

**LIGHT GYMNASTICS FOR
ELEMENTARY SCHOOLS:
MANUAL OF EXERCISES
IN PHYSICAL EDUCATION**

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Light gymnastics for elementary schools: manual of exercises in physical education by Henry Suder

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HENRY SUDER

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CHICAGO PUBLIC SCHOOLS

MANUAL OF EXERCISES IN PHYSICAL EDUCATION

LIGHT GYMNASTICS

FOR

ELEMENTARY SCHOOLS

REVISED EDITION

By

HENRY SUDER

Supervisor of Physical Education

JOHN D. SHOOP

Superintendent of Schools

September, 1916

The exercises in this manual have been prepared for the various grades in accordance with the Course of Study.

The directors of Physical Education in the Teachers' College, Miss Bruce and Miss Trilling, as well as their predecessors, Miss Ellingwood and Miss Northcott; and some of the teachers of Physical Education in the elementary schools, viz, Mrs. Elizabeth A. Bossi, and Misses Claire C. Lund, Eda H. McCollister, and Leonore Suder, have rendered valuable assistance in arranging the exercises. Thanks are due them for their kind co-operation.

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Supervisor of Physical Education.

JOHN D. SHOOP,

Superintendent of Schools.

Physical Education tends to attention and obedience;—the foundation of citizenship.

PHYSICAL EDUCATION.

BRIEF HISTORICAL SKETCH.

At no time and in no country has so much attention been given to physical education as in ancient Greece.

Not only did the Greeks aim thereby to attain strength, health and vitality, but their desire also was to develop a mentally healthy, beautiful, well-proportioned people; the best citizen for the country in time of peace and the best soldier in time of war. The high esteem in which bodily exercises were held in old Hellas is shown by the festivals which were held at regular intervals throughout the country, in which physical exercises were given the most prominent part. The best known of these festivals were held near the city of Olympia, viz.: the *Olympian games*. The principal events consisted of running, jumping, throwing the discus, throwing the spear and wrestling. These five events constituted what is known as the Pentathlon. The order and prominence given each is not known, but it is believed that wrestling was the last. Great honors were bestowed upon the victorious youth; his name was proclaimed throughout the country and monuments were often erected to him in his native city. The excellent results obtained by the careful training of the Grecian youth may be estimated by the record of Phaylos, of Kroton, a Grecian colony, who executed a jump (probably a hop, step and jump) of 55 feet, at one of the festivals, an olympiade, and of another gymnast whose record was 52 feet while the best hop, step and jump of modern times is 47 feet 7 inches, which was attained by a professional gymnast in England.

The *Romans* of old rank far behind the Grecians in physical training. They never placed so high an educational value upon gymnastics as the Greeks did. Of greatest importance to the Romans was the training of capable soldiers. Public games were arranged in Rome and were greatly enjoyed by the people, but the

flower of the nation did not take part in them, as in Greece. The participants were athletes or gladiators, drilled for their profession.

In the *medieval age*, we find much activity in regard to physical training but mostly limited to the sons of the nobility. Their education consisted of riding, exercising on a wooden horse (the wooden horse is perhaps the oldest gymnastic apparatus), fencing, wrestling, dancing and swimming; besides these, singing and oratory were also cultivated. Among the country people, many kinds of exercises and games were in vogue. In the cities fencing societies existed, and buildings were erected for the purpose of practicing ball games.

Toward the close of the middle ages, the importance of systematic bodily training was forced into the background by degrees, and after the downfall of knighthood very little or nothing was done to maintain so important a part of the people's education.

GERMAN GYMNASTICS.

During the time of the *Reformation*, prominent men of many of the European countries began to take interest in physical training. They tried by every means in their power to make it part of the child's education, but it seems, did not succeed in making it popular. This, however, was achieved by the philanthropist, Johann Bernhard Basedow (1724-1794).

Called to the head of the educational institution at Dessau, he introduced physical development in a manner that attracted the attention of the educators of his time. In 1784 Salzmann, one of Basedow's assistants, established the famous school of Schnepfen-thal, near Gotha, where physical exercises were conducted in accordance with the Dessau system, and one of Salzmann's assistants, the celebrated Guths Muths, after seven years' experience and study of the subject, published his now famous book, "Guths Muths' Gymnastie fuer die Jugend." This book was the first German manual of gymnastics, and found recognition in many foreign countries.

