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Cultivating Strong Citizens Through Public Education: Greek And Roman Methodology As A Pedagogical Approach In Public Education

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CULTIVATING STRONG CITIZENS THROUGH PUBLIC EDUCATION: GREEK AND ROMAN METHODOLOGY AS A PEDAGOGICAL APPROACH IN PUBLIC EDUCATION

by

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ABSTRACT

The ancient Greeks were a group of people who valued intelligence and athleticism above all other human traits; because of their focus, their society became one of the most revered and advanced civilizations in all of history. They were able to significantly influence the Roman Empire's philosophers, rhetoric, and education system. In order for the United States wants to match the Greeks' paramount feats, citizens have to become more learned and fit. The future intellectual development of the United States is at risk of halting progress as a nation if action is not taken. Quintilian's educational philosophies stimulate students' brainpower, but cannot work to its best when schools stock their classrooms with dispassionate teachers. Without mental stimulation, students are prevented from becoming learned citizens capable of social advancements. Moreover, the Greek-designed Palaestra-Dadiscaleum learning environment provides students with the best possible academic and physical educations. The influence of an entire bodily education develops high-quality students who will become intelligent adults capable of making positive change in their community. Over the last decade, the U.S. physical education program has gone through several transformations that have lead to a decline in the importance of fitness as a vital player in the academic school day. To remedy and better U.S. education, schools and teachers must follow the Greek and Roman education methodologies.

I would like to dedicate my thesis to my family for enabling me to pursue all my dreams.

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LIST OF ABBREVIATIONS

AAPE	American Academy of Physical Education
CE	Common Era
ECS	Education Commission of the States
BCE	Before Common Era
IES	Institute of Education Sciences
NCLB	No Child Left Behind Act
P.E.	Physical Education
PS	Public School
U.S.	United States

CHAPTER ONE: INTRODUCTION

Ancient Greece was a nation so profound in intellectual, physical, and democratic achievement that no other body of people has been its equal since their downfall. During their time period, around 3000 BC to 1st century CE, being a good citizen was of peak priority; the Greeks lived in a manner distinctly devoted to perfection of mind and body. They revered philosophers and considered exceptional athletes as godlike. A person bestowed with great intellect and athleticism was the epitome of what a person should strive to be. The Greeks learned for the sake of learning and understood the privilege of an outstanding education; they formed a society that lived to pursue a scholarly lifestyle. Even after their physical prominence ended, ancient Greece's ideologies flowed into neighboring Rome and their ideas thrived for a few hundred years afterwards. Their philosophies live on today and practices need to be active in classrooms across the world.

In order for the United States to attain the same reputation for intellect and athletic prowess that the Greeks possessed, the term "citizen" must first be defined and compared to the U.S.'s current terminology. If the U.S. is dedicated to improving and advancing the physical, emotional, environmental, and technological wellbeing of society, then the word "citizen" must represent a person of great intelligence who is capable of expressing their ideas for the betterment of their community. To achieve great intelligence, people must be provided with the resources that will enable them to maximize their potential as intelligent beings. The resources begin in the U.S. elementary and secondary education system and lead to adults making civic choices

that improve the country. A nation consisting of learned citizens can pool their ideas and efforts to enrich people's lives and make the United States an intelligent and selfless place to live.

CHAPTER TWO: GREEK AND ROMAN RHETORIC AS MODELS FOR CONTEMPORARY PEDAGOGY

"The hard thing is better than the easy, because it is rarer: and reversely, the easy thing is better than the hard, for it is as we wish it to be" (Aristotle 194). Aristotle's reasoning in On Rhetoric correlates directly to the majority of school systems in the United States today. The opportunity for schools and teachers to be great and produce well-rounded students is one that few schools choose to pursue; they are reluctant to give more of themselves to the student body because of the extra effort it requires. Such a small number of truly ambitious and difference-making students come from the current school systems due to the lack of motivation from instructors. When a teacher goes the extra distance it is difficult, thus fewer follow a similar path. The easy thing Aristotle refers to has become the norm for schools because they have decided to settle into less quality-oriented ways; their main "'devotion[s]'" include tangible items such as "'standardized tests:'" turning out high test results and ensuring a high graduation rate regardless of the comprehension and knowledge levels the students possess. Rather than expanding on curriculums, teachers have begun to "'teach to the test'—[they substitute] the shallow content of test preparation for… more sophisticated skills" (Miller). In Aristotle's view, if the schools were to have more enrichment, concern, patience, and passion for teaching, students would be learned catalysts for positive changes in society.

Quintilian's Philosophy

As one of the most influential group of people in a child's development into an intelligent citizen, teachers have to take responsibility for holding themselves to high standards of instruction. Teachers must be intelligent people who want to learn and provide the same citizen skill to their students. The ancient Greeks held their professors to certain expectations that would lead their pupils to effective mental and physical growth. One of the most prolific education-oriented ancient philosophers is Quintilian. Though he was born in the "Roman province of Spain about A.D. 35," and received a Roman education, he was highly fluent in Greek ideals because the "Roman civilization… came to be tremendously influenced by Greek education." His "success and merit as a teacher" led him to write Institutio Oratoria (Institutes of Oratory), a text that thoroughly discusses what education should entail and depicts exactly what qualities a teacher has to uphold to develop the most fruitful students in his work (Wheelock 2-3). In his work, he is concerned with character above all other qualities because "the purity of the teacher's character should preserve those of tenderer years" from receiving an education based on merely passing students through a system without improving intelligence.

A teacher who aims for perfection attempts to find the faint line of balance between each of the following teaching expectations. A teacher cannot be over-controlling in his methods either; the students should give the teacher respect based on his stern yet compassionate demeanor. He cannot be so strict that his students see him as a cold and uncaring person; he shows appreciation for his students' wellbeing. If an instructor becomes too strict, students will turn away from him because they do not

sense that he likes his work or wants to be in the classroom. He has to radiate the sense that he likes teaching and has fun engaging students in learning; students will respond to this type of teacher and like going to school. When the students enjoy being at school, the instructor will not have to preoccupy himself with disciplinary procedures because students do not have a reason to misbehave. If he does have to apply discipline, he has to first try to encourage good behavior; a teacher should not constantly punish a student without offering constructive advice. In the discipline he "must control his temper," but not ignore the student's fault either. A teacher has to remind students that being smart is fun and he can demonstrate it through his lesson plans and they can see results in their work. Within their work and class discussions, a teacher should know the unique talents each student possesses. Good instructors take note of students' strengths and weaknesses because they are actively involved with their works and ideas.

If a person strives for teaching perfection, it will be his desire to determine how to most effectively teach and motivate individual students. Once a teacher knows his students' talents, he can push them to excel and expect a high standard of work from themselves, but not so high that they become discouraged. When uncertainties arise about a subject, a teacher "must be ready to answer questions," including questions he feels students are not asking but may not comprehend about the subject. A teacher has to understand his field and students so well that he can anticipate potential difficulties. Every time students present information to the class, a teacher has to make sure that he does not over-compliment their work nor berate them. Pouring copious amounts of praise onto a student will "produce a complacent self-satisfaction" that will hinder

progress. Belittling a student will also hinder progress because they will not want to perform at all for fear of harsh criticism and failure. The lack of performance will cause them to stir up trouble in the classroom; their lost motivation paves the way for boredom and more unsuccessful ventures. If a student does perform poorly, the type of correction the teacher offers is of utmost importance to the development of the student. A teacher has to avoid sarcastic remarks; the comments will affect the student's emotional state and will make them think that the instructor does not like them on a personal level. Though personal affections seem trivial to more mature students, younger students thrive on a positive relationship with their teacher. Teachers have to honor this connection and constructively help students rather than telling them how poor they and their work are (Quintilian).

To avoid digging a hole in student self-confidence, a teacher must be as kind as possible without being too soft. When telling a student how to fix a problem, he has to converse with care and not completely destroy their work or idea; show them how certain parts of their thoughts can fit appropriately while others can be set aside. An understanding of each student's strength and weaknesses comes into play with corrections as well. For example, a teacher should know how far a pupil can be pushed before the practice becomes ineffective. Individuals respond differently to various types of motivation and it is the instructor's responsibility to know what works best for each student. The route to improvement is a key factor in learning along with assuring students that they are capable of a superior product. When a student has hope for success, learning is enjoyable and they want to acquire more knowledge.

In the Classroom

During content instruction, clarity is vital for students' understanding of a subject and "implies the ability to express one's thoughts accurately and effectively" among an array of people (Wheelock, Quintilian 87). Just as the teacher transfers information clearly, his students should be expected to provide the same lucidity to their teacher and classmates. It is important for teachers to demand clarity from students to prepare them for eventually entering society as intelligent adults; as adults, they have to be able to use rhetoric to express themselves in a comprehensible manner to others so their ideas and opinions can be recognized. People cannot become intelligent citizens without the power of clear expression to make their thoughts known.

In addition to intelligibility, a teacher has to avoid being a "dry teacher." A classroom full of energetic students is not going to want to listen to an instructor who drones on about a task without enthusiasm or an imagination (Quintilian and Butler 90). As role models for their pupils, they have to offer them the best knowledge with an optimistic attitude. Placing students with a teacher who seems to neglect his class's needs is like planting a young flower in a pot full of dry soil and depriving it of enough water to live; the plant cannot look to new heights. Likewise, students will submit mediocre work because they do not know how to progress. A way for educators to stimulate their lessons is to do more than lecture heartlessly in front of a classroom; a teacher has to ask his students questions and enable them to use their critical thinking powers. If the students are expecting to be called upon, they will have to remain attentive. They will also process more information and create ideas and opinions about subjects, thus furthering their intelligences. Teachers can also use kinesthetic, audio,

and visual learning activities to supplement discussion. The activities will help students remember lessons better because the instruction method varies from the usual manner, which will cause the information to clearly project in the students' minds. For example, if an elementary school class reads James and the Giant Peach by Roald Dahl, they can construct mini-dioramas of selected scenes from the novel. The physical manipulation of details from the book will enable them to remember it better. A teacher must be imaginative with lesson plans to keep his students interested and eager to learn.

