Physical Education in the United States

• Exam 4 – Ch 5, 6, & 7 plus class notes

Physical Education in the United States (Colonial)

• Begin in Colonial America
• Early life difficult - Survival most important
• Life was hard - People were spread out and had little contact except for social life & military training
• Strong religious beliefs - Recreational activities considered "wasteful idleness"
• Initiated "BLUE LAWS"

Physical Education in the United States (Colonial)

• Puritans (NE), Quakers (PA), Anglicans (VA) - all opposed to pleasurable or recreational activities
• Adults played games learned as children
• Children followed adults’ lead
• As moved West - life & activities tougher: Horseracing, cock fighting, gambling, boxing

Physical Education in the United States (Colonial)

• Little nationalism - even at Revolutionary War
• Not until War of 1812 did nationalism peak
• Country too spread out
• Regional antagonism
• New elite - coastal residents close ties to Europe
• Farmers - Foothill areas-little contact with coast
• Settlers - Looked for unopened areas
• Still North/South & East/West difference

Physical Education in the United States (Colonial)

• No real physical education - but it was supported by early leaders
• Ben Franklin was a swimmer
• Exercise would give "independence to the mind" Thomas Jefferson
• "Exercise and recreation are as necessary as reading. I will rather say more necessary, because health is worth more than learning." Thomas Jefferson

Physical Education in the United States (Colonial)

• Schools copies of European influence
• Latin Grammar school - classical education
• Academies - basic instruction - 3 R’s
• Advanced Education - Ministry preparation (Harvard)
Physical Education in the United States (Colonial)

- Johann Pestalozzi had to make education useful.
- Educational leaders.

Educ. had 3 aspects:
1) Intellectual
2) Practical
3) Moral
- Teacher was a guide; student had to be stimulated to learn.
- PE used to bring mind/body into harmony.
- 1 hr. German gymnastics 5 days/week.

Johann Pestalozzi

Physical Education in the United States (Colonial)

- Joseph Lancaster: used student assistants to share teacher’s duties (Monitors).
- Monitors would learn a lesson & teach other students.
- Recommended playground & play activities.
- Phillip von Fellenberg: began vocational schools - manual work = exercise.

Physical Education in the United States (Early 1800’s)

- Charles Follen - Gymnastics Instructor at Harvard - 1st college gymnasium & pool.
- Action taken due to “student agitation.”
- Physical Education still not valued in higher education.

Charles Follen

Physical Education in the United States (Early 1800’s)

- Catharine Beecher: Leader in women’s movement.
- Believed women should be educated, but their place was in the home.
- The mother was the core of the family & needed an education to do a good job.
- Advocated more freedom in women’s attire for Swedish exercises & benefits (good health).

Catharine Beecher

Physical Education in the United States (Early 1800’s)

- BEECHER: Developed a 26 lesson unit in physiology for women, 2 courses in calisthenics (one for school & one for exercise halls) with light weights & archery, swimming, riding.
- Believed hunting was sinful;
- Dance was inappropriate (lead people in wrong area).

BEECHER
Physical Education in the United States (Mid 1800’s)

- **Dr. Edward Hitchcock** - 1st hired as professor of hygiene & physical culture at Amhurst College, MA
- Asked to develop a program for students
- Heavy & light gymnastics apparatus
- Exercise to music
- Anthropometric measures of body for changes
- 1st intramural school sports program

Physical Education in the United States (Mid 1800’s)

- **Dio Lewis** - developed “NEW” gymnastics
  - Only had honorary degree
  - Lectures based on questionable ideas (Gymnastics crown)

The Crown

- Purpose: Was to straighten the spine
- Made of iron and padded
- Worn 20 min. a day – 10 min/am & 10 min/pm
- Got the idea from other countries

Physical Education in the United States (Mid 1800’s)

- **Dio Lewis** - Began the Normal Institute for Physical Education in Boston
- 10 weeks of classes in anatomy, physiology, hygiene, & gymnastics
- Graduated 250-400 teachers in 7 years
- Popularized gymnastics - minimum equip & minimum expense