A few years later the same author published another work, which treated of games for the youth of his country and made them a part of the educational scheme.

While Guths Muths and his predecessors originated and established educational gymnastics in Germany, F. L. Jahn (1778-1852) succeeded in making them so popular that he is now looked upon as the founder of German Gymnastics.

Jahn's aim was the education of a strong and healthy race, which would be able to successfully repel the invaders of his fatherland, Prussia. In 1811 he erected the first public gymnasium in the Hasenheide, near Berlin. His gymnastics consisted mostly of exercises on apparatus, running, jumping, climbing and vigorous games. A few years later, when the war of liberation broke out, he and almost all of his matured pupils joined the ranks against the enemy.

The German system was reformed by Adolph Spiess (1810-1858), and extended so as to include training for girls.

As teacher and author he aided much in introducing physical training into the schools of Switzerland and Germany. His exercises on apparatus, light gymnastics and tactics were frequently accompanied with instrumental and vocal music.

Until 1842 it was left to societies, private institutions or communities to work for the extension of physical training, but in that year it was made obligatory, by order of the government. And to-day there is no elementary, high or even commercial school in Germany in which less than two, three or more hours weekly, are devoted to physical training.

SWEDISH GYMNASTICS.

The founder of Swedish Gymnastics, P. H. Ling (1776-1839), received his first inspiration from Nachteggall, who had charge of a gymnastic institution in Copenhagen, Denmark. Nachteggall was said to be a pupil of Guths Muths; it is at least assumed that he was familiar with his writings. P. H. Ling, having returned to Sweden, worked with enthusiasm to popularize a system in which the movement treatment took an important place; and after many difficulties he succeeded in gaining recognition. In Lund he was appointed university fencing master; later on he received the position of teacher of gymnastics at the Royal Military Academy in Carlberg, and shortly thereafter he became director of the Central Institute of Gymnastics in Stockholm. The Swedish or Ling system consists in the main of free gymnastics, (exercises by command). Hand apparatus, such as wands, dumb-bells, Indian clubs, etc., as well as rhythmical movements with musical accompaniment, are not included.

In Italy, France, England, etc., efforts were made centuries ago, by celebrated physicians and pedagogues, to combine mental and bodily education. The efforts to introduce it into the schools

of their respective countries failed. In the latter part of the last century Neumann, a Swiss by birth, succeeded in making gymnastics a part of the Italian school system. In France much attention was paid to physical training after the Franco-German war, at first by military drill, and now by methods resembling the German.

The youth of England favored athletic sports and games to a great extent, but at present more attention is given to school gymnastics. In all these countries the exercises are based on either the German or Swedish system.

GYMNASTICS IN AMERICA.

In the beginning of the nineteenth century American educators began to take an interest in physical training. In 1823 gymnastics were introduced into the Round Hill School, Northampton, Mass., and in 1825 into the New York High School. Harvard College equipped the first college gymnasium in this country. The instructors of these institutions, Dr. Carl Beck, Dr. Carl Follen and Dr. Francis Lieber, were pupils of F. L. Jahn, and the exercises were conducted according to Jahn's method. A position in Cambridge was offered to Jahn, but although this was a great personal distinction, he would not leave his fatherland. In many other colleges physical training was made part of the curriculum, but in none of them did great results seem to be obtained. The revolution of 1848 caused many educated Germans to emigrate to this country, where they organized the Turnvereine (gymnastic societies), which soon rose to prominence, both in the east and the west. The Civil War retarded the prosperity of these societies, as nearly all their members joined the Union Army to do battle for the preservation of their adopted fatherland. After the war, attempts were made in some cities to introduce physical training into the public schools, but they remained attempts, and it is only since 1885 that physical education has forced its way.

In November of the year 1885 a teacher was appointed in Chicago to take charge of physical education in the grammar grades of elementary schools. Four years later it was extended to the primary grades as well as to high schools. In 1890 the first gymnasium was erected on the grounds of the Northwest Division High School, now called the Tuley High School, and since then a gymnasium has been provided for every high school building, and for the past few years for elementary school buildings also. Other cities followed Chicago's example, viz., Cincinnati, New York, St. Louis, Cleveland,