Though constantly generating new lesson plans is a lofty teaching style, any admirable person who is worthy of calling himself a teacher should want to devote a major portion of his life to improving student intellectual capacity. Within the lessons plans, a teacher must demonstrate upstanding character and be highly proficient in several subjects, a series of traits not necessarily found in every instructor. The teacher has to know the material; "written texts 'cannot explain themselves or answer questions' and [an instructor's] reliance on them tends to weaken one's power of memory" because he is not thinking for himself. Instead, the instructor allows the textbook to do all the work and he becomes unfamiliar with information concerning the topic. When unfamiliarity occurs, he will be unable to answer student questions to their fullest extent. Teachers, like students, have to continue learning and understanding information; they have to be thriving intellectuals who are capable of forming an intelligent and communicative role between themselves and their students and discussion between individuals is a "much better way of seeking after knowledge" (R. Barrow, "Plato" 87) (Quintilian).

The Teacher-Student Relationship

One of the most inspiring communication strategies is the notion that a teacher should "every day say something…which when the pupils hear, they may carry away with them" (Quintilian 367). The idea Quintilian proposes is truly profound; it shows that teachers not only educate students on facts, dates, etc., but that teacher can make a life-changing difference in students' lives. If an instructor takes the time to think about each thought he places in his lessons, students will automatically take more than statistical information home with them. A teacher does not even have to dwell over an all-important idea he wants his students to know; by devoting his heart to his profession, each student will gain knowledge from the teacher that appeals uniquely to them.

The life-impacting role for teachers is similar to the influential stance a parent has towards their children. Children generally look to the parents for all answers because of the respect and love their mother or father figure shows them. When students are in the classroom, a teacher has to "adopt... the feelings of a parent towards his pupils" because the students' biological parents or guardians have entrusted the teacher with a child and he should do his best to care for them as if he or she were his own (Quintilian 366). As typical of parents, the instructor should act in a manner that is respectable for a good citizen, i.e. helping others, aspiring to gain knowledge, etc. so the students will have a model to imitate. Like a mother or father, a teacher has to be a person students look up to because of "how much more readily [children] imitate those whom [they] like" and are actively present in the children's daily lives (Quintilian 367).

If instructors follow the educational ideals, "the perfect student-teacher relationship" will develop; these virtuous connections promote a symbiotic rapport

between teacher and student, one which holistically forms successful citizens for society. With the bond intact, students then regard their teachers "as the parents not indeed of their bodies but of their minds." Under their influence pupils find it a pleasure to listen to their teachers, believe what they say and long to be like them, arrive enthusiastically to school, "are not angry when corrected, rejoice when praised, and seek to win their [professor's] affection by the devotion with which they pursue their studies." And "just as it takes two parents to produce a human being, and as the seed is scattered in vain, if the ground is hard and there is not furrow to receive it and bring it to growth… [a student's skills] can never come to maturity, unless teacher and taught are in perfect sympathy." (Quintilian and Butler 105). Such attachments between pupil and instructor are of invaluable assistance to study because students will attempt to emulate their teachers' actions out of fondness.

Ancient Greek and Roman Rhetorical Strategies

The prominence of Roman rhetoric did not come about until the second century BCE nearly 300 years after the Greek Golden Age began to fade. Greek ideology first entered Rome through travel and correspondence from the "schools of sophistic declamation and rhetoric" (Enos 21). The Greek sophists "flourished under Roman rule throughout the Empire," which permitted Greek rhetoric to become so "influential that an edict banning its formal practice in Rome was passed[;]… such censoring of rhetoric… failed at Rome" and the Greek education principles took over Roman life (Enos 67; 13-4). The features of Greek rhetoric "that were particularly suited to Roman society gained popularity and widespread usage" (Enos 21). Their popularity was determined

on the foundations of success Rome was striving for during this time period; they selected rhetorical schemes that would allow them to accomplish political prowess, such as oratorical eloquence, intelligence, a powerful voice, and sense of citizenry. They also used the oratorical discipline to expand on writing and reading, eventually leading to Quintilian's emphasis of student literature and its dependence on teacher instruction in the Roman classroom.

Cicero is one of the most influential Roman rhetoricians; he received a Greek education and initiated the study and practice of Greek ideals and methodologies in Roman education. Quintilian's ideology originates in Cicero's works. Quintilian had the utmost respect for Cicero as the leading Roman rhetorician of his era and modeled his thinking off of his predecessor's philosophies. Both Cicero and Quintilian "created their own theories to address Roman" issues and owe their intellectual base to Greek educational philosophies. "What makes Roman rhetoric "Roman" is not its autonomy from Greek rhetoric but rather its adaptation to current needs" (Enos 21). Romans wanted the best education for their youth, much like the Greeks did. The main difference that arose between Rome and Greece was the theme of literacy; students were expected to write and speak effectively, in comparison to the Greek's heavy emphasis on pure oratory. Though writing played a bigger role in Rome, their educational base was rooted in becoming the best Roman citizen possible and improving their society to be the best in the world.

The Romans expanded on Greek teaching criterion by including both oratory and writing and demanding more of their instructors. They took teaching for what it was- a profession- and wanted those in the career to be the best they could be. This concept

is dissimilar from the Greek idea of high-level philosophers gracing select students with their intellect. Romans formed teachings and education ideals that differed slightly from the Greeks' because of the number of sources affecting their thinking. The Romans took a Sophistic stance because of the Sophists' prolonged influential residence in the Roman Empire. Rome moved toward an education that focused on a classroom that is student-centered with individuals, and away from Greece's student-centered with students as a whole learning group. Rome did not leave higher knowledge up to personal insight within each student and took action to educate all levels of youth.

Quintilian refined the Greek teaching in that "the eloquent professor must also be a man of sense, not ignorant of teaching, and lower… himself to the capacity of the learner; as any fast walker, if he should happen to walk with a child, would give him his hand, relax his pace, and not go on quicker than his companion could follow" (368). It is not advantageous for the student if he or she cannot comprehend what the teacher is saying. "Perspicuity is the chief virtue of eloquence," so a man who attempts to speak above his pupils only "swell[s] himself out, as those of short stature exalt themselves on tiptoe, and the weak use most threats." A teacher cannot think himself above others by exploiting a haughty display of words; it only makes the teacher appear ridiculously ignorant. Instructors whose "style is inflated, displaying a vitiated taste, and who are fond of sounding words… labor under the fault, not of strength, but of weakness, as bodies are swollen, not with health, but with disease… [for] the less able a teacher is, the more obscure he will be" (Quintilian 368). When a professor teaches content appropriate for the student, the teacher's aptitude should be viewed in the results of the student and not by how elevated the professor thinks he sounds. Though teachers

should strive to gain intelligence, those who possess an elevated level of knowledge may have a tendency to “not condescend to the elementary details, and that consequently they sometimes disdain to give attention to such inferior subjects of study and sometimes are incapable of so doing.” As an instructor, one cannot believe himself above certain aspects of subjects; the details associated with all learning areas are key to completely understanding a subject. A teacher who is “unwilling to attend to such details… [is] unworthy of the name of teacher.” The most capable instructor is able to relay all elements of information to his student “with [the] most efficiency” (Quintilian and Butler 86). Teachers have to value all areas of knowing and be willing to bestow any and all of it upon their students; to hold such skills and facts from students is to disgrace the profession and hinder students. Instructors need to appreciate all fields so students have an appreciation for all knowledge and take an interest in as many subjects as they choose; a wide subject area will make learning intriguing and stimulate their yearning for brainpower.

When a teacher instructs a class, it is vital that “the hearer… [is the one] that determines the speech’s end and object” (Aristotle 185). Professors need to understand the weaknesses, strengths, and interests of their students when speaking to them. It is not good enough to merely lecture on a topic without knowing if the teaching method is effective for that exact classroom. Though it will require supplemental time to determine what methods work best for specific classes, students will benefit from the lessons. Cicero implements the same oratorical rule as Aristotle, but narrows the prospect further by stating that “the very cardinal sin [when speaking] is to depart from the language of everyday life, and the usage approved by the sense of community;” if

the students a teacher speaks to do not understand the information, the students cannot possibly learn (Cicero 291). The instructor must take the time to evaluate the degree of the class's intelligence to make sure they will comprehend what he or she will teach. It is indolent for a teacher to give an uninvolved lecture; there is no way to know whether the students are absorbing the speech if a transfer of thoughts does not occur. Additionally, a lecture does not necessarily work well for all students; each student is not an auditory learner, so the teacher is doing a disservice to a number of children in ignoring alternative learning styles. A lecture caters to the professor, which is exactly the opposite of what Aristotle and Cicero advocate.

Not only do teachers need to converse with a level of language appropriate to their students, they have to steadily develop their students' abilities through assigned tasks so they eventually reach a higher level of intelligence and subject matter. While a child may not be at the level of their professor, they have the potential to be there if the instruction takes a "methodical" course of action (Quintilian 368). "A teacher therefore ought to be as agreeable as possible" so they can remedy those "which are rough in their own nature" through "soothing by a gentleness of hand;… [praising] some parts of his pupils' performances,… [tolerating] some, and… alter[ing] others, [then giving] his reasons why the altercations are made" (sic) (Quintilian 370). It is the teacher's responsibility to realize that information "retention is improved when learning is a pleasant experience… Thus, the onus is on the teacher to make the learning situation positive and to see that the skills being taught are not beyond the capabilities of the student" (H. Barrow 272). Teachers should perfect a great patience in demonstrating a balance between austerity and tenderness towards student work as they critique it. An

example Quintilian provides in Institutes of Oratory states that “if a boy’s composition were so faulty as not to admit of correction, [the teacher will find] him benefited whenever [he is] told… to write on the same subject again, after it… receive[s] fresh treatment from [the instructor, who observes] that ‘he could still do better.’” “Since studying is cheered by nothing more than hope,” Quintilian’s proposal of optimistic reinforcement would be a productive formula for all teachers to use in their classrooms (Quintilian 370).

The positive support and criticism, however, must be suitable for “different ages… [because they] are to be corrected in different ways, and work is to be required and amended according to the degree of the pupil’s abilities.” When a student feels obligated to fashion “any thing extravagant or verbose, [an instructor should say that he is] satisfied with it for the present, but that a time [will] come when [he] should not allow them to produce compositions of such character” (Quintilian 370). Teachers have to be firm by letting the child know what is and is not acceptable, but not in a condescending manner; an honest attempt to employ acquired skills to achieve greatness can be appreciated and learned from for future purposes. A teacher can allow children to be “satisfied with their abilities, and yet not led to form a wrong judgment” about their abilities (Quintilian 370).

One way students try to leap forward references back to Quintilian’s thoughts on the imitation-worthiness of teachers for their students; he feels it is necessary to “make some passages [of students’ compositions] clearer by adding something of his own… It will… be of service… for the master to dictate whole subjects himself, which the pupil may imitate and admire for the present as his own” (Quintilian 370). At the present time

it is common in writing classes, specifically for professors, to suggest that students think of an idea for an essay and then model their paper off an established writer (Mauer). If teacher quality became of utmost importance for school systems, the teachers' broader range of knowledge could offer ideas the students should imitate instead of telling them to find another writer. Students need to be able to model their knowledge from the person teaching them because of the highly influential nature of the teacher's constant presence in students' lives.

Teacher Quality

It is unfeasible for students in the current school systems to imitate their teachers because the schools need to hire more competent teachers who are passionate about teaching and learning. It is unacceptable for school boards to hire or place inadequate teachers in classrooms with impressionable kids. The problem is that schools do not know what qualities to look for when hiring teachers; they end up collecting an array of poor to great instructors who can get by using whatever methods keeps them in their job. Excellent instructors generally remain unrecognized for their work and the bad teachers scrape by without consequences. If schools plan to stop this type of hiring and teaching cycle, schools have to lay out their instructional expectations for themselves before they hire and explain their policies during the hiring process. The National Center for Educational Statistics collected data to display that "brand-new teachers [are] typically… the least effective teachers" on staff due to their lack of experience (U.S., Fast Facts). Although new instructors need time to gain teaching expertise, they should not be so ill-prepared that their students suffer. The teachers' educations must better prepare them with teaching experiences and individuals have to demonstrate a devotion

to their life path before they arrive in the classroom. The need for teachers has caused schools to merely hire instructors to fill a vacant position, which has morphed into a permanent habit. Schools have begun to "think inferior teachers [are] sufficient for a time, and, from having an easily satisfied appetite, are content with their instruction" (Quintilian 368).

The students do not know the difference between good and bad teaching capabilities when all of their teachers fall into this insufficient category; it is not fair to the children to retain these professors because students are the ones who ultimately receive a less than stellar education. Furthermore, if poor teachers play a role in a child's education and the opportunity happens upon them to eventually have a skilled teacher, it would have been better for the students to originally "absorb the best possible" instruction because it is extremely "hard it is to get rid of faults which have once become engrained." The poor habits and possibly incorrect information students receive "places a double burden on the shoulders of the later teacher and the preliminary task of unteaching is harder than that of teaching." If inferior teaching implied "merely less in quantity and not inferior in quality as well," teaching in this manner would not be such a hindrance. Financial means are a major factor in hiring a vast number of superb teachers, so it would be better for the children's development for schools to keep children for a shorter time period, but in concentrated time periods with excellent instructors (Quintilian and Butler 86). Insufficient teachers do not uphold the ideals to nurture more intelligent and selfless citizens. Students should abstain from imitating poor teachers because it will harm their intellect and schools have to provide them with the means to do so in hiring high-quality faculty.

Schools can end their rut of using poor financial resources as an excuse for employing below average teachers by vying for top of the line teachers no matter what. One of the most financially-stricken school systems is the public school chain in New York City. Despite their lack of funds, PS 49 in Queens, NY has been committed to raising the bar for teachers over the past 12 years and has recently seen the results in student achievement. It used to be "an average school in New York City's decidedly below-average school system." In 1997, only 37 percent of fourth-graders could read at grade level, "compared with nearly 90 percent today, [along with] double-digit improvements in math scores." The improvement occurred when Anthony Lombardi became the new principal in 1997 and embarked on "one highly controversial element of the school's turnaround: getting rid of incompetent teachers." Lombardi followed a set of three rules similar to Quintilian's method of enriching student education through teacher monitoring: "take greater care in selecting good teachers upfront, throw out the bad ones who are already teaching, and provide training to make current teachers better." Lombardi also

> placed higher demands on his teachers, requiring, for example, detailed and cogent lesson plans. (He recalls that some teachers had one-word class outlines before the new rules were put in place.) He also started showing up in class to keep tabs on what was going on. While he may not have been able to discern teaching quality from a résumé, he knew effective teaching when he saw it in the classroom. Teachers who either couldn't or wouldn't perform up to his standards were given an ultimatum: Request a transfer or get saddled with an unsatisfactory rating. (Fisman).

Lombardi's demands are the exact propositions schools should covet for their ideal instructors; the people in the positions have to step-up, take responsibility for their important position in instructing the United States' youth, or leave.

The United States education system needs to ensure that the educators they place in the nation's schools meet outstanding expectations; teachers who despise their jobs or are indifferent to the impact they have on students' lives should be forbidden to enter the profession. Society will not civically stride forward if the education system is filled with second-rate people who settle for below average performance in themselves and their students; intelligent bodies will not arise from poor teachers.

Great teachers "can teach little things best, as well as great ones" (Quintilian 367). A good teacher takes note of all kinds of information and does not vaguely skim over details out of laziness. To facilitate class performance their instruction has to apply the effort to include more than a big picture; to understand a concept, all elements of it should be analyzed and not forgone out of apathy.

> It is the teacher's duty to "make it his first care, as soon as a [student] is entrusted to him, to ascertain his ability and character." He must determine what treatment is to be applied to the mind of his pupil. There are some [children] who are slack, unless pressed on: others again are impatient of control: some are amenable to fear, while others are paralysed by it: in some cases the mind requires continued application to form it, in others this result is best obtained by rapid concentration. Give [a child] who is spurred on by praise, delighted by success and ready to weep over failure. Such an one must be encouraged by

> appeals to his ambition; rebuke will him to the quick; honour will be a spur, and there is no fear of his proving indolent. (sic) (Quintilian and Butler 44).

For a teacher to take the time to determine the specific needs of each student appears tedious for an apathetic instructor, but for the person who truly places their heart in their work and lives to maximize their potential as teachers and role models for their students, the principles are exactly what they want to achieve. To take a role in the teaching profession is to be in charge of the future of society; paramount concern should be given to each student. Teachers have to take pride in the education field and exceed mediocrity.

The Roman philosopher, Cicero, recalls an incident where his colleague, Roscius, goes so far as to say that "he has never succeeded in finding a single pupil of whom he really approved; not that there were not some who were acceptable, but because, if there was any blemish whatever in them, he himself could not endure it… for nothing stands out so conspicuously, or remains so firmly fixed in the memory, something in which [one] has blundered" (Cicero 307). Rather than identifying a student as lacking intelligence or the will to learn, Roscius takes full responsibility for his students' capabilities and does not accept a halfhearted attempt from himself. If school systems and teachers today could expect more of themselves and follow ancient Greek and Roman education ideologies, their students' educational experience would be significantly enhanced; more students would want to gain knowledge because they enjoy being intelligent. Roscius's and the other philosophers' ideas translate into the main factor of teaching: effort. Their lesson plans have to accommodate to student needs, which include care and attentiveness, subject comprehension, civic involvement,

and physical activity. All the areas are those which both the schools and teachers have to apply effort. It is not enough to place substandard people in charge of students who have the capability to make positive changes in society. With effort, students will see their instructor's optimistic outlook on learning and good work ethic and want to absorb a similar stance in their own development. With the improved teaching methods and teachers, students can become smart members of society who can create goals to aid the U.S. in continuing its recognition as a proud democratic nation dedicated to heightening all citizens' intelligence levels as the ancient Greeks did during their time and then influenced the Romans to do so.

The specific characteristics a teacher must strive to maintain have to include a series of virtues and actions that will lift the instructor to an extraordinary stature; he also has to try to rid himself of habits that are defective in the teaching profession. Once he disciplines himself to avoid the traits and devote passion to his study, he has to expect the same of his students. Though a teacher may never completely manifest every quality within himself, the more he tries and sets his life toward achieving teaching perfection, the better off his students will be. Though no teacher can be absolutely perfect, the teachers who attempt to wield a near-perfect teaching character and practices will improve students' will to learn, their intelligence, and therefore their citizenship qualities.

CHAPTER THREE: GREEK AND ROMAN RHETORIC AS MODELS FOR CONTEMPORARY PEDAGOGY

"Citizenship has a long history as an aim of education. From the days of the Greek city-states to the present day, citizenship has been on the educational agenda…. The main rational for education in Greek times was to educate the populace for citizenship." Several of the major classical philosophers, Plato, Quintilian, Aristotle, Cicero, and Isocrates outline instrumental ideas for creating the best citizens; if a combination of their theories were employed in schools, young minds and bodies would be efficiently equipped to have a constructive influence on themselves and the world.