Physical Education in the United States (Mid 1800’s)

- **Dio Lewis** –
  - “NEW” gymnastics
  - Concerned with upper body development for men & women
  - Used free exercises, wands, indian clubs, bean bags, & routines set to music

More of Lewis’s Beliefs

- Believed that his exercise system was better than the military training system
- Believed that every school house should have a playground and a gymnasium
- If people do not dress properly they may suffer from pulmonary disease
- Clothes should be worn loosely for proper circulation
- Upper body exercises prevent droopy shoulders
  - Droopy shoulders will not allow the lung to work properly
Gymnastic costumes recommended by Dio Lewis 1862

New Gymnastics Exercises Recommended by Dio Lewis

New Gymnastics: Bean Bag Exercises

Physical Education in the United States (Mid 1800’s)
- Thousands of refugees fled Germany in 1848 because of the revolution,
- Many of them founded German Turnvereins in the United States.
- The first to appear was in Cincinnati, Ohio, in November of 1848.
- Others followed in Boston and Philadelphia in 1849 and in New York and St. Louis in 1850.
- By 1885, there were 89 Turner Societies in the United States, and their motto became “a sound mind in a sound body.”

Physical Education in the United States (Mid 1800’s)
- TURNVEREINS; German Gymnastics Society
- Most influential factor in the development of Physical Education
- Goals:
  - Promote Physical Education
  - Improve individual intellect
  - Provide opportunity to socialize with others

Physical Education in the United States (Mid 1800’s)
- Turner schools: only for Turners - levied tax to pay for school (10 cents/yr)
- Normal School of the North American Gymnastics Union (later affiliated with Indiana Univ.)
- Began in 1866 in NY - 19 students started but only 9 finished
- 4 months of study in anatomy, first aid, dancing, gymnastics instruction, & teaching methods
- Classes offered at night; evolved to 4 year program
Physical Education in the United States (Mid 1800's)

- Growth of Swedish System - *(Ling)*
- Spread by Hartwig Nissen at Johns Hopkins
- Taught benefits of gymnastics for health
- Eventually became more popular than German system because...
- Little or no apparatus
- More freedom in movements
- Less rigid than German System

Dr. Dudley Sargent (1879) - director of gymnastics at Harvard - MD from Yale
- Developed his own system based on German & Swedish systems - an eclectic system
- 1st to use medical exam as preliminary to any program
- Began his own school - Sanatory Gymnasium later Sargent School for Phys. Educ. and a part of Boston Univ. - 1st with Summer program

Physical Education in the United States (Mid 1800's)

- Growth of religious groups
- YMCA - Founded by George Williams
  - Came to U.S. from London in 1851
  - Purpose was to help people lead a moral life
  - Church became common gathering place
  - Focus was on Mind - Body - Spirit
  - Also growing public health concerns - cities becoming slums - no "country place" available
  - Gave rise to "Recreational Movement"

Physical Education in the United States (Formation of AAPE)

- 1885 - Formation of the Association for the Advancement of Physical Education (AAPE)
- William Anderson - Adelphi College called a meeting to learn what others were doing
- 60 came - most MD's & believed in health values of Physical Education
- 1886 - Met again to change name & set objectives (American Assoc. for the Advancement of Phys. Educ.)

AAAPE Objectives (1886):
- To disseminate knowledge about Phys. Educ.
- To improve teaching methods
- To bring together those interested
- Wanted to meet yearly
- Still do & led to formation of AAHPERD
- New name in 2006:
  - American Alliance for Health and Physical Activity
Physical Education in the United States (Boston Conference 1889)

- 1889 - Landmark conference - Conference in the Interest of Physical Training
- Sponsored by Mary Hemenway & her assistant Amy Morris Homans (Boston Normal School of Gymnastics - eventually Wellesley College)
- The conference included a lively discussion of the different systems of gymnastic training available, and how to best meet the need for teachers.
- 1st meeting called to discuss systems & best way to help people

