

PHYSICAL EDUCATION REFLECTED IN LEGISLATION AND SCHOOL PLANS AFTER 1821

Raul Marian TODOR¹

Abstract: *Beginning with the nineteenth century, physical education increasingly catches contour into the school curricula and implicitly in time legislation. Since 1821, the so-called "Plan zur Verbesserung des Schulwesens" (The school improvement plan), valid for all German schools in Transylvania and approved in 1823 by Evangelical Consistory, it insisted on "education body through movement, especially outdoors". If through the law from 1864 (art. 116), gymnastics enters in the curriculum of secondary schools, from year 1868 it will be a mandatory part of curriculum process. Subsequent legislation (1879, 1883, 1893) will decisively contribute to improve the method and practice of this discipline. A special accent will be on physical and military exercises.*

Key words: *gymnastics, curricula, exercises, games.*

1. Introduction

Throughout the years, physical education gained an increasing role in the school's curriculum. In 1821, the so-called "Plan zur Verbesserung often Schulwesens" (The schools improvement plan) appeared, available to all German schools in Transylvania and approved by The Evangelical Consistory in 1823. The plan required all the materials to be taught in schools, including "physical education through movement, especially outdoors" [2].

In compliance to the law of 1864, gymnastics became mandatory only in high school curriculum (article 116) [4].

Gymnastics was introduced as a mandatory subject in the curriculum for schools in Hungary in 1868, and was

practiced in 1879 in Transylvanian schools according to "Curriculum for non-Hungarian schools under Article XVIII of the 1879 law XXXVIII of 1868".

2. Data of physical education and sports legislation

According to the "Curriculum for non-Hungarian schools under Article XVIII of the 1879 law XXXVIII of 1868" plan, the denominational schools were to teach the following items:

- religious and moral teaching;
- writing and reading;
- arithmetic and teaching of the Hungarian measuring system;
- Notions of language;
- Physics and natural history;
- Geography and history of the country;

¹ Ph. D Lecturer, "Lucian Blaga" University of Sibiu.

- Introduction to agriculture, especially gardening;
- The rights and duties of the citizens;
- Singing;
- Physical education, especially military exercises [3].

According to the plan of 1868, the contents of the gymnastics curriculum were published in the magazine "**Şcoala română**" ("Romanian school").

The article described the following:

- Independent exercises;
- Exercises in line;
- Exercises with equipment for gymnastics;
- Gymnastics;

The article notes that during gymnastics, several classes would combine even though the school has enough teachers for separate classes. The subject matter was divided in different groups in the following way:

First to third graders would learn:

- Exercises in line: columns of discipline, movement in opened and closed columns, opened and closed column formation while moving, walking and running.
- Independent exercises: stretching, walking and jumping.
- Jumping: jumping up and forward and making sure that the left and right side of the body would react together at the same time.

Fourth through sixth graders would learn:

- Exercises in line: different exercises in rows: walking, running (more challenging exercises), running in rows, movement in rows, special movements in columns;

Further development of independent exercises.

Improvement of jumping up and forward;

The children included in this group, would also learn, depending on their abilities, gymnastics: climbing, hanging, suspension, swinging.

The group of the repetition class would learn:

- Military exercises in columns and discipline;
- Exercises with weapons.
- Each group of classes would exercise one hour per week.[1]

In 1879 the "Law for the nomination of the teachers in Gymnasiums, colleges and professional schools" was enacted (promulgated by Royal Decree no. 638/March 17, 1879 and published in the Official Gazette no. 68 / March 24, 1879). Article 12 includes the following:

"The gymnastics and fencing departments would earn their rights through competition. Beginning of the year 1880, the competitors would need to learn, not only the knowledge of movements and the gymnastics rules, but also knowledge of human anatomy and movement.

The curriculum and the venue of the contest were published three months in advance in the official newspapers. Gymnastics teachers would also teach fencing, but was not mandatory for students. The jury, composed of three persons, was chosen the day before the contest" [4].

Through Act 30 of 1883 concerning the organization of secondary schools, changes were made in the Austrian law of 1850, meaning that the state wanted to extend the authority over campuses and schools that were not organized by the state. Science schools were to study the following subjects: religion and moral behavior; Hungarian, German and French languages; psychology, logics, mathematics, natural sciences, geography, physics, chemistry, drawing (geometric and free), calligraphy and gymnastics [5].

"The law on primary education" (promulgated by Royal Decree no. 2064/May 19, 1893 and published in the Official Gazette no. 40/May 23, 1893) provides primary schools (Article 17) the curriculum subjects, among which are

noted "gymnastics games, military exercises and, if possible, handcrafting and gardening" [4].

Concerning "The curriculum and the methodic for the Romanian-Greek Catholic schools" printed in Sibiu (1911), physical education would have an essential place in school education, among the study of moral behavior, aesthetic and practical education. This specifies that "the true purpose of education would be reached only when the physical and spiritual education would go hand in hand."

It is also shown that: "In our schools, though gymnastics was prescribed among the subjects taught in the curriculum, it wasn't regarded at its true value; in fact we can say that in most places has been neglected". Furthermore the factors that should be in conjunction with the specific means of physical education are also mentioned: hygiene, clean air and food. Within these means, physical educations must have ample attention because "in addition to physical strengthening, it develops courage and encourages aesthetical taste." The "gymnastics" category is divided into four chapters:

1. Games ("which would be accompanied with suitable songs" for example: "Running around the circle", "The Hen and the Hawk", "Day and Night", "Fight for the cane", "Rope pulling", easy ball games, etc.).

2. Exercises in formation (formations, formations changes, movement).

3. Independent exercises (body positioning and strengthening according to different muscle groups with sticks and weights).

