CHAPTER II

★ SIGNIFICANCE AND STATUS OF PHYSICAL EDUCATION
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IMPORTANT OF PHYSICAL EDUCATION

The aims of Physical Education were determined primarily by function or development effects of the activities which according to Hetherington, were:

a) The only activities the latest organic powers, or the vitality and the nervous capacity to stand the wear and tear of strenuous living;

b) The only activities that develop the fundamental psychomotor strengths and skills and mental responses; and

c) The activities that most profoundly exercise the deeper instincts and emotions which lie at the foundation of character-1.

Mindful observant of human need and purposely directing his words to the very core of social issues, the education, poet Markham focused on the social and economic abuses nearly a hundred years ago. In his widely known poem, “The Man with the Hoe”, he made life, limbs, and the spirit of the individual important-2

Hetherington believed that education was a process in which the child was guided from birth through the period of growth and development to maturity; his powers are developed and are adjusted to a social order for happy and competent living.

The purpose of Physical Education as a phase of education is to contribute to the total education of a child. In a program of Physical Education activities organic vitality and fundamental strengths and skill are developed to carry the burden of strenuous living. He used the term fundamental education to indicate the physical education on the basis of growth and development of organic and neuromuscular powers in childhood and which is essential to the efficiency of the adult. In addition, Physical Education aided by intelligent leadership during childhood
contributes to character education and encourages the development of high standards of conduct. And finally, Physical Education contributes to intellectual education by the satisfaction of the child's need for experience and self-expression in an educational programmed of play activities.3

Education contributes to the development, enhancement and perpetuation of the nation's culture. Educational institutions play a primary role in the development of human resources of society. Schools, Colleges, and the universities are essentially the most powerful and effective agencies that the society has for the achievement of intellectual skill, knowledge, understanding and appreciation necessary to make wise decisions, good judgments and logical analysis of problems. Directly or indirectly the educational institutions are the chief means of society's progress. Whether it is progress concerned with knowledge, arts, technology, social consciences, or other areas essential to the growth. Physical Education, including play and athletics, is an integral part of this process by means of which individuals become socialized. Historically, what we now call Physical Education activities, have always been important means by which children and youth are disciplined in group ways of thinking and acting. These activities existed long before schools and school books had their being.4

Physical education is concerned with the art and science of human movements. In order to contribute to the physical, mental social goals of education, Physical Education objectives are to employ movements. The literature in the field of Physical Education contains lists of specific objectives. The functions are as under:

1. To stimulate growth and development of the individual as a personality with respect to appropriate social and psychological outcomes.
2. To develop a wide range of physical attributes, such as muscular strength, good body mechanic, flexibility, ability and the like to resist fatigue.

3. To provide situations demanding judgment in time and gradually in more complicated games situations favorable to creative intelligence.

4. To encourage activities involving grace and rhythm and improved reaction time as well as a wide range of individual and team game skills conducive to participation and its resultant benefits.

5. To contribute to the realization of the democratic ideals in the daily life of the pupils in gymnasium and on playing fields.

6. To foster healthy social growth by providing friendly and sociable contents by means of games, sports, camping and related activities.

7. To encourage close co-operation with the general health and guidance services within the institution for well co-ordinated programme to achieve optimum health, both mental and physical of each student.

8. To co-ordinate activities of the school centered recreation program with that of the community.

The young child could be educated in no other way than through play, said Hetherington, but later on the development could be continued through either play or work. This cause confusion in the minds of many concerning the relationship between work and play in Education. Any activity from the child's standpoint is play, if the impulse comes from within and satisfies the developing life needs.

Physical Education with its emphasis on building a physically, emotionally, mentally, and socially fit society, plays an important role in general education. A responsibility rests on the shoulders of those who spend a large share of their time with the youth today. If experience is
provided that is satisfying, successful, and directed toward enriching and individuals life, these purposes of education will be accomplished.6

On the playground or in the gymnasium we readily see what happens to children or youth who go through emotional storms. They invariably suffer the discomfort of reproof, isolation, and childing by their peers. On the whole children who have had adequate association with others at home or at school are likely to be more stable emotionally because in a crowd of youngster - typical of the playground, other children see to it that misplaced emotion be anger, fear, or any other kind. We come to value those things that give us satisfaction and avoid those which give us dissatisfaction.7

The progress of civilization is so inextricably interwoven with the threads of education that it can be assumed that the one never existed without the other. From the age of the caveman, the wayman has reviewed and used his body and mind has had an impact on society.8

In childhood and youth, physical activity has a development function. Physical Education, recreation, play, and athletics belong to applied hygiene because they are exerisers of structures and functions that promote mental and physical development. Here the dynamic operation of Physical Education activities involve most, if not at all the structural equipment and functional government of the individual, both mental and physical.

Physical Education as an educational experience is expected to make its contribution to human development. It is not expected to be force only for better metabolism or for greater physical strength. Nor it is presumed to exist only for fun and relaxation.9
Man is a unit, the Physical and Mental aspects of his nature cannot be separated. They comprises the oneness of an individual. If one of these is changed so is the other. In judging total development, however, the child's physical growth can be more accurately measured than can his mental qualifications.10

Modern Physical Education is based on the biologic unity of mind and body. "Socrates with a headache is always preferable toss brainless Hercules", but the modern trend in Physical Education seeks the education of man though physical activities as one aspect of the social effort for human enlightenment. It is the plain truth that no individual, no community, no nation can depend upon one aspect of life for the whole of living. Defication of only the physical, or the mental, or the spiritual leads to disasters.11

Good things do go together in nature. The finest achievement of mind and the most exalted behaviour in character are properly admired because like fine muscular co-ordination, they are of the same flesh and blood. They are not the exotic products of a separate mind but true sons of the same soil that bears bone and muscle. All of these are applauded because they serve to achieve complete harmony of man. The desire for truth, beauty, and justice, the real for competence work, and the yearning for good will towards men may seem a removed from the physical. They are remote in the sense that the forest in their favor have to work diligently to make them even partial aims and yet they reside in the body of man and come from the activities of his physical cells.12

In Indian Universities, as perhaps elsewhere in developing countries, the traditional concept of 'Scholasticism', is yet so dominant that Physical Education is down graded. Participation in sports by the students, if not
outrightly frowned upon as frivolous Juvenile pasttimes. As a result, academic administrators and professors give Physical Education the poor relation, treatment in the curriculum it merely as an axillary activity. The task of the universities have become all the more important because they alone can supply the top level manpower needs for accelerating economic and social progress so that the rising expectations of the people for the abundant life, are satisfactorily met. Realizing this fact and discarding the previous practice of appointing separate commissions for different levels of education, the government of India appointed the Education Commission to study the problems at all levels of education in an integrated manner in 1964. The objectives of universities have been stated as follows:

* to seek and calculate new knowledge to engage vigorously and fearlessly in the pursuit of truth, and to interpret old knowledge and beliefs in the light of new needs and discoveries;
* To provide the right kind of leadership in all walks of life, to identify gifted youth and help them to develop their potential to the full by cultivating physical fitness, developing the powers of the mind and cultivating right interprets, attitudes, and moral intellectual values;
* to provide society with competent man and women trained in agriculture, arts, medicine, science, and technology and various other professions who will also cultivate individuals imbued with a sense of social purpose;
* to strive or promote equality and social justice and to reduce social culture difference through diffusion of education; and

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to foster in the teachers and students and through them in society generally, the attitudes, the values needed for developing the good life, in individuals and society.13

