

Waldemar Makula

University of Physical Education
Cracow, Poland

EUGENIUSZ PIASECKI'S CONCEPT OF PHYSICAL EDUCATION RULES FROM THE BEGINNING OF THE LAST CENTURY

Introduction

A process of education is a social fact. Recalling Stefan Kunowski's¹ view on Latin etymology of education (educare – to educate from ex-duco: to move from a worse state to a better and higher one), one can assume that this process serves a development of a pupil by preparing one to participate in culture through the use of its achievements and contribution to its further development. According to Marian Śnieżyński,² education corresponds to the comprehensive and harmonic formation of a pupil. As defined by The New Encyclopaedia Britannica³, the term means the way of transferring values and knowledge accumulated in a given society, and it is equivalent to the process called by sociologists socialization or enculturation. The mentioned characteristics refer in equal measure to physical education, which introduces pupils to physical culture and enriches in this way the world of human culture.⁴ As a part of the universal education of the young generation, physical education plays a vital role in the contemporary Polish society. Eugeniusz Piasecki in the work published in 1904 on the objectives and rules of physical education expressed his conviction of the social potential of this process. The physical education rules formulated then by this author had a strong impact on the picture of physical culture in Poland.⁵ The concept was also appreciated abroad – the translation of *Principles of physical education* in Czech in 1908⁶ actually proved the author's novel approach.

¹ S. Kunowski, *Podstawy współczesnej pedagogiki*, Warszawa 1993, p. 265.

² M. Śnieżyński, *Nauczanie wychowujące*, Kraków 1995, p. 121.

³ *The New Encyclopaedia Britannica*, Chicago 1991.

⁴ A. Pawłucki, *Nauki o kulturze fizycznej*, Wrocław 2013, p. 289.

⁵ M. Bronikowska, *Próba unarodowienia wychowania fizycznego w okresie dwudziestolecia międzywojennego*, [in:] *Polska kultura fizyczna i turystyka w czasach zaborów i II Rzeczypospolitej*, ed. D. Dudek, Kraków 2009, pp. 384-396; W. Osiński, *Teoria wychowania fizycznego*, Poznań 2011, p. 409.

⁶ K. Toporowicz, *Eugeniusz Piasecki (1872–1947): życie i twórczość*, Warszawa 1988, p. 382.

The aim of this work is to show the original stance on physical education represented by Eugeniusz Piasecki, who had explained his intent⁷ in the following words: “My endeavour was only to give general rules enabling the first orientation in this vast and important issue [...]”⁸

The work structure

Piasecki’s book consists of a short foreword and introduction encompassing the problems regarding the mutual relationships among the European trends in gymnastics at that time, the chapters devoted to the objectives of physical education and characterisation of free (games and plays, martial arts, travel and winter sports, athletics and dance) and methodological (gymnastics) exercises, as well as manual work. The publication is concluded with the author’s conclusions based on his analysis regarding fundamental physical education assumptions. The order proposed in the work reflects the author’s position that refers not only to the issues of balancing the development at that stage of physical education when Poland was under annexation. It refers also to the recognition of the future course of action from the point of view of the proper growth of the young generation based on the previous achievements in this field in Poland and abroad. For instance, many practical solutions submitted by Piasecki in *Principles* – among others, those considering lasting a few minutes physical exercises during the lessons other than the ones taking place in PE units have been appreciated in the field of physical education methodology. In addition, the importance of educational issues enumerated by Piasecki rises in case of attributing to physical education tools (exercises) the values of health, utility and aesthetics, and the societal values highlighted in this text.

Development of the gymnastic systems

Piasecki was convinced that the development of physical exercises before the early 20th century was the result of “the struggle” among three basic currents characteristic for the human movement. According to him the following aspects decided on the shape of physical education in those years:

1. the natural trend – the concept concerned the period of human development when there were no debates on exercising the body, but the exercises were undertaken by people in order to reach the practical goals: the youth imitated their parents’ activities such as manual works or military exercises, whereas dancing and outdoor activities were associated with expressing “healthy instincts” by them;
2. the scholastic trend – caused by the cultural development increasingly inhibiting the functions that form a young man’s fortitude and health: the upper classes had

⁷ The author cites his earlier article, which – as he noted – “[...] had elicited a lively discussion in our small world of teaching” (1904, p 2).

