of games and sports to break down class distinctions and generate social democracy. Jahn differed from Locke on the matter of discipline through physical education; he held that exercise should be regarded as a means of growth and development of powers rather than a hardening process; and Locke in no wise arose to Jahn's ideas of the mental and moral training to be received from the turnplats."

1Rice, A Brief History of Physical Education, p. 101.
"The turnvereine originated in the period of turmoil through which Germany passed in the first decade of the nineteenth century and are to a great extent the result of the labors of the patriot, Friedrich Ludwig Jahn (1778-1852). Jahn, though a Prussian by birth, felt that all Germany was his fatherland, and throughout his life he wrote, spoke, and fought for the political unity of the independent German states. When the citizen army of Napoleon swept away the feeble resistance offered by the inefficient and unpatriotic professional troops of Prussia at the humiliating battle of Jena, 1806, Jahn learned that radical reforms were necessary before his fatherland could be freed from the invincible French conqueror."

In the spring of 1810, Jahn was teaching in Berlin in Plamenns Boys' School and in the Graven Kloster. Frequently he took the boys to a hilly and wooded stretch of ground known as the Hasenhide to play games and to take simple exercises like running, jumping, and wrestling. Their favorite games were "Black Man" and Robber and Traveler."

"Jahn's enthusiasm, his personality, and his stories increased the popularity of the trips. Crude apparatus was improvised; jumping standards and horizontal bars were constructed. Sometimes the company did not stop for games but took a long hike through the country singing folk songs and enjoying the stories of Jahn. That winter the outdoor games and trips were discontinued but Jahn gave some of the boys instruction in cross-bow shooting and in fencing."

In the spring of 1811 more equipment was added such as balance beams, vertical ropes, ladders, horizontal bars, standards for the high jump and pole vault, a broad jump ditch, and a track for running. They even adopted a simple gymnastic costume. Early in June, the first Turnplätze opened with a high enrollment. By ignoring all distinctions of rank and class, Jahn sought to train the boys to work together in harmony and to kindle in them a public spirit which might some day be of service to the nation. He wrote a book dealing with German gymnastics of the Turnen which was

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2 Rice, A Brief History of Physical Education, p. 99.
3 Ibid, p. 100.
published under the title of Die Deutsche Turnkunst. Jahn's system of gymnastics was accepted and spread throughout Germany. However, his program was rather narrow in that it was too heavy and difficult for children and made no provision for women.

The years from 1820 to 1840 were lacking in progress in physical education, due to the reaction of the kings and German mobility who declared that the Turnen were hotbeds of revolution and even went so far as to place a ban on them, which was removed by Fredrick William IV in 1840. The tendency that followed encouraged the turnvereins to become more adapted for adult groups and sociability and to become independent of school organisation. The modern Turnen believed as Jahn did that physical and moral vigor were produced by physical activity. They continued to carry on their activity outside as well as indoors. Gradually they accepted various sports for their physical benefits and popularity.

The first definite step toward placing physical education in Prussian schools was by a cabinet order in 1842. Masemann of Berlin was summoned to organise a system of state wide physical education. He preferred the idea of the central exercising grounds where all ages and classes might gather for free activity. This was more of a public playground system than an orderly physical education program. His system lacked unity and leadership, therefore its existence was short.

Adolf Spiess is accredited with the successful development and organisation of school gymnastics in Germany, and gymnastics for girls in particular. It was in 1848 that he began classes in gymnastics in two second-
ary schools for boys and the higher school for girls in Darmstadt.\textsuperscript{5} He made gymnastics a part of school life. Through the untiring efforts of Spiess, a gymnasium was built in 1852 for the use of both boys and girls. Public exhibitions were then given to show the nature of the work and to create interest among the citizens. When the interest became greater, physical education was given a place in all of the schools of Germany.

The aim of physical education in Germany, as set up by Spiess, was to produce bodily perfection, beauty and grace, and to unite the body and soul into a perfect harmony in order to be a person capable of ideal social participation.\textsuperscript{6} Spiess was also aware of the rest and recreation values of physical activity.

Since 1860, physical education has been compulsory in all elementary schools, but due to crowded conditions and an increasing number of women teachers on the faculty it was not carried out very effectively during the first four years of the twentieth century. Germany realized this condition and in 1904 started the public and school playground movement and required women teachers to prepare to teach physical education. As a result of the new requirement, physical activities were increased to three hours each week and to one play afternoon per week. The regular school work was supplemented by the promotion of sports and games through boys’ and girls’ clubs under the sponsorship of teachers.

Germany has always believed in physical preparedness as a prerequisite for a competent individual life, but before the world war, too much em-

\textsuperscript{5} Leonard, History of Physical Education, p. 116.

\textsuperscript{6} Rice, A Brief History of Physical Education, p. 108.
phasis was placed on intellectual and technical training. The human motive was left out and fullness and harmony were lacking in education from the elementary schools through the higher schools. The importance of developing the social, emotional, and physical qualities was neglected. Practically all sports or game exhibitions were prohibited; especially was a ban placed on boxing.

In writing of Germany's status after the World War, John Palmer Govit said:

"The War stripped Germany of its athletes generally, and especially those equipped to train others. Along a thousand miles of battlefront, Germany's best of physical manhood died or was irremediably crippled. It was in the nature of things that first and deepest into hellfire should go those best fit to carry on athletic tradition."

The first problem after the War was the restoration of German physique. This was not easily done due to the lack of efficient and skilled teachers and to the lack of the proper kind and amount of food. These obstacles have been gradually overcome and Germany has physical education as a public policy.

One of the most important influences on the physical activities of the German people has been the youth movement. In speaking of the foundation of this movement, Radomavljovich said:

"...This movement began with the old German vagrants and scholars, vulgarized by the endeavors of Dr. Martin Luther. Gutz Muth, Adolf Spiess, and Jahn, energized by the activities of the Turnerschaft, Fichte's talks, life ideals of Burschenschaft, Jugendwehr, Bismark's political eagle-eyes, and the systematic steps of Zentralausschuss fuer Volks- und Jugendspiele and Deutscher Wahrwesen."7

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8 Paul R. Radomavljovich, "Ideals of the Proletariat Youth Movement in Germany," School and Society, XXXI (1930), 602.
The German youth movement really had its beginning in 1908 when there appeared to be a general spirit of unrest and revolt toward the militaristic educational system and the apparent suppression of individual expression. The movement had not gone far when the World War began; therefore, it ceased to exist. In 1922, there was a recurrence of the movement with the hope of rejuvenating the nation's health, religion, patriotism, politics, arts, and sciences. The general aim of the movement was to give an opportunity for physical, intellectual, social, and ethical moral self-education. To "learn or perish" has forcefully arisen as a slogan in the machine age of Germany with its sedentary indoor occupations. The youths have sought a freedom and made a demand for the respect of the personality of others.