U.S. Citizenship and the Ancient Greeks

The U.S. school systems are letting the idea of citizenship slip away as one of the main goals of the classroom. "Citizenship is a serious concern of the government and a number of educational commentators[;… they worry] about 'levels of apathy, ignorance and cynicism about political and public life and also involvement in neighborhood and community affairs'" (Laker 84-85). Students are not aware of the events in society that affect them and they are not guided toward a direction of making correct judgments in life choices because of the lack of citizenship education in the U.S. educational system. The United States' government has allowed the educational standards for civics, democratic ideals, and citizenry falter "since 18-year-olds were given the right to vote in 1972" ("Citizenship Education"). The problem worsened in the mid-1980's when "education in general… suffered a great deal at the hands of politicians who used it as an arena in a battle for votes" (Laker 85). Rather than

educating students about how to be informed, intellectual, and critically thinking people, "schools have focused their attention first on preparing students for college and jobs, and more recently on responding to increasing accountability demands, primarily in mathematics, reading and writing;" schools have forced teachers to become so consumed by student test results and pushing students in and out of their classrooms that they cannot see whether their students comprehend the material being taught, let alone becoming responsible citizens who will better society ("Citizenship Education"). Education has lost sight of the "perspectives, strength of character and values – [students] will need to sustain our civilization[;] young people need help in moving toward a higher regard for democratic institutions and a greater willingness to be involved in them" ("Every Student a Citizen…").

Consistent with the ancient Greeks and then the Romans, a proper curriculum should include "a broad humanistic, liberal arts curriculum, [and] a basic education for all" is the base of what is necessary. A liberal education befits "free man, [or] a *liber* " and "should be based on what Cicero called the 'liberal arts,' subjects suitable for free men." The heading includes physical education, politics, "literature and language, rhetoric, philosophy, music, mathematics, geometry, and astronomy" (Wheelock 17). A blended education that dabs into all subject matters is necessary in developing good citizens; certain subjects cannot be discarded because students will lack a specific intellectual faculty that completes their intelligence. It is certainly not expected "that every citizen [turns out to] be an ideal… statesman and [not] everyone [can be completely accomplished] in all… technical details… but… [the] basic curriculum [and educator expectations can] benefit all citizens." When the nation's youth become more

intelligent, they will be better able to assist the country and fulfill their roles as good citizens as the Greek and Romans systems ensured. C.P. Snow, a scientist and author, discusses the necessity of educating children in a wide range of fields and intelligences in his text, The Two Cultures. He states that "closing the gap between… [subject] cultures is a necessity in the most abstract intellectual sense, as well as in the most practical." Without students' comprehension for all areas, "then no society is going to be able to think with wisdom." Snow pleads with the nation's leaders to recognize that "it is obligatory for… Americans to look at… education through fresh eyes… for the sake of the intellectual life,… for the sake of the western society living precariously rich among the poor, for the sake of the poor who needn't be poor if there is intelligence in the world" (Snow 50). The holistic intelligence, a wide array of knowledge, will enable people to improve their understanding of each other and produce innovative ideas to better society.

The aim of Greek education was "to lift the human being… into his 'ideal nature,' which consists of intelligence, affection, and will, harmoniously working together for… perfection… [and] the best education is that which best accomplished this object" (Davidson 29). Citizens were able to put their mental and physical faculties towards this educational goal because all types of training revolved around a single institution known as the city-state. All members of society focused their attention to improving their city-state, understanding that individual success from an intellectual and athletic lifestyle would lead to the betterment of their society as a whole. One of the main reasons Greece was able to pursue an elite level of citizenship was due to their slave system; the enslaved people gave free people the opportunity to pursue higher education.

Though the enslavement of people is wrong, today's society can learn from the Greeks' use of time; "it is possible that as the future unfolds and technology advances, and education for leisure becomes more effectively used, modern man might again rise to the heights of the Greeks in his striving to live at the highest possible level of achievement. Just as the slaves freed the Greek citizen for cultural and intellectual pursuits, so may modern technology do the same for man in the future" (H. Barrow 47). The issue of slavery is a non-issue then because the U.S. is equipped with enough technological crutches to allow all citizens to learn and schooling is mandatory for all children.

The best way to improve and manage the U.S. citizenship ideals is to follow the ancient Greek education methodology; their superiority in both the academic and athletic fields remains unmatched throughout history and in present-day. "No nation before or after the Greeks has placed as much emphasis not only on the intellect but also on physical perfection and achievement." Due to Greece's high expectations of its citizens, "the Greeks reached the highest pinnacle of civilization known to man in such aspects as government, literature, art, architecture, philosophy, and gymnastics" during their golden age. Their society's "pursuit of excellence" led to "such heights of intellectual and artistic achievements that modern historians are still amazed. There is no parallel in the past where so many of the world's top thinkers, artists, philosophers, and scholars have come from so small an area" (H. Barrow 46). If the United States is dedicated to continuing its string of feats and recognitions, then the education its people receive must incorporate more of the Greek educational and life philosophies.

During the ancient Greek era, philosophers such as Aristotle, Plato, and Isocrates formed opinions on what qualities a proper citizen should possess. The philosophers discussed what should be involved in their pupils' education to produce the best citizens; their principles closely follow those the ECS touches upon in their research on "Citizenship Education." Their guidelines are still relevant today and the U.S. needs to implement the Greeks' ways into each student's education. In order for teachers to be able to mold their students into citizens, a modern list of practices must be put in effect to ensure the maximum intellectual development of students; teachers have to understand the values they are attempting to instill in their students and the public has to know what "benefits… could follow,… what… the educational aims and learning outcomes [will be], including the importance… of positive relations and interaction with communities and community organizations" (Great Britain 7).

The Romans and Greeks made sure their students knew the workings of their political system because they recognized the roles youths would play in the future of their nation. Though the four core subjects, mathematics, social studies, language arts, and science, are vital to students' education, schools have been meticulously eliminating other subjects from children's daily schedules. Seldom does a child's day include a civics class, and even if they want to take one the option does not exist.

Current Citizenship in the U.S.

Over the last 40 years, the U.S.'s citizenship-oriented lesson plans have seriously deteriorated ("Citizenship Education"). Students are not familiar with all subject areas and therefore do not receive the type of education the Greeks and

Romans strove for in their societies. If the U.S. wants to exceed the ancient accomplishments and achieve more greatness, the U.S. must use the Greek's system to their advantage; with the power of a Greek-type society, people could develop new ideas that could lead to solutions for local and world problems. Rome followed suit with Greek ideology and grew highly successful and intelligent citizens. The United States has to take on the Greeks' citizenship education approach to develop our nation to its intellectual and physical potential.

For more than 250 years, Americans have shared a vision of a democracy in which all citizens understand, appreciate and engage actively in civic and political life – taking responsibility for building communities, contributing their diverse talents and energies to solve local and national problems, deliberating about public issues, influencing public policy, voting and pursuing the common good. Americans know it is a rare and precious gift to live in a society that permits and values such participation.

> In recent decades, concern has grown about the increasing number of Americans who are disengaging from civic and political institutions such as voluntary associations, religious congregations and community-based organizations. This disengagement extends to political and electoral processes – voting and being informed about public issues. In many ways, young people reflect these trends. Americans under the age of 25 are less likely to vote than either their older counterparts or young people of past decades. Surveys have shown they are not as interested in political discussion and public issues as past generations were at the same point in their lives. In addition, there are gaps in young people's knowledge of fundamental democratic principles and processes.

> As a result, many young Americans are not prepared to participate fully in democracy when they become adults. (ECS).

The scenario the ECS outlines in its paper, Developing Citizenship Competencies from Kindergarten through Grade 12: A Background Paper for Policymakers and Educators, is one the U.S. cannot discount. The ideals America bases its identity upon are at stake if the U.S. educational leaders do not impose alterations to school curriculums. Without a citizenship education, students will fail to understand the adult world they enter and thereby place America's foundation in danger of being lost. The government must pay attention to society's educational needs before it is too late to reverse the damages inflicted by a non-citizen producing nation. Plato emphasizes "that education should help to maintain a good society, which he sees as one in which people find happiness in doing their [job]" as citizens (R. Barrow, "Plato" 135).

When students come of age to vote, they do not understand the political process and therefore do not take part in electing leaders who will positively or negatively affect society. Youths who study civics are "10 to 15% more likely" to vote and "87% of teens who [take] a civics class" could name a political party, compared to only about 50% who do not (Griffiths and Lyle). The problem worsens when people "[mis]understand that this responsibility [to inspire]… democratic citizenship… cannot reside only in the hands of… history or social studies teachers. It must reside in the hands of all educators, across classrooms, across subject areas and across grade levels" (Glickman). "To educate… students for wise citizenry" teachers have to be willing to "increase the motivation, engagement and ultimate academic success" of students through political discussions and community service participation" (Glickman). Once teachers from all

fields revamp their lesson plans, they will “help to reverse our diminishing democracy” (Glickman).

A sector of the Education Commission of the States (ECS) dedicated to improving learning and citizenship in grades k-12, wrote a document entitled “Every Student a Citizen: Creating the Democratic Self,” as part of their Campaign for Action, a plan to strengthen civic connection. They note that “more and more Americans seem to be disengaging from even the most fundamental acts of citizenship, such as voting and keeping informed about public issues [and]… emerge in sharper more painful relief among the nation’s youth.” A way to alleviate the current citizenship dilemma is to implement citizen ideals within the education system. Their theory is that

> young Americans and the schools they attend need an invitation to something better and higher. The purpose of school, after all, is not merely to provide the next generation with the tools they need to make a living, but also to help them discover the personal and collective means… they will need to sustain our civilization. Young people need help in moving toward a higher regard for democratic institutions and a greater willingness to be involved in them. (The National Study Group on Citizenship 2).

The Study Group also states that citizenship education is an “enterprise… concerned with organizing schools in ways that give students opportunities to learn about citizenship and its importance, and acquire the needed skills and knowledge associated with it.” Their main goal for students is to “acquire a ‘democratic self;’” in order to accomplish this, students are divided into two components. The “first is the ability to recognize and acknowledge one’s self-worth and self-interest in collective decisions,

that is, to identify one's personal stake in public… decisionmaking." Students have to be more aware of how community decisions affect their wellbeing and that they should strive to be good community members so that they can help others and themselves as well. For example, if a school board decides to significantly cut teachers' pay, students need to comprehend how it will affect students' personal interests. The second component is for

> young people to see themselves as members of the public – a community. Without such an understanding, young citizens have no sense of what the common good is or their part in achieving it. They have to learn to recognize that a community is no mere aggregate of individuals, but rather a group of people who belong to one another because they share… a hope. (The National Study Group on Citizenship 3).

For the ECS ideals to succeed, "a strong capacity for critical judgment and reflection, the ability to conduct critical inquiries about facts and decisions, and the ability to participate in public deliberations impartially and objectively are all significant and necessary civic skills" (The National Study on Citizenship 3). To ensure that student brain power is functioning at its full potential, the U.S. education system has to provide the best possible education opportunities and teachers for its youth; this includes a specific curriculum and employing high caliber instructors dedicated to civic excellence. U.S. schools have to offer a "balanced and broadly based curriculum… which… promotes the… mental and physical development of pupils" (Great Britain 8). Though the specific areas of the curriculum "involve learning a body of knowledge, as well as the development of skills and values[,]… it is not an end in itself." Such an

education contains knowledge that “is as interesting, as intellectually demanding and as capable as any other subject… being taught and assessed at any level.” The combination of academia and citizenry “began with Aristotle” and should continue to develop.

To create a brighter nation, the process must start in elementary schools. Schools realize that they need to promote the love of learning, but the manners in which they relay information to still-forming minds and bodies have waylaid in hundreds of directions. Teachers are unsure how to teach students the value of intelligence or inspire them to want to learn. In Plato’s Republic, he proposes “that neither a state nor an individual can undertake to educate in a systematic way unless they start with some idea, not only of what they wish to teach, not only of the type of character which they wish to produce, but also of the living being to which the matter to be taught is relative, and upon which the given character is to be impressed” (Nettleship 26). Along the same lines as Plato, Jon Kyl, a U.S. Senator for Arizona, points out that the main problem with creating better citizens is that “Americans… rarely hear what exactly makes us good citizens [and that] today, however, too many Americans are not being taught these first principles as truths and, therefore, aren’t learning what is necessary to be a citizen.” (U.S., Citizenship). The truth of Senator Kyl’s statement is harsh, but few people understand what it means to be a citizen of the United States; if they do not know what they strive to be, they cannot possibly better it. As a nation that declares itself a leader in freedom, democracy, and progress, the intelligence standard needs to be taught and upheld in its educational system.

Though the United States is a free nation that offers education to all its citizens, the education that a majority of children receive could be improved through the utilization of ancient Greek methodologies. Intelligence founded upon an education that teaches children not only academic information but citizenship ideals of wanting to learn, leads students to willingly pursue an educative lifestyle aimed towards increasing intelligence.

To meet the Greek standards, the quality of teachers has to improve. In today's public schools, far too many students are placed with a low caliber instructor who does not honestly care about their position or who is simply incompetent or ignorant. The teacher's lack of passion for their career and students or lack of intelligence places students at a severe disadvantage in life; they cannot intellectually advance as much as other students who have better teachers. Without the means to maximize their will to learn, they will be unable to enhance themselves and the world around them. Quintilian, an educational idealist in ancient Rome, harbored Greek principles and formed a demanding set of requirements for teachers to fill. His goals for teachers are purposely unattainable, but his intention is for teachers to attempt to reach them; the attempt will show their love for teaching and nurture the intellectual development of the students.

In addition to teacher quality, physical education must remain in or returned to elementary and secondary students' daily education. Fitness is such a vital part of student growth. When a child has a healthy body, their mind can harness critical thinking skills, absorb more information; the child becomes more intelligent and uses their mental power to be civically-involved adults, able to make positive changes in their

community. The ancient Greeks understood the importance of physical fitness and made it an essential portion of each school day. Keeping the success of the ancient Greeks in mind, the U.S. has to have physical education as a requirement in early schooling.

The attention U.S. schools give to their teachers' instructional quality and time devoted to student fitness has to change. If society plans to grow, its youth must be educated to their full potential, which means expecting higher-quality work from teachers and the constant presence of gym classes. Both areas will facilitate students to stride forward and lift themselves and the U.S. on a higher intellectual and civic platform that can better the country as a whole.

CHAPTER FOUR: THE PALAESTRAE-DADISCALEUM STRUCTURE

In ancient Greece, youth education was of highest priority. Their style of education varied from the type of system the current U.S. population is familiar with, but it provided the most effective combination of physical and academic education that western civilization recalls.

Characteristics of the Palaestrae-Dadiscaleum in Greek Education

The system ancient Greece is known for is the Palaestra-Dadiscaleum structure. School days were filled with an assortment of "crossover… pedagogical practices and learning styles." As a result of the spatial intermingling of practices… of physical training [and]… the production of citizen subjects" occurred. The emergence of a "curious syncretism between athletics and rhetoric [transitioned into]… a crossover that contributed to the development of rhetoric as a *bodily art*: an art learned, practiced, and performed by and with the body as well as the mind" (Hawee 144). Though separate, the facilities were situated close to each other and utilized for the complete education of students; the Palaestra focused on physical education while the Dadiscaleum on "intellectual disciplines such as literature, rhetoric, poetry, music, and mathematics" (Wooyeal and Bell 10). The goals of their schooling were multi-purposed. On one side, Aristotle pushed for physical fitness as a necessary part of life; to maximize one's potential as a functioning person, one must be physically fit. A person will perform at high standards when their bodies are in good condition. Aristotle believes that "the excellence of the body is health; that is, a condition which allows us, while keeping free from disease, to have the use of our bodies" (Aristotle 189). He fully promotes having a

body that is “fit to endure the exertion of running and of contests of strength” because those who are in peak physical shape “surpass ordinary people” in happiness (Aristotle 189). The pleasantry they feel leads to greater achievements in the classroom and life. In correspondence to Aristotle’s reasoning, the higher functioning person would become more intelligent, develop superior rhetorical skills, and change their society for the better. Their Palaestra-Dadiscaleum structure gave them the most efficient way to meet Aristotle’s demands; the schooling held the perfect opportunity to accomplish their citizenship goals.

One of society’s “earliest evidence for education in [the] occidental tradition comes from the epic poet Homer… who has… the… youthful Achilles, [one of the most well-recognized heroes of the classical times],… sent to Troy by Achilles’ father to make Achilles ‘a speaker of words and a doer of deeds.” Achilles’ father wants him to be able to communicate his ideas effectively but also prove himself superior in “well-developed athletic contests.” The importance of “effective use of language or the art of clear, accurate, and skillful expression in speaking and in writing, [is] an art crucially important in the communication of ideas…. However, marvelous as is the power [to think], it cannot be very helpful without the ability to express thoughts adequately in words… For a person may have the greatest ideas in the world, but if he cannot express them effectively and convincingly to his fellow men, these ideas accomplish little. Hence the importance of the Palaestre-Dadiscaleum for Achilles and for modern society. (Wheelock 15).

The “role of gymnastic activity in the... Greek curriculum” was a vital part of an individual’s success in life and the familiarity of Achilles as such a prominent figure in

history displays the importance in supporting his type of person: intelligent, fit, and capable of rhetorical prowess (Wheelock 4). In ancient Greece "to be unfit was a sign of a poor education," "thus the [Grecians] contrived to train both the mind and the body (Laker 7; Wheelock 5). The ancient Greeks' "rationale for physical development and education" was based on their belief "in the aesthetic and physical development of the body by means of sport…; a healthy body [is] necessary for the development of the mind." Their pursuit of a "holistic education" is a "philosophical foundation" from "the notion of dualism." Dualism is "the idea that humans have a… intellectual manifestation and also a bodily manifestation." The Greeks held the "educational thought… that the body needed to function adequately in order for the mind to operate effectively. In this view, the cultivation of the body was a means to an end; the end being the ability of the mind to indulge in rational though and intellectual enquiry" (Laker 5-6). If a person's body is not healthy, they cannot possibly mentally perform to his or her potential; they will perform at high standards when their bodies are in good condition.

Physical Fitness in the Palaestrae

During the time of the ancient Greeks, the entirety of a student's athletic activities took place in a "Palaestrae," or more commonly, a gymnasium (Hawhee 144). Aristotle suggests teachers should employ the methodologies of athletic practice routines into the academic environment as "mental practice;" repetitive movements of the body are the same concepts as those used for remembering academic information (H. Barrow 271). While learning progresses, students do not even realize that their repetitive knowledge is in storage at the unconscious level and "the once learned skill patterns are

stored for future use, and can be initiated effortlessly by the appropriate signal at just above the conscious level" (H. Barrow 271-2). The "implications" used in the past "hold [strong possibilities] for contemporary pedagogies" teachers should exercise in their classrooms (Hawhee 144).

