

HENRYK JORDAN PARK IN KRAKOW AS A CENTER FOR OUT-OF-SCHOOL PHYSICAL EDUCATION OF CHILDREN AND YOUTH AT THE END OF THE 19TH – EARLY 20TH CENTURIES

Summary. Purpose. to analyze the features of the implementation of physical education of children and youth in the Henryk Jordan Park in Krakow in the late 19th and early 20th centuries. **Material and research methods.** the following research methods were used: search-bibliographic; personal-biographical; chronological; comparative. **Results.** The main aspects of the scientific, educational and public activities of the scientist and teacher are characterized. The content and methodological principles of the implementation of his most famous and longest running project, «Dr. Jordan's City Park», are outlined, in particular: the names of the park's locations are listed; one of the «highest tasks of life», according to H. Jordan – patriotism, is actualized; the personnel aspect of the project implementation was announced; the didactic concept was updated. Thematic profiles are presented, which express the comparison of the content presented in the article with the challenges that the domestic school in general and the physical education teacher in particular face today. **Conclusions.** the contribution of H. Jordan to the development of physical education practice is summarized.

Keywords: Henryk Jordan, children and youth, Jordan parks, health improvement, after-school education, Poland, recreation, physical education.

Резюме. Мета: проаналізувати особливості реалізації фізичного виховання дітей та юнацтва у парку імені Генрика Йордана в Кракові наприкінці XIX – на початку XX ст. **Матеріал і методи дослідження:** використано такі дослідницькі методи: пошуково-бібліографічний; персоналістично-біографічний; хронологічний; порівняльно-зіставний. **Результати.** Стисло анонсовано витоки реформування польської освіти у вимірі розв'язання проблеми збереження здоров'я дітей та юнацтва (період діяльності першого у Європі освітнього міністерства – Комісії Національної Едукації. Представлено окремі віхи біографії Генрика Йордана. Схарактеризовано основні аспекти наукової, освітньої і громадської діяльності вченого і педагога. Окреслено зміст і методичні засади реалізації його найвідомішого і найтривалішого проекту «Міський парк доктора Йордана», зокрема: розкрито суть ідеї; перелічено назви локацій парку; актуалізовано одне з «вищих завдань життя», за Г. Йорданом – патріотизм; анонсовано кадровий аспект реалізації проекту – організовані для вчителів народних шкіл, діячів товариства «Сокіл», студентів, лікарів та учнів старших класів гімназій спеціальні навчальні заняття «провідників» – організаторів ігор і забав у Парку; актуалізовано дидактичну концепцію (сценарії «паркових» занять розроблялися на усі дні тижня і підлаштовувалися до віку і можливостей вихованців, які відвідували ту чи іншу локацію у парку). Представлено тематичні профілі, які увиразнюють співставлення змісту викладеного у статті з тими викликами, з якими стикаються сьогодні вітчизняна школа загалом і учитель фізичної культури зокрема. Повідомлено про авторський досвід формування у майбутніх учителів умінь організувати рухову діяльність учнів. **Висновки:** узагальнено внесок Г. Йордана в розвиток практики фізичного виховання, відзначено, що він був одним із перших у Європі і першим у Польщі, хто вивів фізичне виховання із гімнастичних залів на лоно природи, на свіже повітря та сонце.

Ключові слова: Генрик Йордан, діти та юнацтво, йорданівські парки, оздоровлення, позашкільне виховання, Польща, рекреація, фізичне виховання.

Problem statement and analysis of recent research results. Systemic reform of education in Ukraine, which is taking place in the context of European priorities, necessitates a thorough study of the goals, content, methods, means and forms of organizing physical education for children and youth, which implies, in particular, the need to forecast innovations in Ukrainian health pedagogy, taking into account the foreign research field. Worthy of attention in this context is the experience of recreational and health activities carried out in Poland in the 19th and early 20th centuries at special sites known as «Parks of Dr. Henryk Jordan».

In domestic scientific literature, there are few works dedicated to the personality of H. Jordan and his role in the development of physical education of children and youth. The publication by O. Karpenko, dedicated to highlighting some aspects related to the problem of care for children and youth in the public activities of H. Jordan, deserves attention [1]. In the

context of covering the physical education system of secondary school students in Poland, the name of H. Jordan is mentioned in the monograph by E. Vilczkovsky, B. Shiyan, A. Tsyos and V. Pasichnyk [2]. Sporadic manifestations of historical-critical analysis of the significance of Jordanian parks and gardens in organizing the free time of children and youth can be found in the article by N. Savchenko [3]. A brief announcement about the life of H. Jordan is presented in the post by L. Romanchuk and T. Kokovsky [4]. Significant information about the pedagogical health-preserving activities of H. Jordan is contained in the author's works [5,6].