With the rise of the youth movement certain religious organizations, political parties, the Turnen, and other societies sought to influence and to gain some control, but aside from the government it has remained in the hands of the youths with favorable influences from these other organizations. There has been a revival of the old German folk dances and folk songs with the development of the week-end and vacation overland hikes which have become more of a national recreation movement in Germany than in the walking nation, England. Twenty-two hundred hostels have been opened to accommodate the hiking boys and girls, whose ages range from ten to twenty years. The hostels, which are under the control of the youths, have comfortable rooms and cooking facilities; the individuals wait on


themselves; smoking and drinking are forbidden; demands are made for orderly conduct and cleanliness; and sex equality is stressed while false modesty is suppressed.

"The youth movement has played and is playing a vivid part in cultivating a feeling for individual personal value in Germany."11

"The love of wandering from place to place has become so strong in the German youth that everywhere one meets merry parties of young men and girls, groups of children and school expeditions, all with rucksacks on their shoulders, often carrying musical instruments and singing to the full glories of days in the open air. Such mental and physical benefit is derived from the intimate contact with the countryside, that every encouragement is given to the movement by the authorities."12

The youth movement, the government, and the modern education are integrated. The government requires certain activities of the German youth, and the schools sponsor and promote these activities. They are striving to develop a strong intellectual and a robust physical nation. Dr. G. H. Becker, the Prussian Minister of Education, in his discussion of the present educational ideals of Germany said:

"Above all the attempt is being made on every hand to combine with the schooling of the intellect an even development of the soul and the body and thus to train harmonious and well-balanced personalities. No over-emphasis of athletics, no predominance of religious, artistic, emotional, or social elements, and above all, no exclusive training of the intellect; but all these things combined and carefully balanced with one another; for the development of human beings who will appreciate not only the advantages of knowledge and clear thinking, but also the gifts of religion, of art, and of organized human society, as well as the blessings of a well trained body, sound and handsome. Out of the depth of our national consciousness arises a new conception of the "ideal man," not unlike that of the ancient Greeks, but not growing out of an aristocratic culture foreign to our own, but surrounded by the democratic and

11H. D. Hill, "Young Germany," The Nation, CXXVII (1928), 480.

social ideals of a "culture of work," such as is demanded of us by the present day world."13

"It is now provided by law that municipalities large and small must provide athletic fields, swimming pools, and other facilities for physical culture. Some of those constructed are extraordinarily fine. The stadium and Sport Forum at Berlin are models; not less so is the great stadium at Cologne, where this summer was held the greatest Turnfest in German history, the first really old-style meeting since the War."14

Since 1925, Germany has received the sun-tax "crase" with open arms. At the municipal beach one may see any number of families and those not engaged in swimming sprawled around sunning themselves. Germany has become most enthusiastic about such sports as canoeing, sailing, tennis, golf, football, swimming, motor touring, and cross country hikes. Colleges are offering training for teachers who desire to teach in the physical education field. One may now receive special training in sports from skiing to tennis and boxing to football. Provisions are made for the women, for they as well as the men have a zest for exercise, for nature worship, and to be robust and virile. In discussing Germany's interest in physical activity, Sir John Foster Frasier said:

"Physical culture is the greatest topic of conversation. To get back to nature, to excel in sports, are national ambitions. I have found a crowd before a book seller's window which showed nothing but books on exercises and the open-air life and photographs of girls in what artists call the altogether, dancing through the woods. There was recently an art exhibit in Berlin and the pictures were confined to presenting the joy of games, of travel, of sports, of being in the flowered valleys or climbing wind-swept hills."15

Although Germany enters into world wide athletic competition and

has been host to the Olympic Games, which has world peace and understand-
ing as one of its aims, she still insists on the major aim of the physi-
cal strength of her population for defense and offense.
CHAPTER IV

PHYSICAL EDUCATION IN OTHER EUROPEAN COUNTRIES

Significant has been the development of physical education in Denmark, Sweden, Finland, England, France, Italy, Czechoslovakia, Poland, and Russia. The other European countries not discussed have done very little in physical education except in physical activities for militaristic achievements; however, other theories and purposes are gradually being accepted and being made a part of their program.

In the last century Denmark has occupied an important position in the field of physical education. The movement gained impetus with the need of national defense and in 1800 combined with the Danish love for sports and athletic competition.\(^1\) The authorities decided that the practice of gymnastics should be an essential part of the military training and in 1804 the Military Gymnastic Institute was founded with Fraz Nachtiegall as its first director. This is the oldest school for physical education in the world.\(^2\) Through the efforts of Nachtiegall the benefits of gymnastics were extended to the schools and adults were encouraged to participate in or outside the military branches of gymnastics. By 1814, the government had requested all elementary and secondary schools to provide instruction in gymnastics. In an effort to standardize the work, a manual was published at national expense and distributed to all teachers of physical education.

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\(^1\) Rice, "Physical Education in Denmark," A Brief History of Physical Education, p. 114-118.

Until 1900, most of the physical educators were military men, which was merely a survival of the military aim. About this time the world-wide value of play and playgrounds was noted in Denmark; however, a few of the private schools had emphasized group games and outdoor sports before 1900. In 1921, Niels Møller developed a new system of physical education with the aim of producing a perfect normal physique by eliminating posture defects, occupational deformities, and other defects through exercise. These were drills of the big muscle exercises done in rhythm. A wide selection of games have been added to this system, because they require strength and agility, give healthful forms of recreation, train players to make decisions promptly, require subordination and cooperation, and help develop the personality. Teacher training facilities have improved in the last decades and school children from the ages of six to eleven are required to take two periods of physical education each week, those from eleven to fourteen years of age, three periods each week, and those between the ages of fourteen and eighteen, four periods each week. Denmark's high position in physical education is due to her persistent faith in its value and the almost universal participation of her people.

Denmark and Sweden have been practically parallel in their developments in physical education; each exerting an influence on the other. Sweden began physical education as a military measure but when the dangers of foreign attacks were passed she continued physical education as a means of increasing national welfare and prosperity. Per Henrik Ling (1776-1839),

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the founder of the Swedish system, was the leader of gymnastics in Sweden. The Ling system, which emphasized curative and corrective exercises, was adapted to suitable apparatus, graded and progressive group exercises, and contained classified movements for young boys and girls.5

"Swedish drill is a major term which conjures up in the mind the massed rhythmic performance of standardized exercises by regimented youth acutely conscious and on the alert for word or sign from the instructor. While to the average Englishman this form of muscular exertion has less appeal than the freedom of movement and the unexpected call for effort, coupled with skill, judgement, and initiative which characterize our national team games, it is very necessary that the important contributions which organized gymnastics can make to a national health fitness should be fully appreciated and appropriate use made of these systems and methods which are best adapted to the varied needs of the individual and to conditions of life peculiar to different sections of our population."6

The substantial and gradual growth of physical education in Swedish schools has brought about the requirement of a daily period of physical education in all state-supported elementary and high schools plus medical inspection of all school children. The exercises of the Swedish system supplemented by games form the basis of the work. Where there are no gymnasia, exercises are adapted to classroom use when they cannot be held outside. The high schools usually have well equipped gymnasias. The spirit of play and athletic competition have invaded Sweden as well as other countries. Rhythmic exercises have been adopted to give grace, relaxation, and poise.

Much interest is given to the physical welfare of college and university students. Although there are no compulsory gymnastics, most of the


students engage in physical activities in the well-equipped gymnasium or they join a private or neighborhood gymnastic society which has been organized to promote amateur sports rather than gymnastics. These gymnastic societies offer track and field events, swimming, football, skating, skiing, and many other sports.

Gymnastic displays and competition are very popular in Sweden as well as in Denmark. Folk festivals are held frequently with a revival of folk songs and games in which young and old participate. Truly, Sweden is a nation stimulated by physical activity.

Finland has been progressive in the field of physical education since the establishment of the Gymnastic Institute at the University of Helsingfors in 1906. Although there are only three and one-half months that outdoor sports may be enjoyed, the Finnish people are especially interested in walking and playing baseball as well as skiing, which is the leading winter sport. Badge tests are given in running, jumping, and throwing, but as a nation they are rather backward in gymnastics. Due to their activity the Finns are a sturdy and hardy people; the women have as much resistance as the men. There is a well organized system of compulsory physical education in the state-supported schools. The program is composed mainly of modified Swedish gymnastics, singing and rhythm games, dances and a few sports which are taught through all of the grades.


In teaching these activities, development and recreation are objectives.\textsuperscript{10} While the continental countries created and developed systems of gymnastics, the British people clung to their outdoor sports. England has been called the playing nation, for they have had the urge for outdoor activity and competitive sports since before 1800. They were little concerned with physical education as a means of national defense, since their isolation reduced the danger of foreign invasions. The national enthusiasm for play led to the invention of many new games and the adoption and revision of games introduced from other countries. The age-old games and sports that have been played by the British since the era of the jousts and tournaments of knights are archery, golf, hockey, cricket, bowling on the green, tennis, throwing, quoits, and pole-vaulting. Boxing, fencing, wrestling, rowing, and skating, although less frequently participated in, are among those activities that keep the British nation physically fit.\textsuperscript{11}

Although a sports-loving group, the British were not free from the theories and physical education achievements on the continent and in 1822 gymnastics were made a part of the army and naval training, but in the early part of the twentieth century they were put in the public schools, provided they did not interfere with the play program.

In the last ten years, the British have realized they were not keeping up with modern physical education; therefore they began a scientific and technical investigation. When the reports were in, the conclusions were that there is too little cooperation and relation between medicine

\textsuperscript{10}Lauri Piikala, "Physical Education in Finland," \textit{Journal of Health and Physical Education}, III (Nov. 1932), 49-51.

\textsuperscript{11}Rise, "Physical Education in England," \textit{op. cit.}, p. 124-133.
and physical education and that there was not enough instruction being given the laymen in either case. They have set up the aim of physical education as a means to obtain and maintain the best development and functioning of the body and thereby aid the development of mental capacity and alertness, and character. The factors which maintain physical fitness are exercise, fresh air, sun and air bathing, nutrition and diet, clothing, posture, and abstinence from tobacco and alcohol.\textsuperscript{12} The British maintain that general education without physical education neglects the motor activities related to the lower centers which control circulation, respiration, nutrition, and elimination.

"So, then, Physical Education is education by doing. It seeks to develop skill rather than strength, brain rather than brawn, and the power to think and feel and will to act. Because of this, it must be given a more generous place in our School System."\textsuperscript{13}

In April, 1937, the British government proposed that a National College of Physical Education be established to train leaders to organize and undertake recreational physical education, and to influence physical education all over the nation. To train men for the work is the chief motive in this school since there are already several colleges for the training of women; however, they are not to be excluded.\textsuperscript{14} The British Military Association is helping sponsor the movement. Proposals have been made for additional gymasia and gymnastic equipment, showers, facil-


ities for outdoor games, swimming, and other recreational activities for the supply of an adequate number of suitable trained teachers and leaders. Medical inspection and physical education are a part of all technical, preparatory, elementary, and secondary schools for boys and girls. And with the growth of the new movement, there will soon be sufficient facilities for all adults to continue their physical activities and sports.\(^{15}\)

Physical education in France was long affected by the Dark Ages and did not seem to revive until about 1800. It is only since the World War that she has made commendable progress in the field.\(^{16}\) The French, although they have originated no system of physical education, have been ready to accept other theories and practices. Physical education with them has been hampered by the lack of coordination and the lack of general plans. Prior to the War, the French used a rather methodical form of exercise which had a German and Swiss influence, where very little value was placed on individuality and games were not made a part of the system until 1896. After the War, the French soldiers went back to their homes with a new interest for the games and sports they had learned in the American Y. M. C. A. centers. They were eager to teach these games and sports to their own children or to groups of children in the communities. Due to the influence of the War, physical education became militaristic for a time and after the men came home, many of them were placed in schools to direct physical education regardless of their qualifications.\(^{17}\)

\(^{15}\) Quotations, "Physical Education in Great Britain," \textit{School and Society}, XLVI (1937), 522-523.