⁸ E. Piasecki, *Zasady wychowania fizycznego*, Kraków 1904, p. 126.

abandoned manual work, which for the lower classes became less versatile and healthy, development of the cities caused a transfer of the leisure games to the chambers; which impacted health of the younger generation in a negative way and inspired philosophers and educators, who searched for ways to escape this situation and called for return to the natural exercise of the body (Komensky, Lock, Rousseau, GutsMuths), or to elaborate the system of exercise leading “to the rebirth of humanity (Amoros, Jahn, Pestalozzi)”;

3. the modern trend referring to exact sciences and initiated by Pehr Henrik Ling, the founder of gymnastics, based on functional anatomy of a man. In Piasecki's opinion, in the latter decades of the nineteenth and early years of the twentieth century this standpoint had gained the increasing recognition thanks to a quick progress of a new at that time science – physiology.

The scholastic approach corresponded to both German and French gymnastic systems originated in the nineteenth century, while the modern stance matched Swedish gymnastics. Due to the period of wars and striving for prowess shaping among societies, and because of not conducting the anatomical studies in those times, the German and French systems were assessed by Piasecki as “excellent, unrealistic, an aspiration of which seemed to be the creation of a muscular superman, same as it took place, when Nietzsche had indicated a mental *Übermensch* as the ideal.”⁹ In case of Swedish gymnastics based on the thorough anatomical studies: “Not the fear against the enemy who conquers the homeland, not the desire to hastily fabricate the muscles”, but “a healthy and good built man”¹⁰ was a reference point. However, in Germany and France the reform of teaching gymnastics on the model of Swedish gymnastics had been eventually undertaken in state schools. Thereby, the remaining European states started to reconsider their programmes of physical education in terms of implementing the Swedish system into the PE curricula.

Piasecki argued that there also exist free exercises based on natural human movements like fun and motion games referring to human instincts. The development of this group of exercises was associated by him with the contribution of the British people: “Meanwhile, the type of physical education based solely on outdoor games had been generated in foggy Albion by healthy intuition of Englishmen. That type, tempting the minds close to passion to contests between groups and individuals managed to generate the popularity of exercising, hitherto anywhere unobtainable: the amazing results have been consequently achieved, also under the influence of fresh air having so important hygienic meaning.”¹¹ Eventually, on the threshold of the twentieth century the popularity of hygienic games had increased almost in the whole continent. Nonetheless, at the same time Piasecki distanced himself from common among physiologists of the time opinion that motion games were the only way to achieve physical education outcome.

⁹ *Ibidem*, p. 5.

¹⁰ *Ibidem*, p. 6.

¹¹ *Ibidem*, p. 8.

The objectives of physical education at the beginning of the twentieth century

Although Piasecki presented his final objectives of physical education in his works published a few decades later, proposals concerning the objectives of physical education presented by him in 1904 in the *Principles* were the basis of their later definition. In his analysis of the aims of physical education, Piasecki indicated a means of this process – physical exercise – as the starting point. Taking into account the reasons of physical education development in the European countries, he came to the conclusion that the clear definition of the goals tightly linked to the movement function would allow to create the proper structural model dedicated to this educational branch. The author explained: “Unclear or incorrect being aware of the objectives of bodily exercises in the whole education – this is the most important reason for committing so many mistakes in this field in the past and currently.”¹² He stated that to formulate true conclusions regarding the objectives of physical education, at first one must determine the effects that an exercise can have on the physical and spiritual essence of the youth. Emphasizing this fact, the movement can carry with itself the positive consequences for the proper operation of the human body system, as for instance in the case of muscular work, coordination, blood circulation, respiration and metabolism. Insisting on the influence of exercises on minds and characters of young people, the author revealed at the same time that schools neglect physical education. Piasecki assigned great importance to the correct identification of health and muscular strength, while discussing the goals of physical education. He explained how divergent were the roads leading to full health and the maximal muscular strength. Nonetheless, he saw the need for work on muscle strength: “If the rationale for associating the notions of health and strength is to be compelling, it might be done, but in the opposite combination. On the road to health we need to gain strength (but never to an excessive degree) since the human organism cannot be entirely healthy without the appropriate portion of motion exercise.”¹³ Therefore, health as the condition of existence of individuals and society ought to, according to Piasecki, constitute the basic goal of physical education. On the other hand, the reasons for the formation in the physical education process of a pupil's strength and agility, are the arguments about the compensative-corrective nature ascribed to exercises, with an exclusion of their health meaning, the utilitarian and aesthetic values.¹⁴ When in school practice the system of attractive free exercises does not meet the purposes pertinent to physical education, then, the methodological exercises should be applied. However, the author knew that bodily exercises could occupy only a small part of the time devoted to school by a pupil – thus, in his view, the teacher responsible for physical education ought to effectively use that time during the conducted lesson.

