

**THEORY AND PRACTICE OF
EDUCATIONAL GYMNASTICS FOR
JUNIOR HIGH SCHOOLS; ALSO FOR
BOYS' AND GIRLS' CLUBS AND ALL
ASSOCIATIONS HAVING GYMNASIUM
AND PLAYGROUND WORK, PP. 2-143**

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JUNIOR HIGH SCHOOLS

Also for Boys' and Girls' Clubs and All Associations Having
Gymnasium and Playground Work

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II. THE MEANS

1. The gymnastic means that the school can use to accomplish these aims are:

- (a) Tactics; (b) Free Exercises; (c) Running and Rhythmic Steps; (d) Games, Track and Field Work, Miscellaneous Activities; (e) Apparatus Work.

2. According to their effects upon the body these means may be grouped as follows:

GROUP 1. As *Exercises of Endurance and Quickness*, like running, playing of games, dancing, swimming, tramping, rowing, sledding, skating, etc.

GROUP 2. As *Exercises of Skill and of Localized Strength*, like the free exercises without and with hand apparatus (wands, dumbbells, clubs, etc.), also exercises like vaulting, jumping, etc., or exercises upon apparatus like the horse, horizontal and parallel bars, booms, rings, ladders, etc.

GROUP 3. As *Exercises of Order*, marching exercises (tactics).

GROUP 4. As *Exercises of Strength*, like wrestling, lifting weights, etc.

3. In accomplishing the aims of physical education, the relative importance of the means are as follows:

- (a) The *first place* is to be given to *Exercises of Endurance and Quickness*; i. e., to exercises that have as their aims the increased mobility of the chest, the development of sound heart and lungs, increased metabolism in the shortest time; namely, to exercises designed primarily for health and organic strength.
- (b) The *second place* is to be given to *Exercises of Skill and of Localized Strength*; i. e., to exercises whose aim is to increase co-ordination or to increase the strength of localized groups of muscles.
- (c) The *third place* should be given to *Order Exercises* (tactics).
- (d) Exercises of strength should not, as a rule, be considered in school gymnastics.

III. THE TYPES OF LESSONS

Whenever possible, all physical training work should be done out of doors. Even the best ventilated and cleanest gymnasium is an indifferent substitute for the open air. The gymnasium is useful mainly in inclement weather.

The following types of lessons show the approximate time to be given to the different groups of work. A lesson is supposed to last 40 minutes.

TYPE No. 1—OUTDOOR

1. Exercises of endurance and quickness. 20 to 25 minutes
2. Exercises of skill and localized strength. 10 to 12 minutes
3. Order exercises 3 to 4 minutes

TYPE No. 2—INDOOR

1. Exercises of endurance and quickness. 15 to 20 minutes
2. Exercises of skill and localized strength. 12 to 15 minutes
3. Order exercises. 3 to 4 minutes

LESSON PLANS FOR FORTY-MINUTE PERIODS

The gymnastic material in this course consists of (a) Marching Tactics, (b) Running, (c) Rhythmic Steps, (d) Free Exercises, Wand Exercises, Dumbbell Exercises, Club Exercises, (e) Track and Field Events, (f) Games, (g) Apparatus Exercises.

NOTE—In military schools practically all the wand exercises can be executed with the rifle.

Viewpoints. In arranging the physical training material for a lesson, the physiological effect of every type of work must be considered. Speed running and races, even if taken only once or twice during a lesson, should be followed by a less strenuous form of work. Exercises like high jumping or the basketball far throw, do not produce fatigue as quickly as do games like "poison," "the wrestling circle," and the like. Gymnastic dancing steps are very strenuous and should be followed by easier free exercises or by apparatus work that does not demand such continuous exertion.

Economy of time must also be considered; the period devoted to physical training must produce the best results in the shortest time. Physical training is not a lecture course. Class work, therefore, should be substituted for team work in such forms of activity that produce best results in the shortest time if performed

by the class as a whole. The following lesson plans with time apportionments will be found useful in arranging lessons.

LESSON PLAN I, FOR CLASS WORK THROUGHOUT

Part I—Tactics, Running and Rhythmic Steps.....	10 minutes
Part II—Free Exercises (or Wands, Dumbbells, Clubs)	10 minutes
Part III—A Game (or one Track and Field Event)...	20 minutes

LESSON PLAN II, TEAM WORK FOR PART III

Part I—Tactics and Rhythmic Steps.....	8 minutes
Part II—Free Exercises (or Wands, Dumbbells, Clubs)	8 minutes
Part III—One Track and Field Event by teams (differ- ent teams may have different events)...	12 minutes
Part IV—A Running Game (or a Relay Race).....	12 minutes

LESSON PLAN III, TEAM WORK FOR PARTS II AND III

Part I—Tactics, Running and Rhythmic Steps.....	10 minutes
Part II—First Team Event.....	15 minutes
Part III—Second Team Event	15 minutes

The team events should be grouped approximately as follows:

1. Running broad jump and horizontal ladder.
2. Triple standing broad jump and balance beam.
3. Hop, step and jump and basketball far throw.
4. Running high jump and goal throw.
5. Short sprints and far throw, or goal throw.