\(^{17}\) Dr. Bellin du Coteau, "The Development of Physical Education in France," \textit{Journal of Health and Physical Education}, III (Nov. 1932), 52-57.
There have been three main difficulties in the development of an adequate physical education program in France; namely, the slow recognition given by the government, the teachers were over-loaded, and there was no material, equipment, space, or building to carry out a well-organized program. In 1928, a law was passed legalizing a budget for physical education in the educational program of all state schools and universities.\(^{18}\)

The University of Nancy and the University of Toulouse created an institute of physical education in 1929. These were the first institutes of physical education to be placed in a faculty of medicine. Their training is both practical and theoretical, and scientific research is encouraged. The institute is four-fold in its purpose in that it provides a section for physicians and students of medicine, a section for candidates for the certificate showing preparation for advanced study in physical education, a section for the instruction of post graduates teaching in the University of Nancy, and a section designed for leaders of societies of physical education and athletic association.\(^{19}\)

Today physical education in France is under the guidance and administration of the French Minister of Health and Physical Education. This administrator, in conference with the ministers of national education, war, marine, air, and state, has outlined and is developing a system of games, sports, and gymnastics in France. Their first efforts are


\(^{19}\)Editorial, "An Institute of Physical Education at the Universities of Nancy and Toulouse," School and Society, XXX (1929), 289.
being stressed in the secondary schools with a time schedule arrangement that permits games and physical education to be held in the open air one hour each school day. Physical activity includes apparatus work, formal calisthenics, tumbling, dancing, games, and sports. France is trying to develop a system that will glorify the human body and encourage sociability; through mass gymnastics, games, and plays, she is also trying to keep down violent and specialized sports such as football, boxing, and similar sports that are specialized and commercialized in the United States.

The modern educational system of Italy is under the complete control of the government. There has been an educational reform under the Fascist regime and it is under this form of government that modern physical education in Italy has developed. Stress is placed on idealism, which they believe to be an important influence on the development of personality, the greatness of Italy, and the importance of being physically fit to defend and to gain territory for Italy. Religion is taught but in no way is love for and interest in nature stimulated. In J. Mace Andress' discussion of the content of the new text book, he says:

"The trend of the books is distinctly militaristic stressing throughout the text the greatness and grandeur of ancient Rome and its successor, modern Italy. War is glorified; pictures of soldiers

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and battles crowd the pages, and one fairly hears the roll of the
drums and the clash of steel. Instead of bearing 1931, the year of
publication, the books are dated Roma, Anno IX (Rome, the ninth year),
referring to the ninth year of the government of Mussolini. 23

Along with the reform in general education there has been a reform
and revival of gymnastics. In a discussion of the modern Italian educa-
tion plan, Marraro said:

"Another importance of Italian education is the emphasis upon
physical training. Breaking with Italian tradition, Professor Gentile
has stated that a complete and perfect system should not aim only at
the development of the spirit, but of the body as well. But the
teacher of physical education must always bear in mind that he is not
dealing with bodies — bodies to be moved around, to be lined up, or
rushed around a track. He, too, is training souls, and cooperating
with all the teachers in the moral preparation and advancement of man-
kind." 24

Physical education in modern Italy is a part of the military train-
ing which the child begins at the age of eight. In the old days, physical
education in the schools lacked purpose and adequate teachers and in some
communities it was entirely neglected. To remedy these defects, the gov-
ernment in December, 1932, established the Ente Nazionale per l’Educa-
sione Fisica, an organization which had full charge of physical education
in the schools. Because of insufficient resources, the results were not
satisfactory and, in October, 1929, it was merged with the Opera Nazion-
ale Balilla por Physical Education, which the government had established
in April, 1926. The Balilla was placed under the direct supervision of
the head of the government and under the control of the Ministry of Natio-


al Education. Gymnastic and military training are carried out by the Balilla for boys from eight to fourteen years of age, by the Aranguardisti for boys from fourteen to eighteen years old, and by the Piccole Italiane and Giovani Italiane for little girls and young Italian girls. All kinds of sports are provided by these organizations but the militaristic aims are dominant. These organizations also sponsor a type of work similar to the Boy Scouts, Girl Scouts, Campfire Girls, and other such organizations of America that give character training and civic education.25

With the machine age, short working hours were granted workmen; therefore, their leisure increased. In 1925, the government created the Opera Nazionale Dopolavoro in order that workmen might have ample opportunity for entertainment, education, and physical exercise. Sports are participated in as well as mass formal gymnastics. The organization also makes provisions for the health maintenance of its members.26

A young Italian youth, in discussing the effect of Fascism on Italian youth, said:

"Fascism has been very successful in arousing great enthusiasm for sports. It has not done so much for the physical amelioration of the race, but simply to divert the attention of the young people from problems which may be dealt with only by the Dictator or his lieutenants."27

With the military influence predominant in physical education, Italy


27 A. Young Italian, "Fascism and Youth in Italy," Contemporary Review, CXLV (1924), 501.
is apparently concerned in training every boy to be a soldier and every girl to be a worthy partner and mother of a soldier fighting for the new Italy. She seems to believe that military education will undoubtedly build up a generation of physically well-developed Italians imbued with the spirit of discipline.28

In the restless days when the Czechoslovak patriots were preparing to throw off the Austro-Hungarian yoke (1859-1866), the Sokol, a gymnastic organization which played a great part in the nation’s history, was formed. This society furnished a means for the Czechs to satisfy their desire for self-expression and freedom. The spirit and energy of the Sokol soared high and for fifty-eight years they fought for the freedom of their country. The aims of the Sokol were bodily health, moral strength, and social welfare. Although the system was militaristic, there was a fine element of high ideals for physical education. Grace, good structure of the body, and aesthetic values were emphasised. Local unions of the Sokol Federation of Czechoslovakia have been organised all over the country. These organisations are very strict in their purposes and functions and they sponsor many professional publications as well as several other similar organisations.29

In 1916, the Tyrov Dum, a coeducational physical education school, was established in Prague, and the program used was based on the Tyre system. The men have a different type of work to that of the women, but the work of each aims to give a variety so that all may be reached and bene-


fitted. Dr. Miroslav Tyrs (1858-1894) established the system to promote harmonious development of both mind and body; that is, physical fitness, moral courage, endurance, simplicity, reliability, punctuality, health, strength, and beauty for national defense and individual betterment.\textsuperscript{30}

The Sokols use the Tyrs system which comprises exercises which are executed without any apparatus, with apparatus, individual exercises such as boxing and fencing, and mass drills with or without wands. These activities are methodically arranged and performed. The Czechs contend that the efforts to master the complicated movements and their combinations strengthen the human character.\textsuperscript{31}

Today physical education is highly developed in Czechoslovakia. It is systematically developed in both home and school. Almost every Czechoslovak is a member of some gymnastic organization. There is much physical activity and teaching of physical education and sports in the schools with a movement at the present time to make physical education compulsory for all from the ages of six to twenty-four. All teachers of physical education must be a graduate of the University and they are appointed and placed by the Minister of Public Health and Physical Education. The school program is composed of dancing, sports, games, gymnastic exercises, hiking, and instruction in clean living and high ideals of health. They value these activities for the promotion of health, grace, and strength as a means of keeping young people physically and morally fit.


