

Enlightenment of modern Chinese sports thought-- Out of the dilemma of "player sports"

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Abstract

Due to the introduction of western competitive sports in modern times, "championship doctrine" came into being and gradually infiltrated into all levels of schools in China. Under this background, the deformed sports phenomenon of "player sports" appeared in schools. As a result, school sports went on the road of seeking fame and fame, eager for quick success, and deviated from the true meaning of sports. This paper adopts the research methods of literature and history, and takes the physical education thought of modern educators as the research object.

Keywords

Player sports; championism; Modern Times; School physical education; Competitive sports.

1. Introduction

Education is the great plan of the country and the party, and promoting social equity and justice with educational equity is the focus of attention in all walks of life.[1].

At present, China's competitive sports still have a relatively obvious tendency of utilitarianism and the value orientation of "gold medal theory", which restricts the all-round development of athletes to a certain extent. In addition, the field of competitive sports is generally affected by the ideology of money worship, which leads to the excessive pursuit of gold MEDALS and economic benefits, while the cultivation of moral education and social responsibility is ignored. At the same time, many sports organizations have loopholes in their management systems, leading to frequent corruption, which has seriously damaged the public image of sports. More importantly, the development of competitive sports is unbalanced among regions, and some regions lack necessary development resources and support, which further aggravates the problem of inequity. [2].

The development of school sports and competitive sports in our country has been influenced by many factors, which are connected and influencing each other, which directly or indirectly lead to all kinds of unfair and unbalanced phenomena in the field of school sports in our country. The root causes are closely related to "championship doctrine", "player sports" and "gold medal first".

The germination of competitive sports in China can be attributed to the introduction of modern western sports. The Opium War in 1840 marked the beginning of the spread of Western modern sports in China. Before that, the unique sports form in China was limited to the traditional sports of the Chinese nation with Oriental characteristics. After the Opium War, under the historical background of the gradual collapse of the ancient feudal empire, modern western sports were introduced and spread in China as a part of saving the country and representing the world's advanced science and culture. At the same time, championship doctrine also took root and sprouting in China with the introduction of western sports, and gradually penetrated into school competitions at all levels in China, replacing the original

Chinese local sports dominated by health, education and entertainment, and becoming an important value that people pursue when participating in sports activities.

2. The historical development of "championship doctrine"

In the field of modern sports competition, the title doctrine carries profound and important historical significance. Its origin can be traced back to the late Qing Dynasty, when China was experiencing the process of the new western sports eastward. At first, championism was regarded as an incentive mechanism and means to promote the development of school sports. However, with the competition of various schools for honor, this mechanism gradually deviated from its original intention and evolved into a way to compete for the championship through fraud and opportunism, which violated the sportsmanship and moral norms.

2.1. The historical origin and negative influence of the "championship doctrine"

The word "Jinbiao" originated from the ancient dragon boat race, and its name is a combination of "jin" and "biao" : "Biao" refers to a pole erected in the water, while "jin" is the brocade or similar precious ornaments hanging on the top of the pole. This device has two main functions: first, the pole is inserted into the river to mark the end of the race; Second, the gold on the pole acts as a reward for the winner. It can be seen that the original meaning and naming of "championship" originated from the combination of markers and their accessory decorations used in this competition [3].

Chinese scholars have made a systematic analysis and in-depth study on the various problems of the trophy doctrine. Using etymological and archaeological methods, Zhang Xin explored the origin of the word "Jinbiao". He pointed out that although "winning the championship" symbolized striving for the first place and winning the victory in ancient times, due to the lack of cultural rituals and value systems matching the behavior pattern of sports competitions, this concept gradually evolved into the cultural basis of the championship doctrine in the modern Chinese cultural background [4].