One example of the mental and physical intersection is when an athlete attempts to perform an exercise such as jumping over a hurdle; the strategy that plays into his success is based on a series of repetitive movements. In order for the athlete to complete a leap, he must continually do a number of motions accurately and systematically. He starts at an attainable height and the coach eventually raises the height, number of repetitions, and speed so the athlete improves accordingly. When a student memorizes a speech or type of persuasive speaking method, he uses the same notion of repetition that the disciplined athlete employs when jumping over a hurdle. Both the athletic and intellectual procedures "imply that the learning process is a 'doing' process where the act must be repeated over and over again before one can become proficient. This process of doing proceeds toward the point of efficiency much more rapidly if the learner experiences satisfaction" in the activity. Thus, "success or satisfaction provides the reinforcement that is needed for the correct response to be repeated." To achieve success in either fitness or the classroom, "learning process goals must not be set too high or out of reach since the probability of attaining them will be remote and hence the learner may become discouraged. Goals should be set according to the maturation levels of the students," a responsibility placed upon teachers in schools (H. Barrow 175-6).

Another example of athletic and academic teaching combination is in a golf swing. In an angle more scientific than the hurdle example, “once the golf swing pattern is learned, it becomes an action pattern which is stored in the nervous system much as a program is stored in a computer. Since it is a… fast-action skill… it is programmed and once started, proceeds under automatic control [, also known as the] ‘memory drum theory’… All golfers [then] have certain cues that are at the conscious awareness level but in the main their golf swing proceeds at the unconscious level, as it was stored in the memory process. The more experienced the golfer, the fewer cues are attended to” (H. Barrow 267-8). The unconscious methodology of the golf swing correlates directly to the brain’s ability to store academic information.

The qualities Harold Barrow outlines in Man and Movement: Principles of Physical Education are the same as those valued in the Greek Palaestra-Dadiscaleum education system. Greece “believed in the development of the total individual and the interrelationship of all life’s aspects, and looked upon [physical education] as a means of educating the individual mentally, morally, and socially as well as physically.” With their “ideals of beauty, symmetry, and perfection of the body in a harmonious relationship,” the ancient Greeks became a class of people that “no society has ever approached” in their “accomplishments in either education or physical education.”

Though the learning environment of the Palaestra was separate from the Dadiscaleum, the skills used in either discipline worked in accordance with improving the other. A combination of physical and intellectual training presses students to see that “just as the athlete must be able to respond to the demands of the moment… so the speaker must be able to assess his audience and make his words suit their disposition

as well as the immediate circumstances." The physical activities made students "accustomed to hard work" they would anticipate in the classroom. Their teachers would urge pupils to link their lessons and see how underlying principles in physical exertion can prepare them for academic success. Teachers are the guiding light in the environments; they "encourage their students' development until they have improved and reached a higher level of intellectual conditioning on the one hand and of physical conditioning on the other" (Isocrates 101).

Intellectual Fitness in the Palaestra-Dadiscaleum

As with physical fitness, a broad-spectrum of academic subjects is necessary for the best student development. Students should have a "liberal arts" education of literature, rhetoric, geometry, mathematics, biology, physical fitness, art, and music. To be great at all of these subjects, "mental acrobatics" were the source of training. Students had to apply the skills used in athletics to their academic subjects. The academic process evoked the same concepts as "gymnastic training." When referring to "preliminary rhetorical exercises," the Greeks labeled them as "progymnasmata," stemming from the term for exercise- "gymnasia or gymnasma" (Cribiore 221). The progymnasmata taught students "how to write on set themes: they were meant to warm-up [a student's] muscles, stretch his powers of discourse, and build… vigor." Quintilian explains that significance of the process is that "the athlete of the word, like gladiators and wrestlers, learned the technique of his art from his trainer, had to follow a strict regimen of diet and exercise, and built up his power of memorization of strenuous exercises, just as athletes train their muscles." Students of rhetoric "were athletes of

the logoi [discourse] who were building up the weapons they would need for future careers. All the vocabulary employed in rhetorical practice alluded to gymnastics and physical encounters." Educators and students kept themselves in peak rhetorical shape by practicing their exercises and developing arguments every day.

If a student is going to learn efficiently, educators have to realize that "the key to learning is practice." 'Learn by doing' is an educational principle and skills are best learned through one's own responses;" if a student sees a successful outcome, they will store the movements and information at a unconscious level. To preserve the success, "uninterrupted and meaningful practice of a skill is necessary if learning is to progress efficiently." If students are expected to retain a skill "over any period of time, it must be accompanied by additional practice. This additional amount of practice is called overlearning and means the amount beyond original learning… Overlearning is related to memory and retention because the best way not to forget a skill is to overlearn it through additional amounts of meaningful practice" (H. Barrow 268). Practice and overlearning are essential to both the physical and academic education of students; the repetitive and eventual subconscious practices of storing information enable students to learn more effectively in the gym and classroom.

Music in the Palaestrae-Dadiscaleum

As Hawhee references Isocrates' statements about the Palaestra-Dadiscaleum environment, she points out the importance of music in ancient Greek youth education. For Grecians, music, rhythm, and athleticism were all part of one unit. In gymnastic exploits, a person in each Palaestra was assigned to play the aulos, a "pipelike reed

instrument." The "aulos player's job was to set the rhythm for all gymnastic exercises, including the general warm-up activities and the focused practice of specific bodily movement" (Hawhee 145). The student-athletes would rehearse the movements in conjunction with the music. Music from the aulos could be heard in the academic classroom, so the rhetorical exercises practiced there could be set in time to the music as well. The rhythm allowed for students to memorize more efficiently and carry a pace while they spoke or wrote. The combination of the elements provided the basis for a complete person- one who could "think, act, and feel" all at the same time. Rhetoric and singing were so closely related that the terms were used interchangeably in Greek terminology. The rules used to teach oratorical skills and singing included the same practice of recitation, as did gymnastic activities. The mixture of the three is the reasoning behind the Palaestra-Dadiscaleum system; it supplied an environment that did not distinguish between the forms, but complimented. Music was thought to have "the power to affect people's thoughts and actions" so much that educators and students would perform certain types of music to ensure a specific mood outcome (Stamou 5). Their moods would affect how they perform academically and athletically. In Plato's ideal education system, he promotes dance and bodily movement as an accompaniment to music; combining them would lead to improved intellectual insight. He goes on to proclaim that "if good times are to come either to the city or to mankind, political power and the best and highest intelligence need to, somehow, be brought together" (Stamou 8).

CHAPTER FIVE: PHYSICAL EDUCATION AS INTELLECTUAL PEDAGOGY

Historical Shifts in U.S. Physical Education Since 1900

In 1904, the first major physical education movement took place with the birth of the American Academy of Physical Education (AAPE). It was the first time in modern history that a group was put together in an attempt to promote physical education across the country. The organization fell apart shortly after due to a lack of structure and following, but was picked back up in the early 1920's. The 1920's turned on a new light for physical education. One of the initial members of the AAPE, Dr. David Brace, held that "'no educational program was complete which did not provide tests of intelligence, native ability, knowledge and techniques, rules, hygiene, performance, achievements, and attitudes'" (Peavy 9). His standards are similar to the high expectations the Greeks sought after in the development of a good citizen. Other AAPE members emphasized the importance of P.E. in that it "should be taught… 'to provide an opportunity for the individual to act in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound'" (Peavy 11). The notion of mental stimulation and satisfaction relate to Aristotle's reasoning for fitness in On Rhetoric. He argues that a person must be physically fit in order for his or her mind to function at its best. Peavy's "socially sound" concept aides in the development of social skills that lead to a sense of community and helping others, which are key elements in being a good citizen.

By the time the 1930's came around the Great Depression hindered further physical education progress; it was not until the 1940's that P.E. began to become a dominant topic in schools and universities across the nation. The government decided that physical education should be in the hands of schools and not delegated governing bodies. In the 1950's and 60's, physical education became a broadening interest in schools across the U.S. and more people were involved in its promotion. In the late 1950's, P.E. took on an international stage leading to the enactment of several recognizable organizations: President's Council on Youth Fitness with corresponding ties to the President's Citizens Advisory Committee, National Collegiate Athletic Association (NCAA), and the National Association of Intercollegiate Athletics (NAIA). This particular era brought on a "great deal of attention… to the concept of total fitness which not only emphasized the physical aspect but also the mental, social and spiritual." Though President Dwight Eisenhower "was the instigator of the nationwide approach, he did not express the personal involvement and concern" needed to create a backdrop for unwavering support from people across the U.S. (H. Barrow 74).

President John F. Kennedy's election in 1961, however, gave physical education the national boost it needed to achieve success. Kennedy looked out for the national welfare of U.S. citizens and with it, fitness. He also reorganized the already in-place physical education groups and started new agencies; quickly after his reception into the White House, Kennedy called for a National Conference of Physical Fitness of Youth to determine how the government was going to promote youth fitness. The Kennedy administration's flare for fitness proved to envelope the U.S. education system; with it school physical education classes were a requirement and students were exposed to a

wide range of athletically and intellectually stimulating activities. President Kennedy's work carried over into the 1970's- more fitness organizations were arranged to meet a wide variety of P.E. needs (H. Barrow 75-6).

The next president to make a profound push for fitness in the U.S. was President Ronald Reagan. President Reagan remodeled the role of the President's Council on Physical Fitness and Sports in the first year of his presidency, 1982. The Council's role is to "serve as a catalyst to promote health, physical activity, fitness, and enjoyment for people of all ages, backgrounds and abilities through participation in physical activity and sports" (U.S., About the Council). In Executive Order 12345- Physical Fitness and Sports, Reagan outlines several policies for the nation to follow in regards to P.E. and assigns specific tasks to members of government fitness agencies to better the quality of P.E. and overall fitness in U.S. citizens. Following Reagan, the George H. Bush and Clinton administrations supplemented Reagan's fitness progression with their own programs. The George W. Bush administration did not continue the high level of physical education promotion seen in the earlier decades. Instead, the Bush administration is known for a program that hurt physical education when it passed the No Child Left Behind Act (NCLB) in 2001.