Mary Hemenway

- Sargent System:
  - Eclectic system; new apparatus (wall pulleys)
  - 4 Purposes of Physical Training:
    - Hygienic - study exercise; diet; sleep; breathing; bathing; clothing
    - Educational - how the mind/body used in skill acquisition
    - Recreative - revitalize the indiv. to return to work with ease
    - Remedial - correct physical defects & deformities
  - Goals to lead to "fitness" - fit for work or play or anything called upon to do

Amy Morris Homans

- German System:
  - Promote individual abilities
  - Provide the state with well trained citizens ready to meet the emergencies of peace & war
  - Make the body strong, healthy, & agile but NOT to cure sickness, remedy ailments or deformities

- Swedish System:
  - Physical training for health & skill
  - Should assist in development of correct "repression, impression, & expression"
  - Help to prevent/overcome tendencies of abnormal development
  - Counteract the "evil effects of our modern civilization"
  - Value seen in the effects on body & beauty of its movement

- YMCA: Luther Gulick - YMCA leader (Playground Association of America)
  - Contribute to the development of the "all-around" man
  - Allow nature to contribute to a healthy, strong, evenly developed & well disciplined indiv. with a strong & well balanced spiritual nature
  - Sought to blend the physical, intellectual, & spiritual aspects of the individual

- Delsartian System:
  - Emphasized the rhythmic & aesthetic aims of exercise
  - IMPT. No one spoke on benefits of games & sports
  - Games & sports were not a part of the curricula in colleges & schools in US
Physical Education in 1900’s

- By 1900 1000+ members of AAAPE
- None west of Nebraska
- Movement to accept Swedish system
- “NEW” movements on scene
- Influence of sports & games

Challenges to Gymnastics Systems

- Growing popularity of intercollegiate sports
- Exercise was considered dull
- New sports being developed
- Basketball - also interesting for women;
- Volleyball
- Belief that school should be interesting

Challenges to Gymnastics Systems

- Other influences:
  - 1917 - W.W.I - wanted less German influence
  - Wanted to use sport to train military
  - 1929 Great Depression - hurt Physical Education
  - Influence of John Dewey - “Progressive Movement” in education

New “SYSTEMS”

- Dewey (1920’s) - center on child
- “Learn by doing” - Pragmatic Philosophy
- Led to shift from health centered concerns to concern for “ALL” educational values
- Teacher should take & use what interested the child & this would result in greater accomplishments
- Dewey’s ideas led to the New Physical Education

New Physical Education 1922-1930

- Leaders sought an American form of Physical Education
- Thomas Wood - NEW Physical Education
- Play was imp.; used naturalized activities for educ. toward citizenship, intellectual awareness; moral & social behavior
- Used games, sports, & other non-gymn. activities (dance; aquatics)
- Lacked trained teachers to teach NEW PE

New Physical Education 1922-1930

- T. Wood influenced others
- Clark Hetherington - “play was the business of children”
- Physical Education objectives were:
  - Organic, psychomotor, character & intellectual development
  - Developed both undergrad. & grad. programs
**New Physical Education 1922-1930**

- J. B. Nash - early advocate of "lifelong" sports to avoid a nation of spectators
- Should be educated for leisure
- Jesse Feiring Williams - "education through the physical"
- Develop physical skills only if it helped educate the total child

*Jessie Feiring Williams*

- C. H. McCloy - "education of the physical"
- The function of physical education was physical training
- Philosophical debate still with us re: the purpose of physical education
- Sports were introduced into the curriculum because of students’ interest

*C. H. McCloy*

**New Physical Education 1922-1930**

- Dance also grew - especially folk & square
- 1905 Amer. PE Assoc. convention centered on dance - purpose s & benefits
- Some felt it would replace gymnastics in curriculum

**New Physical Education 1922-1930**

- New programs required trained teachers with BS degree
- Education at both undergrad. & grad.
- Recreation mvt. growing
- Cities expanded rec. facilities
- Federal gov’t. gave more attention
- Sport clubs grew in large cities

**New Physical Education 1922-1930**

- Sport clubs attracted students to compete
- Introduced new ideas
- NYAC - spiked shoed, cinder tracks, standardized rules
- Role of women in physical education

