

# PHYSICAL EDUCATION IN FOREIGN COUNTRIES.

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## REPORT ON REPLIES TO QUESTIONS

CIRCULATED BY THE JOINT COMMITTEE  
ON PHYSICAL EDUCATION

*(Organised by the National League for Physical Education and  
Improvement).*

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History of Physical Education  
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# PHYSICAL EDUCATION IN FOREIGN COUNTRIES.

Summary of Replies to Questions circulated by the Joint Committee on Physical Education (organised by the National League for Physical Education and Improvement) through its Sub-Committee on Foreign Physical Education.

I. Physical Education in Schools.	AUSTRIA.	BELGIUM.	DENMARK.	FRANCE.	GERMANY (Bavaria).	GERMANY (Prussia).	GERMANY (Saxony).	HOLLAND.	HUNGARY.	NORWAY.	SWEDEN.	SWITZERLAND.	U.S.A.—(New York).
1. Is Physical Education (gymnastics, organised games, etc.) obligatory in the schools of your country?	Yes, for boys, ot for girls.	Gymnastics is obligatory in all schools.	Yes! for boys in all the schools and for girls in the towns.	Gymnastics is obligatory in the municipal schools in the towns. Not obligatory at Colleges and Lyceums, but is taught, students participating voluntarily.	Yes.	Gymnastics yes, but not games.	Yes.	Not at present, but is generally taught in the schools of the larger towns. It will be obligatory in 1910.	Yes.	Yes, in all town schools and the higher country schools. In the country folk-schools there is a choice between Gymnastics, Drawing, and Manual work. About one-third of the schools choose Gymnastics.	Yes; everywhere except at the Universities, where it is voluntary.	Yes; for all boys and in many of the cantons also for girls.	The conditions vary not only in each State, but practically in each community of each State.
2. What time (per week, per day) is devoted to Physical Education? (a) For children up to 14? (b) For children of 14 and upward? (c) In Universities?	(a) and (b) Two hours per week. (c) Not obligatory.	(a) In primary schools (6—13) one lesson per day. (b) In middle and high schools, four to five half-hour lessons per week. (c) In Universities not officially prescribed.	(a) In the towns 2 to 3 hours per week, in the country 2 hours per week. (b) In the secondary (Latin) schools 4 hours per week. (c) No Gymnastics at the University.	(a and b) The time given does not exceed 2 hours per week, independent of age. Pupils belonging to a voluntary sporting association generally get Thursday afternoon for play. (c) No physical education at Universities.	(a and b) 2 to 3 hours per week in folk-schools, real-schools, and high-schools (Gymnasias). (c) Voluntary.	(a and b) 2 hours per week. (c) No Gymnastics. 2 hours per week for games, but not obligatory.	(a) 2 hours per week. (b) 2 to 4 hours per week. (c) 2 evenings per week, not obligatory.	(a) Three-quarters of an hour twice a week. (b) Less than above; sometimes none at all. (c) None at all.	(a) Two hours per week. (b) Two hours per week Gymnastics, 2 hours Games. (c) Voluntary.	(a) From 1 to 4 hours per week. (b) From 4 to 6 hours per week. (c) From 2 to 3 hours per week, Gymnastics and Fencing.	(a) and (b) From 9 years 30 to 45 minutes daily. (c) The Universities provide Gymnastic lessons in which the students take part voluntarily.	(a) Two hours per week (60 hours per annum minimum). Girls are generally not taught in Catholic cantons. (b) Two hours per week as a rule. (c) Left to the voluntary sporting and gymnastic clubs of the students.	(a) Where provision is made, 3 to 15 minutes elementary exercises. (b) S.c. high schools generally provided with gymnasia, lessons about 20 minutes per day. (c) Generally there is a gymnasium, obligatory for freshmen for 2 hours per week, open to all.
3. Are the children in your schools medically inspected by duly qualified medical practitioners with a view to determining their fitness to participate in the ordinary physical education?	Only exceptionally in some towns, where medical inspection has been introduced.	Medical inspection of children rather the exception than the rule, but pupils are excused Gymnastics only on medical certificate.	Yes!	No!	Yes, in all the schools in Munich and in the towns which have doctors attached to the schools.	No, it is settled by the family doctor.	Only in schools where doctors are attached.	No!	No; children are inspected and classified by the Gymnastic teacher.	Yes.	Yes.	Only in some towns.	Children, as a rule—no. Students at colleges, as a rule—yes.
4. Is the instruction in Physical Education given by the ordinary school teacher, or by specially-trained gymnastic teachers?	In the lower schools by the ordinary teacher, in the higher by specially trained Gymnastic teachers.	By both.	Partly by the ordinary school teacher, partly by specially trained teachers. The latter are employed at high schools and town schools.	By specially trained teachers (generally retired non-commissioned officers). Sometimes the ordinary teacher acquires a certificate for gymnastics.	In the folk-schools by the ordinary teacher; in the higher schools by special gymnastic teachers.	By both. But the ordinary teacher must have qualifications as a Gymnastic teacher in order to teach Gymnastics.	By both.	By specially trained Gymnastic teachers.	By both.	By both.	By specially-trained teachers at all schools, civil or military, boys or girls, except at the folk (elementary) schools, where the ordinary teacher also takes Gymnastics.	By the ordinary school-teacher in nearly all the elementary schools; by specially-trained Gymnastic teachers in nearly all secondary schools.	In the primary and grammar schools by the ordinary teacher. In high schools and colleges generally by specially-trained teachers.
5. If by ordinary school teachers, what course of study have they to go through in order to qualify them to give instruction in Physical Education; is a knowledge of elementary Physiology and Hygiene required, and, if so, of about what standard?	In the seminaries (4 years' course) instruction is given in "Turnen" 1 hour per week. Hygiene and Somatology form part of the course.	At the seminaries (4 years' course) Gymnastics is included in the course. Anatomy, Physiology, and Hygiene also form part of the course.	At the seminaries (3 years' course) instruction is given in the theory of Gymnastics (Anatomy, Physiology, etc.) 1 to 2 hours per week; and in the practice of Gymnastics 3 hours per week.	See Report.	At the seminaries Gymnastics, etc., is taught 3 hours per week, and also Hygiene and Physiology. The folk-school teachers in Munich have besides to go through a continuation course in gymnastics for one year, 2 hours per week.	That of a Gymnastic teacher, less such subjects as are known to them before. Some Hygiene is required.	At the seminaries (6 years' course) Gymnastics (Turnen), Games, and Swimming are taught 3 to 4 hours per week. Also theoretical lessons on the effect of exercise on the body are given, and the pupils have to pass an examination, theoretical and practical, in the subject before leaving the seminary.	The ordinary teacher goes through the same course as a Gymnastic teacher, in order to teach Gymnastics.	At the seminaries (3 years' course) Physical Education is included. Subjects are: Gymnastics, Games, and Rifle-practice.	At the seminaries (4 years' course) thorough instruction in Gymnastics is given, 1 hour daily, practical and theoretical. Anatomy, Physiology, and Hygiene form part of the course. Holiday courses keep up the knowledge.	In the training colleges (4 years' course) Gymnastics are taught 2 hours per week and form a subject for examination. Elementary Physiology and Hygiene are compulsory subjects.	As a rule none whatever. Gymnastics are practised at the normal training colleges for the pupils' own health.	
II. Training of Physical Educators.													