Organizations other than the Sokol were created to promote physical activity and its corresponding values. The Y. M. C. A. and Y. W. C. A. sponsor camps and gymnasiums where sports, games, swimming and life saving may be engaged in by those of the working class or those not in school. The physical educational organizations assist the Sokol in giving the Sokol festival every six years.

"Czechoslovakia's own Olympics return to the old stamping ground and the greatest group drills on earth are fitted together out of hundreds of units, each a mosaic of all classes. This national concourse of gymnastics is not a mere physical culture exhibit. It is the mobilization of a nation's sinew, spirit, and dreams."32

There are no star performances in the mass drills regardless of the strong current for individualism. The mass exhibits grace and group consciousness for which they receive a nation-wide coordination that small teams cannot attain. These festivals emphasize the unity of a little nation in action.

The national government of Poland sponsors and finances physical education to promote physical efficiency among her people. The trends of their participation are in sports, winter sports, camping, and hiking. The women are especially interested in sports. The main field of activity is carried on in the schools under competent teachers.33

With the reform for the masses of Russia in 1920, physical education sprang up whereas before there had been only a hint of such a movement. Culturalization became the theme of education and living. Physi-

32M. O. Williams, "When Czechoslovakia Puts a Falcon Feather in Its Cap," National Geographic Magazine, LXIII (1933), 40.

cal education was considered a culture; therefore it was placed on the same level with the other cultures. The people of Russia are rugged and well suited, naturally, the movement spread rapidly.

The advancement of physical education is promoted by the Supreme Council of Physical Education. This Council is composed of outstanding active or formerly active physical educators who are appointed to this place of honor by the Central Executive Committee of the Soviet Union. Individual trade unions, various other organizations, and the government contribute funds for the general expense of the work.34

Physical education for the individual begins at the age of two and one half months and in most instances continues until middle age. The infant is given passive exercise which is continued until he is able to control himself and follow directions or imitate the leader. The Physical education program is not yet satisfactory in the lower schools due to over-crowding. In general, the children of the lower school receive two physical education instruction periods each week. By law, each new school building has a gymnasium. In the middle school, the situation is much better and the classes meet four times each week.

There are six institutes for the training of teachers or physical directors. The demand for teachers and directors is greater than the supply; therefore, these institutes work to capacity. The training there is thorough and physical education is considered in its relation to education, industry, therapy, recreation and defense. Research is exten-

In most of the towns, "circles" or gymnastic clubs are sponsored by the municipality or industry for the adults. The women and men participate together; however, their norms differ. An interesting feature of these activities is the informality; the atmosphere is that of a social gathering and not competition. There are no dressing rooms and the gymnast usually wears his suit as underwear.

There is a close relation between medicine and physical education. Medical control is everywhere. All school children receive medical examinations and medical first-aid. All students of the Institutes are given medical examinations twice each year or more often if the situation arises to necessitate more. They even go so far as to prescribe a set of charted exercises for pregnant women. Most of the doctors are proficient in physical education.

The physical education program is composed of competitive sports, with dangerously rough games prohibited, apparatus work, aerobatics, dancing, and training for defense. The schools tend to emphasize cooperative activity and competition even in sports, plays, and insignificant roles. In contests, the emphasis is placed on many participating rather than special proficiency of a few. There are no professional sports, for the Russians believe that they should not be used as a means of making money, but as a recreation, a wholesome outlet for the human urge to activity.

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36 P. M. Dawson, Personal Conference.
and as a splendid means of education. They also believe that the strength of their nation is the strength of the individuals making up the nation, and that health is essential to happiness and success.37

37 Sam Harby, op. cit., p. 7-11.
CHAPTER V

PHYSICAL EDUCATION IN THE UNITED STATES

"As in many other worth-while accomplishments, physical education owes its foundation in America to the systems well established in the various countries of Europe."1

The first type of organized physical education in the United States was introduced by Charles Follen, Charles Beck, and Francis Lieber who were refugees from Germany following the reactionary trends of the Holy Alliance. Charles Follen and Charles Beck were graduates of the universities of Giessen and Berlin respectively; so quite naturally they had come under the influence of Jahn's system of gymnastics. Each had become proficient in the system.2 In February, 1826, Charles Beck was appointed instructor of Latin and gymnastics at the Round Hill School, Northampton, Massachusetts. In the same year, Charles Follen became the first teacher of the German language at Harvard. By the spring of 1826, he had introduced the Jahn system. This was the beginning of the first courses in physical education in an American college. In 1827, Francis Lieber became the gymnastic instructor at the Boston gymnasium where he added swimming to the program.3 These three institutions were models for others which were established at fifteen secondary schools. Yale, Amherst, Williams, Brown, Charleston, and Bowdoin soon organized a program of physical

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1Beulah A. Harriss, A Comparative Study of the Methods and Practices Employed in the Training of Physical Education Teachers, Medical Doctors, and Lawyers, p. 10.