¹² *Ibidem*, p. 10.

¹³ *Ibidem*, p. 12.

¹⁴ However, Piasecki considered those issues from the medical-hygienic perspective, he had simultaneously addressed in this way, attention to axiological sense of body exercise.

The systematics of motion exercises

Piasecki characterized in *Principles...* the aspects of physical education and sport, and referred them to the circumstances of physical activity of every human being. In the proposed division of the forms of physical activity, he adopted different criteria for the purposes of the classification. For the assessment of the value of health and pedagogical values, Piasecki presented a scientific (physiological) classification of movements based on the mechanisms of the work of the human organism, in which he distinguished local exercises employing a small group of muscles and strengthening the trained muscles having a little impact on the functioning of the organism. The examples of these are, inter alia, certain types of fencing and playing the piano. Walking and running, which involve "more significant muscle mass," and their "effect on blood circulation, breathing etc. becomes more prominent"¹⁵, were qualified by him as general exercises in a greater or lesser extent. Rowing, wrestling and motion games were classified by him general exercises under the influence of which a further increase in the mass involved in the muscle movement takes place. Because of the capacity and nature of the muscle work at the time, the author distinguished the groups of the strength, velocity and endurance exercises, but due to clustering of movements with respect to the nervous system he indicated the agility exercises. Piasecki precisely described physical exercises in terms of their use in a pupils development, as well as maintaining health and physical fitness in adults. He assigned health, utilitarian, aesthetic and educational values to physical activity, trying in this way to convince the public to undertake responsible participation in the movement.

Having regard to the directions of the development of physical games, plays, and gymnastics, as well as popular at that time movement activities of the utilitarian nature (named as sloyd, e.g. woodwork) in the educational models in Denmark and Sweden, Piasecki divided exercises into the following groups: (1) free exercises, (2) methodological exercises and (3) manual labour.

(1) Piasecki's analysis of free exercises concerned directions in the development of physical education, such as the radical orientation exclusively open to this form of exercise that reserves gymnastics for the sick and the moderate tendency that connects games and sports with Swedish gymnastics. Since free exercises do not meet the needs of compensating and correction, the author advocated the adoption of the moderate model accenting the role of gymnastics in body posture correction and teaching the movement. He also appreciated health benefits of exercises performed in the fresh air, as well as engaging various systems and organs of the human body in work. The exercises dedicated for pupils and adults were plays and games, martial arts, travel sports, athletics, dance and winter sports. Piasecki had ascribed health and educational benefits to running and playing with a ball, because participating in games introduces pupils to the social-educational world of the mutual relations concerning individuals and groups. The practical advantages of the combat sports that should enter into the pro-

¹⁵ Ibidem, p. 17.

gramme of education, though not in the first place, decided about their value. The travel sports, including hiking tours, horse riding, cycling and rowing could take the form of racing in cases when they were practised for sports records. If, as he wrote, their arena was the spiritual world different from the rivalry world, they brought the participants health and educational benefits. Athletics and swimming constituted the most advantageous exercises for a pupil, provided that his/her organism was not overloaded during training. Folk dance aspired to the most attractive types of exercise. In winter sports the biological value combines with the possibility of hardening of the participants in the open air, while the pedagogical value was related to collaboration of the members of the team.