NCLB "mandates that schools meet strict testing requirements in core subjects like English and math." The overwhelming amount of "resources required to meet those standards, administrators say, leave little left over for non-core programs" (Noffsinger). Due to the enactment of NCLB, "educators lamented the need to 'teach to the test,' and administrators dedicated additional class time to ensure their schools met the requirements and avoided being labeled 'failing schools.' As a result, time devoted to

electives such as art, music and P.E. plummeted" (Fainaru-Wada). Unfortunately, "from California to Iowa, from Colorado to Massachusetts, cash-strapped schools are gutting their phys-ed programs, letting go of teachers, reducing the minutes of instruction or, in some cases, eliminating physical education altogether" to save money for the supposed vital core classes. In 2005, the Institute of Education Sciences (IES) determined that although 99% of elementary schools offer some sort of physical education during the school week, IES found that over 50% of schools only offer P.E. two days per week and average just over 80 minutes of activity each week (U.S., Calories In). The results are far from the regular fitness regimen the ancient Greeks harbored in their daily education routines.

Regardless of the intentions of the NCLB, the previous administration and Department of Education staff failed to realize the effect the cuts have on youth health and therefore mental productivity. In the most recent study of childhood obesity, the Center for Disease Control found that 16.3% of children between the ages of 2-19 are obese. Obesity increases the likelihood of "coronary heart disease,… cancers, hypertension,… stroke,… liver and gallbladder disease," and more (U.S., Overweight and Obesity). The health risks directly result from a lack of exercise, an element being taken away from the children of the United States. The U.S.'s failure to revitalize the importance of physical education strays away from the principles heralded in Greek society. Administrators forget that physical education is "an essential ingredient of biological life, but also man's mental, social, [and] emotional… life" (H. Barrow 25). A fit student should be able to present "the stamina, endurance, and other qualities of physical fitness such as normal weight… [and] good posture." When the student is fit

and healthy, he will be ready to participate and use his "mental faculties with more alertness and awareness." Additionally, his emotions and social skills will be suited for cooperation because he shows "self-control under pressure,…is courteous to both teammates and opponents,…is honest and plays fair, [and] he does not alibi in defeat nor does he boast in victory" (H. Barrow 30). The skills acquired through fitness will prove useful in the classroom and once the student develops and enters society as an intelligent adult.

As President Obama takes office, he has to delegate to the Department of Education staff the need to remedy the educational ailments NCLB fostered.

The U.S. Department of Education

In order for the U.S.'s youth to receive the optimal academic and athletic curriculum, the leaders within the U.S. Department of Education must take action in requiring physical education within all public schools systems. Before introducing the reasons why physical education has to remain part of the school day, one must be familiar with the infrastructure of the U.S. Department of Education. Within the department there are 28 offices beneath the head of the department, the Secretary of Education, office. Each of the departments houses an education-related field of work with the aim of improving the U.S. education system. Some of the offices include: the "Office of Safe and Drug-Free Schools," Office of Innovation and Improvement," or "Office of Secondary and Elementary Education." Though each of the leaders in the offices are responsible for several vital aspects dedicated to the success of the U.S. education system, an office pertaining to physical education does not exist, nor do any

of the offices outline physical education in their list of responsibilities. Without a specific sector of government fighting for physical education, its role in education will continue to diminish. In President Obama's recent proposed budget release, he outlines the Department of Education's goals, none of which include refocusing school attention on P.E. (U.S., A New Era). Arne Duncan, the current Secretary of Education, and other recently placed educational leaders in office have to push for physical education because of its role in intellectual advancement of students.

Both classical and present-day researchers advocate the inclusion of athletics in academia, so the government needs to as well. Physical education is so crucial to academic education because of the physical repercussions a healthy body has on a person's mental potential. The methods and rewards from the inclusion of the two fields produce healthier and more intelligent students. When combined, training in athletics and academics "provide a program for shaping an entire self" (Hawhee 145). Throughout the ages the "concept of learning [in association with activity] has been held in high esteem by many outstanding philosophers and educators… from Plato's assertions to a modern 20th century statement made by L.P. Jacks that "the discovery of the educational possibilities of the [active] side of life may be counted one of the greatest discoveries of the present day." (Humphrey 39).

The promotion of athletics and academics is a key factor to revitalize in today's schools. Students cannot go through each day without physical activity and a chance to outsource pent up energy. For children to be healthy, they must engage in physical activity of some kind, whether it is in a structured physical education class or during recess play, the benefit of movement on the body is vital to creating a thriving society of

intellectuals. With activity, students can stretch their minds in ways not purely associated with academics while still learning and developing good social and mental skills. Michigan State University conducted a study in which it assessed the academic performance of non-physically active kids versus those who participated in at least three extra days of vigorous activity alongside their normal gym classes. As indicated by the leading researcher of the study, Dawn Podulka Coe, "'the students who performed better academically in this study were the most active.'" Coe went on to announce that "'physical education and activity during the school day reduce boredom and help keep kids' attention in the classroom" (Michigan State University). James Humphrey, a "leading researcher" in child development and movement, finds that "elementary age children definitely improve more significantly in the concepts of math, language, social studies, science, and reading when these subjects are presented in conjunction with physical education activities;" academic and bodily development will lead to intelligent citizens who will improve the United States (H. Barrow 173).

Re-establishing Physical Education

Intelligence and the will to learn must be increased if the U.S. is to step forward. To do this, physical education must be a staple in a student's education. Both modern and ancient thinkers' ideas lead to the development of students who are capable beings, able to make positive change in their world. They are able to learn efficiently because their brains are more active and ready; they will process and respond to information effectively, thus creating more knowledge and intelligence capacity in their mental faculties. Physical education paves a way for the citizenship ideals of

intelligence and reaching out to others to take affect without physically telling students how they should behave. Instead, kids take on the qualities of good citizens without realizing the process has taken place. With the technique, an intellectual population can be harnessed to want to learn and communicate and better the quality of life for all society through helping others and advancing human capabilities. The U.S. education system has to make use of this Greek ideal for the betterment of society rather than cutting physical education classes and recess in an attempt to save money for the four core classes and test preparation.

School boards' escalating "marginalization of… physical education, music and art, demonstrates a two-tier curriculum… that privileges some subjects over others" (Laker 6). The problem with the cuts is that gym classes and extracurricular exercise are significant parts of youth learning and development of the mind and body. Learning can be described as "some sort of change in the individual[;]… when an individual has learned, his or her behavior is modified in one or more ways. Thus, a good standard for learning would be that after having had an experience one could behave in a way in which he or she could not have behaved before he has the experience" (Humphrey 2). Though closely related, development consists of "the changes in the child's ability to function at an increasingly higher level" (Humphrey 1). School administrations' inability to see the vitality in aiding learning and development by cultivating "the body as an equal partner to the mind, or so that a failing body [is] not a hindrance to the mind" hurts the future of the U.S. (Laker 7).

The endorsement of physical education and activity during the school day does not mean that the entirety of students' education should focus on becoming top-tier

athletes; “those who are exclusively devoted to gymnastics… and who neglect the things of the mind become boorish and brutal.” At the same time, schools cannot simply cut out gym classes because “those who are exclusively bound up with intellectual pursuits become ‘softer than is good for them’. The ideal is the mean between these two extremes, and athletics therefore “has a part to play in stimulating the spirited element of the soul,” which makes students want to learn and gain intelligence (R. Barrow, “Plato and Education” 24-5).

Physical education not only increases the intellectual faculties of students, it allows them to become “liberally educated and well rounded individuals” that are instilled with “acceptable values and attitudes” necessary for good citizenship. Consistent with the Greeks’ theory of the palaestra-dadiscaleum learning environment is the notion of “learning through active play.” The concept mirrors the Greek inclusion of athletics and academics in that “active play involves the selection of an activity such as an active game, rhythm, or student which is taught to the child and used as a learning activity for the development of an academic skill.” Modern games and rhythmic movements are similar to those the Greeks pressed upon their youth. Once the activity is chosen, “an attempt is made to arrange an active play learning situation so that a fundamental intellectual skill is practiced or rehearsed in the course of the participating in the activity play experience” (Humphrey 40). Student intellectual development is the exact concept the Greeks strove for in their palaestrae; youths would harness the physical skills and techniques to aid in their academic progress. “The concept of learning through active [physical] play… [is an] idea [that] may go back more than 5,000 years.” Humphrey references the Sixth Edition of the Columbia Encyclopedia when he

"indicates that Plato in his writing praised the ancient Egyptian method of teaching arithmetic by means of play." The Egyptians had "a game in which they distribute mixed sets of saucers of gold, silver, copper and similar materials... in this way they incorporate the elementary application of arithmetic in children's play," while promoting movement and an increased heart rate (R. Barrow, "Plato and Education" 39). Plato even went so far as so to indicate "in The Republic in 370 B.C…. that 'learning takes place best through play and play situations.' He also suggests that, 'lessons have been invented for the merest infants to learn, by way of play and fun'" (Humphrey 39).

People tend to disregard physical activity's aid in academic learning because "so many individuals tend to associate learning only with work. They seem to feel that children can learn only when 'bent over a book.'… Active play learning is based on the theory that children… will learn better when what might arbitrarily be called academic learning takes place through pleasurable physical activity" (Humphrey 40). In the scientific light, physical activity is pleasurable because of the chemical processes the body goes through during the activity. Physical activity burns calories, allowing the body to maintain a proper weight that allows for easy bodily movement, a subconscious and conscious desire of people. In addition to mobility, the chemical reactions that occur with an increased heart rate give a sense of contentment to the body and mind. Each of the scientific reasons for activity leads to a form of pleasure for the person doing the physical movements. Academic learning and physical education possess a positive relationship in which children intellectually advance more thoroughly with activity, where the physical fitness thereby enables them to be happier people and more willing to learn and cooperate with others.