Apparatus Exercises as Team Events

Work on stationary apparatus in a gymnasium should be viewed from two angles. It may be used to attain first the general physical training aims for specific ages or for definite school grades. But it also may be used to cultivate specific athletic accomplishments. Under this latter head, for instance, chinning, hand walking or hand jumping, a definite distance in a definite time on a horizontal ladder, or vaults over a beam at a definite height might be classed as athletic events and used in athletic competitions. Teachers will find it advisable to use both methods. Under this plan "chinning" would be a competitive exercise

every time a squad or team has the horizontal ladder (or any piece of apparatus on which this exercise can be performed). The rest of the period then should be taken up with exercises developing other body parts—that is, with the class aims. If a front vault over an obstacle 40 inches high is an event in athletic competitions, this vault should be practiced first every time a team has the balance beam or the low horizontal ladder. The rest of the time then should be devoted to the class aims.

Finally, it is perfectly legitimate to devote the first part of the year to thoroughly teach a game if this game is to be used largely in the after-school athletic life of the pupils. A lesson plan arranged with this in view would be approximately as follows:

LESSON PLAN IV

Part I—Tactics and Vigorous Rhythmic Steps.10 minutes
Part II—A Game Between Regularly Organized Teams. 30 minutes

IV. AIMS OF THE TYPES OF MOVEMENT CLASSED UNDER THE DIFFERENT GROUPS

In all exercises good form is of the greatest importance.

GROUP 1—*Exercises of Endurance and Quickness.*

Running, both as a simple exercise and in games, is of the utmost importance in quickly increasing circulation and respiration, in developing heart and lungs, in increasing mobility of the chest.

If rhythmic steps are taken instead of running, they must be of a vigorous type, to induce strong action of the heart and lungs. Games, to come under this head, also must be of the vigorous type, having much movement of the whole body.

Games and the competitive forms of track and field work should be used as some of the schools' most effective means of influencing the moral growth of boys and girls.

While it may appear difficult to influence swimming, tramping, sledding, rowing, skating, etc., it must, nevertheless, be the aim of teachers of physical training to get their pupils to indulge in these forms of natural exercise. Pupils should also be encouraged to play highly organized games. This may be done by the formation of permanent teams and clubs, and by the preparation

of schedules for play, or any other physical training activity, after the regular hours of school, also on Saturdays and on holidays.

GROUP 2—Exercises of Skill and Localized Strength.

The free exercises (calisthenics) come under this head. For high school boys, especially, they should be taken with light iron wands, iron dumbbells, or with clubs, so as to increase their effectiveness. Exercises for the muscles of the trunk must predominate. Whenever possible all movements of this kind should first be taken upon command, and then in rhythm (in time, in series). When taken upon command, wherever practicable they should be combined with breathing exercises. When exercises have been well learned and are appropriate, they should at times be performed to music.

Most forms of field work, also the exercises upon fixed apparatus, belong to Group 2. (Track events like running belong to Group 1.) Exercises must be selected which keep as many pupils as possible employed at the same time. The object is to secure skill and correctness of execution, and to strengthen certain rather well-defined groups of muscles. Many of these exercises, especially the exercises upon apparatus, are admirable to develop courage, determination, presence of mind, and like mental qualities.

GROUP 3—Order Exercises.

Tactics should be used to accustom the class to prompt obedience and to co-operative action. They have no value for muscular development.

V. GENERAL NOTES

1. As a rule, pupils of the same school grade should be grouped in a class. This class should then be divided into at least two divisions, based upon physical fitness.

2. Classes composed of pupils of different grades must be divided into several groups, based upon previous instruction and upon physical fitness. Successful teaching in sub-divided classes, also in all kinds of team work, is conditioned on competent leaders. Promising pupils should be selected and given separate instruction, and developed as a class of leaders. With competent leaders enough sub-divisions may be made to accommodate pupils of many degrees of physical development.

3. As soon as a good co-ordination has been developed and the class aims reached, it is wise, not only to allow, but to encourage pupils to invent suitable exercises and combinations (chosen exercises) not only on all pieces of apparatus, but also in other forms of physical training that lend themselves to the expression of individuality.

4. At suitable times during a lesson attention should be called to the effect of particular exercises. The physical training period also lends itself well to appropriate instruction in personal, school and community hygiene. This opportunity should constantly be used—but with discretion.

5. While the class-aims for boys and girls are practically alike, there should be a great difference in the method of teaching gymnastics to the two sexes. Any instruction, mental as well as physical, which with girls interferes with the menstrual period, is of evil and should cease.

6. In general the differences between the work of boys and girls are as follows:

- (a) For girls more weight should be placed upon rhythmic steps, and upon corrective work.
- (b) In the track and field work, the apparatus work, and also in the games, the physical work demanded of girls should not be as great as that required of boys.
- (c) For girls there should be less competitive track and field work than for boys, also fewer strenuous games, both forms to be limited, as a rule, to intra-class and intra-school competitions.
- (d) For boys there should be a gradually increasing amount of competition in track and field work, in apparatus work, and also in games. This competition chiefly should be intra-class and intra-school, and only exceptionally should it be with outer-school teams.

VI. VIEWPOINTS GUIDING THE SELECTION OF PHYSICAL TRAINING MATERIAL FOR THE DIFFERENT AGE-GROUPS IN THE ELEMENTARY AND HIGH SCHOOLS

FIRST GROUP—FOR PUPILS 6, 7, 8, 9 AND 10 YEARS OF AGE

School Grades 1, 2 and 3

Excepting the Kindergarten, this is the first period of school work. So far as its effect upon health is concerned, for the aver-