

MANUAL OF PHYSICAL TRAINING, GAMES AND MASS COMPETITIONS

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Manual of Physical Training, Games and Mass Competitions by Charles H. Keene

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CHARLES H. KEENE

**MANUAL OF PHYSICAL
TRAINING, GAMES AND
MASS COMPETITIONS**

MANUAL OF
PHYSICAL TRAINING
GAMES AND
MASS COMPETITIONS

By CHARLES H. KEENE, A.B., M.D.
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ILLUSTRATED



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In his work as Director of Hygiene for the public schools of Minneapolis, Dr. Charles H. Keene found a need for a simple manual of physical exercises which could be followed by grade teachers with no special training in the subject. There was need also for a list of games suitable for the different grades, with directions for playing them. To meet these needs, Dr. Keene prepared two bulletins, which were issued by the Minneapolis Board of Education. The usefulness of these bulletins was proved both by the results secured in Minneapolis and by the constant requests for them from other places. It became apparent that a simple manual with clear, detailed directions, covering all phases of physical exercise work for elementary schools, would be welcomed by teachers, supervisors, and superintendents. With a view to providing such a manual, Dr. Keene has prepared the "Manual of Physical Training, Games, and Mass Competitions," based on his outline for Minneapolis schools. The book is adapted to the needs of unsupervised as well as supervised schools, so that any teacher following it, whether in a city or a country school, irrespective of her training and experience in such work, can provide and conduct a standard course of physical training.

For the fundamental knowledge of physiology and bacteriology necessary to good health see "Primer of Hygiene," "Primer of Sanitation," and "Primer of Physiology" in the Ritchie-Caldwell New-World Health Series issued by the publishers of this book

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INTRODUCTION

PHYSIOLOGY OF EXERCISE

WHAT are the objects of exercise? They are four:

(1) Restoration to a normal physical condition; that is, medical or corrective gymnastics.

(2) Preservation or development of physical vigor; that is, the upbuilding of muscular, nervous, respiratory, circulatory, and nutritive power — what might be called hygienic gymnastics.

(3) Development of skill and better control of the neuromuscular mechanism for certain mental and moral effects. This we may call educational gymnastics. This group may assume special types, as military for warfare, æsthetic for expression, industrial for manual training, etc.

(4) Diversion and social enjoyment. This is largely recreative, as games, athletics, dancing, etc.

Now, briefly, what are the effects of exercise?

Muscles are 40 to 50 per cent. of the body weight. Under exercise they gain efficiency, change in function and structure, and increase in endurance.

Nerves change in form but not in number, the cells branch out, and the nerves themselves transmit impulses more rapidly.

Bones become larger and firmer, and the muscular attachments roughen and become stronger.

The respiration becomes faster and deeper, the heart beat is faster and stronger, the arteries dilate, and perspiration increases. As the heart beats are more powerful, the big arteries are put on the stretch, and their elasticity forces the blood

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through the capillaries in a steady stream; the increased respiration draws the blood from the big veins, and the contraction of the muscles forces the blood from the small veins into the large; thus the rate and volume of circulation is increased.

With excess of work, there is increased blood pressure, more blood is carried back to the heart, and the heart cannot take care of the excess. This causes breathlessness, a better name for which would be heartlessness. Second wind is due to the adjustment of peripheral resistance to this increased return flow.

By the alternate pressure, by muscle contractions on the lymph channels and by the release of these muscles, the lymph is renewed and freshened. Exercise also increases digestion both by increasing the blood flow and by increasing the amount of waste. There are many other effects which we have not time to go into.

By stimulating the circulation, exercise not only builds up tissue but cleans waste products from the brain and nerve cells, and therefore has a marked effect on the mental powers. After exercise, children grasp problems more quickly and with greater accuracy, and their mental alertness is increased. Moreover, physical training is educational of and by itself. Learning to do new things increases the reserve power of the mind. The mere acquisition by the human race of the ability to separate the thumb from the rest of the hand, developed a whole new brain area. The child re-lives the history of his race. This is particularly true of his motor acts and impulses.

PART I

OUTLINE IN PHYSICAL TRAINING

GRADES 1-8

GENERAL SUGGESTIONS

In using this combination of formal exercises, plays, games, and rhythmic exercises, certain fundamentals should be borne in mind.

Obedience. It is essential that plays and games as well as formal exercises should inculcate respect for law. Therefore it is necessary to insist on absolute obedience to lawful command and to the rules of the game or play. By every means foster the spirit of fair play. The most harmful factor in athletics is lax enforcement of the rules, and the child who breaks the rules of his games with impunity will try to break the rules of his community; he becomes lawless.

Attention. Next to obedience comes attention. Muscular movement has little stimulative effect when it has become mechanical. The new is not mechanical, therefore a great variety of movements, plays, games, etc., is essential to the best results. It is best to use each play or game a few days, then change.

Physical Development. Plays, and games too, develop not only physical strength, health, endurance, and skill, but moral qualities, such as courtesy, chivalry, and loyalty. Teach the children to play the best game possible. The play loafer will become the work shirker.