

**MANUAL OF EXERCISES  
IN PHYSICAL  
TRAINING, PART TWO FOR  
GRADES V, VI, VII, VIII**

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Manual of Exercises in Physical Training, Part two for Grades V, VI, VII, VIII by Carl Ziegler

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**CARL ZIEGLER**

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# MANUAL OF EXERCISES

— IN —

# PHYSICAL TRAINING

## PART TWO

For Grades V, VI, VII, VIII

Prepared by **CARL ZIEGLER, M.D., B.S.G.**

Supervisor of Physical Training and Hygiene  
Cincinnati Public Schools



CINCINNATI, OHIO  
September, 1914



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## INTRODUCTION.

This manual is intended as a guide for the teachers, and is planned to enable them to give the gymnastic lessons in such manner that the pupils will receive the greatest amount of benefit.

In undertaking the preparation of this manual, I considered carefully the difficulties to be overcome in attempting to meet the different conditions existing in the various schools. I realized, too, the need of meeting the many demands made upon the Physical Training Department, for pleasant and effective exercises, as well as for a variety of work.

Since those who do the actual teaching are the ones who should understand the needs and conditions best, all the members of the Physical Training Department were called in conference. This book embodies many features suggested by their experience.

It is only when we attain correct and energetic execution on the part of the pupils, when teachers and pupils alike have grasped the purpose of each exercise, so as to be able to detect and correct faulty execution, that we may hope for those results which alone justify teaching this subject.

In order that the greatest possible good may accrue to the pupils, the teachers must thoroughly acquaint themselves with the subject matter. The "Instructions to Teachers," the descriptions of the exercises, the manner of giving commands, as well as the lessons which are to be given, must be carefully studied.

Teachers must also observe closely the work of the special teachers, and learn the best methods of giving a gymnastic lesson. In this way they will learn to use to the best possible advantage the limited time allowed this subject. The lessons must be memorized so that they can be given without reference to the book.

There must be a regular time in the daily program for the exercises, and at this time the complete lesson should be given.

The conditions under which the work is conducted in the regular class room are not altogether favorable. For this reason the success of the lesson will depend largely upon the attitude of the class teacher. The fidelity and faithful cooperation of the teachers and those in charge of the schools will determine the results attained.

This manual contains fifty lessons, each of which is intended to be for two weeks. Each grade will use twenty lessons, as follows:

Fifth Grade—Lessons 1 to 20; Sixth Grade—Lessons 11 to 30;  
Seventh Grade—Lessons 21 to 40; Eighth Grade—Lessons 31 to 50.  
Teachers may review previous lessons at their discretion, but should

always leave the new lesson for the special teacher to present for the first time, unless otherwise instructed.

The work of these grades consists of calisthenics, dumb-bell and wand exercises, and rhythmic steps. Games for the playground, some of which may also be used in the school room, and a list of "Folk Dances," suitable for each grade, are appended. These are to be used at the discretion of the teacher.

The "Relaxation Drills" found on the pages preceding the term's work should be given at frequent intervals throughout the day. They are composed of vigorous exercises that will stimulate the heart and lungs and relieve the cramped condition of the muscles. The time for these, whenever taken, is not to be considered as a part of the time allowed for regular physical training.

The "Mimetic Exercises" which are embodied in the various lessons should appeal to the children. They are good gymnastic material when done in exact imitation of the things they represent, but their beneficial effect will be lost by trifling and indifferent execution.

Since exercise in the open air is much more beneficial than that indoors, teachers are strongly urged to give their physical training lessons in the school yard whenever possible.

The drawings, which I believe will be appreciated by all who use the book in the class room, were made by Dr. Robert Nohr. "They may not be artistically correct," he says, "but they will help the teachers to understand the text and will give them a better idea of the correct positions."

Dr. Robert Nohr, Mr. Ernst Thoma, Miss Edith Grebner and Miss Sophie Eid rendered valuable assistance in the preparation of this manual, and are deserving of the thanks which are hereby expressed.

That this manual will meet with the approval of the teachers, and accomplish the end for which it is intended, is the earnest wish and sincere hope of the writer.

CARL ZIEGLER,

*Supervisor of Physical Training and Hygiene.*

CINCINNATI, Ohio, September, 1914.

## THE PURPOSE OF GYMNASTICS IN SCHOOLS.

A discussion of the question whether physical training should or should not be taught is not necessary. It is generally conceded to be an essential part of school work. A brief statement of facts is, however, deemed advisable in this place.

One of the evils consequent to school methods is the long confinement of the pupils, often in large numbers, from five to six hours per day. The very nature of our school organization requires that the pupils sit quietly at their desks during the greater part of this long period, and as the desks are often ill-fitting and out of proportion to the size of the pupils, much physical harm results. The immediate results of this sedentary life are disturbances of many natural functions: Digestion and nutrition are impaired, the respiration becomes shallow, the circulation is retarded, and soft and rapidly-growing bony structure is pressed upon and distorted, thus causing deformities.

To counteract these evil tendencies, to some extent at least, physical training has been made a part of the school work in nearly every large city.

*Good posture* is essential to the proper development of the vital organs, especially those in the chest. The exercises contained in this manual have been arranged with the special aim of producing good posture and graceful carriage.

Muscular work stimulates the different organs; the heart beats become more rapid and stronger, respirations more frequent and deeper, and the digestion is improved. In addition to this, well-regulated exercise brings about a straightening of the various limbs and the muscles of the body are strengthened and so prevent deformities.

The educational value of physical training must also be taken into consideration. Through properly-conducted daily exercise the pupils are led to think more of their physical condition. Their attention is directed to the many things that help to undermine health, and they are taught to appreciate the value of a strong, well-proportioned body, and to detect their shortcomings in this respect. The habit of exercise thus formed often continues in later life.