1. What training, if any, is provided for teachers of Physical Education?	In Vienna, Prag and Gratz are State institutions for the training of Gymnastic teachers.	A high school for Physical Education annexed to the medical faculty of the University at Ghent will be opened this October. The course of study 4 years; the final degree: docteur en science d'education physique. At present the training takes place at the seminaries. Since 1905 there also exists an école supérieur d'education physique, started by private initiative, but under State control.	One course of 1 year, and one course of 1 month (repetitory or holiday-course), which latter can be repeated.	Most of the gymnastic teachers are old pupils of the military gymnastic school at Joinville. This school belongs to the State, and is under military command. Otherwise the training of gymnastic teachers is entirely private. To obtain a certificate as teacher of gymnastics an examination has to be passed before a State commission, yearly nominated by the Education Minister.	A special institution provided by the State, and under State control.	A special institution (Turnlehrerbildungsanstalt) provided by the State and under State control. Students can also be trained privately, but must pass the State-examination in order to qualify as teachers of Gymnastics.	A special institution (Königl. Turnlehrerbildungsanstalt, Dresden) is provided by the State, and under State control, for the training of teachers of Gymnastics.	The training is provided by private enterprise, without any control. But an examination is passed before a State-commission.	A Gymnastic society, existing since 1871, receives monetary support (12,000 kr.) by the State for the purpose of training Gymnastic teachers. The examination of pupils is under State control, the ministry for education nominating the examiners.	The Gymnastic Central School, Kristiania, founded 1870, is the training-college for Gymnastic teachers. It is mainly military.	The Royal Gymnastic Central Institute, Stockholm, founded 1813, is the State High School for Physical Education.	As a rule only that given at the training colleges. A "Turnlehrerbildungsanstalt" is in contemplation.	All schools for the training of Gymnastic teachers are private enterprises with no uniformity.
2. Is such training provided by the State, or under State control, or by private enterprise?			Arranged by the State and under its control.							It is a State college under the War Minister. There are also some private courses.	It is a State college under the Education Minister.	The Gymnastic training at the training colleges is under the control of the military department of the State.	
3. What standard of general educational competency is required of pupils entering upon a course of study of Physical Education?	University or teachers' examination. Generally the courses are so arranged that they can be taken at the same time as other work; lectures are held in the evening, etc.	Certificated teacher.	For the one-year course: ordinary teacher's certificate, one or other university examination, officers' exam., or some equivalent examination. In case of women, not possessing any of above, an entrance exam. is required. For the one-month course a teacher's certificate is required.	For the school at Joinville pupils are chosen because of their physique. For other pupils there is no fixed standard.	Certificated teacher; or have passed through the real-school or the Gymnasium (high school).	A good general education is required. Where this is not attested by some recognised examination, an entrance examination is requisite.	Certificated teacher or university examination.	No fixed standard required. Anyone can go in for the examination—clerks, teachers, sergeants in the Army. Most of the pupils are people who earn their living in the daytime and study for this examination in the evenings.	University examination or teachers' certificate. To become a "Turn-professor"—i.e., making a special subject of Physical Education a somewhat higher standard—is required.	Officers' or teachers' examination as a rule.	University examination for men; for women somewhat less.	See answer to 1 and 2.	High school education.
4. How long does such a course last?	Two years.	At the new college at Ghent 4 years. At the école supérieur 2 years.	See above.	One year.	Five months. For women, who prepare privately, one year.	Eight months.	No fixed time. Generally from 9 months to 2 years.	Seven months, besides which a probationary course of two months is gone through during the summer.	It varies from 2½ years to 8 months.	Three years for men, 2 years for women, including Medical Gymnastics. (Medical men wishing to qualify can do so in one year.)	In addition to above only complementary courses in Gymnastics lasting three weeks are held, the cost of which is partly defrayed by the State.	Two years of about 35 weeks each, with 4 to 5 hours' study daily.	
5. What are the subjects taught? Is a knowledge of elementary Physiology and Hygiene required, and if so, up to what standard?	Anatomy, History of "Turnen," Knowledge of Apparatus, etc.	Anatomy, Physiology, Hygiene, and Pedagogics are among the subjects studied.	In the one-year course: Anatomy, Physiology, Theory of Movement, Theoretical and Practical Gymnastics, Pedagogics, Games, Swimming, Rifle-Shooting, etc.	See Report.	Theoretical: The History and Principles of Gymnastics (Turnkunst) and the theory of the systems in the Bavarian schools and colleges. Lectures are given on Anatomy, Physiology, and Diet in their connection with Gymnastics. Practical: Practice of the necessary exercises and practice in teaching the subject. In the course for women teachers stress is laid on Pedagogical Gymnastics, with special reference to the development of women, and free-standing exercises form the principal part of the instruction.	History of Gymnastics, knowledge of apparatus and allied subjects. Some Anatomy and Hygiene.	History and Literature of Gymnastics, the Theory of Exercises and Physiological Anatomy. Practice on and with the different apparatus, fencing and swimming, class-teaching, etc.	Elementary Anatomy and Physiology, a little Chemistry and Theory of Movement.	Anatomy, Physiology, and Hygiene are taught.	Practical Gymnastics, Games, Swimming, Rifle-shooting, Military Drill, and theoretical subjects allied.	Anatomy (with dissections), Physiology, Kinesiology, Pathology, Gymnastics—educational and medical—Fencing, Games, etc.	The complementary courses are mainly practical, but some lectures are given.	Anatomy, Physiology, Kinesiology, Antropometry, Psychology, etc. Swedish Gymnastics, Calisthenics, Athletics, Fencing, Boxing, Swimming, etc.
6. Are teachers of Physical Education attached to the schools, colleges, etc., of your country, or only temporarily employed?	Attached to the schools. They are generally teachers and take other subjects as well as Gymnastics.	Specially trained teachers of Gymnastics are attached, with a duty of from 10 to 18 hours per week.	Teachers of Gymnastics are attached.	Attached to the schools, and can be attached to several schools at the same time.	They are attached to the schools.	Attached to the schools.	Attached to the schools.	Teachers of Gymnastics are attached to the schools.	The Turn-professors are specially attached and have the same standing as other teachers.	Attached special teachers, except in the folk-schools, where the ordinary teacher takes Gymnastics.	Attached to the schools, colleges, and universities.	The teachers of Gymnastics, rule also teachers of other subjects the same standig as other teachers.	Attached, as a rule.
7. What standing in the schools has a teacher of Physical Education as compared with other teachers (of Classics, Mathematics, etc.)?	They rank somewhat lower than other teachers.	A very good standing. They are well considered both by the other teachers and by the public.	Same standing as other teachers.	A lower standing and lower salary.	They rank somewhat below teachers of scientific subjects.	Fairly good; the same as teachers of Music and Drawing.	Same standing, but less pay. Sometimes a teacher of other subjects qualifies for Gymnastics and teaches it.	A lower standing in the school, and generally lower socially.	About the same as other teachers.	Same standing as other teachers both in school and socially. (Most teachers of Gymnastics are also officers.)		Somewhat variable, but as a rule not so well considered as the other teachers.	



# Physical Education in Foreign Countries.

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## Report on Replies to Questions

Circulated by the Joint Committee on Physical  
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IN arranging and tabulating the answers received it has been found that one or other of two chief systems of Physical Education has been adopted in most countries. These systems are the German, generally called "Turnen" or the "Turn-system," invented by Jahn and Eiselen in the beginning of the nineteenth century; and the Swedish, also called the "Ling" system, from the name of its founder, P. H. Ling, originated about the same period in Sweden.

### AUSTRIA AND HUNGARY.

Among the countries which have more or less adopted the German turn-system is Austria-Hungary.

IN AUSTRIA the training takes place at one or other of three State institutions. Only boys are taught, however, as the Roman Catholic clergy stopped the teaching of girls in 1883.

IN HUNGARY the two hours per week officially allotted to Physical Exercises are often annulled, if the time is required for more "important" subjects. The training of teachers is done by a Gymnastic society, which enjoys State aid for the purpose.

### BELGIUM.

BELGIUM is at present in a transition state. For some years the question of Physical Education has been much discussed both in educational and military

circles. In 1905 an "école supérieur d'éducation physique" was started, the director of which spent two years at the Gymnastic College in Sweden in order to qualify for the place. The course at this "école" is two years, and it is open to women as well as men. Now, however, an "Institut Supérieur d'éducation physique" has been, by Royal decree, annexed to the University of Ghent with a course of four years and a final degree of "Docteur en Science d'Education Physique." The Précis of a report to the King and the Royal decree are appended in translation.

#### PRÉCIS OF REPORT TO KING LEOPOLD BY THE MINISTERS OF SCIENCE AND ART.

Resolutions are included, dated June 22nd, 1908, from the Commission for the Reform of Middle Education, to which the King's signature was obtained, for the organisation of a higher institute for Physical Education attached to the University of Ghent, citing the example of Sweden; as a permanent laboratory of research; to train teachers for Physical Education; to complete the knowledge of Practical Hygiene of those aspiring to become teachers; and to develop, through their connection with general education, games and sports. The legislative chambers, by voting the credit necessary, had shown approval of the Government's initiative.

The resolution proposed the institution, in the Faculty of Medicine of the University of Ghent, of degrees and scientific diplomas for Candidates, Licentiates, and Doctors of Physical Education.

Only those qualified as Candidates to be admitted to examinations for Licentiate, only those qualified as Licentiates to be admitted to the examination as Doctors.

Admission to the examination of Candidates dependent upon the possession of some certificate indicating a general standard of education duly specified.

The scientific grade of Candidate requires two examinations and at least two years of study, including Elements of Physics and Chemistry, Human Anatomy and Physiology, Philosophy of Teaching in connection with Physical Education, Hygiene, Practical Gymnastics, Analysis of Movements, Method of Physical Education, and Application Exercises, examinees being excused subjects for which they hold certificates of a standard at least equal in the examination for Candidates. Possession of satisfactory diplomas in several subjects reduces the work to one year's study and one examination.

The scientific degree of Licentiate requires one examination and at least one year of study, including Human Anatomy and Physiology (special parts), Gymnastic Didactics, Æsthetics of Movements, Practical Exercises, and some subject selected from the prospectus of the University to determine the examinee's general culture. In addition, examinees must give a public demonstration of the Teaching of Gymnastics, and must draw up a report on one of the essential branches of the examination.

The degree of Doctor requires the presentation of a written or printed dissertation on one of the essential branches other than the subjects selected in the Licentiate examination. Examinee must publicly defend his conclusions in the dissertation as well as three theses connected with the subjects in the Candidate and Licentiate programmes. The dissertation and statement of the theses will be transmitted to a jury at least one month before the date for their public defence.

Expenses are fixed at the rate of those for legal courses and examinations in the Faculty of Medicine.

The title of Professor in the Higher Institution of Physical Education may be given by the Minister of Science and Art to members of the teaching body who are not already professors in the Medical or other University Faculties.

#### FRANCE.

The answers on the Table are obtained from official sources and indicate what should be. Private information is, however, to the effect that the rules laid down are scarcely followed, and that therefore the state of Physical Education is less favourable than would appear. An improvement is taking place gradually, and in many schools in Paris Gymnastics on the Swedish system is being taught. An abstract of the regulations for examination prescribed by the State for teachers of Gymnastics is appended.

EXAMINATION FOR THE CERTIFICATE OF ABILITY FOR THE INSTRUCTION OF  
GYMNASTICS : ABSTRACT OF REGULATIONS.

A committee is formed every year by the Minister of Public Instruction to examine the candidates for the certificate of ability for the instruction of Gymnastics.

The examination consists of oral and practical tests.

The oral examination consists of interrogations on the sciences directly applicable to the study of Gymnastics according to the prescribed programme.

The practical examination includes (a) performance by the candidate of five gymnastic exercises chosen from amongst those prescribed in the *Gymnastic Manual* published by the Education Committee; (b) the direction of Gymnastic exercises performed by a group of pupils.

PROGRAMME OF THE ORAL EXAMINATION.

Elementary knowledge of Mechanics as applicable to the Physiological Machine.

Organs of Movement in man.

Passive organs: Bones (form, structure, composition). Articulation and special Membranes. Active organs: The Muscles (form, structure, characteristics); Tendons.

Special Hygiene: Functions of the Body in their relation to Gymnastics; Digestion, Circulation, Respiration, Functions of the Skin. Influence of Gymnastics on Physical and Moral Health—Necessity of regulating exercises. Hours and suitable places for exercises in relation to the season and atmospheric conditions. Appropriate clothing for exercises. First aid to the injured in case of accidents during the exercises and before the arrival of a doctor.

GERMANY.

Answers have been received from BAVARIA, PRUSSIA, and SAXONY. The instruction given appears to be fairly similar in all these countries both as regards the training of teachers and the actual Physical Education at the schools. The system is the old and well-known one of "Turnen," initiated by Jahn in the beginning of last century.

The average time devoted to the subject in the schools appears to be two hours—meaning two lessons of one hour each—per week, though sometimes a third hour is devoted to games.

A pamphlet obtained from BADEN contains information upon the conditions prevailing there. It is a paper read by Dr. A. Sickinger at a meeting of the "Badische Turnlehrerverein" in June, 1906, and sets forth very clearly the aims and aspirations of the German Gymnastic teacher. The following points, taken from resolutions which were adopted at that time, are of interest:—

That it is indispensable to have specially trained Gymnastic teachers in the larger middle schools.

That the special State institute for the training of Physical Educators (die Badische Turnlehrerbildungsanstalt) is indispensable.

That an increase in the time allotted to Physical Education in the schools is necessary, and that the best form for such an increase would be an obligatory afternoon for games.

GREECE.

No tabulated replies have been received but reference has been made to a report on Physical Education by Prince George to the Cultus Ministry in 1907. From this it appears that the Physical Education in this country is being re-organised, and the report contains recommendations which amount to a full proposal for new regulations. As the report is of great interest, a full translation thereof is appended.

THE ORGANISATION OF SCHOOL GYMNASTICS.

*Report presented by H.R.H. Prince George of Greece to the Greek Minister of Education.*

1. It is common knowledge that Gymnastics and athletic exercises moderately and rationally carried out, not only strengthen and establish the health and

harmoniously develop the body, but also have a good hygienic and moral influence on the national habits and character of the people. But in order to fulfil this high purpose Physical Education must conform to the clearly-defined and rational aims of general education and the general requirements of Hygiene and Pedagogics, and must be employed in all the schools of a country. Only in this way can its influence be fully realised in the national education, and in each succeeding generation gradually improve the spiritual and moral, as well as the physical, life of the people.

2. Physical Education can with certainty produce these good results if it embraces the following fundamental parts :—

(a) Pedagogical Gymnastics.

(b) The rational practice of athletic exercises in the open air.

(c) Free Gymnastic games.

The Pedagogical Gymnastics develop the body rationally and harmoniously. Its results are health, beauty, and the capacity for work, together with order, discipline, and harmonious co-operation for a common end. In a word, it develops healthy and well-formed individuals, good and able-bodied citizens, healthy and beautiful wives and mothers, and vigorous families with the joy of life and a lust for work.