**Women in Physical Education**

- Delphine Hanna - prof. of Wood, Gulick, Nash, Williams
- Women’s sport - only those not requiring perspiration or showing the body
- Archery, croquet, tennis, golf
- 1st team sport was basketball (3 on 3)

*Delphine Hanna*
Women in Physical Education

- Thought of the time was: defective women = defective children
- Higher education rare - growth after Civil War
- Could develop nervous disorders
- "Intellectual educ. would tax nervous system & redirect energy needed for reproduction"

Women in Physical Education

- Led to Neurasthenic disease:
  - Thought to be an epidemic in 1900's
  - Urban environment made everyone susceptible - brain was overworked by too much studying
  - Exercise was the answer (cure) - Dr. Randolph Fairies

Women in Physical Education

- Women opposed participation in sport:
  - Lead to professionalism
  - Benefit few at expense on many
  - Unsocial
  - Needed professional coaches
  - Expensive
  - Would cause unnecessary nerve fatigue

Women in Physical Education

- Promoted “play days” in women’s colleges
- Felt women should control women’s sport
- Would have same problems as men’s athletics
- Developed DGWS - AAHPER (1957)
- AIAW - 1971; NCAA 1983

Women in Physical Education

- No real change until 1972 - Title IX
- Limited in early Olympics - 800m or less
- What helped advance women in sport?
- Women’s emancipation (WWI & WWII)
- Became more acceptable-less religious opp.
- Media stereotyping of women- “feminine sports
- Nationalism in competition
Black Athletes
• 1880-1890 - Laws called for separation of races - Jim Crow Laws
• Hurt chances in sport
• Participated in same sports as middle class
• Jesse Owens 1936 Olympics hero
• A total of nine black football players suited up for NFL teams between 1920 and 1926. Fritz Pollard and Bobby Marshall were the first black players in what is now the NFL in 1920. Pollard became the first black coach in 1921.
• Lasted until 1946 (baseball) - Jackie Robinson

Problems in Sport
• Direct & indirect payment to athletes
• Students moving from school to school
• Lack of faculty control in sport
• Coaches of questionable ethics
• Rules broken or evaded
• Problems identified in 1903

Problems in Sport
• Students in control at turn of century
• Students would form a team; select capt. & mgr.
• Mgr. arranged schedule, practice, equipment, raised money; hired coach
• Handled team business
• Schools had no control

Problems in Sport
• Sports popular after WW I
• Abuses continued
• 1929 Carnegie Report - Gave more power to schools - faculty control of sport
• To control professionalism; commercialism; & lack of academic integrity

Problems in Sport
• Led to development of NCAA to control sport
• Originally had broad educational goals
• Estab. high ethical standards
• Develop PE in the schools
• Promote intramurals
• Develop rules & conferences to make competition more fair
Problems in Sport

• Forced Physical Education & Athletics back together for support
• 1929 - Depression - lack of money for “frill” course & athletic contests
• Needed to convince people of worth of program
• Depression times led to growth in recreation

Recreation Boom

• Unemployment gave leisure time
• Gov’t. fought unemployment by creating jobs
• Hired to build recreational facilities, playing fields, parks (Smokies & CCC), hiking trails
• Ended with WW II

WORLD WAR II & PE

• 45% of first 2 million drafted were rejected for physical/mental reasons
• Most teachers were drafted
• Conducted mass calisthenics - student leaders - response to command
• Gov’t. had to take action to promote fitness

WORLD WAR II & PE

• Phys. Educ. wanted to avoid old concept of physical training
• Fitness were developed; required PE in schools
• Sports used to keep morale up
• After WW II another sports boom
• Sport used to bridge cold war problems

Post World War II

• Autopsies on soldiers in Korean War showed advanced c-v disease
• 1954 – Kraus/Weber Test of Minimal Fitness administered to youth
• 57.9% of American youth failed
• 8.7% of European youth failed

Kraus-Weber Tests of Minimum Muscular Fitness

1954 Results
57.9% - American Children Failed
8.7% - European Children Failed
**Post World War II**

- 1956 - