



The Evolution of Physical Education from Ancient Times to the Modern Era A Historical and Analytical Study

Mohamed Ahmed Hassan

University of Sumer , Iraq

* Correspondence Author: dr.m.alobaudi82@gmail.com

Abstract. This study aims to explore the historical and intellectual trajectory of physical education tracing its evolution from ancient civilizations to the modern era. Through a comprehensive analysis of the social cultural and scientific dimensions that have shaped the objectives and methods of this vital educational field the research investigates how physical education has always been interwoven with the prevailing religious political and philosophical ideologies of its time. Adopting a historical-analytical methodology the study examines key transitional phases—from the use of physical education in ancient societies for religious rites and military preparation through its marginalization during the conservative religious dominance of the Middle Ages to its revival during the Renaissance and Enlightenment where humanistic philosophies re-established the unity of body and mind within a holistic worldview. In the modern era physical education has emerged as an institutionalized and science-based discipline grounded in biology psychology and pedagogy. It has moved beyond its traditional functions to become a transformative tool for developing a well-rounded human being—physically mentally and socially. The findings reveal that the development of physical education over time was neither superficial nor merely procedural. Rather it reflected profound shifts in perceptions of the human body and its place within broader value systems. The comparison between ancient and modern perspectives highlights a significant shift: from shaping obedient bodies under authority to empowering individuals through self-awareness psychological well-being and active civic participation. Contemporary physical education therefore is no longer confined to physical performance; it serves as a holistic approach to preparing individuals to meet life's challenges with balance and adaptability. The study recommends a re-evaluation of modern curricula to incorporate the rich historical and philosophical legacy of physical education along with greater integration of psychological and social dimensions within its pedagogical aims. It further calls for comparative research grounded in culturally nuanced frameworks that link past insights with present needs contributing to the creation of more humane and integrated educational models. Finally, the research underscores the critical role of specialized physical education instructors and advocates for their training to include leadership guidance and psychosocial support competencies beyond technical instruction.

Keywords: Cultural Analysis; Educational History; Educational Philosophy; Mental Health; Physical Education; The Body in Educational Thought.

1. INTRODUCTION

Physical education has long stood as one of the foundational pillars of educational systems throughout history. Far from being limited to physical development alone, it has served as a multidimensional tool for shaping individuals physically, mentally, morally, and emotionally. Ancient civilizations recognized the intrinsic value of physical activity in promoting public health fostering leadership qualities and instilling values of discipline, cooperation, and mutual respect. Consequently, physical education became an essential component of socialization and educational processes.

As cultural and intellectual paradigms evolved, the content, aims, and methods of physical education underwent significant transformations aligned with the religious political and social climates of each era. In ancient civilizations such as Egypt Greece and Rome

physical education was closely tied to religious rituals and military training. Sports and physical practices were expressions of strength honor and aesthetic excellence—a fact exemplified by the Olympic Games in Greece which epitomized the fusion of physical cultural and educational ideals (Guttmann, 2004). During the Middle Ages however physical education lost prominence in Europe as dominant religious ideologies cast suspicion upon the body and viewed sports as worldly distractions to be avoided. Ecclesiastical institutions often regarded physical activity as a waste of time, shifting focus toward spiritual discipline and neglecting bodily care (Mechikoff & Estes, 2006). In contrast, the Islamic civilization preserved a tradition of physical practices with both spiritual and martial dimensions, such as archery horseback riding, and wrestling all encouraged within an Islamic framework that upheld the balance between body and soul.

The European Renaissance marked a turning point as new perspectives on education and the human body began to emerge. The body regained its importance as a core element of human completeness coinciding with the rise of humanist and philosophical ideas advocating for comprehensive education that addressed all aspects of growth. With the advances of the 19th and 20th centuries, physical education began to be understood through a scientific lens, supported by research in medicine psychology, and health education. This led to its formal integration into school curricula as a key component of student development—physically psychologically and socially (Bailey et al., 2009).

