

A STUDY OF PHYSICAL EDUCATION TECHNIQUES FOR THE  
SCHOOLS IN IRAN

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A Thesis

Presented to

the Department of Physical Education  
and the Graduate Council  
Kansas State Teachers College of Emporia

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science

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by

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August, 1959

acknowledges

Grateful  
to Dr. W.  
Foster of  
Laguna  
guidance  
with

in his  
Department,  
Local Education  
for his helpful  
assistance in

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Aug 19, 1959

Approved for the Graduate Council

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Acknowledgement

Grateful appreciation is expressed to Dr. W. J. "Bill" Schnitzer, Professor of Physical Education, KSTC, Emporia, Kansas, for his helpful guidance and assistance in connection with this study.

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## CHAPTER I

### INTRODUCTION

#### Statement of the Problem

In the present era when the life of man is greatly influenced by the applications of science and art, no one can isolate himself from the scientific movements which are going on about him. A living nation must always avail itself of human achievements and keep pace with the fast progress of civilization.

One of the most important requirements of the new civilized man is physical education. The recent developments made in the field of physical education throughout the world cannot be overestimated. Each nation has to take advantage of the achievements made to insure the physical welfare of the people. The physical educationists must be encouraged in their endeavor to introduce the new technical principles and practices in this field.

The value of physical education to a country can hardly be over-emphasized. One learns from history that in any country there is a certain relationship between its cultural standard and its interest in physical activities: when the cultural standard is high the interest in physical activities is widespread, when it is low, the opposite is the case.

It is important that the activities first and foremost should be of an educational type and not simply for the purpose of amusement either for the spectators or the participants. The activities may be very enjoyable to do and to watch but the educational aspect should be dominant. Furthermore,

it is of far greater importance that many reach a moderate level of achievement than that a few reach the standard of the sport's star, who may be of no more value to a nation than a good race horse. Therefore, the authorities should aim at making the standard broad rather than high.

Activities affect the physical, emotional, and moral or ethical development of the individual for better or for worse according to the individual standard. Fundamentally, physical education is concerned with individuals, situations, reactions, and modifications. In the final analysis the only distinction between physical education and other forms of education lies in the fact that physical education is concerned largely with types of situations and responses characterized by muscular activity. While all responses of the individual involve his whole organism, it is still recognized that certain responses are characterized mainly by intellectual activity, others by emotional activity, and still others by vigorous muscular movement.

Physical education has suffered in the past from the fact that it has been thought of too often exclusively in terms of exercises, skills, muscle building, perspiration, metabolism or exertion. All these are considerations in physical education, but the terms are out of place in a definition of physical education. Society has set up the school as a more or less effective agency to promote certain modifications of the individual in mind, body, morals, and manners which society thinks will enable the individual to live a more complete and effective life than would be possible otherwise.<sup>1</sup>

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<sup>1</sup>F. W. Cozens, Physical Education (Philadelphia and London, 1953).

Some children are disappointed with their physical characteristics. Some of them are too tall, or too short. Perhaps their noses are too flat, their feet too large or they have long legs. Possibly most of them are fortunate enough to be free of any characteristics which they dislike. Regardless of what their particular resentment against nature may be, it is probable that the seriousness of the defect has been exaggerated.

In the schools today there are a great number of children suffering from posture defects. It is the duty of teachers of physical education to help children improve the manner in which they handle their posture by care, treatment, nutrition, and exercises. It is common to see children with flat feet. This condition results when the ligaments have become stretched so that the arch is lowered. It interferes seriously not only with grace of movement but also with working power and body resistance. "Many adolescent girls are bothered with dysmenorrhea, or menstrual cramps, caused by a postural defect, hollow back. High school surveys indicate that 40 to 50 per cent of the girls are affected enough to cause some loss of school time. Industries have also found it to be a major cause of absenteeism."<sup>2</sup>

At the present time many children are suffering from flat abdomens, with sagging abdominal organs and resulting poor circulation, loss of tone, and general sluggishness. Some of them are seen with head forward, shoulders drooping or rounded, chest flat, and arms and knees bent.<sup>3</sup>

One of the important phases of physical education for children in the schools is the activity program. It is the one which gives the greatest

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<sup>2</sup>Physical Education International Publication (Sweden, 1951).