(2) Gymnastics as a methodological exercise was included by Piasecki into the means of physical education. He pointed at its disadvantages and advantages by comparing the assumptions of the German and Swedish systems – the former concerned the issue of using specific gymnastic equipment during exercise, while the latter was based on the scientific division of exercises. The main disadvantage of the German concept of gymnastics was the abundance of athletic and acrobatic elements. As a physiologist Piasecki criticized the exercises that require extreme muscular work, and as an educator believed that the spirit of athleticism encouraged pupils to select only those athletic elements. According to him, the degree of difficulty of the German gymnastic exercises lead to the state of the permanent alertness of pupils' mind, assimilating the lessons conducted in this way to academic subjects. The advantages of Ling's gymnastics were in Piasecki's opinion a consequence of: (1) the simplicity and value of health (posture correction); (2) mass and practical, as well as hygienic and aesthetic nature of the exercises; (3) the use of instruments; (4) the conditions to collaborate to enable the selection of exercises according to individual capabilities of any pupil. He had highly rated the lesson plan of Swedish gymnastics filled equally with free and practical exercises (walking, running, jumping, climbing) and movements of the moderate and aesthetic nature. He saw the positive effects of exercises in their systematic implementation. This author appreciated the principle of Thorngren and Demeny regarding the consequences of exercise (each lesson of gymnastics forms a whole, does not skip any major exercise group), and the importance of the intensity curve of exercise in gymnastics lessons, proposed by Demeny.

(3) Manual training with its moral-educational and utilitarian values, assigned to it by Piasecki are a very important addition to school upbringing. He recognized amongst many models of Swedish and Danish sloyd, the ergonomic model proposed by Aksel Mikkelsen from Denmark that was characterized by the adaptation of a carpentry workshop respectively to the educational demands, reduction of the size of tools, elaboration of the work classification on the basis of the movements and analysis of body posture at work as being the most responding to the aims of Polish physical education in schools. Piasecki believed that sloyd teaches combining work with keeping good body posture, thereby raising the value of hygiene and health. He stressed the fact that Mikikelsen proved on the basis of hundreds of observations, that not so much

the essence of the work, but a bad habit and an inadequate size and shape of the tools discredit its value.

The permanence of physical education principles

The principles of the human movement proposed by Piasecki, served to identify its values for the spiritual and physical targets of physical education and induce to reflect how to conduct a programme of physical activity of the youth. Starting from contemporary scientific and empirical evidence, Piasecki outlined the main points of the programme and focused on the quality and capacity of the human movement. In his opinion, just like in medicine, in which one can differentiate the allowed quantity of drugs, one can talk about applying an appropriate dose of exercise while carrying out the movement. He recommended to draw attention to the symptoms of fatigue of any exercise participant as the easiest way to determine the correct amount of movement. Nonetheless, as a physician and physiologist, he considered the pulse during exercise as a more precise criterion, which should not, in line with contemporary standards of hygiene, exceed 100-120 beats per minute. Piasecki, referring to the example of athletes, not only warned against overtraining of body, but also argued that such a situation cannot take place in the process of physical education of young people. Drawing on the experience of English public schools, he recommended a daily norm of 2–3 hours of movement in the open air mainly in the form of free exercises, as well as sloyd. This approach, in which the author draws attention to the need for selection of exercises at the right intensity according to exercise capacity presented by pupils that serves their health, precedes of more than a century the commonly accepted postulate of the work on health-related fitness. Also his proposal for the implementation of the sloyd assumptions into school physical education meets the contemporary issues of physical activity ergonomics.¹⁶ In addition, Piasecki set the specific methodical targets of physical education in Polish schools. They were: (1) breaks for physical activities in the fresh air between different types of lessons; (2) at least a half-hour everyday lesson of gymnastics; (3) one to two hours after classes devoted to free exercises and hand-work organised by teachers; 4) excursions with educators in days off from school (walking, rowing and cycling tours). A long break between lessons, which is devoted to the active recreation, short-term exercises during lessons, facultative physical education hours and the organisation of recreational fetes and active leisure during winter and summer holidays provided currently at schools correspond to the above proposals.

Summary

The promotor of re-educationalization in the development of Polish physical education, Maciej Demel,¹⁷ pointed to the importance of forming in pupils the positive pro-

¹⁶ W. Makuła, *The role of business in the successful ageing process*, "The Ergonomist", no. 500, 2012, pp. 6-7.

¹⁷ M. Demel, *Szkice krytyczne o kulturze fizycznej*, Kraków 1998, p. 41.

societal and pro-somatic attitudes that enable them to make a constant concern for their own health and fitness. He at the same time paid attention to the timeliness of the demands put forward in the past by physical education and health educators representing the biological version of the theory of physical education. The author stated, among other things, in the title of the article on the subject that the contemporary theory of physical education could not achieve the present state without a significant contribution of its precursors.¹⁸ In his view, the phrase “habits for health”, used already by Grzegorz Piramowicz¹⁹ in the period of work of the Commission of National Education that characterizes the first stage in the development of physical and health education, had crossed understanding of it only in terms of behaviours targeted on health, and opened the pedagogical perspective to the field. On the other hand, the theorist, referring to the achievements of the theory and methodology of physical education of the first half of the twentieth century, emphasized the contribution of Piasecki in this area: “[...] but he had retained something as a kind of general theory of physical education, giving it a key position in the structure of studies.”²⁰ He admitted at the same time that the accomplishments of the “great architects of our study: Jordan, Piasecki and Osmolski [...]” had inspired him to analyse the structure of the theory of physical education.²¹ In turn, Ryszard Przewęda²² imputed the societal value to the biological category – physical fitness, of which significance had been shown in the texts of Eugeniusz Piasecki and Władysław Osmolski. Another theoretician, Andrzej Pawłucki,²³ recalled the achievements of Piasecki in the field of physical education theory and of Znaniecki in the field of sociology of physical education²⁴, and noted that both forerunners undertook, admittedly at almost the same time within the framework of the represented academic disciplines, the problems relating to the importance of social values of physical education, but they opted out of the discussion on this topic.

Because of the importance in the past and the topicality of the physical education proposals addressed to the younger generation, as well as to the adults, the position of Eugeniusz Piasecki, shown in the *Principles*, had significantly enriched, as the first study, the knowledge about the origins of academic physical education in Poland. It is worth noting that the author of *Principles* by developing the concept of academic and physical education over the next decades had not changed the adopted assumption about realizing the physical and spiritual objectives, also in regard to the adult people.

¹⁸ M. Demel, *Bez historii teoria jest ślepa*, “Wychowanie Fizyczne i Zdrowotne”, no. 5, 1996, pp. 185-187.

¹⁹ G. Piramowicz, *Powinności nauczyciela (Mianowicie zaś w szkołach parafialnych i sposoby ich dopełnienia. Dzieło użyteczne Pasterzom, Panom i ich Namiestnikom o dobro Ludu troskliwym, Rodzicom i wszystkim Edukacją bawiącym się)*, Lwów 1872, p. 71.

²⁰ M. Demel, *Szkice krytyczne o kulturze fizycznej*, p. 41.

²¹ Ibidem, p. 7.

²² R. Przewęda, *O społecznych uwarunkowaniach sprawności fizycznej*, “Wychowanie Fizyczne i Sport”, no. 4, 1991, pp. 3-14.

²³ A. Pawłucki, *Nauki*.

²⁴ F. Znaniecki, *Socjologia wychowania*, t. 2, Warszawa 1973, p. 511.

In his opinion the realization of physical education goals serves the work for health and fitness, whereas achieving the spiritual aims shapes the proper volitional features of a pupil's character for their use in society.²⁵ From the perspective of achievements of the modern theory of physical education²⁶ one can wonder to what extent Piasecki's approach, a student of Henryk Jordan,²⁷ concentrating on the human movement had exhausted the range of the important educational issues of this process. Concurrently, one should look at the problem in terms of the real stage of the development of physical education in Poland at the time. Based on the positions of the pioneers of physical education, such as Grzegorz Piramowicz,²⁸ Jędrzej Śniadecki²⁹ "Henryk Jordan"³⁰ and other hygienists (among them the father of Eugeniusz Piasecki)³¹ one can point at the picture of their activities aimed at introducing hygienic and moral meaning of that process into the public awareness of Poles. The purpose was, inter alia, to show the contemporary society the role of the movement, treated as an important means of shaping the ultimate growth of the pupils. For this reason, the rank of physical exercise as a way of life hygienisation related to the evolution of social behaviour was strongly highlighted by the precursors. From this point of view, indicating the feasibility within the practice of social values by Piasecki was a novel initiative that integrated the pedagogical and moral issues into the structure of physical education, as well as enriched

²⁵ E. Piasecki, *Dzieje wychowania fizycznego w Polsce*, Lwów 1925, p. 250.

²⁶ W. Osiński, *Teoria*; A. Pawłucki, *Nauki*; W. Makuła, *Teoria wychowania fizycznego – przedmiot nauczania w programie studiów wychowania fizycznego*, [in:] *Uczestnictwo w kulturze fizycznej wyzwaniem naszych czasów*, ed. B. Zawadzka, Kielce 2010, pp. 305-310.

²⁷ Thanks to the initiatives of Henryk Jordan dating back over a hundred years on conducting active holidays for children and young people in the open air as part of school education, such as the rise of Krakow Park in 1889, the creation of the first course for instructors of gymnastics at the Jagiellonian University in 1895 and the introduction to the secondary schools in 1899 the compulsory gymnastics lessons and institutions of school doctors, it became possible to take further action in the area of going development of Polish physical education (J. Rostafiński, *Henryk Jordan. Z powodu 30-ej rocznicy doktoryzacji*, "Przegląd Polski", Q 3, 1899, pp. 513-522; A. Kamiński, *Henryk Jordan. Twórca nowoczesnego wychowania fizycznego w Polsce*, Łódź 1946, p. 16; H. Smarzyński, *Dr. Henryk Jordan: pionier nowoczesnego wychowania fizycznego w Polsce*, Kraków 1958, p. 258; B. Łuczyńska, *Fenomen Henryka Jordana – naukowca, lekarza społecznika, propagatora prawa dziecka do ruchu i rekreacji*, Kraków, 2002, p. 104; W. Makuła, *Działalność Henryka Jordana wśród młodzieży Krakowa w wypowiedziach osób jemu współczesnych i potomnych*, [in:] *Jordanowskie idee zdrowia i wychowania fizycznego (100 lat później)*, eds. M. Bukowiec, B. Zawadzka, Kielce 2008, pp. 38-43; W. Makuła, *Cele wychowania fizycznego w poglądach jego czołowych przedstawicieli okresu od schyłku XVIII wieku do pierwszej połowy wieku XX*, [in:] *Polska kultura fizyczna i turystyka w czasach zaborów i II Rzeczypospolitej*, ed. D. Dudek, Kraków 2009, pp. 369-383).

²⁸ G. Piramowicz, *Powinności*.

²⁹ J. Śniadecki, *O fizycznym wychowaniu dzieci*, Kraków 1990, p. 131.

³⁰ H. Jordan, *O zabawach młodzieży*, "Przewodnik Higieniczny", no. 2, 1891, pp. 33-52.

³¹ K. Toporowicz, *Eugeniusz Piasecki*; M. Demel, *Z dziejów promocji zdrowia w Polsce*, Kraków 2000, p. 202.

the content of pedagogy of physical culture. It is hard not to see the effort of Piasecki in search of a common denominator for both areas of social life. In a sense, he justified 'a priori' the postulate of Znaniecki from the year 1965 that the cooperation, not a social conflict, should primarily be a point of reference in society.

Also today – despite different social conditions – the ability to use the wealth of physical education in education of the young generation remains an important pedagogical issue. One hundred years ago, Eugeniusz Piasecki in the same way convinced in his book about the role of physical education.

Conclusions

The issues shown in the work lead to the following conclusions. Without a doubt, Eugeniusz Piasecki associated development of Polish physical education with modern achievements in physical education in Europe and around the world. The proposed concept of physical education was a milestone for the further growth of this form of education in Poland, and significantly contributed to its present shape. The issues undertaken by Piasecki in *Principles* put in order the knowledge of physical education of the time, its objectives and methods of operation, as well as they were systematically modified by the author in his subsequent works. His subsequent and significant works devoted to physical education convince of this fact.

Despite today's assignment of Piasecki's concept to the biological position in the evolution of physical education objectives, it brings – because of the exposure of social values – a significant contribution to the development of his vision in teaching. The social values proposed by this recognized theorist go beyond the strict scope of the biological targets of physical education.