The historiographical achievements of Polish scholars in the field of research into the creativity and practical activities of H. Jordan are broader and more detailed, as they have an almost 150-year tradition. Among the particularly informative works that were published in the late 19th and early 20th centuries, we note the achievements of B. Filiński [7], E. Piasecki [8], Z. Vyrobek [9], M. Godycki [10], and R. Talarczykówna [11]. Significant factual material about the scientific and pedagogical views of H. Jordan in the context of the socio-cultural functions of physical education is represented by research that appeared in the 50s–90s of the 20th century, in particular, these are publications by A. Kamiński [12], H. Smażyński [13], J. Morawska-Kleczkowska [14], R. Wroczyński [15], M. Demel [16] and the monograph edited by M. Pačhalska «Health in the Concept of Dr. Henryk Jordan» [17]. Guiding and determining factors for evaluating the content and methodology of extracurricular forms of physical education, which were implemented on the initiative and under the patronage of H. Jordan, are a number of studies published in the late 20th and early 21st centuries, namely: publications by M. Bukowiec [18], K. Długoszewska [19], G. Wagner [20], A. Szylar [21], B. Matijas [22], M. Żmihrowska [23]; B. Łuczynska's monograph «The Phenomenon of Henryk Jordan – a scientist, doctor, social worker, and advocate of the child's right to movement and recreation» [24]; collective work «Jordan's ideas of health and physical education: (100 years later)» [25]; etc. In our opinion, the permanence of historical and pedagogical reflections of Polish researchers on the biography and activities of H. Jordan is due to the unusualness and scale of his creative work and interest in the educational system created by the scientist.

The purpose of the study is to analyze the activities of Henryk Jordan in organizing physical education for children and youth, to highlight the features of the implementation of recreational and health activities in the Dr. Henryk Jordan City Park in Krakow.

Materials and methods. A number of research methods were used, namely: search-bibliographic – for the analysis of scientific sources; personal-biographical – for the analysis of the scientific work and practical achievements of Henryk Jordan; chronological – to highlight the information obtained in accordance with the time sequence; comparative – to formulate conclusions.

Research results. In Poland, a thorough formulation of questions about the need to reform education in terms of solving the problem of preserving the health of children and youth took place in the era of innovative educational reforms, which is marked by the period of activity of the Commission for National Education (hereinafter – CNE), in fact the first ministry of education in Europe. Despite the fact that the activities initiated by the CNE were suspended due to political events of the late 18th century, the ideological legacy of this institution in the field of physical education became a powerful source of creative initiatives for representatives of the Polish community in the 19th and early 20th centuries.

A great contribution to the rationalization of physical education (hereinafter – PE) in Polish lands belongs to the doctor, teacher, public figure and philanthropist Henryk Jordan (Polish: *Henryk Jordan*, 1842–1907). The scientist is called a «noble and unique example of Polish pedagogy», who played a significant role in raising the physical potential and health of the Polish people, a «pioneer of modern physical education» [19, p12].

H. Jordan came from an impoverished noble family of descendants, once known as the Jordans of Zaklitsyn. He was the son of Boniface Jordan (1810–?) and Salome Jordan (née Wędrychowska; 1809–1887). His father earned money by private tutoring, and his mother was

a housewife, later, after his father's death, she worked in a boarding house for maids. The boy received his primary education (first four grades) in Ternopil. Due to the lack of funds in the family, the boy had to start working early: he helped his mother by earning the small amount of money he received from tutoring. Henryk completed his high school education in Tarnów, where his mother moved with her children from Ternopil. As a high school student, the young man became interested in the libertarian movement, which was gaining momentum on the eve of the Polish January Uprising of 1863–1864, whose supporters dreamed of a free and independent Poland, and participated in youth speeches and demonstrations against Moscow rule. As a result, Henryk found himself facing the threat of expulsion from high school. Then his mother found a place for him at a gymnasium in Trieste (a city in Italy 430 km north of Rome). At the end of July 1863, Jordan successfully passed the Italian exam and subsequently successfully completed his studies, receiving a high school diploma.