<sup>3</sup>Jessie W. Clemensen, Your Health and Safety (New York, 1952).

promise of meeting the children's needs. Therefore, the essence of the problem is the selection of a program to fit the needs, interests and capabilities of each student. In modern physical education the need for such program planning has been generally recognized. But very commonly physical educators have failed to reach an acceptable solution. The one factor which has stood out more than any other in the way of an adequate solution for the problem has been the tendency to proceed entirely from the child's point of view and with little consideration for the inherent characteristics and interests of children. It gives play to almost every possible form of human activity--physical, mental, or emotional.<sup>4</sup>

Therefore, it is the intent of the author to set forth specific suggestions and activities which should help to eliminate many of the defects common to school age children in Iran and thereby create better adjusted children mentally and emotionally as well as physically.

#### Definition of Terms

Since the discussion of physical education involves the use of certain terms such as problem, character, transfer of training, and others which do not carry the same meaning for everyone, and will appear frequently in this book, it seems desirable to define some of these terms.

**Problem**--A situation to which the individual does not immediately find a satisfactory response.

**Habit**--An established response to a commonplace situation.

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<sup>4</sup>Physical Education Association, Teaching Physical Education and Health (Great Britain, 1952).



**Physical education--**It can be defined as that phase of the whole process of education which is concerned with muscular activities and related responses.<sup>5</sup>

**Physical education program--**It helps the children to grow and understand society better. This refers to the activities provided by schools.

**Character--**The sum total of the individual's behavior tendencies as fixed by his habits and attitudes.<sup>6</sup>

#### Scope of the Study

This study will be limited to the program of physical education for the schools where a full-time teacher conducts the program. The schools concerned are basically elementary schools with both boys and girls in attendance.

#### Purpose of the Study

The purposes of the study are as follows:

- 1--To provide information about health and physical education for teachers.
- 2--To make some suggestions for better school programs.
- 3--To present the techniques of a new method of teaching physical education in the schools in Iran.
- 4--To help teachers understand in order to discover children's problems concerning physical education.

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<sup>5</sup>E. W. Nixon, The Introduction to Physical Education (Philadelphia and London).

<sup>6</sup>W. R. Campbell, A Survey of the Habits and Attitudes (London, 1954).

### Source of Data

A review of related literature in the field of physical education was made to secure information concerning the development of physical education in London, Denmark, and Sweden.

The physiological and psychological experiments have been made to measure the effect of physical activity on children.

Material from discussions by the author with physical educators in England, Sweden, France, Denmark, Germany, and Iran has been included.

### Probable Values of the Study

This book will provide information about physical and health education techniques for the teachers of Iran. Furthermore it will provide information for better programs in the schools.

In addition, material has been provided for students who are studying to become teachers of physical education.

This study will help to integrate physical education programs for both sexes in elementary schools.

### NOTE

This thesis is a description of two textbooks which have been written and published by the author and are currently used in the school system throughout the country of Iran.

Two copies of the books, Physical Education Technique and Teaching Games in Elementary and Secondary Schools, published by the Marefat Publishing Co. of Tehran, Iran, are on file in the William Allen White Library, Kansas State Teachers College, Emporia, Kansas.

## CHAPTER II

## TEACHING TECHNIQUES

Within a quarter of a century, a formalized program of physical education which carries with it a well-worked-out body of specific techniques extremely valuable to the teacher, has been largely abandoned and one has committed himself to a program of education the essence of which lies in helpful guidance of individuals engaged in forms of activities based upon age-old fundamental human emotions and tendencies to action. Modern science affirms that this shift is a sound one. But this change in physical education necessarily came in advance of any formulation of a body of methods which would guide the teacher in his efforts to give the types of assistance needed. This situation has resulted in much poor teaching, since each teacher has been forced to develop his own technique.<sup>7</sup>

Instruction is improving as teachers in general become better informed about the scientific background which must form the basis of all legitimate methods. If it can be shown that the development of skill in position play in soccer is facilitated more by the use of a charging machine than by other methods, one shall be able to say that one specific technique in teaching soccer is to have the position practice with the charging machine.

Undoubtedly there are possibilities of working out a helpful body of specific techniques applicable to the teaching of all the various activities.<sup>8</sup>

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<sup>7</sup>Gertrudim Baker, The Modern Teaching of Physical Education (New York, 1940).

<sup>8</sup>W. K. Streit, Guides to Better Teaching Health and Physical Education (New York, 1954).