Luo Yi summed up the main causes of the popularity of the championship from various angles, and held that the main causes include: the diffusion of small collectivism, individualism and utilitarianism; The negative effect caused by the politicization of competitive sports; The negative impact of over-commercialization and professionalization; And the weakening of moral education in competitive sports and the marginalization of ethical training of athletes. Together, these problems have driven vicious competition and unethical behavior in the field of sports, which seriously deviates from the core spirit of "people-oriented" and "participative" advocated by the Olympic movement [5].

Han Dan focuses on the unique position of the title doctrine in the history of Chinese sports, and discusses the reasons for opposing the title doctrine in detail. He believes that the ideological source of the championship can be traced back to the private concept of the exploiting class, and regards it as the embodiment of the bourgeois world view, the core is the "champion first". Its root causes involve individualism, the supremacy of the interests of small groups and the chauvinism of great powers and other value orientations, which are specifically manifested in the behavior of striving for championships or champions by all means [6].

Chen Qing put forward a different perspective, believing that the championship itself is not good or bad, as a way of encouragement, its intention is to promote the development of sports. However, when people excessively pursue the championship doctrine, the value and goal of sports will deviate. This phenomenon has also led to continuous reflection and controversy on the title doctrine in different historical stages [7].

To sum up, Chinese scholars have explained the evaluation of the championship doctrine, the reasons for the emergence of the championship doctrine, and the reasons for opposing the championship doctrine. It can be seen that the championship doctrine has distorted the value of school sports and competitive sports in our country, making sports deviate from the purpose of educating people, leading to the existence of such thoughts in the field of competitive sports in our country: Sports achievements are above everything, but ideological education, moral education and cultural education are ignored, which will inevitably have a negative impact on sports understanding and even society.

2.2. Championship doctrine and the definition of players' sports

The title doctrine is also known as the "gold medal" or "gold medal first". In particular, it refers to a series of sports training theories and propositions adopted and formed in order to obtain gold MEDALS [7]. Because the western competitive sports pay more attention to the athlete's incorruptive spirit of struggle, so the setting of championships or gold MEDALS will become the motivation to stimulate the athlete's struggle. Since ancient Greece, western competitive sports have advocated the competitive spirit of "striving for the first place". Winning the first place is the most important thing, people are obsessed with winning the championship [8]. Therefore, the emergence of the championship is the inevitable result of the introduction of western competitive sports into China. The so-called "player sports" refers to the fact that many schools invest most of the sports funds and the strength of physical education teachers into the training and participation of a few players, while paying no attention to the sports of the majority of students. This phenomenon is called "player sports" or "player system", whose purpose is to win the championship [9]. Player sports is actually a derivative of the championship doctrine in the school, the school in order to win the championship in the game adopted a variety of improper means, open a variety of attractive conditions to attract outstanding players, players in the school can not worry about the study of cultural classes, just concentrate on training, did not get the correct ideological and moral education. Schools pay too much attention to players and neglect the physical exercise of other students, resulting in sports becoming the exclusive of a few people.

3. Player sports derived from the championship doctrine

With the increasing of public and private colleges and universities in our country, and most of them are concentrated in large cities, the sports competition between the schools is gradually increasing. The competitive sports of our country have developed greatly, but also promoted the development of competitive sports in colleges and universities. In the period of "championship doctrine", a deformed sports phenomenon - "player sport" appeared in the university, and the trend of "player sport" is the most serious.

3.1. The problems caused by "player sports"

The emergence of the phenomenon of "player sports" leads to school sports deviating from its core track of "educating people and promoting healthy development", which makes sports activities become the exclusive of a few people, and the majority of other students are deprived of the right to participate in sports. When Liu Bo discusses the problems of university competitive sports, he briefly expounds "player sports", pointing out that a few athletes ignore the study of cultural courses, while most students lack physical exercise all year round, and the popularity of sports is insufficient. At the same time, he stressed that competitive sports in modern China mainly arose and developed in schools, especially universities, and the higher education system in this period was not perfect, which easily led to the neglect of university sports, especially the construction of university competitive sports system. Although college

competitive sports have made certain achievements, they still face many challenges and problems [10].