Tracing this historical trajectory reveals that physical education is not merely a chronological progression of tools and methods but rather a mirror reflecting the evolving societal perceptions of the human being—mind body and spirit. As Kirk (2010) observed, the historical study of physical education exposes a deep dialectical relationship between educational thought and the structure of society. From this perspective the present study seeks to delve into this long and complex evolution highlighting the fundamental transformations in the concept objectives and methodologies of physical education across the ages.

The significance of this research lies in its effort to grasp the deep historical and philosophical foundations of this vital field, and to understand how physical education has transitioned from serving military or devotional functions to becoming a comprehensive educational instrument aimed at cultivating balanced individuals capable of engaging positively with the complexities of modern life. The study aims to identify key historical milestones in the development of physical education, analyze the intellectual social and political factors that shaped its evolution and compare traditional and modern practices to draw insights that can inform contemporary educational policy. The central research question

guiding this inquiry is: How have the goals and methods of physical education evolved over time, and what factors have driven these transformations? To address this question, the study adopts a historical-analytical methodology which involves tracing and contextualizing educational ideas and practices within their temporal and social frameworks thereby illuminating the interplay between pedagogical concepts and broader cultural institutional and political shifts.

2. ANCIENT CIVILIZATIONS

Physical education was a core element in the daily religious and military life of ancient civilizations. Sports were not pursued solely for leisure. They were closely tied to values of honor worship military preparedness and the upbringing of youth on discipline obedience and loyalty. Historical records show that early societies developed advanced physical practices and systems that reflected their worldview and supported their social political and cultural structures (Mechikoff & Estes, 2006)

In Ancient Egypt

In Pharaonic Egypt physical activities were linked to religious rituals military training and royal ceremonies. A healthy body was regarded as a sign of spiritual strength and political legitimacy. Ancient Egyptians practiced wrestling swimming archery and weightlifting. These practices were illustrated in temple and tomb carvings especially at Beni Hassan which reflect an early concern with physical strength and systematic training (Findlay, 1971). Pharaohs promoted sports as a means of preparing the body for warfare and linking authority with vitality and fitness

In Ancient Greece

Ancient Greece epitomized the union between philosophy and the body. The ideal person was believed to embody both intellectual and physical excellence. Thus physical education was a fundamental part of the Hellenic pedagogical system where children trained daily at the gymnasium in running wrestling jumping javelin and discus throwing (Guttmann, 2004). These activities aimed to develop citizens capable of defending the city-state and participating in public life. They also held religious significance. The Olympic Games were dedicated to the gods particularly Zeus and participation was seen as an expression of moral and physical superiority

In Ancient Rome

In Rome the state adopted a different approach to physical education compared to Greece. A military and utilitarian orientation dominated. Physical training focused on soldier

preparation and was typically conducted within state-run institutions. Roman soldiers were trained in fencing horseback riding swimming and hand-to-hand combat (Clarke, 1958). While the Romans also enjoyed public spectacles such as wrestling and gladiator fights in the Colosseum physical education as a moral-educational pursuit did not attain the same respect it had in Greece. Instead it often served as a tool for mass entertainment and crowd control (Mechikoff & Estes, 2006)

1. The relationship between physical education religion and the military

The preceding civilizational models clearly demonstrate that in ancient times physical education was functionally integrated with both religion and military institutions. Physical activity was not a practice detached from the cultural political or religious fabric of society. Rather it served as a reflection of those systems and a tool in their service. In ancient Egypt physical exercises were associated with religious rituals performed in temples and the image of the strong body symbolized divine authority and royal legitimacy (Findlay, 1971). In Greece athletic contests represented a blend of moral education military training and religious devotion. They were held in honor of the gods and considered symbolic offerings expressing human excellence (Young, 1984). Similarly, in Rome physical education was a central means of preparing soldiers under strict state control within a militarized system. According to Mechikoff sports were used to shape the “fighting citizen” whose purpose was to serve the goals of the state and the empire (Mechikoff & Estes, 2006)