## CHAPTER IV

## THE CONSTRUCTION OF THE DAILY LESSON

One knows that each individual differs from every other in his capacities and needs and that intelligent educational procedure should take these differences into account. An analysis of these problems must begin with the following questions:

What are the needs?

What activities will best satisfy the needs?

Normal growth and physical development of childhood demand a large amount of activity. As a rule children play and exercise, but in many cases the amount of activity is too limited and the type not fully beneficial.

The daily lesson can be based on natural muscular and related activities. Whatever forms these activities take, they may be traced back to such human tendencies as to test oneself, to dramatize, to enjoy rhythm in movement, to fight, to chase, to contend with others in activities involving strength, agility, speed, endurance and strategy, and to manipulate objects.

The children's and teacher's objectives should include the following:

- To develop strength and endurance
- To develop a better physique
- To learn to be a good sportsman
- To build up organic power and vigor
- To build up resistance to disease<sup>10</sup>

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<sup>10</sup>Sara M. Johnson, The Physical Education Program for Elementary Schools (Los Angeles, 1949).

The daily lesson can consist of a great number of activities which satisfy the needs and interests of children.

Games, gymnastics, athletics, dancing, swimming, etc., will contribute a great deal to the program for boys and girls.

#### The Time Allotment

The program may be modified in cases where the recess, noon, and after-school hours are available for physical education purposes.

The activities in physical training consist of such things as ball games, running, jumping, walking, etc.

## CHAPTER V

## THE USE OF OBSTACLE TRAINING

As has been pointed out education can come about only through activity of the child. The function of the teacher is to guide children according to their abilities, needs, and interests. Physical educationists must offer a wide variety of activities in order to provide as many experiences as possible in skills.<sup>11</sup> Therefore, obstacle training can contribute a great deal to the daily lessons of the physical education program. The activities in obstacle training consist of relay races, ball games, running, jumping, rolling, etc.

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<sup>11</sup>Mabel Lee, The Conduct of Physical Education (New York, 1937).

## CHAPTER VI

## THE USE OF EQUIPMENT AND FACILITIES

In recent years consideration has been given to necessary safety precautions when equipment, apparatus, and tools are used. While safety is a problem for all education, physical education teachers are particularly concerned because of the large percentage of accidents which occur in the gymnasium, on the playground, and in organized sports.<sup>12</sup>

The proper provision of appropriate facilities and proper control by the personnel of the group of children brought together can contribute a great deal to safety in the physical education program. One may classify as unsafe equipment or facilities likely to contribute to accidental physical injury, facilities or unintelligent leadership likely to promote types and amounts of activities inappropriate for the individual or group being educated.

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<sup>12</sup>G. Grant, Facilities and Equipment (London, 1950).

## CHAPTER VII

## ATHLETICS (TRACK AND FIELD)

Today, more than ever, one realizes that the aim must be to help young people face this world of shifting values with every means in ones power, and the means are quite considerable if for nothing else than the fact that prowess in athletics has high prestige value with the gang. This statement may apply more to boys than girls.

It is more important today than it has ever been before to help the successful athlete to see his success in true proportion. Many runners who competed originally for the love of athletics find themselves in the position of being offered hospitality and equipment to a point that is questionable.<sup>13</sup>

One of the subjects in the program of physical education is track and field activity. Although running, jumping and throwing are natural to every child, development of skills should be emphasized in the schools.

Running, Jumping and throwing can be taught in the gymnasium, playground, or in the stadium, whichever is possible. These can be taught as a part of the daily lessons within the physical education program.

Running, high jump, long jump, pole vault, discus throw, javelin throw, shot-put and hamer throw, should be included in the program.

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<sup>13</sup>L. C. Williams, Games for Secondary Schools (London, 1954).



## CHAPTER VIII

## GENERAL GAMES AND SPORTS

## AND DANCE

The value of organized games in promoting health and developing team spirit is generally recognized. Teaching the fundamentals in elementary schools and advanced games to the secondary children is essential.

The type of games taught to young children should develop physical skills as well as a cooperative spirit. The kind of activities suggested are relay games and races which involve running, chasing, playing, such as simple ball handling games. These games provide training in the fundamental elements suitable for beginners which can be used in more advanced physical activities at a later time.<sup>14</sup>

Today, games are part of the life of every school.