4. Exercise with the help of equipment for gymnastics (vertical, diagonal and horizontal positions, inclined and fixed stair, swinging beam, rings, ropes, etc.). Excursions are also recommended.

The exercises are divided into classes, separately for boys and girls.

There is also a recommendation that the lessons take place in the form of "emulations" (races): running races, jumping in height or forward, climbing of ropes, target ball throwing e and in length, rope pulling. At the end of year, an exam would take place. During the same time, there would also be contests and the winners would be awarded books or supplies for the Gymnastics Games.

The physical education curriculum of 1911 has an eclectic content, combining Hebert's natural methods with Swedish gymnastics. Since 1864, there is a broadening of the topic on education during conferences while targeting other segments such as physical and aesthetical education. Starting with 1875, the Metropolitan school Senate of Sibiu would hold a course of 18 days when the issue of "music and gymnastic skills" [7] is addressed. In the primary schools curriculum which was under the authority of the Governing Council (1919) are listed the following educational items:

1. Religion;
2. Romanian language;
3. Mathematics:
 - a) Arithmetic;
 - b) Geometry;
4. Historical sciences:
 - a) History;
 - b) Civic education;
5. Geography;
6. Natural sciences:
 - a) Natural history;
 - b) Physics and Chemistry;
 - c) Economy;
7. Artistic and technical objects:
 - a) Songs;
 - b) Drawing;
 - c) Manual Work and d) Gymnastics.

3. Discussions

Regarding the last subject, is specified that its purpose" is to develop and strengthen the physical abilities; winning through the use of physical abilities". There is a general observation of the combination of formation or independent exercises along with children's' games. In the first and second grades (boys), there are noted exercises inside the classroom in between desks as well as exercises

performed outside (easy exercises such as head turning from left to right), a mix of exercises and gymnastics games associated with body exercises and songs.

For third graders (boys) were implemented exercises in formations (arranging in lines, in rows, turning right and left, forming circles) independent exercises (social games in pairs and circles, 20 meter running races), gymnastics with appropriate equipment for gymnastics and children's games (the crow and chickens, the wolf and the lamb, throwing and catching the ball, rope pulling).

For fourth to sixth graders (boys) were required exercises in formation, independent exercises, more complex and age-appropriate exercises at equipment for gymnastics, and games (run around the circle, the hawk and the hens, day and night or black and white, simple ball games, rope pulling on command and while running, the fight for the cane, one legged fighting, the hopping in a circle, the jar).

Physical education for girls, consisted of exercises in formation, independent exercises, exercises at equipment for gymnastics (exercises on the rings, standing and walking on the oscillating beams and jumping to previous stand ; climbing the oblique scale until the fifth stair, jumping over the rope 10 to 20 centimeters high; jumping a distance of 50 to 100 centimetres) and games [10].

The boy's secondary school curriculum, approved by the Romanian Governing Board, recommends the Swedish model gymnastics to learn skills, since the model helps strengthen various muscles of the body. These skills are divided into the following groups:

1. Skills learned in formations,
2. Exercises strengthening leg muscles,
3. Exercises for the neck muscles,
4. Exercises for arm muscles,

5. Exercises for upper body strengthening,

6. Hanging exercises,

7. Balancing exercises,

8. Exercises for the side muscles,

9. Abdomen exercises,

10. Exercises for back muscles

11. Walking and Running

12. Jumping,

13. Exercises in dexterity development and

14. Breathing skills.

From these main groups the teachers would choose appropriate exercises based on seasons and the age of the students.

The tools necessary for the practice of these exercises are: stairs, the spindle, the parallels, the "ribstol" (stairs placed along a wall where 20 to 30 students can exercise at the same time), the "Plint" (a beam for jumping) and "Bomm" (a beam for strengthening back muscles, chest and abdomen). Between games the "Duplex" is performed or the throwing the "pila" among students in pairs or by themselves while sitting in a circle [11].

In the new project for the curriculum for primary education (1925) are listed a series of instructions concerning gymnastics:

Body strengthening in an even way making the student stronger and more agile in his/her movements.

To heighten attention, the sense of discipline, obedience and punctual and immediate execution, while relieving fatigue caused by intellectual endeavors. To accomplish this task, the teacher must look for gymnastics lessons with minimal talking, rules and commands.

4. Conclusions

The physical education lesson was designed to encourage students to love exercising and to associate it with childhood memories while releasing

pressure caused by studying as well as muscle tightening caused by sitting still for hours at a time. Too many instructions do not belong in the gym since the teacher executes movements in a precise way and students have the opportunity to recreate the exercises while on nice days exercises should take place outside in the schoolyards.

Also, games that portray the beautiful and healthy way of school life should not be neglected. During games, the teacher should race along with the children while enjoying their, and to enliven the lesson encourage the timid, encouraging confidence in their own abilities.

Mistakes made during gym class, in the classroom or outside, must not be handled with harsh words because it causes low morale while instilling shyness in children and spoiling their enthusiasm and joy. To correct the error children must be shown how improve their skills through repetition. For the elementary school grades exercises are performed more freely while the secondary school grades exercises are performed in a disciplined way, encouraging movements to occur simultaneously and more accurately.

All schools should allow a space for games, running and jumping. In addition, 2-3 balls should be available to throw and catch ("bușita", "oina", etc.), a game with a large ball in a circle ("poarca", etc.), a rope or a pole for jumping, a handkerchief or towel for "baba-oarba", etc. Equipment for gymnastics is recommended to be installed in schoolyards such as: parallel posts, ladders and a pole. For this discipline to be taught successfully a manual for gymnastics and school games is required [8]. In essence, the school law sought to remedy any lacking information in the educational process. Transylvanian authorities, regardless of religion permanently adapted the new issued items to the law, offering a favorable platform to the development of sports.

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