Researchers Hardman and Marshall (2000) point out that physical education in ancient civilizations was often employed to reinforce values of obedience and discipline. This explains its strong association with military training and religious rituals. It was designed to produce individuals capable of serving authority in all its dimensions both sacred and political

2. The educational and cultural role of the olympic games

The ancient Olympic Games in Greece represent one of the most significant historical manifestations of integrating physical activity with educational and cultural meanings. Held every four years in Olympia in honor of the god Zeus these games were conducted within a sacred religious ritual and fighting between competing city-states was forbidden during the event which added a moral and unifying dimension. These games were not merely athletic contests. They were cultural festivals that included poetry speeches and music. The athlete was seen as a symbol of virtue discipline and physical and moral excellence (Golden, 2004). Through these events Hellenic values were transmitted across generations reinforcing national identity and cultural unity among Greek cities

Researcher David Young in his study on the “Olympic Myth” emphasized that the Olympic Games were not simply sporting events. They served as an educational tool used to instill civic values and philosophical virtues. They were linked to the concept of “Kalokagathia” which represented the harmony between physical beauty and moral goodness (Young, 1984). Guttmann (2004) also affirmed that the educational function of the ancient Olympic Games lay in presenting an ideal model of the integrated Greek citizen. One who was strong balanced courageous and devoted to both community and the gods

3. PHYSICAL EDUCATION IN THE MIDDLE AGES

The Middle Ages particularly in Western Europe represented a period of significant regression in the development of physical education. This decline was largely due to profound intellectual and religious shifts driven by the Christian Church which maintained control over cultural and educational life for nearly a millennium. During this time the perception of the human body changed drastically from that of ancient civilizations. The Church adopted a dualistic worldview separating body and soul and regarded the body as a source of sin and desire. As a result, any focus on the body was seen as a worldly distraction that might distance individuals from spiritual salvation (Mechikoff & Estes, 2006)

The Church’s View of the Body

The Church viewed the body as a vessel of sin and promoted asceticism self-denial and suppression of physical desires. This directly influenced physical education. Physical activities were marginalized in educational institutions and monasteries which formed the core of the dominant educational structure. As noted by Hardman (2008) the medieval Church placed little to no value on organized physical activity. It prioritized mental and spiritual exercises over physical engagement viewing the latter as a potential path to moral corruption. As a result, many of the athletic practices that had flourished in earlier civilizations were abandoned. The gymnasium as a symbol of educational life disappeared from Europe for an extended period

The Decline of Physical Activity in Europe

With the Church dominating both social and educational spheres systematic physical education diminished. Physical activity became limited to specific contexts such as elite military training or informal folk games in rural areas. Clarke (1958) argues that both the theory and practice of physical education significantly declined during the medieval period. What remained of physical activity was irregular and lacked any structured educational or philosophical framework unlike the systems of Greece or Rome. Even the early universities that emerged during this era did not include physical training or fitness programs

The Continuity of Practice in the Islamic World

In contrast to the European decline the Islamic world maintained a relative flourishing of physical education especially in forms tied to religious and military traditions. Prophet Muhammad ﷺ encouraged activities such as archery horseback riding and wrestling and regarded them as integral to the physical and spiritual development of Muslims. This laid the foundation for a cultural outlook that balanced the soul and body within the Islamic worldview (Al-Turki, 2003). These practices were incorporated into daily life as well as religious and military training within formal schools and traditional learning centers. The Islamic state also promoted martial competitions particularly within the army to improve fitness and combat readiness

The Arab scholar Muhammad Ali Al-Bar (2004) notes that physical education in Islam was never separated from its ethical framework. It was a means of cultivating virtues such as courage patience self-control and willpower. Thus the Islamic world in the Middle Ages preserved a balanced presence of physical activity despite the dominant religious culture unlike Europe which excluded it from the educational process