It has to be remembered that young people who learn games now have not been brought up in homes in which the sporting spirit has been unconsciously imbued. If we want to help them to fit into a community, the recognition that certain rules must be obeyed, as in games, should help them to accept the basic principles of society. Loyalty to the teams or to the gang, so strong in the adolescent, should be extended until the gang includes an ever-larger group, and loyalty to truth might also be reached.<sup>15</sup>

Through the coaching of competitive games and outdoor activities in which one competes against nature, a sense of justice, and a sense of values can be fostered if the teacher cares about these things and takes the opportunity afforded to carry out this so-called incidental training.

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<sup>14</sup>L. C. Williams, Games for Secondary Schools (London, 1954).

<sup>15</sup>C. Muriel Webster, Physical Education Program (London, 1954).

## CHAPTER IX

PHYSICAL EDUCATION FOR GIRLS  
AND DANCING

In the realm of dance there has been many changes. To put it simple there has been a movement from teaching the child a dance which the fond mother will enjoy and for that reason will give pleasure to the child, to teaching the child to dance so that she herself is satisfied and moves for the sheer joy of dancing.

Modern dance has been accepted in many schools and colleges and offers to the dancers an opportunity to use the vocabulary of movement freely and well, to handle ideas and relationships, especially between the arts.<sup>15</sup>

In some of the countries modern dance has never reached the theater. It has entered through the educational door, introduced mainly by teachers of physical education, specialist and non-specialist. It has served to link the field of physical education more closely with teachers of music, art, and drama, and has opened a door into the work through which teachers of these subjects had rarely looked. Physical education has always contributed both to science and to art because dance is no new subject in the field.<sup>16</sup>

Many other types of dances are taught both in schools and colleges, such as ballroom dancing, folk dancing, and square dancing. Ballroom dancing is usually taught to older boys and girls in the school.

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<sup>15</sup>C. H. Webster, Physical Education for Girls (London, 1954).

<sup>16</sup>Ibid.

Havelock Ellis speaks of the dance of life. It is certainly true that questions of life, death, and purpose of mankind can be discussed simply and naturally by children and teachers who are together creating a dance or drama.

#### Girls' Physical Education

As in all schools in most countries, children have been given more freedom, freedom in leisure activities, and with this freedom inevitably has come the need to take more responsibility.

Girls' physical education in the schools today consists of gymnastics, games, and sports. Their program emphasizes gymnastics, including modern dance, rhythmic movements, agility movements and recreational games and sports.

"In our profession, of which we are all proud, we never aim at producing either olympic athletes or international tennis players, although when a talented girl develops, we give her every help."<sup>17</sup>

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<sup>17</sup>Ibid.

## CHAPTER X

CONSIDERATIONS OF PHYSIOLOGY, ANATOMY,  
AND PSYCHOLOGY IN RELATION TO PHYSICAL EDUCATION

While the scientific foundations of modern physical education are to be found in the main in sociology, psychology and various branches of biology, such as physiology and anatomy; growth and development have contributed to our understanding. It is known that in the field of physiology and anatomy, knowledge of the nature and functions of the human organism have revolutionized contemporary theories of physical education.

Probably the outstanding modern discovery about the human mechanism is the new realization of the extremely close connection between the various parts and functions of the body. The highly intricate and effective system of intercommunication, control, and co-ordination throughout the human mechanism, having its basis in the nervous system and in the glands of internal secretion, forms one of the most amazing as well as most significant phenomena of human life.<sup>18</sup>

The new physiology of exercise has opened up a wealth of information relating to such subjects as sources of energy in the human body, the chemical changes involved in muscular activity, and the nature, cause, and effects of fatigue.

Modern knowledge about nutrition, particularly that relating to the vitamins, proteins, and mineral salts, is important to physical education, in that it relieves us of the hopeless responsibility of correcting by exercises physical deficiencies of children which can be corrected by proper diet.

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<sup>18</sup>Linhard, Physiology of Activities (Denmark, 1951).

The discovery that oxygen is not stored in the body, but that it is taken in as needed, has discredited the old-fashioned "breathing exercises." Modern bacteriology, with its explanations of the causes of many diseases and the physiological effects of bacterial infections in the human body, has relieved physical education of the hopeless responsibilities of keeping people free from disease solely by muscular training.

CHAPTER XI  
 PHYSIOLOGICAL AND ANATOMICAL  
 ANALYSIS OF EXERCISES

The beauty of proportion of the human body is subordinate in importance to the strength that body possesses. Physiologists have taken a very active interest in the effect of exercises upon the heart and attempts have been made to set up tests which would rate the individual on the basis of reaction of his heart to a given amount of work.