Not every so-called Pedagogical Gymnastic system, however, can realise these high aims. For example, the school Gymnastics in general use in our country, with its dumb-bells, staffs, and clubs, its endless combinations of movements without any physiological basis and intended only for the amusement and admiration of the spectator, its monotonous rhythm for all kinds of movements, and its complete want of progression and precision of form, evidences the greatest misconception of the physiological basic principles. It only produces the disfigurement and dwarfing of the body, physical and nervous over-strain, and the distaste of our youth for every kind of bodily exercise.

The Gymnastic method which is suitable for our school children is without question the Swedish. The superiority and advantages of this method are recognised already, not only by our gymnasts and schoolmen, but by all the leading foreign gymnasts and lovers of athletic sports. It wins attention day by day in all civilised countries, and can be considered as the only true method for the rational physical education of the young.

3. Rational athletic exercises are the complement of Pedagogical Gymnastics. Their special aim is the development of the individual to the highest degree consistent with his own physical capacity. They call forth the spirit of combat, the love of victory, and courage and steadfastness in defeat. The "five tests" of the ancients, which still survive in our day, can be used in all schools as this application of the Pedagogical Gymnastics, but must always, equally with the latter, be adapted to the age, strength, and physique of the scholars.

Finally, we have the Games, which, by combining bodily exercise with recreation and amusement, exercise not only the body but also the mind and character. The innocent pleasure, laughter, and gaiety of children produce mental balance and calmness, and promote the desire for bodily exercise in general.

For the above reasons we find it absolutely necessary to arrange for this year a theoretical and practical course for our Gymnastic teachers under the leadership of the teachers who have studied at the Central Institute in Stockholm, so that the whole of our corps of Gymnastic teachers may have the opportunity of being instructed theoretically and practically in the fundamental principles of the Swedish system, and thus be in a position to employ the system successfully in the different schools of the country. This Gymnastic training we also propose for the folk-school (elementary school) teachers, who, though diligent, are working at present quite empirically and ignorantly for lack of knowledge of this rational, scientific Gymnastic system. At the Gymnastic demonstrations this year we noted that all the new folk-school teachers who have already had instruction in the Swedish method, understood how to apply it in practice with great success. For this reason it would be desirable to send two of our best gymnasts to Sweden every second or third year in order to follow the Gymnastic studies at the Gymnastic Central Institute in Stockholm, and to keep our Gymnastics in touch with this unique establishment, from which all the modern States have drawn their rational methods of Physical Education.

4. Consequent upon the above, the Ministry should forbid in all folk-schools the further use of the mass of rhythmic combinations of movements now

practised. These exercises have no hygienic or pedagogical aim and only over-strain the bodies and minds of our children; particularly should those exercises which are carried out with song and music be banned, because these accompaniments are universally condemned by physiologists as harmful alike for the nervous and muscular systems, and for the normal respiration and circulation of the blood. (Compare Dr. Ley's report to the Gymnastic Congress at Liège, 1905.) It should be everywhere understood that the Gymnastic Displays in the Stadion are not given for the entertainment of the spectators, but are intended to show the public that the schools are doing their duty in fostering for the country a sound, harmoniously-developed, strong, and disciplined youth.

The competitive character should also be eliminated from these Gymnastic displays. The success of the Gymnastic instruction in each school should be ascertained by a special inspector in the school gymnasium, and not in the Stadion before an applauding audience.

The scheme of exercises for the school displays, instead of consisting as at present of senseless tricks and stupid exaggerations, should embrace a sequence of exercises conforming to the root idea of Pedagogical Gymnastics—i.e., the natural, complete, and harmonious development of the human body. These exercises should supply all the needs of the organism, fulfil the requirements of Physical Education, and have a beneficial influence on the habits and character of the pupils. In this way only is it possible to win and keep good health, to form a harmonious and well-built body, and to grace these physical properties with a disciplined mind. This accomplished, the educator can with truth consider his purpose achieved.

5. In our School Gymnastics, with its movable apparatus (dumb-bells, staffs, clubs), all students, without regard to age, physique, strength, or individual needs, carry out the exercises with equally heavy apparatus. From this circumstance arises either local muscle-strain, or the loss of correct form, and hence of the intended physiological effect, by the enforced co-operation of muscles not needed in the prescribed movements. Such Gymnastics becomes a continuous muscular effort, which is not only tiring, but hinders the normal functions of respiration and circulation, and very easily produces over-straining. From the fact that this apparatus is held in the hands during the whole demonstration (lesson), even while marching, it injuriously affects the carriage of the body, draws forward the shoulders and rounds the back on account of the excessive employment of the shoulder and back muscles.

To demand of the pupil such effort only as is suited to his muscular strength is a fundamental principle of rational Gymnastics. The application of this principle is easy enough in individual instruction, but is difficult when dealing with large classes, where difference of age, development, and strength are numerous. For this reason movable apparatus has been omitted from modern rational Gymnastics. In its place has been substituted the weight of the pupil's own body, which in each case provides the appropriate resistance. With our movable apparatus, on the other hand, it is impossible for a whole class to do the exercises physiologically and æsthetically correctly. The mechanism of the movements themselves is unavoidably changed. The apparatus is held in the hands; that is to say, at the ends of levers. The weight on the ends of these levers is increased, compelling many other muscles than would otherwise be necessary to come into action and remain contracted for a considerable time, in order that the point of support for the muscles principally concerned may remain immovable. This occurs usually with the muscles of the thorax and abdomen, sometimes even with the diaphragm, and gives rise to a bad respiratory position which is the cause of the breathlessness and rapid heart-beat observed after such exercises.