And then – studies in Vienna, Krakow, Berlin. Later, seized by a thirst for travel, Henryk travels across the ocean – to New York. There he studies again (masters the profession of a doctor) and earns a living by playing the piano in local gyms where girls practice. It was in these institutions that he became acquainted with Per Ling's Swedish gymnastics. The relative simplicity of gymnastics and its focus on balanced training of all human muscles won the heart of H. Jordan: he observes how it is implemented in practice. And after returning to his homeland in 1870, he began to apply it to the needs of Polish society. Already in his native land, H. Jordan received a doctorate in medicine and began teaching at the Jagiellonian University. Carries out various community activities, including in the Polish gymnastic society «Sokil» [20, p810].

Speaking out against conservative prejudices that concerned the underestimation of the physical activity regime and active recreation of schoolchildren (in particular, during the break between lessons), the scientist emphasized the need to conduct active games during the long break (always under the supervision of a teacher), increase the time between breaks from 5 to 10 minutes and the long break to 30 minutes [19, p13]. For his fruitful work in the pedagogical field, the congress of Polish teachers in Lviv (1900) elected H. Jordan an honorary president, and the Pedagogical Society (Polish: *Towarzystwo Pedagogiczne*) awarded the figure the title of honorary member [13, p72-74]. The development of elementary, general and vocational schools became one of H. Jordan's important tasks, which he carried out as a delegate from Krakow to the National School Council (Polish: *Rada Krajowa Szkolna*) (he held this position from 1902 until the end of his life) [19, p14].

The search for ways to solve the problem of preserving and strengthening the health of Polish youth prompted the activist to join the Society of Holiday Colonies for Secondary School Students (Polish: *Towarzystwo Kolonii Wakacyjnych*), therefore, since 1904, H. Jordan's arsenal of activities was supplemented by the organization of summer camps for youth [13, p75–79, 148-149].

The patriotic scientist understood well that the national community should educate citizens who are physically and spiritually healthy, intelligent and wise, with a strong character and hardworking. He considered the introduction of systematic physical education lessons in educational institutions to be a significant means of achieving this goal.

Having certain leverage as a deputy from the Krakow district to the Regional Sejm of Galicia in Lviv, H. Jordan wrote a corresponding statement, according to which compulsory gymnastics lessons were introduced to secondary schools, the content and forms of implementation of which were modeled on the system of the Ling's Swedish gymnastics. However, H. Jordan understood that the introduction of appropriate forms of PE in schools is a complex and time-consuming task, in particular, due to the lack of specially equipped premises and an insufficient number of teachers capable of implementing this course in practice [21, p18].

Therefore, an effective way out for the implementation of the PE had to be sought elsewhere. H. Jordan was one of the first in Poland to become an ardent supporter of the

recreational and health-improving movement: he tirelessly spread the idea of active leisure and promoted the need to create an appropriate recreational space for this [5, p121]. Actually, the most important achievement of the figure's pedagogical work was the «pioneer» location called «City Park of Dr. Henryk Jordan» (Polish: «*Park Miejski im. dra Henryka Jordana*») in Krakow (hereinafter – the Park): this most famous and longest-lasting project of H. Jordan became the first center of the «new physical education» in Europe at the end of the 19th century.

Using the latest trends in the sciences of education of the second half of the 19th century, adhering to the Polish traditions of the Pedagogical Institute, and relying on his own analysis of social needs in this area of work, the teacher developed an original and universal out-of-school educational system that was adapted to the difficult living conditions of young Poles «deprived of a free homeland» [23, p8]. The fundamental idea of this system, voiced by H. Jordan himself in 1891 in a speech in the hall of the «Sokil» society in Lviv, was to actively involve the means of physical education to form the health, physical strength, energy, courage and bravery of Polish youth, which, in turn, was supposed to strengthen «the foundation of the power and glory of the Polish people for the homeland of the future» [26, p5-7].

So, in 1888, H. Jordan appealed to the City Council of Krakow with a request to rent a plot of land located in Krakow Błonia (Polish: *Błonia Krakowskie*) to implement his idea [14, p504]. The multifunctional location, opened a year later, housed 12 sports fields, each of which had a different purpose and was equipped with the most modern equipment at the time. In addition, the park housed tennis and cricket courts, a shooting range, a milk-drinking area, a sanitary pavilion, gazebos for singing and music lessons, baths with showers built to develop hygiene skills in the Park's residents, special covered areas in case of rain or snow, park alleys, and more [19, p15]. In winter, an ice rink was organized in the territory of «Jordan's Park» [18, p20].