3E. L. Leonard, Pioneers of Modern Physical Training, 63-75.
education but most of their work was done outside.\textsuperscript{4}

Harriet Beecher organised the Hartford Female Seminary in Connecticut and one of its policies was that the women of higher education should consider the fact that moral and physical training were of equal value to the intelligence and that girls should be instructed in household management.\textsuperscript{5} The physical education program in this school as well as in a school she founded in Cincinnati in 1832, was composed mostly of light calisthenics which were done to music.\textsuperscript{6}

The Swedish system appeared in America in 1883, and was promoted by Hartvig Nissen in the Franklin School, Washington, D. C., and with students of John Hopkins University in Baltimore. In 1885, Baron Nils Posse arrived from Sweden and his main objective was to promote the system of medical gymnastics that Per Henrik Ling had established in Sweden. This new system grew in and around Boston. Mrs. Mary Hemenway, whose son donated Harvard its first gymnasium, realized the necessity for physical education in the public schools and helped to promote a school for teacher training which resulted in physical education being made a part of the system of a large number of schools.\textsuperscript{7}

The formal type of gymnastics continued and were administered to growing America with little or no thought of individual needs.\textsuperscript{8}

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\textsuperscript{4}Sally Stevens Roberts, \textit{Growth of Physical Education in the Senior Colleges of Texas}, p. 10.
\textsuperscript{5}Beulah A. Harriss, \textit{op. cit.}, p. 12-13.
\textsuperscript{6}Sally Stevens Roberts, \textit{op. cit.}, p. 10.
\textsuperscript{7}Beulah A. Harriss, \textit{op. cit.}, p. 15.
\textsuperscript{8}Ibid, p. 16.
often the main object was to master a set of more or less difficult exercises or to develop certain essentials in uniformities before being sure of the fundamentals. One of the results of the World War in America was the sharp criticism of the work of the public schools in America when it was found that one-third of the nation's manhood was rejected for service in the War. This was due to physical disabilities and deficiencies, many of which were unnecessary and could have been overcome or would never have developed if a more intelligent nation-wide system of physical education had been used by the schools.\(^9\) These men physically fit to be a part of the army were at a loss what to do when given leisure time. Recreation leaders actually had to teach them how to play. These leaders came back with a conviction that a program had to be set up to meet the needs of the individual. Their efforts, combined with those of the people who had carried the work on at home, started a revolution in the field of physical education.\(^10\) As a result, the elementary and secondary schools through various procedures began to set up achievement goals and there was an increasing interest in individual physical welfare.

In 1922, Ohio passed the first state law prescribing physical education for public schools. By 1925, thirty-three states had passed laws in favor of physical education. Today, most of the states have some type of legislation concerning physical education. Legislation and physical education theories have placed physical education in an important and responsible position in the public school curriculum for most of these laws re-

\(^10\)Beulah A. Harris, *op. cit.*, p. 16.
quire the teaching of physical education and only a few make it permis-
sive. Many of the laws suggest, make, or require provisions for a time
allotment on the program and for a state supervisor. The New York state
laws include medical inspection, hygiene recitations, and physical ex-
ercises as a health habit including gymnastics, marching, organized and
supervised play, recreation, and athletics. The legislation in favor of
physical education in the state of Texas was passed in 1930. Although
inadequate, a definite move has been made. The law reads as follows:

H. B. 509

"AN ACT prescribing that physical education courses approved by
the State Department of Education shall be taught in the public schools
of Texas; and declaring an emergency.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF TEXAS:

Section 1. That instruction in physical education shall be estab-
lished and made part of the course of instruction and training in the
public elementary and secondary schools of the State by September 1,
1930.

Section 2. That State Superintendent of Public Instruction shall
prepare courses of instruction for the public schools of the State
for the purpose of carrying out this Act.

Section 5. The importance of the provisions of this Act, and the
necessity for its early enactment, and the crowded condition of the
Legislative Calendar create an emergency and an imperative public
necessity requiring the suspension of the Constitutional Rule requir-
ing bills to be read on three several days in each House and said
Rule is hereby suspended, and it is so enacted."\textsuperscript{11}

California has been most progressive in physical as well as in other
fields of education. The California state law reads:

Act 7491

ACT PROVIDING FOR PHYSICAL EDUCATION

\textsuperscript{11}State Department of Education, Twenty-Ninth Biennial Report of
An act to provide for the organization and supervision of courses in physical education in the elementary, secondary, and normal schools of the state, and appropriating ten thousand dollars therefor.

Section 1. Courses of physical education. The board of education of each county, city and county, and city, whose duty it is to prescribe the course of study for the elementary schools of such county, city and county, or city, shall prescribe suitable courses of physical education in accordance with the provisions of this act for all pupils enrolled in the day elementary schools, except pupils who may be excused from such training on account of physical disability; and the high school board of each high school district shall prescribe suitable courses of physical education in accordance with the provisions of this act for all pupils enrolled in the day high schools of such district, except pupils regularly enrolled in high school cadet companies and pupils who may be excused from such courses on account of physical disability.

Sec. 2. Purposes of courses. The aims and purposes of the courses of physical education established under the provisions of this act shall be as follows: (1) To develop organic vigor, provide neuromuscular training, promote bodily and mental poise, correct postural defects, secure the more advanced forms of coordination, strength and endurance, and to promote such desirable moral and social qualities as appreciation of the value of cooperation, self-subordination and obedience to authority, and higher ideals, courage and wholesome interest in truly recreational activities; (2) to promote a hygienic school and home life, secure scientific supervision of the sanitation of school buildings, playgrounds and athletic fields, and the equipment thereof.

Sec. 3. Enforcement of courses. It shall be the duty of the superintendent of schools of every county, city and county, or city, and of every board of education, board of school trustees, or high school board, to enforce the courses of physical education prescribed by the proper authority, and to require that such physical education be given in the schools under their jurisdiction or control. All pupils enrolled in the elementary schools, except pupils excused therefrom in accordance with the provisions of this act, shall be required to attend upon such courses of physical education during periods which shall average twenty minutes in each school day, and all pupils enrolled in the secondary schools, except pupils excused therefrom in accordance with the provisions of this act, shall be required to attend upon such courses of physical education for at least two hours each week that school is in session.

Sec. 4. Supervisor and special teachers. When the number of pupils in any city or city and county or school district is sufficient, such city or city and county or school district shall employ a competent supervisor and such special teachers of physical education as may be
necessary. The trustees of two or more contiguous elementary school districts, or the trustees of one or more elementary school districts and the high school board of the high school district in which such elementary school district or districts are situated, may by written agreement join in the employment of a competent teacher of physical education for such districts, and the salary of such teacher and the expenses incurred on account of such instruction shall be apportioned as the school boards concerned may agree.

Sec. 5. Courses in normal schools. The state board of education, in standardizing the courses of instruction offered in the several normal schools of the state, shall prescribe a course in physical education and shall make the completion of such course a requirement for graduation.