6. Not only do these exercises hamper the respiration, they impede the normal blood flow in the wrists, which are constantly supporting the weight of the apparatus. They also cause stiffness in the wrist, elbow, and shoulder joints. In executing them the definite form on which the good results depend can never be maintained; this can be shown clearly by analysing any one of the exercises.

In the "Stretch lunge (*a* or *b*) standing position" the trunk and back leg should, as is known, have the same inclination (about 60°), the shoulders be moderately drawn back and at the same height, the head held well up with indrawn chin, so that the whole chest assumes a good attitude for respiration. If now the same position is taken with dumb-bells or clubs, the whole of the new weight is situated at the ends of the levers represented by the arms, and the muscles which operate in holding the position can only maintain its definite

form with great difficulty. In consequence of this the position undergoes a complete change, the aim of which is to decrease the length of the lever-arms and set other muscles in action in order to counteract the increased leverage. The back foot is bent, the arms and trunk are raised nearly to the vertical, the contraction of the back muscles is relaxed and the shoulders drawn away from the spine so that the whole thorax gets a particularly unsuitable attitude for breathing, which act is already made difficult if not altogether stopped by the effort.

It may be urged that the work of the muscles is increased by using clubs and dumb-bells. But this can be done, and done so as to be completely physiological and progressive, by repeating the movement itself or by making the starting position more difficult. For example, from the stretch lunge standing position mentioned above one can carry out: (1) Arm bending and stretching, (2) arm raising, (3) arm flinging, (4) arm swinging, (5) trunk bending forward and forward-downward with hands on hips or with stretched arms, (6) arm stretching or arm swinging with feet changing in position or moving forward or backward, etc.

Moreover, with these dumb-bell and club exercises the limits of movement are decreased, the muscular contraction is incomplete, and the whole execution of the movement much too slow, uneven, and weak. Besides all these disadvantages there is the monotonous rhythm in four counts, which cannot follow the natural rhythm of respiration and heart-beat. This physiological rhythm increases in proportion to the muscular effort, and demands a quieter movement-tempo so soon as one oversteps the physiological limit determined by the age, constitution, and capacity for exercise of the pupil. Hence we see that the application of such exercises to class work means incomplete and irregular muscular activity and disturbed respiratory and circulatory functions. The deficiencies of these so-called school practices, already sufficiently pronounced, are accentuated by competition. Daily for two whole months in advance nothing else is practised but the programme for the display; in other words, excess and exaggeration are carried to the extreme. In this monotonous repetition we find the most fruitful cause of the children's indisposition and distaste for bodily exercise; to hold out the hope of victory does nothing to counteract this. Here also we have the reason why the unmarried men, like the families as a whole, show an often inexplicable indifference for physical training, in spite of the praiseworthy efforts made by the State and private persons, and the fact that here in the capital have been held on two occasions the greatest and most magnificent of the European gymnastic and athletic displays.

7. We believe that all these disadvantages would quickly and completely disappear if the competitions between the schools embraced:—

- (1) A complete Gymnastic lesson-scheme.
- (2) Athletic exercises in squads.
- (3) Free Gymnastic games.

The Gymnastic lesson-scheme should be suited to the age and physique of the pupils, and exercises from each of the following groups should be compulsory:—

- (1) Preparatory exercises.
- (2) Span-bending.
- (3) Heaving exercises.
- (4) Balance exercises.
- (5) Shoulder-blade exercises.
- (6) Abdominal exercises.
- (7) Lateral trunk exercises.
- (8) Marching, running, jumping.
- (9) Respiratory exercises.

The teacher should choose the exercises from each group best suited to his students, and arrange them in strict accordance with a rational transition from the simple and easy to the hard and most complicated movements.

Besides this he should observe the requisite gymnastic connection between the exercises, and after each exercise requiring special effort introduce the necessary defective movements in order to avoid over-strain; and finally he must supervise and be responsible for the good and homogeneous performance of the whole lesson-scheme.

The athletic exercises carried out by squads ("the three tests") include :—

- (a) Speed running over 50-100 metres ; any increase of distance is strictly forbidden.
- (b) Jumping (single or three-springs long jump, with or without a run) ; pole-jumping is forbidden.
- (c) Discus or spear-throwing.

All the pupils in each squad should be bound to take part in all three practices. The sum of the results obtained by each individual pupil will constitute the squad's record. Thus the running is won by the squad which has the shortest aggregate time, the jumping and throwing practices by the squad which has the highest aggregate number of metres. Further, the pupil who gains the best individual record in each test, irrespective of the others, will be declared the victor in that test ; while the pupil who has the best individual aggregate in all three tests will be proclaimed the victor of "the three tests."

8. We are convinced that even in the athletic practices onesidedness must unconditionally be fought against and excluded. Health and harmony of development should be the guiding principles of Greek Physical Education in all its manifestations and developments, and therefore the throwing exercises must be carried out with both the right and left hands, and not only with the hand which is easiest ; and the free long jump without a run has been selected from among the different kinds of jumps as most generally typical of all jumping exercises. The weight of the throwing apparatus must be proportioned to the strength of the pupils. Even in the old days a small discus and light spear were used for boys.

If the athletic part of our school Physical Education is organised on these lines we can say with truth that the whole Physical Education is rationally and pedagogically provided for. The rational gymnastics ensures wealth and harmonious bodily development and teaches the body to obey even if this is not apparent to the childish understanding. And in general it imparts to the pupils order and discipline, and binds them together in a whole which acts, works, and exerts itself, not for the hoped-for victory, but solely for the sake of duty. The rational and moderate practice of athletics—the ancients' agonistic—makes this result complete. It teaches the pupils to use the physical qualities acquired from Gymnastics, by making the goal of their efforts plainer—*i.e.*, personal distinction. It operates more on the individual, whereas Gymnastics embraces the mass. It demands that each participator shall exert his strength to the utmost both for his own glory and for the glory of the class. It promotes individual initiative to energetic action, whereas Gymnastics decides the aim and degree of effort for each individual.