Mr. S.B. Chavan, the Ex-education Minister, Government of India, addressing the Vice-chancellors viewed that the agitation among the students have persisted on the campus during the past few years. Probably it is a reflection partly of the world. In India a major factor for unrest in the campus is increasing because of political impact on the student community. As the outlook of the young is generally that of protest against any kind of injustice. The urge to protest is however a force which can be used negatively if channeled properly this can be a powerful instrument of social, cultural and economic change. The on going special programs under education for the students and non student youth e.g. National Service Scheme, Nehru Yovak Kendraas, National Service Volunteer Schemes are making very useful contributions. But these are not enough. An area which needs particular attention in this regard is the provision of adequate facilities for sports and games to the students. Depending upon the local preferences adequate facilities for indoor and outdoor games should be provided promotion of team work and striving towards excellence should be major goals of our programs is sports and games, Physical Education and nature exploration are also very useful. These programs which are intended to give purposive scope for expression of the youthful energy and talent must receive the requisite attention of the Vice-Chancellors, if the youths are not to degenerate.14

In Ancient India the people existence was very religious in nature. The person desiring to be holy ignored the physical needs of the body and concentrated solely on spiritual needs. It can be well judged that Physicia...
Education had little place in the culture of the society of religious people. Avoiding certain sacrificial rites, denouncing the extreme self mortification, Buddhist placed more emphasis on Ahinsa, or non violence, and passive pietism that they lacked the derive to participate energetically in physical activities and in worldly affairs.

The Hindu educational system was based upon the caste system and the religious philosophy that existed. Because of religious philosophy Physical Education was not regarded as an important aspect of general education. However, Physical Education was not ignored completely as certain groups of people, specially that of the Kshatriyas or military caste involved themselves in different physical activities to develop physical fitness and motor skills according to their vocational needs. Dancing girls, as well, were trained to give expression to religious concepts and to provide recreation for spectators.

Evidence is available as to such pastimes as throwing balls. Plowing contests, tumbling, chariot races, playing with marbles, riding elephants and horses, swords manship, races wrestling, boxing and dancing, yoga an activity, commonly popularised in India and involving exercises in posture and regulated breathing was popular.

Physical Education is an old and fundamental education. The first Physical Educator was the parent who taught his son to throw a spear, to climb a tree, to leap a book, to do all those things that were important for a youth to learn in the tribal life of uncivilized man. Over the centuries the civilized social scene has changed tremendously, ways of living have profoundly altered, and new stresses have pressed upon the old biological patterns of man. The need to learn how to throw a spear has disappeared but the need to throw remains, the need to climb a tree has gone, but the
urge to climb appears in every child; the need to leap a book rarely occurs, but the necessity to leap rises again and again in the urgent jumping and leaping youth. The patterns developed by nature are old and fundamental forms which emerge out of a tribal past and insistently make their demands in a highly industries and complex present.15

When an individual joins a group and becomes an active participant in the activities, he not only enlarges the scope of his own interest but he also becomes responsible for the purposes to which the group is devoted. When Physical Education in schools and colleges is identified itself with general education the old and exclusive interest in physique, strength and motor skills are enlarged to encompass a wider range of objectives.16

The comparatively late entrance of Physical Education into the college programme with the subsequent growth to the point where it is considered indispensable in the proper development of youth is ample evidence of the need for continued thought, study and research by those in the profession.

Beneath the surface, frequently common flagged behind their protestation and frustration is the real concern as to where the youth is lead. The understand young people fully, one must realize that they live in an intense present “here now” environment. Much of what seems important lies either in the immediate life situation or in the rather near future. To be effective, therefore, Physical Education must get close to students personal value system of the moment.17
PHYSICAL EDUCATION IN PRIMITIVE SOCIETY

The theory of evolution throws some light on the nature and type of activities which are an essential part of modern Physical Education. Our pre-human ancestors lived an armored life. They climbed, leaped and jumped, but a time came when under pressure of circumstances. They came down from the top of the trees and preferred living on the earth. There were perhaps two main causes; one was the bulk and weight of the body which forced them to stay more and more on the ground. The other seems to be related to geographical conditions. With great climatic changes the forests either disappeared or diminished. Nature works on the basis of selection and gives preference to those who are able to face the climatic upheavals. Our pre-human ancestors had the capacity to adapt themselves to new conditions. The came down and liked the new environment. But the innate tendency to climb, to leap, to jump, to walk, to hop, to run from one place or trace to another, or on the open ground to chase or for escape, remained and is still predominant.

Man was constantly in search of food as well as his own safety. His physique, ability to think and manual dexterity gave him the mastery over his environment which needed for a stable society.

The primary need of man is food. Primitive man had to go in search of it. The discovery of agriculture made primitive society more settled, but it still entailed physical exertion.

All the activities for the primitive society demanded hard physical exertion. The activities develop strength, stamina, courage and resourcefulness. They develop strong and healthy bodies capable of
overcoming ill-heath and disease without any medical treatment internal or external. 18

The Greeks are well-known for their contribution to literature, art, drama, poetry, agriculture, science, mathematics, law and politics but more important from our point of view is that they laid the foundation of civilization as we know it today.

The Greeks belonged to the Indo-European, stock which in course of migration settled down in Europe. These various tribes of common origin began appearing in Greece between 2000 and 1500 B.C. and by 1000 B.C. there conquest of Greece, Asia minor and the Aegean Island was complete. The original inhabitants were either liquidated or made to work as slaves. 19

One of the Greek tribes known as the Dorians settled down in the valley if Eurotas and established a bumper of villages. Out of this settlement arose a city-state known as Sparta.

The Spartan were governed by a rigid constitution, the framing of which is attributed to Lycurgus about the beginning of the ninth century, B.C. 20

The aim of Physical Education In Greece & Sparta

Whole of the Spartan system was geared mainly for the training of efficient soldiers. The aim was to build a strong body which would meet any kind of hardship. Health was regarded as a great asset. A strong and graceful physique was greatly admired. The Spartans believed that too much food had an adverse effect on the height of the young boys.

Physical Education in sparta was aimed at developing a strong physique and a fighting spirit. State discipline was strict and produced a
standing army. The Spartan physique was superb. But this over-emphasis on physical development along with the rigorous enforcement of strict discipline did not give to the people any opportunity to devote themselves to the cultivation of art and literature. All the finer things that for to make the life of an individual and of a nation were relegated to the background, a factor that brought about the downfall of spartan society.21

ATHENS Education of boys began at the age of six or seven and continued till the age of fourteen or sixteen. The curriculum consisted of three items Writing, Music and Gymnastics. Girls education was in the hands of their mother who taught them, reading, writing, spinning, weaving and embroidery. They also learnt to play musical instruments and took part in dancing.

In order to complete their education the boys went to three different schools. For academic studies they went to grammar schools, where education consisted of reading, dictation and learning by heart the poems of Homer. For music they went to separate schools, where they learnt to play the Lyre - an instrument with seven strings. Singing was often accompanied by Lyre. For Gymnastics the boys went to the Palaestra.

The word palaestra means wrestling. Later the schools for physical training came to be known as ‘Palaestra’. It was essentially a building with an open space in the center, with rooms for undressing and for wrestling.

The training in the Palestra was under the charge of the Paidotribes. Some of these owned their own Palaestras where they gave extra coaching and charged a special fee.22

ROMAN CONTRIBUTION TO PHYSICAL EDUCATION

The Roman contribution to Physical Education has to be considered not by present day standard but in relation to the conditions prevailing
more than 2000 years ago. It would therefore be incorrect to say that the Roman did not contribute anything to Physical Education. The aim of Physical Education among the ancient Romans was definite and clear. It was to develop strong bodies in order to maintain efficient standing army. Before the outbreak of the second world war the totalitarian countries adopted a similar concept of Physical Education. Even now Russia and China present the same spectacle and they are admired in many quarters for their devotion to the cause of Physical Education.