Sec. 6. Duty of state board of education. It shall be the duty of the state board of education: (1) to adopt such rules and regulations as it may deem necessary and proper to secure the establishment of courses in physical education in the elementary and secondary schools in accordance with the provisions of this act; (2) to appoint a state supervisor of physical education whose duties are hereinafter defined; (3) to compile or cause to be compiled and printed, a manual in physical education for distribution to teachers in the public schools of the state.

Sec. 7. Supervisor of physical education — Salary. The supervisor of physical education appointed under the provisions of this act, shall be experienced in the supervision of physical education in public schools. He shall not be subject to the provisions of any civil service law of the state. He shall exercise general supervision over the courses of physical education in elementary and secondary schools of the state; shall exercise general control over all athletic activities of the public schools; shall advise school officials, school boards and teachers in matters of physical education; shall visit and investigate the work in physical education in the public school and shall perform such other duties as may be assigned to him by the state board of education. The state board of education shall have power to employ the necessary expert and clerical assistants in addition to the state supervisor of physical education in order to carry out the provisions of this act, and to fix the compensation of the state supervisor of physical education and all other employees, and to pay the actual and necessary traveling expenses of the state supervisor of physical education and expert assistants while on official business; provided, that the salary of the supervisor of physical education fixed under provisions of this act shall be subject to approval by the state board of control.

Sec. 8. Appropriation. The sum of ten thousand dollars is hereby appropriated out of any moneys belonging to the state not otherwise appropriated to defray the expenses of the state board of education in carrying out the provisions of this act, during the sixty-ninth
and seventieth fiscal years. 12

Physical education in the United States has come to mean education
through physical education. The big objective of physical education is
"a sound mind in a sound body." Physical education is an educational pro-
cess embodying skills, habit forming attitudes, and an emphasis on the
development of physical and mental elements which aid an individual to
"live most and serve best." 13 It provides the individual an opportunity
to act in situations that are physically wholesome, mentally stimulating
and satisfying, and socially sound through the playing of games, sports,
dancing, track, hiking, tumbling, corrective gymnastics and instruction
in and practice of health and hygiene. The programs and procedures con-
form to educational theories and practices. Gymnastics, games, plays,
rhythms, and sports are considered tools of learning that are a
means and not an end in themselves. The physical educator is one who makes
the activity a means to obtain educational outcomes while the physical
trainer makes the activity an end. 14

News and advances, the solving of school physical education problems,
and the promotion of physical education in general has been sponsored by
the American Physical Education Association that was founded in 1885. Its
sins in relation to health and physical education are:

12W. P. Heilson and W. Van Hagen, Physical Education for Elementary
Schools, p. 1-5.

13Beulah A. Harries, op. cit., p. 17.

1. To awaken and promote a wide intellectual interest.

2. To acquire and disseminate accurate information.

3. To provide such means of promotion as will secure an adequate program.

Although the effect has not been a national or a standardized system over the nation, there is a movement to require physical education in all elementary and high schools. A number of high schools and land grant colleges offer military training for boys in the R. O. T. C. This takes care of the physical education requirement. All colleges and universities affiliated with the established college associations require at least two years of physical education in all courses and some of these colleges require also health education. A medical examination is required of all who participate in these classes. A large per cent of these colleges and universities offer a four year teacher training course in physical education.

The emphasis on athletics began in 1900 and has existed in various measures until the present day. Colleges and schools rushed into a strenuous athletic schedule. Athletics seemed to dominate the entire school program and just simply took the place of gymnastics. In reality, athletics were a means of making money, popularizing the school and putting the town on the map, so to speak. Today a saner view is placed on athletics. They still have a place in the educational program for youth needs the lessons in emotional control and social behavior that come through the participation in sports.15

From 1910 to 1920, the play and recreation movement began to flourish richly, due to the efforts of the National Recreation Association which was organized in 1906. The slogan of the organization was "a game for every boy and girl, and every girl and boy in a game." This new movement gave rise to the intramural programs and the extra-curricular schedules. After school play and competition were encouraged. One of its main contributions was the idea of teaching play habits and sports skills for wise use of leisure. Another result was the establishment of public playgrounds, recreation buildings, swimming pools, and park systems. Throughout the country these organized units are serving the nation's children, youths, and adults. The various recreative systems are sponsored by a municipality, club, or the P. W. A. The P. W. A. recreation movement was a result of the recent depression. Many of the churches of towns and cities sponsor recreation activity, especially golf. Other organizations that have furthered education, play, and recreation are the Boy Scouts, Girl Scouts, Campfire Girls, Girl Reserves, Y. M. C. A. and the Y. W. C. A. To further the play movement, many schools have athletic clubs which carry on the intramural work. However, there still seems to be a deficiency in the recreation field somewhere for there are some who have never been associated with any form of recreation, boys clubs or girls clubs. Warden Leves found this to be true of ninety-seven per cent of the cases in Sing-Sing prison.


As a result of the machine age, the depression, research, education and various organizations, Americans are learning to play for a wise use of their leisure time. For a time the masses looked on the activity, but today they are beginning to participate on the soft ball diamond, the tennis court and especially the golf links. The main American physical activities participated in, in and out of school, consist of swimming, boating, soft ball, baseball, football, basketball, volleyball, tennis, golf, skating, archery, track, boxing, wrestling, soccer, and a number of minor games.
CHAPTER VI
COMPARISONS

In the preceding chapters as indicated in the purpose of this study, an investigation was made of the old physical training and modern physical education. In order to make this comparison, the people have been divided into three groups, Group I representing the people of the ancient era, Group II the people of the middle era, and Group III the people of the modern era. In order that the entire scope of the field might be considered, the comparison has been made two-fold; first, a comparison was made of the purposes of physical education, and second, a comparison was made of the activities participated in. These comparisons attempt to show that physical training in the ancient and middle eras was training in its strict sense and physical education of the modern era is truly an educational process.