9. An absolutely essential application of both these forms of Physical Education we find in the Free Gymnastic Games, in which order and discipline are called forth less by the teacher or supervisor than by the nature of the games themselves. For everyone taking part must recognise the necessity for order and discipline if the object is to be gained. Each participator has a definite part to play and must manage for himself, and yet always in co-operation with his comrades. He places confidence in his comrades besides belief in himself, recognises the good qualities of others, and sees the need for corporate action if a common end is to be won. Hence the sense of co-operation and solidarity is fostered.

Apart from their aspect or physical exercise, games give recreation and enjoyment, correcting thereby the most warped dispositions, and plant in the child's mind a love of childish interests, the natural pleasures and pastimes of childhood. They thus protect the child from precocious imitation of the ways of its elders, from bad habits and immorality in general, by giving it a healthy and enjoyable occupation. A healthy and normal childhood is the consequence, and this is the true preparation for citizenship.

This plan of organisation we believe to be in full accord both with the requirements of rational Physical Education and our national traditions. Its application to the whole country should be pushed forward with the utmost dispatch if in the near future we wish to see in our children the extraordinary results we have admired in the gymnasts from the North who came to the last Olympic Games. The rational and purposeful work will most certainly assure our new-born gymnastic and athletic success. "The Stadion can only take a new lease of life through good Gymnastics" (Philostratus on Gymnastics), is an old and true aphorism.

## HOLLAND.

In Holland the cause of Physical Education is apparently not taken very seriously at present, though a law has been passed which will improve the conditions when it becomes operative in 1910. The instruction given to teachers of Gymnastics is crude, and the pupils entering for the subject come from all classes.

The examination is, however, under State control.

## THE SCANDINAVIAN COUNTRIES.

In the Scandinavian Countries—Sweden, Denmark, and Norway—the S.C. Swedish System of Gymnastics, originated by P. H. Ling in the early part of last century, has been generally adopted. Teachers from the other two countries have been trained at the Gymnastic Central Institute in Stockholm and have carried through the system in their respective home countries.

Besides the system of Gymnastics they have also adopted as an important factor in the training of the young the views on Physical Education prevailing at the Central Institute; and it seems no exaggeration to say that in these countries, and others which have adopted the same principles, more is being done for the children in the way of Physical Education, and a higher standard is required from, and attained by, the Gymnastic teacher than is the case elsewhere.

## SWEDEN.

### ROYAL GYMNASRIC CENTRAL INSTITUTE, STOCKHOLM.

#### *Abstract from a Translation of the Regulations.*

I. *Objects.*—To provide necessary scientific grounding and practical proficiency for young men and women intending to devote themselves to the practice of Gymnastics, education of instructors in Gymnastics and the use of arms, teachers of Gymnastics, male and female Medical Gymnasts.

The Institute also provides instruction in Gymnastics for school children.

III. (d) To have supervision in State Elementary Schools, Teachers' Colleges and Technical Elementary Schools by (IV.) inspection and reports.

XI. *Staff.*—One Head Teacher and one teacher each respectively for Educational Gymnastics, and one Head Teacher and two teachers in Medical Gymnastics. Two female teachers in Educational and Medical Gymnastics and extra male and female teachers as considered necessary and permitted by the resources.

XII. The Head Teachers in Educational and Medical Gymnastics are to have the title of Professor.

XIV. *Qualifications.*—For Head Teacher in Educational Gymnastics: (a) To have gone through the Gymnastic teachers' course at the Institute; (b) To have displayed special proficiency and conspicuous ability to instruct; (c) To have given a public lecture upon one of several subjects pertaining to Educational Gymnastics. To have given practical proof of ability to teach.

For teachers of Educational Gymnastics: (a) To have gone through Gymnastic teachers' course at the Institute; (b) To have displayed well substantial proficiency and good power of imparting instruction in the subject; (c) To have given a public lecture on some subject chosen by the candidate and approved by the Directorate pertaining to Educational Gymnastics, and to have given practical proof of teaching ability.

For female teachers: (a) To have gone through the prescribed course for women at the Institute; (b) To have displayed well substantial efficiency and good teaching ability; (c) To have given a public lecture (as above).

XX. *Qualifications for Students.*—Annually officers from the Army and Navy and young civilian men to be educated as instructors in Gymnastics and the use of weapons and as Gymnastic teachers and Medical Gymnasts. Alternate years young women for training as Gymnastic teachers and Medical Gymnasts.

XXI. Directorate to determine number of students received for each course.

XXII. Civilian students accepted by the Directorate on application after proposal to Principal.

XXIII. Healthy and strong body and good aptitude for Gymnastic work and less than thirty years of age necessary qualifications. Certificate equivalent to entry at a University for men. Certificate equivalent to entry at High Seminary for Women Teachers, for women.

XXIV. All students to undergo medical examination of health at beginning of each year's instruction.

XXV. *Courses*.—Year beginning October 1st, ending June 10th, divided into two parts by two weeks' break at Christmas.

XXVI. For Male Students: (a) Instructors' Course completed in one year; (b) Gymnastic Teachers' course two years, including one year's Instructors' course. (c) The Medical Gymnastic course, which implies a completed Gymnastic Teacher's course, comprises one year, during which the student has to follow the specially arranged instruction for the Medical Gymnastic course. To female students: The instruction for female students, of which the practical exercises are less comprehensive than those for the men, is arranged so that both the courses for female Gymnastic Teacher and in Medical Gymnastics can be gone through in two years. Medical students, who desire to be instructed as Medical Gymnasts, may receive such portions of the prescribed courses as the Directorate decides.