Jiang Bo also mentioned the problem of "player sports" when he studied the question and opposition of the presidents of recent Chinese universities to the simple advocacy of "championship doctrine" in school sports. He selected CAI Yuanpei, president of Peking University, Mei Yiqi, president of Tsinghua University, and Zhang Boling, president of Nankai University, as the research objects. The educational concepts of these three schools all attach great importance to the cultivation of students' physical education and fully confirm the importance of physical education, so they are representative. CAI Yuanpei advocated "four education and equal importance", and thought that it was more scientific and reasonable to attach equal importance to physical education, moral education, intellectual education and aesthetic education. He repeatedly called for the popularization of sports and harshly criticized "dueling sports of players". During his tenure at Tsinghua University, Mei Yiqi advocated "popularization and generalism", opposed the school's blind pursuit of "championship doctrine", encouraged everyone to participate in sports, adhered to the tradition of personality education and all-round development, and advocated "moral, intellectual, physical, American, labor and social" six education. Tsinghua University not only attaches importance to the performance of sports teams, but also pays more attention to the popularization of physical education and opposes the tendency of sports players. Zhang Boling advocated "equal emphasis on moral education and physical education". He believed that education should integrate "moral, intellectual and physical education" and should not be neglected. He proposed that "those who do not understand sports should not be principals", and expressed deep concern about the "championship doctrine" and "player sports" phenomenon prevailing in school sports. Therefore, he stipulated that no special treatment should be given to athletes during the study period, and even when athletes return from the competition, they must make up their homework and take exams. Those who violate school rules or fail their lessons, regardless of whether they are famous athletes, will be punished accordingly or be held back [11].

3.2. The drawbacks of player sports

3.2.1. Ignoring the diversified value of sports

athlete sports regard winning games and MEDALS as the only goal, ignoring the value of sports in health, friendship, teamwork, sportsmanship, sportsmanship and other aspects. Under great pressure, athletes often only pay attention to training results, but neglect the overall development of body and mind.

3.2.2. Damage to the physical and mental health of athletes

In order to pursue better results, athletes may need to conduct too much training, resulting in excessive training, resulting in physical damage. Excessive psychological pressure may also lead to psychological problems, such as anxiety, depression and so on.

3.2.3. Distortion of sports spirit

The problem of athletes' sports has turned sports into a utilitarian tool, weakening the educational function and social value of sports. Athletes and spectators pay more attention to the result of the game, but ignore the effort and hard work in the process of sports.

3.2.4. Impact on the sustainable development of sports

player sports lead to the waste of sports resources and the loss of sports talents. Excessive pursuit of performance leads some athletes to consume too much physical energy at a young age and cannot maintain long-term competitive status.

4. Chinese modern educationists' questioning of "player sports"

4.1. CAI Yuanpei advocated the sports meeting against the competitor system

CAI Yuanpei (1868-1940), styled Heqing, was born in Shaoxing, Zhejiang Province. He was a scholar in the late Qing Dynasty and an important revolutionary democrat and educator in modern China. He occupies a very important position in the history of modern Chinese education, and is regarded as the pioneer of school sports in the late Qing Dynasty and the early Republic of China. His thoughts on physical education have deeply influenced the development of school sports in modern China.

CAI Yuanpei fully recognized the core role of physical education in the education system, advocated the combination of physical education with moral education, intellectual education and aesthetic education, and put forward the educational concept of "four education and equal importance" [12]. He emphasized the importance of sports in shaping "complete personality", believing that "a sound mind resides in a sound body" [13], and advocated promoting the all-round development of students through sports. He pointed out that exercise not only contributes to physical health, but is also a key factor in developing a sound personality. He therefore proposed that schools set up sports clubs to ensure that every student could participate in sports, thus promoting the popularization of sports, and considered the holding of sports meetings to be a natural result of this effort.