Summary

EUGENIUSZ PIASECKI'S CONCEPT OF PHYSICAL EDUCATION RULES FROM THE BEGINNING OF THE LAST CENTURY

The work shows, based on the analysis of source texts, Eugeniusz Piasecki's views dated back to 1904 on fundamental principles and objectives of physical education which designated the directions of the development of this educational field in Poland in the first half of the twentieth century and contributed significantly to the scientific basis of physical education theory. The taxonomy of physical exercises proposed by Piasecki and treated as the main means of physical education was the result of the analysis on the evolution and competition between the previous European gymnastics systems, the development state of PE games and the popularization of the rules of sloyd in the educational process. As a result of the lead characteristics Piasecki not only defined the methodological determinants in this field of general education, but also indicated its societal significance by attributing the pedagogical values to physical exercises. Many of the assumptions adopted by Piasecki that performed the develop-

ment of physical education in the past have also shaped the current structure of this academic branch in Poland.

Keywords: PE objectives, physical exercises, Swedish gymnastics, sloyd, pedagogical values

Streszczenie

KONCEPCJA ZASAD WYCHOWANIA FIZYCZNEGO EUGENIUSZA PIASECKIEGO Z POCZĄTKU MINIONEGO STULECIA

W niniejszej pracy ukazano, na podstawie analizy tekstów źródłowych, poglądy Eugeniusza Piaseckiego z 1904 r. dotyczące podstawowych założeń i celów wychowania fizycznego tamtego okresu, które wyznaczały kierunki rozwoju tej dziedziny wychowania w Polsce w pierwszej połowie XX w. oraz znacząco przyczyniły się do ukształtowania naukowych podstaw teorii wychowania fizycznego. Zaproponowany przez Piaseckiego podział ćwiczeń fizycznych, traktowanych jako podstawowy środek wychowania fizycznego, był wynikiem dokonanej przez niego analizy nad ewolucją i rywalizacją ówczesnych europejskich systemów gimnastycznych, stanem rozwoju gier i zabaw ruchowych, a także popularyzacją sjołu w procesie wychowawczym. W efekcie przeprowadzonej charakterystyki Piasecki określił nie tylko metodyczne uwarunkowania tej dziedziny wychowania ogólnego, ale również poprzez przypisanie ćwiczeniom fizycznym wartości pedagogicznych, wskazał na jej znaczenie społeczne. Wiele z przyjętych przez Piaseckiego założeń wyznaczających w przeszłości rozwój polskiego wychowania fizycznego kształtuje także obecnie jego strukturę akademicką.

Słowa kluczowe: cele wychowania fizycznego, ćwiczenia ruchowe, gimnastyka szwedzka, sloyd, wartości pedagogiczne

Bibliography

- Bronikowska Małgorzata, *Próba unarodowienia wychowania fizycznego w okresie dwudziestolecia międzywojennego*, [in:] *Polska kultura fizyczna i turystyka w czasach zaborów i II Rzeczypospolitej*, ed. Dobiesław Dudek, Kraków: AWF, 2009, pp. 384-396.
- Demel Maciej, *Bez historii teoria jest ślepa*, "Wychowanie Fizyczne i Zdrowotne", no. 5, 1996, pp. 185-187.
- Demel Maciej, *Szkice krytyczne o kulturze fizycznej*, Kraków: AWF, 1998.
- Demel Maciej, *Z dziejów promocji zdrowia w Polsce*, Kraków: AWF, 2000.
- Jordan Henryk, *O zabawach młodzieży*, "Przewodnik Higieniczny", no. 2, 1891, pp. 33-52.
- Kamiński Aleksander, *Henryk Jordan. Twórca nowoczesnego wychowania fizycznego w Polsce*, Łódź: Czytelnik, 1946.