In general some of the profession have come to realize that many of our pressing problems may be solved on the basis of scientific measuring procedures. It is a fact that with children between the age of ten and sixteen, the factors of age, height, and weight play a rather prominent part in determining physical performance. Any scheme of this nature attempts only to equalize the factors of physical size and maturity, but by doing so probably takes into account to a considerable extent the amount of strength.

Physiological Analysis of an Exercise

Body in Stasis

- I -- Body in a prone position on the bench.
- II -- Muscles at rest and body straight.
- III-- Aim. Strengthen the muscles of the back.
- IV -- Note. Body is in a straight line on the bench and feet are supported by wallbars.
- V -- The internal organs. The position affects body metabolism.  
 Neck muscles are static.  
 Trunk is static.  
 Hips have static position.  
 Ankles. Contraction of muscle of ankle is noticeable.  
 Gravity line. In this position gravity line is 10 inches above.

the hips. But if the arms are stretched out above the head the line is extended to 15 inches. The pull of gravity in the instance of 10 inches would be 3400 pounds, and in the instance of 15 would be 4900 pounds.<sup>19</sup>

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<sup>19</sup>Practical study conducted at College of Physical Education in Fredensborg, Denmark, 1952.

## CHAPTER XII

## HEALTH EDUCATION

Physical education aims to promote healthful living. Health is a condition of all-around efficiency of the human mechanism, mentally and socially as well as physically, which enables one to render one's full share of service in the world and to live fully and completely. If children would become captains of their souls and masters of their fate they must have their minds and their emotions under good control. The currents run deep in the unconscious mind and mastery of them requires patient self-study and practice in the art of living. To be mentally healthy children must be taught good habits and attitudes which will enable their minds to work calmly and efficiently even under the stress of great personal crises.

"Statistics show that knowledge of methods of control of diseases and care of injuries has increased the average length of life from 40 to 68 years in this country. There is no reason why further knowledge should not add many more years to the life expectancy of all of us.<sup>20</sup>

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<sup>20</sup>Jessie W. Clemensen, Your Health and Safety (New York, 1952).



## CHAPTER XIII

## FIRST AID IN PHYSICAL EDUCATION

Unexpected and unaccustomed responsibility has never been without misgiving and in physical education a teacher who is so often in loco parentis is almost bound to be faced at some time with a severely injured pupil. Such a situation is an anxious one. An instructor must know the basic first aid techniques, but it is not the object of this book to teach them but rather to offer a scheme for their application. The causes include:

1--Failure to warm up. This is the cause of many muscle strains early in a training period.

2--Poor control of activities and poor standing in.

3--Failure to take precautions against accidents, especially by the placing of mats.

4--Poor equipment. This refers especially to worn ropes.

## Type of Injuries

The precise injury sustained varies with the participant's age, physique, and health. The healthy adult will probably fracture the scaphoid bone. The same injury may cause damage to the growing point of the bone at the wrist or a greenstick fracture or fracture at the elbow in a child.

## Severity of Injuries

Most of these are minor cuts, bruises, lacerations, sprains, and strains. Only a very few injuries will endanger life, and their gravity is then all too readily apparent.

## An approach to First Aid

A simple classification of loss of function is as follows:

1. Complete loss of function
2. Moderate loss of function
3. Slight loss of function
4. Full function, but nevertheless requiring treatment

## CHAPTER XIV

## RECOMMENDATIONS

The following points are indicated on the basis of the information gathered through personal study in England, Denmark, Sweden, France, and Iran about physical and health education:

The program of the training colleges should be reviewed with reference to elementary school physical education.

The program should be based on gymnastics, games, and athletics as far as activities are concerned.

Better equipment should be provided for elementary and junior high schools.

The physical education program should be carried over from the school to the community through participation.

The physical educators should be awakening rapidly to a realization that our profession must take cognizance of all new scientific knowledge and must apply this knowledge so far as possible to the work in which we are engaged.

Some of the skills of activities should be taught in elementary schools, so that the children have some kind of body co-ordination before they go to high school.

The struggle for health must be won ultimately by teaching people how to achieve and maintain health through sound health habits, attitudes, and knowledge.

Physical educators should use the school situation for education for living. The program should be based on the needs and interests of people.

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