CAI Yuanpei further emphasized the multiple educational values of sports meeting: first, it can stimulate students' interest in sports; Secondly, to promote inter-school exchanges and cooperation; Finally, help cultivate moral cultivation. However, he also criticized the education community at the time for paying too much attention to athletes, while ignoring the popularization and educational function of sports. He pointed out that focusing on training players can lead to academic neglect, imbalance in physical development, and potential psychological and physical burdens. CAI Yuanpei believes that this phenomenon is caused by some educators sacrificing the interests of athletes in pursuit of school honors, which not only discourages the interest of ordinary students in sports, but also violates the educational essence of sports [13].

He also warned that one-sided pursuit of victory and false fame not only destroyed the essential value of sports, but also had a negative impact on students' psychology and cultivated individuals with strong vanity, and such a mentality may continue to enter the society and have a negative impact on social development [14]. It can be seen that CAI Yuanpei not only pays attention to the role of sports in physical development, but also pays attention to the spiritual value, and believes that cultivating good moral quality is one of the important goals of sports. CAI Yuanpei has made important contributions to the popularization and development of sports in China.

4.2. Yun Daiying advocates for the popularization of school physical education

Yun Daiying (1895-1931), originally from Wujin, Jiangsu Province, born in Wuchang, Hubei Province, is a proletarian revolutionary and one of the pioneers of the youth movement. He not only devoted himself to the cause of revolution, but also extended his focus to the field of sports. In June 1917, he published "Research on School Sports System" in Youth Magazine, revealing and criticizing the prevailing "player sports system" in school sports at that time, and calling for a comprehensive reform of school physical education [15].

In church schools, the "athlete sports" model is very popular, often as the main way to prepare for the annual games, to gain social recognition. However, Yun Daiying believes that this actually covers up the nature of servile education and does far-reaching harm. He stressed that educators should practice the moral code with practical actions and become role models for

students. If the educator indulges in vanity and deviates from the right track in pursuit of vanity, his role model will be greatly reduced [16].

Yun Daiying strongly advocates the research and reform of school physical education, and clearly points out that its fundamental goal is to promote students' health. He opposed the one-sided promotion of "athlete sports" in some schools because of the pursuit of false fame, and proposed that school sports should be open to all students, regardless of physical strength, should receive fair attention and support. He believes that even if the school does not have athletes who perform well in competitions, as long as every student can gain physical and mental development through physical exercise, the school has fulfilled its responsibility [17].

At the same time, he advocated the transformation of the "fragmented", "single", "progressive" and "boring" sports model at that time into a "systematic", "comprehensive", "progressive" and "interesting" form. To achieve this goal, Yun suggested adding physiological hygiene courses and emphasizing the close combination of physical education and health education. He believes that students, regardless of gender, should establish a correct view of health and incorporate it into aesthetic standards [17].

In short, Yun Daiying proposed that school sports must serve all students, rather than becoming the privilege of a few. He especially emphasized the positive significance of physical education to students' physical and mental health, and pointed out the importance of combining physical education with health education, thus providing an important ideological basis for improving school physical education.

4.3. Mao Zedong advocated the idea of comprehensive development of sports

While studying at Hunan First Normal School, he served as the general secretary of the Student Association (similar to the current president of the Student Union) and the director of the Department of Education and Research, and deeply criticized many problems existing in the school's physical education and competitive sports.

He stressed that sports should focus on all-round development, and even suggested that athletes should moderate exercise facial muscles. He criticized the tendency of schools to place too much emphasis on competitive results, arguing that such practices go against the very nature of education.

In 1917, seven students died in Hunan No. 1 Normal School, one of whom was a student with excellent athletic performance, but died after contracting a disease due to neglect of personal hygiene (such as drinking beancurd directly from the basin). He emphasized many times that sports is not only about competitive performance, but also about health management and cultural learning. He is said to have given copies of a Dream of Red Mansions to athletes competing abroad as a reminder of their overall development, a move that demonstrated his dissatisfaction with "athlete sports". [19]

He proposed that sports should serve all students, promote physical health and moral growth, and pay attention to the cultivation of personal hygiene habits.