4. RENAISSANCE AND ENLIGHTENMENT

The Renaissance period spanning from the fourteenth to the seventeenth century and the subsequent Enlightenment era extending into the early nineteenth century marked a fundamental turning point in the trajectory of European thought. These eras sparked a renewed focus on the human being reason nature and the body. This intellectual shift had a direct impact on the concept of physical education which began to regain importance within educational theory after centuries of neglect during the Middle Ages. A new perspective emerged in which the human body was no longer seen as a source of sin but rather as a means of expressing harmony beauty and health. This philosophical foundation facilitated the reintegration of physical activity as an essential element of holistic education (Elias & Dunning, 1993)

Return to Concepts of Physical Beauty and Health

The Renaissance witnessed a revival of classical thought art and culture particularly that of ancient Greece. The body was once again celebrated as a symbol of beauty and perfection. This was evident in the visual arts such as the sculptures of Michelangelo and the paintings of Leonardo da Vinci which emphasized symmetry and ideal form. Literature and philosophy also reaffirmed the classical notion of “Mens sana in corpore sano” meaning a sound mind in a sound body. This aesthetic revival was not merely artistic. It signaled a deeper transformation in viewing the human being as a unified entity composed of body mind and

spirit. This outlook laid the groundwork for the return of physical activities to both daily life and education (O'Sullivan et al., 2009)

Within this context some thinkers began to advocate for physical activity as a means of promoting health and psychological well-being. One of the most prominent figures was the Italian physician Hieronymus Mercurialis who published his influential work *De Arte Gymnastica* in 1569. This was one of the earliest scientific texts to link physical activity to preventive and therapeutic health drawing upon Hippocratic and Roman medical knowledge. Mercurialis's work helped reframe physical activity within a scientific rather than religious context distancing it from the negative associations it carried in earlier centuries (Mercurialis, 1569/2006)

The Influence of New European Philosophies

During the Enlightenment intellectual thought was dominated by rationalism and empirical inquiry as tools for understanding the world and shaping society. New educational philosophies emerged emphasizing the role of the individual as an autonomous agent capable of self-development. One of the key figures was Jean-Jacques Rousseau who called for raising children in natural environments that respected their physical and psychological development. In his book *Emile* Rousseau stressed the importance of physical education as an integral part of child development. He believed that play and physical movement were essential for building personal independence and character (Rousseau, 1762)

Similarly, the German philosopher Johann Heinrich Pestalozzi championed the idea of "learning through activity" and emphasized the importance of physical engagement in developing the senses and practical skills. His approach contributed to the integration of physical activity into school education. This educational movement which blended cognitive and physical development paved the way for modern physical education models built upon holistic human growth goals (Bailey et al., 2009)

The Development of Holistic Education

Through these philosophical and pedagogical theories a new concept of education began to take shape. It viewed the human being as an integrated whole encompassing intellectual physical and emotional capacities. This idea formed the basis of what is now known as holistic education. As a result, the role of physical education shifted from a recreational or military function to a core component of the curriculum. By the late eighteenth century governments and educational institutions across Europe began to establish public schools that included organized physical activity. These programs often featured Swedish or German

exercises and were implemented for educational health and social purposes (Hardman & Green, 2011)

By adopting a holistic educational philosophy physical education came to be seen as a tool for developing well-rounded individuals enhancing their capacity to learn and shaping their moral and social character. This vision laid the foundation for more advanced systems in the nineteenth and twentieth centuries based on scientific and psychological principles

5. PHYSICAL EDUCATION IN THE MODERN ERA

The modern era represents a qualitative continuation of the intellectual transformations that began during the Enlightenment. Physical education evolved from a traditional practice associated with military or recreational activities into an independent educational field grounded in scientific psychological and health-based principles. The nineteenth and twentieth centuries witnessed a comprehensive restructuring of the role of physical education within European and global education systems especially after it became closely associated with preventive health and holistic human development. Scientific advancements in fields such as biology psychology and pedagogy helped establish a clear methodological foundation for physical education making it an essential component in shaping the modern individual (Hardman & Green, 2011)