XXVII. *Subjects of Instruction and Practice*.—A. For every student. *Theoretical*: (1) Anatomy, (2) Pedagogical Gymnastics, (3) Medical Gymnastics and Fencing (except for women), (4) Physiology. *Practical*: (1) Practices in Pedagogical Gymnastics, (2) Practices in Military Gymnastics and use of weapons, (3) Exercises in leading the Gymnastics.

B. For Gymnastic Teachers. *Theoretical*: (1) Anatomy, (2) Physiology and Hygiene, (3) Theory of Movement and Pedagogical Gymnastics, (4) Military Gymnastics and Fencing (not for women), (5) Principle of teaching, (6) Medical Gymnastics with particular reference to school children's maladies. *Practical*: (1) Practice in Military Gymnastics and use of weapons (not women), (3) Exercises in leading the Gymnastics, (4) Practice in Medical Gymnastics.

C. Medical Gymnastic Course. *Theoretical*: (1) Pedagogical Gymnastics for women students, medical students and doctors, (2) Anatomy, Physiology, and Hygiene, (3) Medical Gymnastics and the principles of the use of Medical Gymnastics, (4) Pathology. *Practical*: (1) Pedagogical Gymnastics, (2) Applied Medical Gymnastics, (3) Participation in Gymnastic instruction in schools (for medical students).

XXXVI. Each student receives five to six hours of instruction daily, with suitable interchange of theoretical and practical subjects.

XLIII. Scholarships of £22 distributed to the more impecunious students at the end of each instruction year, civilians having preference.

XLIV. Each autumn a *vive-voce* examination to determine the student's continuance of each course. A very good certificate from the Instructor's course being necessary to take the Gymnastic teacher's course.

XLV. Leaving certificates based on reports showing post for which each recipient is qualified.

XLVI. Gymnastic teacher students must obtain a certificate of proficiency in swimming.

XLVII. Instructors', Gymnastic teachers', and Medical Gymnastic courses combined procure the title of Gymnastic Directors.

XLVIII. Diplomas for Gymnastic teachers' course qualify for Gymnastic teaching in all State Public Schools; and for Instructors' course, with a good testimonial, in Lower Public Schools.

## SWITZERLAND.

In Switzerland the "Turn system" prevails. The Physical Education is intimately connected with the military State-department, which, in fact, supervises and controls the Physical Training in the Training Colleges.

The special Gymnastic teachers used to study at Karlsruhe in Baden, but a Swiss "Turnlehrerbildungs Anstalt" is in contemplation.

## EXTRA-EUROPEAN COUNTRIES.

Of extra-European countries, answers have been received from the UNITED STATES OF AMERICA, and information has been obtained regarding CHILE.

In the UNITED STATES OF AMERICA the conditions vary considerably, and the tabulated answers therefore apply to New York City only. There are no State institutions and all the Physical Training Colleges are private enterprises. The list of subjects taught is a comprehensive one. Whether the instruction is correspondingly thorough does not appear. From prospectuses obtained from three Gymnastic Training Colleges it is evident that there is a great preponder-

ance of women students. The "Syllabus in Physical Training for the Elementary Schools, adopted by the Board of Superintendents," does not put the standard of Physical Education very high.

*University of Pennsylvania.*—Every undergraduate is required to go through a course of exercises. Forms are given to him, which have to be filled up, showing the state of his health at present, his previous health-history, and also that of his family. Measurements are taken from time to time, so that a continuous record is kept, and certain simple home exercises are recommended for the most frequently recurring correctible conditions.

The theoretical work is not yet codified, but will be so, when training will be given in Anatomy, Physiology of Exercise, History, Practice and Personal Hygiene.

The Board of Public Education in Philadelphia supplies the following information from the Department of Physical Education regarding applications for the position of Teacher of Physical Training.

Applicants must not be less than twenty-one years of age nor more than forty, and must be graduates of a good high school, or equivalent educational institution, and must pass a satisfactory physical examination. The examination embraces: Personal practice in Free Exercises and Apparatus work; a written examination in the Theory of Physical Training, Physiology and Hygiene, English and Theory of Teaching; and Class-teaching.

In CHILE an "Instituto Superior de Educacion Fisica i Manuel" has lately been erected by the State. Students' examination or a teachers' certificate are requisite for entry.

The building contains an Anatomy Theatre, Physiological Laboratory, a hall for Anthropometry, Library, Gymnasium, Swimming-bath, and Playground. Ling's Swedish Gymnastics is to be taught at the Institute. The same system is introduced in three seminaries for men, two for women, and in many schools for boys and girls, as well as in the Army and Navy.

#### TO SUM UP.

Physical Education, mainly Gymnastics, is, or is to be, obligatory in the schools of most countries. Games in many cases recommended, are not as a rule obligatory, and are introduced in but few.

The time allotted to Physical Education varies from two to six lessons per week; and the lessons vary in length from twenty minutes to one hour.

Medical inspection is rather the exception than the rule as a preliminary to physical exercises, except in the Scandinavian countries.

The subject is generally taken by the ordinary teacher in lower grade schools, by special Gymnastic teachers in higher schools.

The training of the Gymnastic specialist varies considerably. It appears to be more thorough in Sweden, and in countries where a similar system has been adopted, than elsewhere. Belgium has taken a long step in the right direction by incorporating it with the Medical Faculty at the University of Ghent.

The studies vary from a few months to three or four years.

Anatomy, Physiology, Hygiene, and allied important subjects find a place in the curriculum of the Gymnastic student, and are studied with more or less thoroughness.

The standing of the Gymnastic teacher is as yet generally somewhat lower than that of the ordinary class-teacher.

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