To the Romans the development of strong physique was an article of faith. The state exercised all its powers in order to keep the Roman in good to say that their concept of Physical Education was not a means to a good end. The Roman have made great contribution in other spheres of life and this was only 'Mens Sana in corpora sano, ' a sound mind in a sound body. It is only the gladiatorial combats, Sham naval battles and Chariot race which have distorted the whole concept of Physical Education among the ancient Romans. But the combatants was not the Romans citizens. They were prisoners of foreign wars and condemned criminals. The Roman even offered a justifications, if as they anticipated criticism form posterity. They declared that the spectacle of the fights trained the roman citizens to face the realistic of war and encourage in them both a disregard for severe wounds and a contempt for death. This may sound Callous to people today, ' but no true critic of human nature can not fail to trace their influence(i.e the brutal games) the hardening of the heart and conscience of the mass of the Roman people'.23
PHYSICAL EDUCATION & THE AGE OF CHIVALRY

The spirit of the times demanded a strong and virile physique. It was the case of survival fittest. Military exercises, use of weapons and skillful horsemanship contributed to the development of magnificent physique. In addition, running, jumping, lifting of heavy weights, climbing on walls, throwing spears or lances at a target and swimming were popular activities. The common people who had no opportunity for entering a military career kept their bodies strong by cultivating the land. They combined health and agriculture. The age of chivalry gave a legacy of strong and virile physique to succeeding generations.

RENAISSANCE AND ITS CONTRIBUTION TO PHYSICAL EDUCATION.

After the downfall of the Roman Empire there was little intellectual activity in the unstable condition prevailing in Western Europe. But the crusade produced a change. The standard of living went, a sense of security prevailed. Europe also came in contact with the Arabs who were primarily responsible for re-introduction Aristotle to European mind.24

The most important factor was the discovery of the ancient Greek literature which had remained preserved in the monasteries and private libraries. When printing made ancient Greek literature available to the scholars of Europe, the impact of Greek thoughts stimulated peoples mind. This intellectual revival which took place in Europe during the fifteenth and sixteenth centuries is known as the period of Renaissance.

Universities had appeared during the middle ages, the most famous being of Paris and Bologne. Education was spreading some form of Secondary Education came into existence. Problems concerning human
society came under review. This consideration of the human side rather then the divine, was known as Humanism.

One of the great humanist teachers was Vittornio was influenced by a Greek literature in combining physical with mental training. In addition to the academic studies his programmed included running, jumping, wrestling and swimming. His object was to blend the physical and mental aspect of human body into a harmonious form. While he himself was successful in this, nobody seems to have continued his work.

In France the awareness of the need of Physical Education as illustrated by the ‘Gargantua’ of Francois Rebelais (1490-1553), gives a typical programmed of physical and mental development. Library education was confined to three hours in the morning and three hours in the afternoon, with music and outdoor games were arranged in between. Evenings were devoted to horse-riding, vouling, leaping and the use of sword, lance and the shield, running, jumping, wrestling, swimming, climbing and throwing were all practiced.25

The study of the inter-dependence of the mind and the body also gained currency in England. Sir Thomas Eloyt(1490-1546) wrote the ‘Governor’, which deals with education for good citizenship. He laid stress on the recreational aspect of exercises and included in his list of activities, Running, swimming, wrestling, throwing, lifting of heavy weights, horse riding and vouling.26

PHYSICAL EDUCATION IN THE EIGHTEENTH CENTURY

The eighteenth century saw the cultivation of the process began by Renaissance writers with the works of Lock and Rosseau, who urged practical reforms and emphasised the importance of Physical Education.
JHON LOCKE (1632-1704)

Jhon Locke, the English liberal philosopher whose ‘Essay concerning Human Understanding’ and some thoughts of Education, are still widely read today, was an Oxford graduate and a Physician. His emphasis on the importance of bodily development is best described in his own words;

Keep the body in strength and vigor, so that it may be able to obey and execute the orders of the mind... A sound mind is a short but full description of a happy state in this world.27

He believed that literary education alone would not necessarily produce a good citizen, and advocated plenty of open air exercises, sleep and a simple diet. To him medicine was of secondary importance.

His view on priorities in physical activities are interesting. He gave first place to horse-riding which he considered good for the health and useful in times of peace as well as in war. He regarded fencing as an excellent exercises for training the body and considered moderate skill in dancing and music and desirable accomplishment. He gave importance to manual training, not only for its vocational value but for its contribution to the development of a strong and healthy body. He particularly liked gardening, farming and open air carpentry.

In his views on Physical Education Locke was more or less striking out on modern lines. He noticed the recreational values of physical activities as a change from mental studies. It is also interesting to see how he foreshadowed modern psychological methods when he advised teachers to device new games in which their children’s behaviour could be studied and improved. He believed that certain qualities of character such
as courage and self confidence, could be developed among growing children’s.

JEAN JACQUES ROSSEAU (1712-1778)

In his novel ‘Emile, he outlined a programme of education which clearly criticized prevailing educational practice. He stated his conviction that physical exercise had no adverse effect on intellectual capacity. To quote his own words:

‘It is a very deplorable error to imagine that the exercise of the body is injurious to the operation of the mind; as if these two activities were not to proceed in concert and the second were not always to direct the first’.28

Rousseau regarded nature as a powerful educative force. Physical activities produced a strong and virile physique and sharpened the senses. For example, a game in which a child has to judge the rebound of a ball and return it accurately develops neuro-muscular co-ordination. Rousseau therefore recommended that a child should have complete freedom till the age of twelve, and be freely allowed to take part in a variety of games. He regarded tennis, football, and other ball games as good activities which were not too strenuous for children.

In Rousseau’s scheme literary education has no place till a child had attained physical development. Mental faculties only worked when the body was strong as in Rousseau’s words;

“The weaker the body, the more it commands. the stronger it is, the better it obeys”.29

So he considered the proper time for literary education to be between the age of fifteen and twenty.
Rousseau's emphasis on physical education did not produce any immediate effect in France. But his ideas gained popularity outside France, especially in Germany where his insistence on the interdependence of the mind and the body was widely accepted.

PHYSICAL EDUCATION IN GERMANY

Modern Physical Education in Germany may be traced to the liberal views on education of Johan Bernhard Basedow (1723-1790). Born in Hamburg, he studied theology at Leipzig. In 1753 he went to Denmark where he worked as a professor in the Ritterakademic, a school founded for the sons of the nobles in 1623 and is one of the oldest institutions in Europe. There were special teachers for horse-riding, fencing, dancing and games while the academic teaching was done by regular members of the staff.

Basedows eight years at the Ritterakademic had a profound influence on his future career, for there he came in contact with a system of education which paid equal attention to the development of the mind as well as the body. In 1761 he returned to Germany just as Rousseau's "Emile" with its revolutionary ideas on education appeared.30

When Basedow returned to Germany he worked as a private teacher in a school, but nursed the ambition to establish a school where Physical Education and intellectual development would receive equal attention. He evolved a plan for a model school which appealed to the Duke of Anhalt who gave him every support. Basedow then shifted to Dessau where on December 27, 1774 he opened a private institution and called it the PHILANTHROPINUM.
Basedows initial efforts left a permanent impact on the educational reforms which followed. Basedow is, therefore, regarded as the founder of modern Physical Education because he paid equal attention to the training of both the body and the mind. His selection of activities was based on simple games, light physical exercises and athletic sports which are an essential part of the present day educational curriculum.

THE SCHNEPFENTHAL EDUCATIONAL INSTITUTE.

While the Philanthropinum was in existence other institutions with similar aims and objectives were also established. The most outstanding was the Schnepfenthal Educational Institute founded in 1785 by Christian Gothif Salzman (1744-1811).31

Salzman was a teacher at the Philanthropinum from 1781 to 1784 and was impressed by Basedows educational method and principles. He, therefore, made Physical Education a part of his school curriculum. Christian Carl Andrea, a teacher of academic subject also conducted the programmed of physical education activities.

JOHN CRISTOPHER FREDERICK GUTS MUTHS (1759-1839)

Carl Andre worked only for a year and was succeeded by Johan C. Frederick Guts Muths in July 1786. While Basedow is regarded in Germany as the 'Father of modern Physical Education', Guts Muths is remembered as the 'Grandfather, of German Gymnastics'. Both of them deserved this encomium.

The Franco-Prussian war of 1870-71 gave Germany the unity John had dreamed of Germany accepted Prussian Suzeraneity with Prince Otto Von, Bismark as the "Iron Chancellor". The Turnvereine movement
received encouragement from the State. An idea of the extent of its popularity may be gained from the fact that when a gymnastic exhibition was held at Leipzig in 1913, there was a demonstration of mass physical exercises by seventeen thousand Turners.

PHYSICAL EDUCATION IN GERMAN SCHOOLS.

John gave no consideration to Physical Education as a part of the school curriculum. He was inspired by political motives and utilized Physical Education as a means to this end. But his efforts did produce one effect. The educational authorities in Prussia realized that Physical Education should become part of the schools curriculum. In 1842 Massmann, a follower of John was appointed to introduce a scheme of Physical Education in the schools. He failed, mainly because he was not clear in his educational theories, and voluntarily retired in 1850.

SPEISS CONTRIBUTION TO PHYSICAL EDUCATION

Speiss looked at Gymnastics as an Education not as German Nationalist. He stressed on all-round development of child through physical as well as mental training. He advocated an open air gymnasium and an indoor hall in every school.

Speiss also pointed out that Physical Education for girls was as an important as for boys. He wanted the exercises to be graded according to age groups and with consideration to sex differences. Speiss classified exercises as free hand marching and exercises with apparatus. He introduced annual examinations in gymnastics and wanted these to be treated on par with academic subject.32
PHYSICAL EDUCATION AS A PART OF EDUCATION IN SPEISS.

In 1842 Gymnastics received recognition as a part of education. All High Schools for boys were asked to provide sufficient space for Gymnastics. In 1860 Gymnastics was introduced in all the elementary and High School for boys. Short training courses were contented at Teachers Training Colleges to enable teachers to carry out the new work of Physical Education. In 1894 Gymnastics (Two periods a week) was introduced in High Schools for girls, Women teachers were also trained who conducted the Gymnastic activities in girls schools so that by the out break of the First World War Physical Education had became an integral part of the educational curriculum in the German Schools.

After the end of First World War, German gave way to a Republican form of Government. Gymnastics, sports and games were effected by the economic depression which followed the war, but revived once condition improved. The number of teachers increased. In 1920 a college of Physical Education was established at Berlin with Dr. Carl Diem as Directors.33

Physical education receive as much importance as any other subject, and pupils progress in Physical Education activities was entered on their report card.

In the Universities extra-curricular activities were introduced Youth hostels came into prominence. For more than fifty years Dr. Carl Diem played a prominent role in Physical Education in Germany. In 1920 he founded the college of Physical Education in Berlin and remained its director until the Nazis came in to power. In 1947 he founded the Academy of Physical Education at Cologne, which offer varied courses and enjoyed international reputation.
In 1956 Dr. Diem visited India and delivered lectures on importance of Physical Education. He urged the educational authorities to make it compulsory, so that India would have a reserve of physically fit men in case of emergency.34

PHYSICAL EDUCATION UNDER THE NAZI PERIOD

National Socialist Party’s first meeting was held on 24th February, 1920 in the Bunquest Hall at Munich. Adolf Hitler read out the twenty five articles of the newly formed party known as the Nazi party.

Adolf Hitler was clear in his objective; He wanted to make Physical Education a powerful means for his political ends.

In the school Physical Education was raised to the status of an academic subject. Admission to secondary schools was based on passing a Physical Efficiency Test based on different items.35

In the Universities Physical Education was compulsory for the first eighteen months (three semesters).

In all the sixteen German Universities Physical Education was made compulsory in October, 1934. A Department of Physical Education was established in each University. The compulsory program covered a period of three semesters, i.e. 18 months and consisted of a course in Elementary Training in Gymnastics, games and sports.

Each University had a Teacher Training College where Primary School Teachers under training attended a daily lesson in Physical training. A bi-weekly refresher course was also conducted from time to time for those Primary school Teachers who were already in service.
In each university there was a Physical Training Institute offering one year course for intending teachers of Physical Education in secondary schools.

The practical side of this course consisted of Gymnastics, swimming, rowing, games, sports, boxing for men and dancing for women. The theoretical side covered Anatomy, Physiology, Theory of Physical Education, Methods in Physical Education and Practice Teaching.

In 1936 the National Academy of Physical Training was established in Berlain. There were seven gymnasium, and Departments in the Academy viz.; Medicine, Biology, Pedagogy, Technical, Practical and Administration.

Three types of courses were conducted, Teachers Course, Non-Scholastic Sports Teachers course and short course. 36

LINGS CONTRIBUTION TO PHYSICAL EDUCATION IN SWEDEN (1776-1839)

The whole career of Ling was devoted to Physical Education, and it was on his initiative that the Royal Central Gymnastic Institute was established in Stockholm. Ling paid less attention to educational gymnastics than to military gymnastics because the primary need at that time was defense, and to train more teachers for the army than for the schools. He believed that gymnastics should form a part of the school curriculum. In 1882 a Law was passed which made Physical Education compulsory in all the secondary schools of Sweden. 37
Physical Education was made compulsory in the school of Sweden more than hundred years ago. The Primary Schools devoted either three hours per week or half an hour daily to gymnastics and games. The Secondary schools had four hours per week for gymnastics and games. In the Universities it was not a compulsory subject as the students came from prosperous homes and already had experience in gymnastics, athletics, swimming and games.

The Universities provided plenty of facilities and opportunities for recreational activities and the students were given freedom of choice to select any sports which they like.

**PHYSICAL EDUCATION IN DENMARK**

Education in the proper sense in Denmark begins from the middle ages with schools known as CATHEDRAL SCHOOLS meant for the education of the Priests. With the introduction of Secondary education in Europe Denmark took a leading part in the field of education. The Act of 1814 made education compulsory for all children between the ages of seven and fourteen.

At the same time Physical Education was introduced as a compulsory part of the curriculum in all the elementary schools. The training of the teachers of Physical Education received immediate attention from the State Educational Authorities. Denmark, thus, occupies an important place in the history of Physical Education as being the first European country to make Physical Education an integral part of education.

It was Franz Nachtegall (1777-1847) who laid the foundation of modern Physical Education in Denmark. 38
The Folks High School have a special place in the history of Physical Education, because gymnastics occupies a prominent place in their curriculum. The special object of all the school was to mould the national character in a cultural pattern. The academic curriculum lays stress on history, Danish Language and Literature.