The Nineteenth Century European Systems Germany Sweden France

In the nineteenth century several European nations developed distinct national systems of physical education each guided by specific philosophies and objectives. In Germany Friedrich Ludwig Jahn founded the German system known as Turnen or national gymnastics. This system emphasized the development of a physically strong citizen capable of serving the state within a nationalist framework aimed at unifying and strengthening Germany. It relied on rigorous training performed in clubs called Turnverein and aimed to instill values of obedience discipline and patriotic loyalty (Pfister, 2003)

In Sweden Pehr Henrik Ling developed a contrasting system known as Swedish gymnastics. This approach emphasized medical and preventive goals focusing on precise and controlled movements designed to improve public health and bodily balance without violence or competition. Ling based his method on anatomical observation and physiology and is regarded as one of the first to introduce scientific principles into physical education (Lindroth, 1993)

In France the government invested in military and school gymnastics programs viewing them as tools to prepare younger generations for national defense especially after the defeat to

Germany in the 1870 war. Physical education was officially integrated into school curricula as part of a broader national modernization project (Arnaud, 1990)

The Twentieth Century Integration into Formal Educational Systems

At the beginning of the twentieth century most European countries followed by others worldwide began incorporating physical education into their formal educational systems. It was recognized as an independent academic subject taught according to standardized curricula assessed through structured methods and delivered by specialized teachers. This shift reflected growing awareness of the role of physical activity in disease prevention mental and cognitive development and behavioral improvement in students (Bailey et al., 2009)

This era also saw the emergence of international organizations dedicated to the advancement of physical education such as the International Council of Sport Science and Physical Education (ICSSPE). Universities began establishing faculties and institutes to train physical education teachers offering programs that combined physical training health sciences physiology and sports psychology

Physical Education in Light of Modern Sciences Biology Psychology Pedagogy

Modern physical education benefited greatly from advances in the sciences particularly in biology and physiology which provided insights into how the human body responds to exercise and influenced the design of training programs and injury prevention strategies. Concepts such as VO2 max muscular flexibility and nutritional balance became fundamental knowledge for students and educators in this field (Wilmore & Costill, 2005).

Sports psychology added a new dimension by exploring individual motivation building self-confidence fostering prosocial behavior and using group activities to manage anxiety and stress. It supported the development of age-appropriate and gender-sensitive programs reinforcing the concept of differentiated education (Sage & Eitzen, 2012)

In the field of education there was a reevaluation of the roles of teachers' curricula and assessment strategies. Physical education began to be designed around explicit learning objectives linked to behavioral cognitive and physical outcomes. It became an integral part of the comprehensive educational process aiming to develop the whole person not merely physical strength

Comparative and Analytical Discussion

Analyzing the historical development of physical education is essential to understanding the deep transformations in its objectives functions and status within the educational and social structures of societies. The history of physical education is not merely a chronological sequence of events or physical activities. It reflects broader intellectual and

civilizational shifts that humanity has undergone. The field has moved from a focus on physical strength as a tool for survival and control to an emphasis on mental and social well-being as goals for balance and holistic development

1. Comparative analysis of ancient and modern educational objectives

In ancient times the primary objective of physical education was to prepare the individual physically to serve goals beyond the self. These could be military as in Rome religious as in ancient Egypt or socio-philosophical as in Greece. The ideal citizen was physically strong behaviorally disciplined and obedient to authority whether religious political or philosophical. Physical education thus functioned as a mechanism for producing the “useful person” according to externally defined standards established by the state or prevailing belief systems. Psychological emotional and health dimensions were not primary concerns. They were secondary outcomes of military readiness ritual participation or symbolic representation of collective values (Guttmann, 2004; Mechikoff & Estes, 2006)

In contrast modern educational objectives focus on developing the individual as an autonomous entity possessing physical mental and social competence. Physical education is no longer a tool for building bodies alone but a medium for shaping holistic character promoting personal well-being life quality and adaptability. The learner is viewed as an active agent in constructing health identity and social relationships rather than a tool for external agendas. As a result the goals of physical education have expanded to include cooperation motor intelligence leisure stress management and social inclusion particularly in multicultural societies (Bailey et al., 2009; Hardman & Green, 2011)