Sports in physical education classes can be used as “an education avenue” as well; principles like cooperation, fairness, and trust are taught in athletics and lead to improved citizenry (Laker 84). Improved communication skills are a major result of athletic participation because they help students relay their academic ideas to others in an efficient and comprehensible format. In ancient Greece, citizens “recognized an holistic dimension to education and used physical education to provide better citizens, more able to take their useful place in an educated society.” Their “interpretations [of the need for physical education] contain strong elements of cultural socialization,” an aspect of citizenship that needs to be groomed for the sake of a proper society (Laker 7). Sport in gym classes “prepares [students] for… society by teaching the values of hard work” in that it “becomes an arena for the demonstration of top-class performances, and part of the avowed purpose of sport is to show the excellence of performance,” a trait that correlates to the academic classroom (Laker 31). Physical education leads students to the path of self-discipline, enabling them to use the skill in a multi-faceted manner outside sport. Students will be able to push themselves to excel and craft their minds to always pursue greatness. In Anthony Laker’s text, Beyond the Boundaries of Physical Education, he builds a “three-dimensional framework which… [shows] individual affective traits” that result from physical education (38). The traits include peer support and respect, determination, hard work, initiative, group success, teamwork, helping, creativity, enthusiasm, and enjoyment; all the qualities necessary to fulfilling one’s role as a good citizen and those that school systems must instill in their students.

Dr. Bryant J. Cratty, a profound researcher recognized by the National Association for Kinesiology and Physical Education in Higher Education for his studies in the principles of human movement and behavior, created “A Three Factor Theory of Perceptual-Motor Behavior” diagram that illustrates similar concepts noted from Laker’s model *(*H. Barrow 229). Cratty’s model shows that the behavior and movement areas, persistence at a task, general aspiration level, etc. are base levels for specific tasks that a person completes in his life. To accomplish anything in life, a person has to have the certain behavioral aspects and motor skills to function; to achieve feats that define good citizenship, people hone in on the bottom level of the pyramid and boost these athletic-behavior traits, thus enabling the two levels above it to develop more thoroughly. Physically educated students will be able to develop there traits more thoroughly than non-fit students and therefore become more intelligent.

The Science Behind Fitness and Its Effect of the Mind

Besides the similar teaching approaches that can be used to benefit academia and fitness, the neurological outcomes and chemical reactions that take place within the body during physical activity assist the pupil in becoming a more intelligent person outfitted with the intellectual faculties that make possible for them to become engaged, smart citizens who help others in society and allow the U.S. to progress towards a higher level of humanity. Without comprehending the exact science of the human brain, the ancient Greeks recognized that it was important for academic and physical education to take place throughout students’ early schooling careers by studying the habits of children and slaves. Their classical theory can “be clearly proved by the fact that within two years after a child has begun to form words correctly, he can speak

practically all without any pressure from the outside." However, the time it took for "newly-imported slaves to become familiar with the Latin language" is considerably longer and more tedious. The Greeks were so convinced by their theory that adults learned at a slower rate that they suggested to experiment and "try to teach an adult to read;" the teacher "will soon appreciate the force of the saying…'he started young!'" because of the vast amount of time it takes them to learn. Children's "minds are less susceptible of fatigue, because their activity calls for less effort and… no exertion of their own, since they [consist of]… so much plastic material to be moulded by the teacher." Young students also "follow instructions with greater simplicity and without attempting to measure their own progress" and are generally "less affected by mere hard work than they are by hard thinking (Quintilian and Butler 76-7)." Moreover, students have not developed enough to create higher level intelligent and research individualized opinions, so their minds are keen listen to their teacher and absorb what he has to say.

After much research in the area, scientists and linguists have discovered the scientific explanation behind Quintilian's finding in human learning ability. Children learn to a greater extent at a younger age because of Eric Lenneberg's theory of the "critical period" for humans (Lenneberg 168). An expert in the field of language acquisition and human development, Lenneberg finds that "between the ages of three and the early teens… the individual appears to be most sensitive to stimuli… and… preserve[s] some innate flexibility for the organization of brain functions… After puberty, the ability for self-organization and adjustment… declines [and] the brain behaves as if it [has] become set in its ways" (Lenneberg 158). Once students grow-up, their capacity

for comprehension and the rate at which they retain information is not as great as when they are younger. Physically "during the first two years of life there is roughly a 350% weight increase [in the brain], whereas at the end of the next ten years the weight gain is merely 35%. By age fourteen the brain has reached its adult weight and no further increases are registered." The reason for the growth rate reduction comes from research conducted at "Conel's laboratory where the most monumental research on the maturation of human cortex… originated." Researchers cite that "the major change that evidently occurs during the period of expansion of the brain is the interconnection of cells." When the brain grows, the processes within cell bodies, "(axons and dendrites) … eventually form a dense net of interconnecting branches. Research proves "that no, or few, dendrites are present in the cortex of" a newborn. As a child ages, "the brain expands… [and] the distance between the cell bodies increases, and thus cell density decreases" (Lenneberg 162-3).

It is crucial that students absorb information and participate in physical activity while their brains are still developing so that they automatically have more of a base intelligence that permits them to further their physical and intellectual potential. Physical education has to be involved with the U.S. education process; it is healthy for mental stimulation at all ages, but when it is situated amongst children's education, youth development increases dramatically. It provides the opportunity for acquired knowledge and skills to be developed and transferred to everyday life, thus giving society well-rounded, respectable, and bright citizens.

The inclusion of athletics in schools' curricula is essential to students' well-being. A healthy student's intelligence level and desire to learn will thrive with a physical

education routine because “the development of perceptual-motor abilities in children” enhances their desire to participate in all educational activities Such activities mean “improvement upon… perceptual-motor qualities as body awareness, laterality and sense of direction, auditory and visual skills, and kinesthetic and tactile perception skills.” All the traits are imperative to a child’s complete corporeal and intellectual expansion; “a deficiency in one or more of these can detract from a child’s ability to learn” (Humphrey 61). Without physical education, students’ mental growth is stunted and they are prevented from reaching their full intellectual capacity. Their unfilled intelligence prohibits them from continuing to maximize their potential as good citizens.

CHAPTER SIX: CONCLUSION

As Aristotle reminds the scholarly reader, “the hard thing is better than the easy, because it is rarer” (194). The ideas proposed in this essay are not meant to be easy or a quick solution to the problems plaguing the United States’ education system. People involved with school systems need to alter their standards and reach for higher goals with the education of the nation’s children. The purpose of this argument is to outline a series of ideals that would give students the best chance to succeed in society as forces of intelligent assenting change. Learned students develop into smart adults who can take part in civic America and form ideas they will rhetorically express to better the nation. Without highly educating the U.S. population, people will continue to stray from their social responsibility of improving their community because they lack the intellectual capacity and knowledge on how to better their lives.

Ancient Greece was the most intellectually-driven culture that western civilization recognizes. They were able to become so erudite because of their devotion to perfecting the mind and body. The Greeks understood that a life is precious and each person should make the most of what is given to them; in their case, transforming their physiques, mental capacity, and rhetorical skills. Their practices trickled into Rome and enabled Romans to develop their own rhetoric and education ideologies. In the Greek Palaestra, students devoted time to perfecting their muscular strength and aerobic base because they discovered that a physically fit body has the ability to take on more intelligent thought and the practices utilized in physical education support academic learning methods. With their intelligent and athletic population, they became a

productive nation that developed scientific advancements and left modern society with a plethora of philosophical works still revered.

President Barack Obama states that one of the goals of his administration is to raise the bar for academic endeavors; to do this effectively, intellectual pursuits must be more valued in the U.S. (U.S., Office of Management and Budget). Before President Obama's goal that student brainpower can advance like the ancient Greeks', educators must take it upon themselves to put forth increased effort into their jobs- their lesson plans have to accommodate to student needs. Their needs include care and attentiveness, subject comprehension, civic involvement, and physical activity. All the areas are those which both the schools and teachers have to apply effort. It is not enough to place mediocre people in charge of students who have the capability to make positive changes in society. Both schools and instructors have to take responsibility for their actions and consider the kids involved. More intelligent and well-rounded students foster a better chance for an improved society; they will use rhetorical strategies to directly influence their society withy ideas. If schools and teachers were to follow the teachings of the ancient Greek and Roman philosophers, the world would see more positive cultural transformations because the students would develop into brighter, more complete people.

If schools are going to overhaul their teacher expectations, they must re-establish the role of physical education in their school day. The Greeks recognized the magnitude of athleticism in the development of students' minds, which is why fitness must begin at the elementary level and continue on to secondary schools. The full benefits of fitness remain dormant unless children are instructed in physical activities at

a young age because “the mind is all the easier to teach before it is set” (Quintilian and Butler 76). Physical fitness movements are taking place with organizations like NFL Play 60; governmental leaders see that “’it's impossible to develop a healthy mind without a healthy body’” and “the future of our country” is dependent on the implementation of legislation to monitor physical education in schools. “The human body was made to move” and to physical and intellectual outcomes from fitness will improve people’s ability to assist their communities and make the U.S. a better place to live (Associated Press).

The United States is a nation that has achieved greatness in their role as citizens; people are already intelligent and mobile, but to further expand intellectuality and fitness, the U.S. Department of Education must alter the expectations for its schools. Teachers have to be passionate about their positions and rhetorically express their knowledge to their pupils. Like the Greeks, learning has to be something people want to do and enjoying doing. When this transformation occurs and encompasses all of society, the U.S. will truly be great. Learning for learning’s sake will create a peaceful, intelligent society that can progress in its level of civilization through culture and technology. Educated citizens can help society as a whole more effectively than the uneducated. In order for the students to maximize their comprehension, physical education has to be included in all school curricula. Future communities of the U.S. will not progress if potential intelligences remain idle.

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