TEACHERS TRAINING IN PHYSICAL EDUCATION IN DENMARK

There are number of Institution which train teachers of Physical Education and Leaders of Gymnastic clubs. Physical Education was compulsory in all the schools of Denmark. The number of periods per week were given to childrens between the age of 6 and 11 years. Three periods a week to those between 11 and 14 years of age and 4 periods a week for the age group of 14 to 18 years.39

There is an official syllabus of Gymnastic which is used by all the schools. Every secondary school has a well equipped Gymnasium. Danish peoples soon realised that plays is also an important factor in any scheme of national Physical Development. They found that the British People were utilising play not only for recreation but also as an integral part of their educational process.40

In 1897 the Government of Denmark sanctioned a special grant for playgrounds, equipment and for promotion of games and sports among the school children. A National Committee was formed to deal with the playground movement.41

PHYSICAL EDUCATION IN FRANCE

The history of Physical Education in France appears to be barren except for the efforts of Baron Pierre de Caubertin to promote
International matches and revive the Ancient Olympic Games on modern lines. But a closer study reveals that France gave Europe the University of Paris which along with the Papacy and the Holy Roman Empire moulded the Middle Ages into a pattern which sapped the future development of the European civilisation.

Then the Age of Chivalry covering a period from the eleventh to Sixteenth century spread all over Europe because of France. The result was not only an improvement in physical efficiency, strength skillful use of arms and equestrian proficiency, but the spread of a desire to uphold the Cardinal Virtues of liberty, religion and honour. French were conscious of physical efficiency and strength of the body only through the use of armor and weapons.

The history of Physical Education in France in the modern sense can, therefore, be traced to the period after the battle of Waterloo. The defeat of the French forces in 1814 brought an end to their territorial ambitions, but the realization that physical development on a national scale was essential for future progress made them study the development of Gymnastics in Germany and Sweden. 42

**PHYSICAL EDUCATION IN FRANCE AFTER FIRST WORLD WAR.**

After the end of first world war there was an economic depression all over France. This in its turn had an adverse effect on the Physical condition of the people. In 1992 a committee was appointed to find out means for rising the general physical standard of the people. In 1923 Physical Education once more received the attention of educational authorities. Two hours a week were allotted to Physical Education in all
the Elementary and secondary school. In 1936 three hours a week had been allotted to Physical Education in the elementary schools. As a rule class room teachers were responsible for these periods. Only in Paris whole time teachers of Physical Education were appointed in the Elementary schools. In the secondary schools and technical institution there was a usual allotment of two periods a week for physical exercises. All work of Physical Education was directly under the charge of specialist teachers who had completed three years course in Physical Education.

It was only in 1927 that the Universities in France included a course in Physical Education in order to provide more teachers for the Educational Institutions.

In 1936 the Ministry of Education established normal schools for training teachers of Physical Education. Two courses were conducted in the normal schools. one was the elementary course in Physical Education. A certificate in this course was essential for appointment as a teacher in the elementary schools. The other course was a Certificate course of proficiency in Physical Education. This was meant for those who wish to work as teachers of Physical Education in the Higher Secondary Schools.43

In 1936 a College of Physical Education was established which provided a comprehensive training extending over a period of three years. The course was not exclusively professional as it included academic subjects as well. Those who finished this course were given preference in appointments to the Universities and Technical Institutions.44
PHYSICAL EDUCATION IN FRANCE AFTER SECOND WORLD WAR

The end of the Second World War brought Physical Education proper recognition all over the world. In France this was marked by an overall improvement in providing better facilities for Physical Education, games and sports.

Sixteen Regional Centers which were responsible for organizing recreational facilities for the people were established. These centers trained leaders for Industrial Concerns, conducted refreshers courses for elementary school teachers and those who wanted to specialize as couches in athletics or games had to join the National Institute for Sports.

The Ministry of Education had established three separate section in order to improve physical development of the nation. These three sections were the Youth Movement, The Sports Offices and Physical Education.

Physical Education section dealt with the supervision of Physical Education in all the educational institutions. The program of activities in the schools and in the higher institutions was periodically reviewed. This section gave financial grants to schools so that they might improve their program of Physical Education. The section also introduced Physical Fitness Test in 1957.45

PRESENT STATUS OF PHYSICAL EDUCATION

PHYSICAL EDUCATION IN GREAT BRITAIN

The British were the first people to evolve the idea that games can develop man's character and lay a sound foundation for human relationship.46
The history of Physical Education in Britain shows as we might expect, a fondness for recreational activities, in these individual superiority is subordinate to group loyalty; in other words the team and not the individuals is the important unit, the team depends for its success on the strength of its individual members.

The Education Act of 1870 made Elementary Education compulsory. At present full time education is compulsory. for all children between the ages of 5 and 15.

Physical Education is a part of the school curriculum and includes organised games. It is supplemented by the school Health Service. An official syllabus of Physical Education is used as a guide. In the Elementary School there is a one period per day for Physical Education and three afternoon per week for games. Classrooms Teachers are responsible for all Physical Education work. In the Elementary Teacher’s Certificate Course Physical Education is a compulsory subject.

In the secondary schools there are full time teachers of Physical Education. There are four periods a week for Physical Education and one period a week for games. The duration of the period for Physical Education is forty five minutes and the games period lasts for one and half hours.

Where the schools are co-educational, there are separate teachers of Physical Education for boys and girls. Organisers of Physical Education supervise Physical Education in school, conduct refresher courses and help in recreational programs for those who have left school. They work under the local authorities.

There are organisers of Physical Education in all the Universities. Every University has a gymnasium and extensive playing fields. the
facilities are well used not only because students appreciate the importance of exercises for their health and efficiency, but also because it is a valuable qualification in many fields of employment to have represented the University in one sporting activity or another.

PHYSICAL EDUCATION TRAINING FOR TEACHERS IN GREAT BRITAIN

There were number of Colleges of Physical Education in Great Britain. Scotland was having one college for men and another for women. In Northern Island there was only one college of Physical Education. In England there were two colleges for men and three for women. There is a three years comprehensive course and also a one year course which is open to graduate only. Besides there're many colleges in England offering this subject in Teachers Training Courses. British Universities are not keen to include Physical Education as a subject in their courses for studies, because the present physical education colleges were already produce highly-trained men and women.

The only University which was taken an initiative in this direction is the Brimingham University. In 1946 Physical Education was introduced there as a subject for the award of a degree in Arts.

A landmark in the field of Physical Education was the Physical Training and Recreational act 1937. The swift paassage of the act was in it self a recogisation of importance of Physical Fitness for National Efficiency.

With the passing of the Act the National Advisory Council advocated outdoor games, athletic, cycling, hiking, camping, swimming, community clubs, Physical Training Exercises and a better program for
GREAT BRITAIN'S CONTRIBUTION TO PHYSICAL EDUCATION.

British contribution to Physical Education has been useful in a broad and humanitarian way. Some European countries use games and sports as forms of military training, or regarded them as indices of national prestige and superiority, to be used for propaganda purposes whenever their countries won and if they lost it was always by unfair means. Great Britain in contrast can hardly be accused of organizing games and sports for military motives. It would have shocked the British people if any one, consciously or unconsciously, has shown any inclination towards that end. Their emphasis has all along been on the development of desirable qualities of character through organised forms of play. This has enabled them in times of crisis to draw on reserves of organised discipline energy. Personal loyalty to the team has encouraged personal loyalty to the country.

The British approach to games and sport is well expressed in the following words of G.A. McPartlin; Senior Technical Advisor, Center Council for Physical Training and Recreation.

It may fail to show the spectacular results of the Government. Controlled schemes operating in other countries, but our peculiar British Patchwork quality of sports organisation, although perhaps the despair of the grand planner, provide the surest guarantee that our love of sports will
never by made a political weapon capable of being misused of its control fell in to the wrong hands.49

PHYSICAL EDUCATION IN CHINA DURING THE MODERN TIMES.

The history of physical education in modern China may be conveniently traced from the middle of the nineteenth century. One of the most important influence in this development was contact with the West.

A large number of Chinese students returned from the U.S.A and Europe with new ideas on education. Moreover the progress of Japan within a comparatively short period had an effect on all aspects of Chinese life. The Y.M.C.A Missionary schools also played their part in introducing Physical Education on modern lines as they incorporated games and sports as an essential part of their education process. Some of the well-to-do schools introduced physical drill.

In 1916 the first college of Physical Education was established at Nanking. In 1917 the National Peking Normal University introduced Physical Education as a subject for teachers who wished to specialized in it.50

After the First World War the Chines Educational Authorities invited two well-known Americans, Paul Monroe and John Dewey, to suggest educational reforms. They suggested greater emphasis on games, sports and physical exercises, which were grouped under ‘extra-curricular activities’. The term ‘Physical Drill’ was replaced by ‘Physical Education’ and covered all forms of physical activities. The demand for trained teachers of Physical Education also increase and encouraged the setting-up of many private institution for the training of teachers of physical

51
education. In 1927 all these came under the controls of the Central Government.

In 1929 Physical Education was made a compulsory subject. A National Committee of Physical Education was formed which issued a syllabus in 1931. Many of the schools were provided with equipment and playground facilities, and financial assistance was given to organisation those engaged in physical fitness programs.

In 1941, with the Sino-Japanese war in progress, the National Committee was re-organised in to three separate departments, one for Educational Institutions another for National Fitness, and the third for Research work. As a result of this re-organisation, physical exercises were made compulsory for fifteen minutes in all Educational Institutions including the colleges.

In colleges the students were required to spend at least two hours a week in any sporting activities.

With the introduction of Compulsory Physical Education the demand for teachers also increased. In 1948 there were nineteen Training Institutes of Physical Education.

TRAINING OF TEACHERS IN CHINA
There were 23 training institutions and the annual enrollment reaches 14,000, whereas before the Communist Party came into power only 400 students a year were going out as teachers of Physical Education. The Training Institute, at that time covered a wide range of subjects including Anatomy, Physiology, Psychology, Educational Methods, Chinese and foreign languages, Current Affairs and Theory of Physical Education. On
the practical side there were separate departments for track and field sports, winter sports, fencing, weight lifting gymnastics and games.

Usually there were two courses ‘one for teachers for Physical Education’ and another ‘for games and sports coaches’. Trained teachers and coaches were appointed in Educational Institutions or the Trade Unions. Students were admitted after they completed their school education.

**RESEARCH AND PHYSICAL EDUCATION FOR GIRLS IN CHINA**

In many respects Physical Education in China was developing on the same lines as Soviet Russia. In both the countries Research work was regarded as essential to a scientific program of Physical Education.

In China a separate development has been established under the National Physical Education Committee for research studies. The Physiological effect of prolonged Physical Activity on the human organism was under investigation.

In modern China, equal facilities and opportunities were available for the Physical Development of girls as well.

There was a syllabus of Physical Education for girls in schools. There were separate institutions for the training of women teachers of Physical Education.

**PHYSICAL EDUCATION IN JAPAN**

In all spheres of life ‘Japan has revived much and given less’. Determined to adopt, on the Western way life and reorganises educational system on the Western pattern. Physical Education in Japan was introduced on Western lines. Gymnastic and Military exercises were
encouraged in the Educational Institutions. In the elementary and higher schools free hand exercises and military drills were prescribed, and instructor were recruited from the army for drill. Japan wanted to make the future generation military minded.

The Educational Department issued a directive to all the Educational Institutions in Japan to include free hand exercises, light apparatus and military drill in their daily programme.

In 1891 school Hygiene was introduced for the physical examination of school childrens at high school. In 1896 supervisor of school hygiene were appointed and in 1900 separate section for school hygiene were stablished. In 1929 the name of this section changed to the section of Physical Education. In 1937 the designation of Superintendents of School Hygiene were changed and altered to Superintendents of Physical Education.53

The section of Physical Education covered the following three sub-sections;

a) General Affairs;
b) Physical Training;
c) School Hygiene.

Since 1900, importance has been attached to the physical examination of schools children. It is done once in a year and covers all schools from Kindergarten to High Schools whether Government, Public or Private. The Method of physical examination was based on all round checkup. The result of the physical examination entered on a chart which remains in the school as long as the students remained in that particular school. Every year a report and the school Data collected by the section of
THE REVISED SYLLABUS OF PHYSICAL EDUCATION IN JAPAN.

Department of Education published a syllabus of Physical Education for schools all over Japan in 1926, which was again revised in 1936. 'Syllabus of School Gymnastics, was published which outlined a new approach to Physical Education in the Elementary, Middle and High schools for boys and girls.

The Education Department taken steps practically to implement this revised syllabus, about 700 teachers were called to Tokyo for short training course in Physical Education.

They were given training on the basis of the revised syllabus and sent back to the various parts of the country to give lectures and demonstrations, and to train leaders in Physical Education on new prescribed line.

The significant aspect of the syllabus was that emphasis was laid not only on physical training, but also on the development of character through play. The objective of Physical Education was defined as the development of character and personality.

The revised syllabus was further clarified by the publication of "Guide to the Technique of School Gymnastics"

This was based and judged by the heading of its chapters as given below:

a) Objectives of the Gymnastic Syllabus;

b) Outline of Teaching Materials;
c) Aim of teaching;
d) Explanation of important points in teaching;
e) Distribution of Teaching Materials;
f) Extra Exercises; and
g) Main points of the Revised Syllabus.

This Revised Syllabus gave importance to all round development of the body. The syllabus recommended for Elementary, Secondary, and High Schools. More concentration at the elementary schools was given on play and dancing. In the High School Gymnastics treated as a 'Self-conscious' activity. Exercises were selected on the basis of progression.

Physical Education was made compulsory in all the schools of Japan. Four hours per week were allotted to the elementary schools for instructions to simple gymnastics drill, dancing, and games, community singing etc.

In the Secondary schools five hours per week were allotted and in the Higher School three hours per week were allotted for Physical Education.

In the Universities Physical Education was not compulsory, but there were plenty of facilities for recreational and physical activities depending upon the students as they may choose.56

PHYSICAL EDUCATION IN AMERICA

DR. DIO LEWIS CONTRIBUTION TO PHYSICAL EDUCATION IN AMERICA (1823-1886)

In the year 1860 Dr. Dio Lewis explained his system, which he called the New Gymnastics, in a series of public lecturers. He stressed the
preventive value of Physical Education, the need for its cultivation in schools and the need for trained teachers to organise it.

In the year 1861 Dr. Leweis established a Teacher's Training Institute of Physical Education at Boston. This was the first training center for teachers of Physical Education in America. The curriculum consisted of anatomy, physiology, hygiene, new gymnastics and phonetics. The duration of the course was only two and a half months.

PHYSICAL EDUCATION IN AMERICAN COLLEGES AND DR. DUDLEY ALLEN SARGENT'S CONTRIBUTION

Dr. Dudley Allen Sargent was mainly responsible for introducing Physical Education in American Colleges. In the year 1869 he was appointed Director of Gymnasium at Bowdon College. In 1875 he took charge as Instructor at the Yale College Gymnasium. At the same time he joined the Yale Medical School and obtained his M.D. Degree in 1878. Here he invented new apparatus such as chest expanders, leg developers and finger machines.

TRAINING OF TEACHERS OF PHYSICAL EDUCATION

During the latter half of the nineteenth century training centers were established at Boston, Harvad, Springfield and Chicago. By 1920 there were 23 Teacher Training institutions of Physical Education, and many states had made Physical Education a statutory requirement of the curriculum. Many Colleges and Universities offered courses in Physical Education extending to a period of two years. In 1924 Columbia University and New York University included doctorate degree in Physical Education.
The number of Training Institutions and the degrees in Physical Education were awarded and it increased to 31, at the end of 1950. There were 400 institutions which were giving training to the teachers in physical education and enrollment leads to 10,000 students.58

MODERN EDUCATION SYSTEM IN AMERICA

There is practically no illiteracy in America. Education is compulsory up to the age of 16, and in some states up to the age of 18. The Elementary level education is from the age of 6 to 12 (in some schools up to 13 or 14). The curriculum is comprehensive with Physical Education compulsory for all classes.59

Physical Education is compulsory at High School level where as the enrollment of the students reaches to 12 million in 28 thousand High Schools in America.

During school hours each student will have to take part in any outdoor recreational activity of its own choice. As a rule, baseball, American football, basketball and swimming are the most popular activities. Two hours a week of Physical Education was compulsory for the first two years at Higher Education level but students may choose which activity they will pursue.

PHYSICAL EDUCATION PROGRAM IN AMERICAN SCHOOLS

In America generally the schools have their own gymnasiums, playgrounds and sports fields. In the elementary schools there is a daily period for Physical Education. In the high schools there were two periods per week. The program in all educational institutions is organised and guided by trained teachers of Physical Education.
YOUNG MEN’S CHRISTIAN ASSOCIATIONS CONTRIBUTION FOR TRAINING DIRECTORS IN PHYSICAL EDUCATION

The Y.M.C.A. in 1885 set up a Training School at Springfield, Mass, to train managerial staff for its expanding organisation. A department of Physical Education was settle in 1887 for training and directing the recreational activities which was one of the most important part of the Y.M.C.A’s programme. At first short courses were given later longer courses were instituted and the center attained world-wide recognition as the Y.M.C.A, Springfield College of Physical Education. Three pioneers in Physical Education were mainly responsible for laying the foundation of Y.M.C.A college.

In 1887 Gulick was appointed Superintendent at Springfield, where he helped Roberts in the summer courses for the training of directors of Physical Education and was Head of the Department of Physical Education from 1887 to 1900. His object was to give a scientific basis to the training schedule. He reorganised programme to emphasis the psychological value of Physical Education, giving importance to games and sports for their educational value in promoting team spirit, cooperation and friendliness. Health education and medical examination were introduced as a part of the training programmes, as were records of body measurements.

Y.M.C.A’s CONTRIBUTION TO PHYSICAL EDUCATION

In its early stages the aim of the Y.M.C.A was limited to spiritual and moral improvement of the young, but within a short period the development of the whole man became its object. Subsequently the
movement adopted as its symbol the red triangle, the three sides of which represent three aims. The Spirit, the Mind, and the Body. In seeking to train the body the Y.M.C.A. set up two centers which have attained international reputation in Physical Education - The Y.M.C.A College at Springfield (1887) and the George William's College at Chicago (1890). Although this organisation provide facilities to all colours, castes and religions, it recreational amenities for indoor and outdoor games are used by millions all over the world. This in itself is a great contribution to the cause of Physical Education. "All the History of Subject (Physical Education) shows that the conflict of systems and methods, not popular indifference, has been next to the inefficiency of teachers, the most dangerous enemy with which Physical Training has had to contained.60

PHYSICAL EDUCATION IN SOVIET RUSSIA

In Russia the term Physical culture is used in place of Physical Education. The New Republic gave Physical Education a top priority. Within a short period of time Stadiums and Playgrounds were opened all over the country and Physical culture Clubs came into existence at a number of places.61

A Supreme Council of Physical Culture was formed in 1923. Each Soviet or Local Council, organised its own local council of Physical Culture. It consisted of Teachers, Medical Officers and Labour Leaders. The Supreme Council of Physical Culture helped and controlled all the local councils.

The Soviet Encyclopedia defines Physical Culture as "the systematic and all round development of the working people in the interest of preparation for labor and defence.62
Physical Education is compulsory in all schools from class I to class X. Every school has its own Gymnasium. The programme consists of Gymnastics, light exercises and games.63

In the higher schools usually two classes are combined together and worked under trained teachers of Physical Education. In elementary schools daily programme consists of games, machine, running, jumping, climbing, and simple balancing exercises. The recreational element is mentioned throughout. The program in Junior secondary schools consists of free hand exercises, and marching. Boys were used to take part in athletics, jumping and running and throwing. They must also pass a Physical Fitness Test.

Gymnastics, Football, Athletics and Swimming were popular activities is higher secondary schools. Military Training was compulsory for boys, dancing and rhythmic instructions were given to girls. In addition there were sports section for boys and girls. Coaching was done after school hours by specialists teachers. Sports section brings boys and girls together so that a closer understanding may take place among them.64

Physical Education was compulsory. P.T. Chairs have been established so that all round training may be made available to all the students.65

In Moscow University there are several P.T. Chairs for various popular items in order to meet the demand. Since Physical Education was compulsory and the students were allowed to select any activity of their own choice, liberty was given to them, Sports clubs are attached to each institutions. The Moscow University Sports Club consists of 34 sections. P.T. Chairs were only responsible for supervising the activities.66
PROFESSIONAL TRAINING OF PHYSICAL EDUCATION IN RUSSIA

In 1980 there was only one private institute for instructors of Physical Training. After revolution the State took responsibility for establishing training centers of Physical Education for teachers. Later there Teachers Training Schools have established departments of Physical Training.67

These different types of training institutes were meant for teachers for various categories. After training they were absorbed according to their qualifications either in schools, Higher Educational Institutions, Universities, Clubs, Factories or Industries. Largest State Institute of Physical Culture and Sport was established in Moscow in 1920. This institute consisted of well equipped rooms, laboratories and auditoriums. There were special arrangements for research work promoted by students scientific Research Society. At all these State Institute Graduate of outstanding ability were awarded honorary titles of “First Class Sportsman” or “Merited Coach of the U.S.S.R.”.68

RESEARCH INSTITUTE OF PHYSICAL EDUCATION IN U.S.S.R

There were three State Scientific Research Institutes of Physical Culture and the largest was in Moscow, Research work included study of child at home, the effect of gymnastic work on the growing body, the result of fatigue, the relationship between diet and exercises, the health of the Industrial Worker and the farmer, about the physiology effect of exercise, sportsmen of National repute were engaged on this type of research so that physical education teacher’s and research work in this field could be brought into live. They had a scientific background and
were able to make valuable contribution because of their own experience.69

Physical Education was on national Scale, enormous recreational facilities were available for all people.

In 1936 all Union Council of Physical Culture was established which controlled all forms of Sports, Games and Physical Education activities. It was an independent department under the control of the Council of Ministers. Its functions being to co-ordinate all activities which comes under the heading of physical education, Games and Sports. Council served as a link between all the Republics. It appointed coaches and teachers of Physical Education, managed stadiums, playgrounds, swimming pools and sanctioned financial budget and conducts national tournaments, and publishes journals.70

PHYSICAL EDUCATION IN INDIA

The Legendary Period

It is interesting to note, however that in one of the Legends that surround the founding of Patliputra, the founder obtained his magic powers (a magic vessel, a magic staff and a magic pair of shoes) by intervening in a disputes between two sons of Asura Maya, who were about to settle the question of ownership of these items by a wrestling match.