2. Analysis of the educational philosophy in each era

The educational philosophy that guided physical education in ancient civilizations was rooted in collective utilitarianism. The body was considered property of the society the state or the faith. The physical individual was used to perform roles assigned by the dominant system through military drills ritual preparation or participation in athletic festivals that reinforced communal identity. This philosophy was tied to authoritarian or paternalistic thought which prioritized higher values over individual needs and marginalized psychological well-being in favor of discipline and obedience (Elias & Dunning, 1993)

In contrast modern educational thought is shaped by humanism and constructivism. Physical education is seen as a liberating practice enabling individuals to explore their identity and build personal understanding of their relationship with their bodies others and the world. Physical activity is no longer externally imposed but internally driven based on individual needs interests and developmental paths. The concept of “learning through movement”

exemplifies this shift as individuals engage physically with their environment and develop cognitive and social skills alongside physical growth (Kirk, 2010; O'Sullivan et al., 2009)

3. Shift from physical strength to mental and social health

One of the most significant transitions in modern physical education is the shift from valuing physical strength as an end in itself to embracing mental and social well-being as essential aspects of comprehensive health. In the past physical strength was measured through performance endurance and combat ability. Today the quality of physical education is assessed by its ability to foster personal well-being emotional intelligence stress management and healthy social relationships (Sage & Eitzen, 2012)

Modern medical and psychological sciences have reinforced this shift. Research has shown direct links between regular physical activity and reduced depression improved mood and enhanced academic focus especially among children and adolescents (Wilmore & Costill, 2005). Physical education classes are now seen not merely as spaces for energy release but as structured environments for developing students' internal balance and equipping them to handle personal and social challenges in constructive ways

This transformation reflects a broader movement from the performance model to the health-oriented model of physical education. The ultimate goal is no longer competitive excellence or skill demonstration but the cultivation of an active and healthy lifestyle

6. CONCLUSION

The historical and analytical review of physical education reveals that this field has never been a marginal or merely recreational activity. Rather it has consistently reflected the cultural political and philosophical frameworks of each era. From its origins in ancient societies through its decline during the Middle Ages its revival in the Renaissance and its establishment as a core element in modern educational systems physical education has mirrored the evolving human conception of the body mind and their interrelation

Ancient civilizations such as Egypt Greece and Rome demonstrated that physical education had a collective and functional character linked to military religious or ritualistic purposes. Individuals were trained to serve the group or the authority. In contrast the Middle Ages witnessed a decline in physical practices due to the dominance of religious conservatism which viewed the body with suspicion and prioritized spiritual asceticism. With the advent of the Renaissance the perception of the body was reshaped through a new humanistic philosophy that acknowledged its value in human completeness. Calls emerged to reintegrate physical

activity into education not merely as a tool for training but as a means for physical and psychological development

In the modern era physical education underwent a qualitative transformation. It is now grounded in well-established scientific foundations drawing from biology psychology and modern pedagogy. The goal is no longer to build muscles or train soldiers but to develop a holistic personality that is self-aware socially connected and actively engaged in society. This shift reflects a profound philosophical evolution from focusing on physical strength and motor skills to emphasizing psychological and social well-being and overall human flourishing

7. KEY FINDINGS

- 1) Physical education is not an isolated practice but a cultural and intellectual system shaped within evolving social and educational contexts
- 2) The goals of physical education have shifted from externally driven purposes military religious nationalist to internally focused aims centered on the development of the whole individual
- 3) The educational philosophies that shaped physical education have transitioned from authoritarian and disciplinary frameworks to humanistic and constructivist ones influencing teaching methods evaluation systems and the roles of teachers and learners
- 4) Scientific advancement has transformed physical education into an academic field based on research and evidence rather than traditional training alone
- 5) There are clear cultural and temporal variations in how the body is perceived highlighting the need to examine the history of physical education within a broad civilizational perspective