This study shows that there have been eight major purposes of physical activity since the beginning of time; namely, defense, education, entertainment, health, labor, race preservation, recreation, and worship. The people of ancient times were aggressive; therefore a large per cent of the countries or states had to be prepared for defense against the other. In the last half of the middle era we find military training a part of the physical activity program. Due to the unsettled condition of political affairs and zealous dictators in Europe, physical activity as a preparation for defense has received much impetus in the last ten years. As shown by Plate I, the ancient people, represented as Group I, led in physical preparation for defense. About 50% of the people of the first
two eras made physical activity a part of their educative process while all of the nations of the modern era have given it a place in their educational program. As shown in Plate I, the people of the ancient era, Group I, and those of the middle era, Group II, placed the same value on physical activity as a means of entertainment, while in the modern world 100% of all the countries depend upon sports, games, track, and field events for entertainment during a portion of their leisure time. At present, a number of the countries have suppressed or are trying to suppress commercialized and professionalized activity. Health as an outcome of physical activity is also the aim of 100% of all the modern countries studied as shown by Plate I, Group III. When compared to the 55% of the people of the ancient era, Group I, and the 25% of the people of the middle era, Group II, it is evident that the modern world has become and is stressing health consciousness. 50% of the ancient group and 50% of the middle group placed importance on physical activity as a means of accomplishing their many difficult tasks, while only 27% of the modern group place emphasis on physical activity as a preparation for labor. Meanwhile, 100% of Group III place value on the use of physical activity as a means of gaining and keeping one's health; as an indirect result the individual is better prepared for his labor. Emphasis was placed on physical activity as a means of race preservation by 52% of the ancient civilizations. The Spartans particularly believed that robust mothers and fathers were necessary to produce healthy stalwart off-springs, and that idea has been carried over by 32% of the people of the middle era and by 37% of those of the modern era. Italy is placing much emphasis on this theory. Since time began, man has participated in physical activity for
his own pleasure and satisfaction. As shown by Plate I, 75% of Group I, 50% of Group II, and 100% of Group III have engaged in physical activity for recreation and leisure time activity. Worship was an end for only 17% of the ancient people while the purpose fell to a zero point the last two eras.

As a purpose of physical activity, recreation leads as a purpose with an average of 75% of all peoples participating. Education and entertainment follow with an average of 67% each. The average percent of all people of the eras participating are defense 56%, health 53%, labor 42%, race preservation 40%, and worship 6%. 100% of the people of the modern era place education, entertainment, health, and recreation as the most important aims of physical education.

In studying the specific activities engaged in, the following which are discussed have been predominant over other activities in one of the three groups. Archery has been a means of acquiring food, as a method of defense, and as a recreation. During the first two eras it was a means of defense and of securing food while today it is engaged in as a recreation. Various types of ball games have been played throughout the ages. 74% of the ancient people played ball games while only 46% of the middle era engaged in these sports, but all of the nations of the modern era engage in the various ball games, especially baseball and softball. Although an exciting and satisfying sport, boating has proved to be too expensive to be participated in by the masses. Boxing, as shown by Plate II, has been popular throughout the ages, but more from the entertainment view point rather than for actual participation. Dancing, the oldest of the activities is a natural activity that was engaged in by 57% of the
PLATE II

A COMPARISON OF THE MAJOR ACTIVITIES PARTICIPATED IN DURING THE ANCIENT, THE MIDDLE, AND THE MODERN ERAS
people of the ancient era, 75% of those of the middle era, and 100% of
those of the modern era. Fencing arose during the age of chivalry in the
middle era. 50% of the people of that era practised fencing for defense
and recreation. In the modern era it is practised by about 35% for re-
creation. Golf, a popular game of modern times, is played by only one
third of the nations studied. Gymnastics were practised extensively by
ancient people as shown by Group I, Plate II. It is paralleled by the
modern era while Group II completely neglected these activities. Hiking
has received impetus in the last ten years and ranks from 37% to 62% above
Group I and II, respectively. Due to a continuous danger of war, military
tactics have been used by all three groups with the highest per cent dur-
ing the middle ages. About 16% of the people of Group I played a type of
football but the game was lost during the Middle Ages; however, about 75%
of Group III have rejuvenated the game. As shown by Plate II, swimming
has always been a major activity. Tennis began during the age of chiv-
alry and at the present it is played by 52% of the nations studied. Wint-
er sports originated in the modern era and are engaged in by those people
who have a favorable climate which is about 52%. The highest peak was
reached in wrestling when it was the favorite sport of 75% of the ancient
people. It declined to 52% in the Middle Ages, but has regained 6% of
its lost popularity in the modern era.

Dancing leads all of the activities with an average of 74% with swim-
mimg second with an average of 70%, while track and field events and ball
games are third with an average of 67% of all the eras. The average per-
cent of the importance of each of the other activities in respect to all
eras are military 64%, boxing 45%, archery, 37%, soccer and football 30%,
hiking 29%, fencing 26%, tennis 23%, boating 17%, winter sports 17%, and
golf 12%. The ball games, dancing, and track and field events were found
to be the most universal activities of modern times and each had its or-
igin in the ancient eras as shown by Plate II.
CHAPTER VII

CONCLUSIONS

From the facts enumerated in the preceding chapters, the following conclusions are drawn:

1. That physical activity as an activity has always played a definite part in the history and life of man.

2. That the purposes and needs for physical activity, many of which are of ancient origin, are the same the world over.

3. That most of the formal gymnastic programs came into use because of military needs, but today these systems have been paralleled or replaced by freer activities and socialized games and sports.

4. That present day physical education seeks procedures that provide knowledge control and aspirations as well as skill.

5. That the outgrowth of these activities are desirable ends which are satisfying to human interests and desires and are objective rather than subjective for they stimulate mental and moral courage and make the intellect, feelings, and will more vigorous, sane, supple, and resourceful.

Outstanding facts in physical educational programs which were not embodied in the physical training programs are the following:

1. They are objective, brief, and simple.

2. They embody physical development as well as educational developments.

3. The physical education program seeks to build up a will power as a basis for morality and culture.
4. The program provides an opportunity for doing as well as knowing.

5. Boys and girls are considered first and not the outcome of a game or sport.

6. The physical education program is not static but conforms to the principles and procedures of general education.

7. Physical education has a definite place in the general educational program as a part of the plan for developing a well balanced body for the child, which results in the harmonious development of the physical, mental, and spiritual body as a whole.

8. Physical education does not stop with youth but it is being carried over to the adult as a means of diverting the individual from his daily labor, worries and cares. It is a means of wise use of increased leisure time.

9. Physical education is fast becoming universal. In the many countries laws have been passed and appropriations made to further physical education for the development of the individual for service, other than military, to himself and his country. There is a universal realization that physical activities are and always have been a dynamic part of man's life; therefore, provisions have been made for a fuller life.
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