4.4. Zhang Huilan advocates women's sports and opposes the supremacy of competition

Zhang Huilan (1898-1996), a native of Nanjing, Jiangsu Province, was one of the important founders of modern Chinese women's sports. She is committed to promoting the development of women's sports, with special emphasis on the humanistic value contained therein, and actively promotes her own theoretical concepts in practice. On the one hand, Zhang Huilan strongly advocates women's participation in sports, on the other hand, she clearly opposes the value orientation of excessive pursuit of competitive results. In her opinion, competitive results do not fully reflect the popularity of sports, and even hinder the widespread promotion of sports to some extent. She criticized the abnormal phenomenon of "player system" due to the

prevalence of championshipism, believing that this tendency goes against the core goal of education and deviates from the essence of sports. Therefore, she argued that priority should be given to the popularity of sports rather than the pursuit of championships in the first place. [19]

Zhang Huilan also pointed out that there are mainly three significant problems in "athlete sports": First, from the perspective of physical health, schools often regard championships as the highest honor, and pay too much attention to the performance of players in pursuit of victory, but ignore the needs of weak students for physical exercise. Unreasonable sports may lay health risks for players, which may not be obvious in the short term, but may lead to incurable diseases in the long run, and it is difficult for schools to clearly identify the root causes. Without effective improvement, students' health will face serious threat. Secondly, from the perspective of academic development, players spend a lot of time in training and competition, often ignore their learning tasks, and even appear to be absent from class or decline in performance, which makes them easy to be regarded by teachers and classmates as representatives of poor academic ability or truancy. Finally, from the perspective of personality and social interaction, players often have conflicts with opponents or referees in competitions, which not only intensifies the tension of inter-school relations, but also may lead to more misunderstandings and disputes [20].

To sum up, Zhang Huilan stressed that the focus should be on popularizing sports, rather than just focusing on the training of players. She firmly opposes the practice of simply pursuing competitive results and one-sided selection of a few outstanding athletes, and insists on comprehensively cultivating students' practical ability and theoretical literacy in physical education. She pays special attention to the physical and mental health of students, while focusing on the development of sportsmanship and moral character. Zhang Huilan's attitude towards physical education fully reflects his comprehensive, balanced and health-oriented educational thought.

4.5. Zhang Jiwu: Nankai Sports Thought

Zhang Jiwu (1889-1978), born in Tianjin, styled Jiwu, originally named Wen Rui, was one of the outstanding physical education educators in modern China. Guided by the concept of open sports, he absorbed advanced sports theory and practice methods at home and abroad, laid a solid foundation for the rapid development of sports in Nankai and Tianjin in the 1920s and 1930s, and made important contributions to promoting the progress and innovation of modern Chinese sports. In the reform of school physical education, he proposed the construction of a comprehensive school physical education system including gymnastics, health education, nutrition and sports, and advocated the abolition of the "player system" to improve the school physical education environment and education quality [21].

In view of the drawbacks of players' sports, Zhang Jiwu wrote a warning to the principals. He criticized some school principals for not taking the overall health needs of students as the core goal of physical education, but spending a lot of money on hiring well-known athletes as teachers, and attracting athletes from all over the world to form teams through various means to compete for championships as the main purpose. This system, he argues, leads to complacency and excessive demands when schools win, and a rapid decline in the status and pay of faculty and athletes when they lose. This "winner must win, loser is lost" mentality not only damages the sportsmanship, but also makes it difficult to avoid the bitterness after the game. Zhang asks how such a sports system can bring real positive results [22]?