Recommendations for Researchers and Professionals in Physical Education and Sport

- 1) Promote historical and analytical studies that link the evolution of physical education to broader intellectual and social transformations in order to deepen understanding of the field and its interdisciplinary impacts
- 2) Focus on developing comprehensive curricula that integrate psychological and social dimensions with physical skills while addressing individual differences
- 3) Encourage interdisciplinary field research drawing from psychology kinesiology sociology and education to examine how physical activity affects student development in school contexts

- 4) Reevaluate current educational policies regarding physical education especially in developing countries and work toward aligning them with contemporary approaches in public health and inclusive education
- 5) Support the use of physical education as a tool for psychosocial prevention particularly in communities affected by trauma displacement or marginalization post-conflict refugee environments etc.
- 6) Prioritize the educational and psychological training of physical education teachers enabling them to assume leadership roles in the holistic development of students

In this light retrieving the historical context of physical education represents a vital step in constructing a balanced and critical vision of this essential field. One that goes beyond preparing bodies to actively contribute to the creation of civilized just and sustainable societies

REFERENCES

- Al-Bar, M. A. (2004). *The Physical and Moral Education in Islam*. Al-Furqan Center for Islamic Heritage.
- Al-Turki, F. (2003). *Sports in Islamic Civilization*. Islamic Educational, Scientific and Cultural Organization (ISESCO).
- Arnaud, P. (1990). *Education Physique et Idéologie Républicaine: 1870–1914*. CNRS Éditions.
- Bailey, R., Armour, K., Kirk, D., Jess, M., Pickup, I., & Sandford, R. (2009). The Educational Benefits Claimed for Physical Education and School Sport: An Academic Review. *Research Papers in Education*, 24(1), 1–27.
- Clarke, M. L. (1958). *Higher Education in the Ancient and Medieval World*. Routledge.
- Elias, N., & Dunning, E. (1993). *Quest for Excitement: Sport and Leisure in the Civilizing Process*. Basil Blackwell.
- Findlay, R. J. (1971). *The Olympic Games: Their Origins and Revivals*. University of Toronto Press.
- Golden, M. (2004). *Sport in the Ancient World from A to Z*. Routledge.
- Guttmann, A. (2004). *From Ritual to Record: The Nature of Modern Sports*. Columbia University Press.
- Hardman, K. (2008). *Physical Education in Schools: A Global Perspective*. Karger Publishers.
- Hardman, K., & Green, K. (2011). *Contemporary Issues in Physical Education: International Perspectives*. Meyer & Meyer Verlag.
- Hardman, K., & Marshall, J. J. (2000). World-wide survey of the state and status of school physical education. ICSSPE.

- Kirk, D. (2010). *Physical Education Futures*. Routledge.
- Lindroth, J. (1993). *The Rise of the Swedish Gymnastics Movement: From Ling to Lundvall*. Scandinavian Journal of Medicine and Science in Sports.
- Mechikoff, R. A., & Estes, S. G. (2006). *A History and Philosophy of Sport and Physical Education: From Ancient Civilizations to the Modern World*. McGraw-Hill.
- Mercurialis, H. (1569/2006). *De Arte Gymnastica* (Translation and commentary). Springfield: Southern Illinois University Press.
- O'Sullivan, M., Bush, K., & MacPhail, A. (2009). *Physical Education and Policy: An Introduction*. Routledge.
- Pfister, G. (2003). *Gymnastics, a Transnational Movement: The German Turnen and Its Adaptation Abroad*. European Studies in Sports History.
- Rousseau, J. J. (1762). *Emile, or On Education*. Paris: Jean Néaulme.
- Sage, G. H., & Eitzen, D. S. (2012). *Sociology of North American Sport*. Oxford University Press.
- Wilmore, J. H., & Costill, D. L. (2005). *Physiology of Sport and Exercise*. Human Kinetics.
- Young, D. C. (1984). *The Olympic Myth of Greek Amateur Athletics*. Ares Publishers.