- Kunowski Stefan, *Podstawy współczesnej pedagogiki*, Warszawa: Wydawnictwo Salezjańskie, 1993.
- Łuczyńska Barbara, *Fenomen Henryka Jordana – naukowiec, lekarza społecznika, propagatora prawa dziecka do ruchu i rekreacji*, Kraków: Wydawnictwo UJ, 2002.
- Makuła Waldemar, *Cele wychowania fizycznego w poglądach jego czołowych przedstawicieli okresu od schyłku XVIII wieku do pierwszej połowy wieku XX*, [in:] *Polska kultura fizyczna i turystyka w czasach zaborów i II Rzeczypospolitej*, ed. Dobiesław Dudek, Kraków: AWF, 2009, pp. 369-383.
- Makuła Waldemar, *Działalność Henryka Jordana wśród młodzieży Krakowa w wypowiedziach osób jemu współczesnych i potomnych*, [in:] *Jordanowskie idee zdrowia i wychowania fizycznego (100 lat później)*, eds. Marian Bukowiec, Bożena Zawadzka, Kielce: Wszechnica Świętokrzyska, 2008, pp. 38-43.
- Makuła Waldemar, *Teoria wychowania fizycznego – przedmiot nauczania w programie studiów wychowania fizycznego*, [in:] *Uczestnictwo w kulturze fizycznej wyzwaniem naszych czasów*, ed. Bożena Zawadzka, Kielce: Wszechnica Świętokrzyska, 2010, pp. 305-310.
- Makuła Waldemar, *The role of business in the successful ageing process*, “The Ergonomist”, no. 500, 2012, pp. 6-7.
- Osiński Wiesław, *Teoria wychowania fizycznego*, Poznań: AWF, 2011.
- Pawłucki Andrzej, *Nauki o kulturze fizycznej*, Wrocław: AWF, 2013.
- Piasecki Eugeniusz, *Cele wychowania fizycznego*, “Przegląd Sportowo-Lekarski”, no. 3-4, 1929, pp. 233-251.
- Piasecki Eugeniusz, *Dzieje wychowania fizycznego w Polsce*, Lwów: Wydawnictwo Zakładu Narodowego im. Ossolińskich, 1925.
- Piasecki Eugeniusz, *Zarys teorii wychowania fizycznego*, Lwów: Wydawnictwo Zakładu Narodowego im. Ossolińskich, 1931.
- Piasecki Eugeniusz, *Zasady wychowania fizycznego*, Kraków: Nakładem Księgarni D. E. Friedleina, 1904.
- Piramowicz Grzegorz, *Powinności nauczyciela (Mianowicie zaś w szkołach parafialnych i sposoby ich dopełnienia. Dzieło użyteczne Pasterzom, Panom i ich Namiestnikom o dobro Ludu troskliwym, Rodzicom i wszystkim Edukacją bawiącym się)*, Lwów: Nakładem Wydawnictwa Biblioteki pedagog. i dydak., 1872.
- Przewęda Ryszard, *O społecznych uwarunkowaniach sprawności fizycznej*, “Wychowanie Fizyczne i Sport”, no. 4, 1991, pp. 3-14.
- Rostański Józef, *Henryk Jordan. Z powodu 30-jej rocznicy doktoryzacji*, “Przegląd Polski”, Q 3, 1899, pp. 513-522.
- Smarzyński Henryk, *Dr. Henryk Jordan: pionier nowoczesnego wychowania fizycznego w Polsce*, Kraków: Wydawnictwo PWN, 1958.
- Śniadecki Jędrzej, *O fizycznym wychowaniu dzieci*, Kraków: AWF, 1990.
- Śnieżyński Marian, *Nauczanie wychowujące*, Kraków: Wydawnictwo Naukowe PAT, 1995.
- The New Encyclopaedia Britannica*, Chicago: Encyclopaedia Britannica Inc., 1991.

Toporowicz Kazimierz, *Eugeniusz Piasecki (1872–1947): życie i twórczość*, Warszawa, PWN, 1988.

Znаниеcki Florian, *Social relations and social roles*, Chandler Publishing Company, 1965,

<http://books.google.pl/books?id=1HTVBWqq1UgC&printsec=frontcover&dq=social+relations+and+social+roles&hl=en&sa=X&ei=jzQTU5PQEqj-ygP-pILwBw#v=onepage&q=social%20relations%20and%20social%20roles&f=true>
[May 5, 2014].

Znаниеcki Florian, *Socjologia wychowania*, vol. 2, Warszawa: PWN, 1973.

The date of submitting the paper to the Editorial Staff: March 20, 2016.

The date of initial acceptance of the paper by Editorial Staff: March 31, 2016.