H. Jordan's strategically well-thought-out algorithm for implementing his project was commendable: his first «step» was special training sessions for «guides» – organizers of games and entertainment in the Park – organized for teachers of public schools, members of the «Sokil» society, students, doctors, and senior high school students [24, p25]. Thanks to the appropriate content of this training, which was constantly improved, all graduates of the courses successfully worked not only on «park» playgrounds, but also as physical education teachers in public schools [15, p27].

A positive component of the Park's operating system was its reliance on a well-thought-out didactic concept. This primarily means that the scenarios for «park» activities were developed for all days of the week and were adjusted to the age and abilities of the students who visited a particular location in the Park. An important component of the content of classes in the Park were group outdoor games and fun [19, p15]. The scientist noted their importance, for example, in his report, and later in his work «On the Entertainments of Youth»: considered these means of physical education in two planes – health and educational; wrote that the efforts made by the participant during an outdoor game strengthen the body, temper it, add strength and improve the figure (*generalized by*: [24, p40]), that games and fun contribute to the realization of a child's natural need for physical activity, help the body «tired» by work and the mind «tired» by learning to rest, and the soul to have fun [26, p2]. According to the teacher, after long, «lively» fun, young people return to «serious» work without coercion, and therefore, timely and appropriately organized outdoor play, which helps keep the body healthy, the mind fresh, and the soul in harmony with a healthy body, is a necessary condition for the good fulfillment of the «higher» tasks of life. In addition, according to the scientist, fun forms of education contribute to the development of necessary life skills and personality traits, such as: quick orientation, independence, endurance, self-control, the ability to win and lose, to obey, to express one's thoughts and ideas, etc. (summarized by: [22, p30]).

It should also be noted that the children of the Jordan's Park were under constant medical supervision [20, p811].

By the way, H. Jordan actively popularized football: this game became very popular in the world. In fact, the first case of playing football in Poland in 1886 is associated with Jordan's name.

In a short time, the Jordan's center became a very popular recreation place for children and youth. Classes lasted from 17³⁰ to 19⁰⁰ all year round. The Park received up to 500 people daily, and up to 1,200 people on Sundays and holidays [7, p41]. For example, the total number of young visitors who exercised in the park for free during 1891 was almost 13,000 people, during 1901 – about 32,000 people, and in 1904 the number of Park residents increased to 50,000 people [19, p15].

Reflecting on the importance of games and entertainment, the scientist noted, in particular, that after prolonged, «lively» fun, young people return to «serious» work without coercion, and therefore, timely and appropriately organized outdoor play is a necessary condition for the good fulfillment of the «higher» tasks of life. Among these tasks, H. Jordan gave priority to patriotism: a social feeling, the content of which is love for the homeland and the willingness to sacrifice one's own interests for its sake. Therefore, in a land under foreign governments, the teacher sought to create a recreational and health-improving space for children and youth that would be rich in Polish patriotic themes. For this purpose, special places were set aside in the Park where various educational programs for children and adolescents on Polish history were implemented. H. Jordan initiated this educational case and directly conducted classes of the appropriate content. Among other things, the educational and methodological support of these classes was provided by 44 monuments to prominent Poles, created with the financial assistance of the teacher: stories about them were to serve the patriotic education of children and youth.

Centers intended «for fun and physical exercise», modeled on the Krakow park, were later created in Warsaw, Włocławek, Lviv, Lublin, Lutsk, Kalisz, Kolomyia, Nowy Targ, Ternopil, Stanisławiw, Stryi, Częstochowa, Cieszyn and other cities [27,28]. In particular, in Warsaw the idea was picked up by the Warsaw Hygienic Society (Polish: *Warszawskie Towarzystwo Higieniczne*), at a meeting of which the idea of creating the city's first playground in the bosom of nature, voiced by engineer Tadeusz Balicki, received financial support in 1899 from the industrialist and banker Wilhelm Raua [5, p167]. This same year, two children's «fun» locations appeared on the territory of existing parks, intended for children aged 6–12, where 3,074 children signed up [19, p15].

Jordan Park became famous far beyond Poland. It is enough to recall that at the exhibition of the First International Congress dedicated to the problems of hygiene (Nuremberg, 1904), one of the physical education teachers from Vienna, on his own initiative, presented a plan for the «City Park named after Dr. Henryk Jordan», voiced its organizational principles and demonstrated to the visitors of the exhibition a system of physical exercises, games and entertainment that were held in the Park. After this congress, the problem of organizing physical education in the fresh air continued to appear in periodicals, and school boards in the Austrian territories of Poland obliged school management to include the issue of physical education in the content of reports and discussions at annual district teachers' conferences.

Scientific research has shown that this park, like other Jordanian parks, has long ceased to fulfill the tasks for which they were originally created in the late 19th and early 20th centuries. Currently, they function as a health and recreational space in general, however, they have ceased to be platforms for purposeful and didactically thought-out physical education work with children and youth, which is regularly and free of charge for the pupils by experienced specialists.

More than 130 years have passed since the opening of Dr. Henryk Jordan Park in Krakow. A logical question arises: «Doesn't the content of what we have presented resonate with a number of challenges that the domestic school in general and the physical education teacher in particular face today?». In this context, we distinguish two positions. The first

position is challenges for the PE teacher. We will present a generalized conclusion from the analyzed materials in the following theses: student motivation for physical activity in the age of digital technologies; work on preventing overweight students; preventing exemptions from physical education lessons; the need to adapt physical activity to the characteristics of students and their level of training; the teacher must: integrate the content of physical education lessons with health education; ensure the safety of physical education lessons, take care of physical education tools and equipment; constantly improve their qualifications to meet new educational trends and requirements. Therefore, it is quite obvious that many of the challenges that physical education teachers in Polish schools overcame in the late 19th and early 20th centuries remain open today, and the solutions to some of them require additional discussions and financial investments. The second position is the problem of establishing and constructing safe sports grounds that are designed to meet children's needs. These initiatives are always «timely». In this context, we note that it was only in the 19th century that the Western world began to treat the child as a social being with his or her own rights, worthy of protection and care. It was at that time that calls for a serious attitude towards young members of society intensified. H. Jordan belonged to the constellation of such people – he showed that children and youth should have their own special place in urban space. The idea of a teacher became revolutionary on the scale of our continent. It remains avant-garde even today.

Are there any such «proposals» today that H. Jordan proposed in his time? The first and only one that comes to mind in terms of scale is «Active Parks – Locations of a Healthy Ukraine». A wonderful social project. The main thing it has in common with the Jordanian parks is that it is free for those who participate. However, given the regularity of after-school physical education for children and youth and the daily involvement of students in activities, we would give first place to the project called «Henryk Jordan Park in Krakow».

What can everyone who is concerned about the problem of preserving a growing personality do? For example, it is within the power of the author of this publication to form in students a number of skills for conducting outdoor games, with the prediction and hope that when they come to school, they will want and be able to effectively organize the motor activity of students both during physical education lessons and in extracurricular and after-school work. We carry out the specified pedagogical case during the study by students of the elective disciplines «Safe Educational Environment» and «Foreign Practices of Health-Preserving Education of Students». The fact that this educational work is yielding positive results is evidenced, for example, by the fact that within the framework of the activities of the University of the Gifted Child, which operates at the Science Park of our university, students of the A3 «Primary Education» specialty successfully organize outdoor games with children of different age categories.

Conclusions. Thus, at the end of the 19th century, the ideas of H. Jordan caused a revolution in the Polish pedagogy of that time regarding the vision of the content and forms of physical education of children and youth. Summarizing the contribution of the scientist-pedagogue to the development of the practice of physical education, we will use the conclusions of scientists on this subject. H. Jordan was one of the first in Europe and the first in Poland to experience a «new wave» in education, «break» the patterns of education, introduce a «new style» in physical education, taking this education out of closed and stuffy gymnasiums into the bosom of nature, into fresh air and sunshine. The recreation and health center created by H. Jordan became a «royal gift» for the Polish people, deprived of a «free homeland» and thirsting for revival, a «gift» that could ensure the physical and spiritual health of the nation, it united the thousands of people who visited him for the sake of the nation's health and physical strengthening. Thanks to his sacrifice and patriotism, combined with pedagogical sophistication and delicacy, and a unique ability to convince others of the feasibility of his ideas, the teacher managed to create a multi-vector, innovative, and effective system of extracurricular education, which alternative models of organizing children's and youth's free

time proposed throughout the 20th century could not «surpass». Even today, in the content and technologies of the existing various concepts of promoting health and physical development of a growing personality, it is difficult to find an analogue to the postulate of a holistic vision of a person and the desire for his comprehensive development declared by pedagogy.

Prospects for further research. A logical continuation of the issues raised in our study could be: experience in physical education and health activities at the University of Gifted Children, Department of Primary Education and Educational Innovations and Departments of the Faculty of Physical Education and Sports of the Vasyl Stefanyk Carpathian National University; possibilities of implementing modern Polish extracurricular physical education programs in the Ukrainian educational space.

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