To solve these problems, Zhang Jiwu launched a series of sports reform measures at Nankai University. He selected students who performed well in physical and technical tests through the general sports class of high school, and combined them with former sports players to form a "sports high energy class." Students are grouped according to their interests, each group is

supervised by a dedicated faculty member, and the students are required to focus on sports skills as much as they would on academic subjects. In addition, he abolished the titles of players and all special benefits, including uniform subsidies, match cost subsidies and other benefits. Chapter 5 also encourages students to freely form sports teams according to their classes, grades or dormitories, and all teams need to register and accept management in PE classes, and enjoy the right to use the court and borrow equipment. For external competitions, students are required to obtain approval for physical education classes and be guided by a designated instructor. [23]

In order to reverse the sports festival and the phenomenon of "player sports" in all schools, the fifth chapter took decisive measures to dissolve the sports team of Nankai School. He advocated the free organization of sports teams in order to give full play to the advantages of collective intelligence and talents. This reform not only balanced the distribution of sports resources, but also laid the foundation for a more sustainable development model, effectively corrected the tendency of excessive focus on competition results at that time, and promoted the fairness and popularity of sports.

4.6. Shixi opposes the aristocratic and warlord style sports system

Shi Xi compared the "player sports system" to the aristocratic and warlord-like sports model, and published a series of critical articles on the prevailing player sports phenomenon in Nanyang University at that time. He pointed out that there is a widespread injustice on campus: although most students pay for sports, they do not have equal access to sports resources. These resources are almost monopolized by a small number of players, who are ironically referred to as the "overseers". Schools spend thousands of dollars a year on sports, but the vast majority of that has nothing to do with 95 percent of students. In addition, whenever the school sports team goes out to play, the whole school teachers and students need to march to welcome them, and even build victory gates for the victorious players, sing songs of praise, and sometimes suspend classes to celebrate. This practice of favoring a few "aristocratic" players at the expense of the sports rights and interests of the majority of students is obviously unjust and needs urgent reform [24].

In response to this problem, Shixi put forward four suggestions for the sports reform of Nanyang University: First, sports should be dominated by all students, and be widely participated and led by students; Second, schools should allocate sports funds reasonably according to the overall needs of students, and ensure that the use of funds is open and transparent; Third, the school sports equipment should be fair and open to ensure equal access for all students; Fourth, sports coaches and instructors should provide teaching and guidance to all students, and should not only focus on the needs of a few players [25].

The root of these problems, according to Shih, is not individual athletes or sports authorities, but the persistence of traditional rules and practices. Therefore, the target of the reform should not be the athletes, but the complete adjustment of this aristocratic and warlord-like sports system [26].

5. Enlightenment

First of all, we should establish a scientific concept of sports: the core goal of sports is not only the pursuit of competition results or MEDALS, but also to improve the physical and mental health of individuals, cultivate the sense of teamwork, the spirit of tenacious struggle, noble moral cultivation and humble attitude towards others. Secondly, improve the relevant sports management system: sports bodies need to strengthen the supervision of events, crack down on improper behavior, improve the law enforcement level of referees, and ensure that the competition is carried out in a fair, just and reasonable environment.

In addition, it is particularly important to strengthen sports ethics education: we should pay attention to the moral cultivation of athletes and sports practitioners, improve their professional quality, and advocate the sportsmanship of honesty and trustworthiness and fair competition. Finally, actively promote the extensive development of mass sports: by increasing the investment of resources, improve the sports participation rate and physical health level of the whole people. Through the organization of a variety of sports activities and competitions, stimulate the public's interest in sports, so as to inject impetus into the overall progress of sports.

6. Conclusion: Get out of the predicament of "player sports"

Looking back on the development history of school sports in China, educators and sports experts, as the leaders and reformers of sports, their thoughts and concepts can promote the development of school sports. At present, our questioning of "player sports" is not to completely deny and exclude its leading and motivating role, but to question, criticize and even surpass the phenomenon of excessive pursuit of "player sports". In the process of striving for the "championship", we must balance the internal structure of sports, give play to the advantages that are conducive to the harmonious development of people's body and mind, advocate the humanistic spirit, so that school sports can truly realize the human text and return to the essence of focusing on the healthy development of people's body and mind.

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