Puraka Suggested a race instead and while they disappeared into the distance he took the vessel, shoes and magic staff which were later produced the city of Patliputra. Other tales mention boxing and Swimming were popular physical activities. Soma devas Katha Sarit Sagara gives a good idea of the Physical Composition for framing part of ideal life.71
The Pre-Vedic Period

At Mohenjo-daro in the Larkhana district of the Sind have revealed the presence of a highly developed civilization around 2,500 B.C.

Dravidians who were driven to the South by later Aryan immigration and their culture today bears traces of Aryan influence. They retained many of their old customs, they were only hunters and were engaged in primitive forms of dancing for their celebrations. Physical fitness was probably mentioned by the vigors of their outdoor life.72

VEDIC AGE (C. 2000-1000 B.C.)

In Vedas the life of Indo-Aryans left us a way of life who were immigrated to Northern India from Central Asia or Europe. They were strong tall, fair skinned people. They enjoyed gambling, music, poetry and singing. Indo-Aryans were a strong war like race, skilled in the use of a bow, spear and battle Axe and adopt a riding horses and driving Chariots. Their Physical activities led them to develop their physical power and skill in a spontaneous natural way.

An important development were found at the end of Vedic period which affected the course of Physical Education in India. This was the practice of PRANAYAMA or the holding of breath before each prayer, this was considered beneficial for the lungs and a means of prolonging life, and were to develop into the Yoga Asanas.73

Its significant is that it recognises that Calm Control, as well as violent physical exertion can promote physical health. A series of physical exercises known as the SURYA NAMASKAR, were also devised to improve the physical condition of the body and keep the breathing mechanism in good order.74
Another feature of Vedic civilization was training in the use of LATHI for defending oneself in case of emergency. At a special ceremony known as DANDA-PRADANA to mark a Youths coming of age they were presented with a LATHI. 75

THE EPIC AGE (C 1000-600 B.C.)

Epic age period is associated with the Mahabharatha and the Ramayana the great war between the Kauravas and Pandavas. Physical training was directed mainly towards military training - Archery, Javelin and Spear throwing, fighting with the Sword and battle axe. These epics were doing Wrestling, Swimming and Dancing and Bhima Jarasandha, Krishna and Balram will be remembered as Legendary heroes of the Wrestling arena.

THE HISTORICAL PERIOD (6th Century B.C. Onwards)

From about the time of the birth of Buddha (C. 560 B.C.) events in India can be dated with increasing confidence, for this reason it may be called Historical Period. This period divided into three parts. During the first part of this period Northern India were organised into a number of separate Kingdoms, frequently at war with each other, and controlled by the priestly caste or brahmanas. Gautam Buddha and the Mahavira have a deep influence on social life and education both in India and in large part of Asia. Aryans war like Physical Activities were rejected. Megasthenes, a Greek envoy who lived in Patliputra at some period between 305 and 297 B.C. The Warriors class were characterised with violent Physical Exercises.

Under Ashokas later rule greater emphasis was laid on things of mind and spirit, military and Physical training declined in importance,
common people were interested themselves in yoga-asanas and Suryanamaskar, which have been handed down in a systematic form from post Ashoka period.

The military caste persisted with their traditional forms of military training during the Gupta period. (4th - 6th Century A.D.).

NALANDA

Nalanda, a famous center of learning, it is nearer from Patna. During the Fifth Century A.D. 5000, students were admitted to this center with accommodation. Proper care of the body received careful attention at Nalanda. Pranayama and Suryanamaskar were practiced daily.76

Study of medicines were regarded as of great importance. Walking are a favorite exercise in which all took part. Nalanda remained a great center of learning till the beginning of thirteenth century.

THE RAJPUT PERIOD

The Rajputs were devoted to physical training and the Military arts. Their outdoor recreations were meant for hardening the body; improving the mind, molding the character and developing war like skills and the spirit of Chivalry. Boys were trained to ride a horse with and without a saddle. Grown-up people took part in regular tournaments, each tried to exeele in the use of arms and in 'Noble horse manship. Another forms of sports were the use of Bow and Arrow.77 Wrestling were a popular sports and received royal Patronage. Among the indoor games chess was popular during the 13th century A.D.
THE MUSLIMS PERIOD

During the Muslim period of Indian History there was constant conflict which made it necessary for able bodied men to practice war like arts, hence the emphasis on skill such as horsemanship and the use of the Spear and Sword. The Muslim ruler, with their lavish places and courts, could still find time to enjoy both indoor and outdoor games.

CHAUGAN GAME

The Persians were known to have played the game of Chaugan, which was popular among the SASSANIDES who were in power in Persia from 226 to 641 A.D. the game were then introduced to China by the Tartars in 600 A.D. and were brought to India by the early Muslim rulers. Sultan Qutbuddin Aibek was accidentally killed at this game at Lahore in 1210 A.D.

Abul Fazal ‘Allama’, writing of Akbars reign, mentions two forms of Chaugan. Akbar himself are a keen and skillful exponent at that time. Wrestling, always popular in India, received royal Patronage. From the Muslim emperors Boxing were also a royal patrony. Muslim emperors used Pigeons for carrying messages. Swimming were also a vital skill and a popular form of recreation for the soldiers during this period. Babar was a good swimmer, and used to keep a record of the number of strokes he needed to cross a particular river. Hunting are a favorite pastime of the Muslim emperors.79

Animal Fights were staged before the Mughals emperors twice a week to an open space in front of the DARSHAN JHAROKHA.

Gladiatorial Combats were not so popular as animal fights. This kind of sports continued to the time of Shahjahan.
Sassa the Son of Dahir invented the game of chess, originated in North West India during the Hurray domination (A.D. 455-543). He called the game CHATURANGA or the army game. The game was very popular during Jhangir’s reign.

CHAUPAR, an ancient game of Indian Origin, is played on a piece of cloth, cut in the form of a cross. Akbar was a keen Chaupar player. Later CHANDEL-MANDAL an indoor game invented by Akbar. PACHISI is also an ancient Indian game, it is still a popular game in rural area. Pachisi game is played with COWRIES.

THE BRITISH PERIOD

A hundered years later India was declared a dependency of the British Crown. During the period of conflict and confusion before the emergence of British power many of the ancient and traditional Indian Institutions that contributed to education. According to one Englishmen of those days. The hundred years of political commotion which preceded the establishment of our power probably did much to break up schools and render the people illiterate. We found few scholastic institutions and education are merely received by those whose vocation made it worth their while to learn private-ly.

During this period two important factors were contributed to the revival of Educational Institutions. One are the work of missionaries whose schools strengthened the Governments hand in educational sphere. The other factor were the resolution of Lord maculay (which are put in to effect in 1835 by Lord William Bentink) that the great objects of the British Government was the promotion of European Literature and
Science among the people of India through the medium of English alone.

British Educational Policy was to train Indians only for clerical posts in the British administration. Education received their primary attention, and in 1857 British established Universities at Calcutta, Bombay and Madras.

The Indian National Congress founded by an English man, Allan Octavian Hume, I.C.S held its first session in 1885. This gave the Indian people a certain ideal to work upon. There was a general political awakening and the ultimate result was a movement for a free and independent India. This political consciousness led to the popularity of VYAYAMSHALAS, AKHARAS and TALIMKHANAS. These centers of physical training provided opportunities to the young and the old to take part in indigenous physical exercise. This revival of traditional Indian forms of physical training encouraged a sense of National Unity and a desire for political freedom. People engaged themselves in exercising for self defense and the use of Sword and Spear, Lathi, Beneth while DANDS and BAITHAKS formed a regular feature of the programmed together with wrestling.
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