The direct training of the motor nerves insures better coordination, resulting in a lesser expenditure of vital energy, in all kinds of muscular work, which thus produces graceful movements. Of equal importance with the motor training is the training of the inhibitory powers. To suppress the natural desire for motion, inherent in all persons, is one thing, but to train the will so as to control the many involuntary movements is quite another. Both forms of nerve training must result from all properly-conducted physical exercises.



## INSTRUCTIONS AND SUGGESTIONS.

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Before beginning the lesson be sure that the air in the room is pure, or will become so before the lesson is far advanced. *Ventilate the room thoroughly.*

Insist upon the pupils removing overcoats, overshoes, cloaks, and wraps of all kinds. Impress upon them the evil effects of wearing such things indoors, as well as of the wearing of tight-fitting garments of every kind. Have the boys unbutton their coats.

The minimum time to be given for this subject is fifteen minutes per day. This should be given at one period, preferably in the middle of the afternoon session. The whole lesson as outlined should be given at this time.

Each complete lesson consists of: *a)* The march to places. *(b)* Several preliminary exercises, consisting of facings, starting positions, etc. *(c)* The exercises contained in the lesson. *(d)* The breathing exercise. (Where the air in the room warrants.) *(e)* The march back to seats.

Be precise in giving commands. Give every new exercise by command. If necessary, repeat several times before beginning to exercise in rhythm. When the class is exercising in rhythm count the different movements of the exercise; as, 1-2, if two movements compose the exercise, and 1-2-3-4, if the exercise is composed of four movements.

Do not *require* pupils to memorize the lesson.

Repeat each exercise six to ten times, according to the muscular effort required.

The lesson must be given in an energetic and lively manner. A brisk rhythm should be used when an exercise requires the movement of only a small muscle group, but a slower rhythm must be used as the movements become larger and more complex. Let the exercises follow each other as quickly as possible, *i. e.*, do not waste time in correcting individual pupils, or in making lengthy explanations. Remember that the prime object is exercise. Keep the pupils busy. To show an exercise once is better than many explanations.

To get the best results the teachers must memorize the lesson.

Insist on good posture at all times, as well as on correct and energetic movements.

When a musical instrument is available, it may be used, so long as the pupils exercise with that vim and vigor which characterize efficient work. The movements must not be permitted to become mechanical.

Exercises may be given: *(a)* by command; *(b)* by count; *(c)* in rhythmic succession.

(a) All new exercises must be given by command, in order that the pupils may fix the movements in their minds. The command for each part of the exercise should be given separately, as, "Arms forward — Raise!" "Arms — Down!"

(b) If an exercise is difficult, it should be repeated several times by command, or numbers may be substituted for the commands, but there must be a command or count for each movement, the pupils moving only by the guidance of the teacher. The counts may be given at longer intervals or in rapid succession as the occasion demands, but without any attempt at rhythm.

(c) After an exercise has been learned it can be executed in rhythmic succession. The rhythm is indicated either by counting, by tapping with a pencil or the foot, or by music. The former is preferable, for, by accenting the various counts, the pupils are inspired to more vigorous and energetic movements. The rhythm should vary according to the exercise. A simple exercise may be executed more rapidly than one which requires the coordination of a large number of muscles, or one in which there are large movements of the whole body. Ordinarily the rhythm should be about march-time, but trunk exercises should be about half as fast. Exercises may also be given in double or quadruple time, the pupils moving on the odd numbers, or on the first of four counts, holding the position during the even counts or from 1-4, as the case may be.

When an exercise is to be executed in rhythmic succession, give the command: "In time — Begin!" and immediately begin to count: "1-2," etc. When the exercise is to cease give the command "Stop!" instead of the last count; as, "1-2-3-4, 1-2-3-Stop!" If the pupils are marching use the command "Halt!" Give the command "Halt!" when the pupils are placing the *right* foot. They should then take one more step with the left foot, and stop with the right.

When an exercise requires a starting position give the command for that before giving the command for any part of the exercise. If the starting position is fatiguing, and if there are several exercises which require the same position, give the command to resume the fundamental position after each exercise, in order that the affected muscles may be momentarily relieved from the strain.

The exercises of a lesson should follow each other in quick succession and explanations and corrections should be as brief as possible. When the class is exercising in rhythm the teacher may make corrections by calling the attention of individual pupils to errors without stopping the work of the class; as, Willie, hold up your head; Mary, stretch your arms; George, you are bending the wrong knee, etc. Stop the class for corrections only when a number of pupils are at fault. Remember that it is often better to commend a pupil who is doing well than to find fault with the one who is in error. Therefore it is sometimes advisable to let one who does an exercise correctly show the class how well it can be done. Call attention frequently, especially before beginning the lesson, *to a good standing position.*

A straight-line drawing of an exercise will often help the pupils to understand the same.

As it is impossible to see all the movements of all the pupils from

the same place, the teacher should move about, to different parts of the room. A side view of the class will often reveal errors that are not visible from the front.

Pupils who do their work poorly should not stand at the front of the class. Imitation is a large factor in education, and the pupils should therefore see good models. A self-conscious pupil will often work better when standing behind the others than when directly under the eye of the teacher.

After the different exercises have been mastered, much time can be saved by changing from one exercise to another without stopping, the teacher giving the command for the next exercise while the class is working, and then giving the command "Change!" on the last count of the exercise which the class is performing. This changing from one exercise to another, or a movement from one side to the other, or alternating two exercises that are similar, should be done without pause.

The special teachers will visit each class once in two weeks to teach the new lesson. The Supervisor will visit each room at least twice a year to see how the class teachers conduct the work. At these visits he will take note of the following points:

The manner of giving the lesson; clearness and accuracy in giving commands; promptness, correctness and vigor of execution; *posture*.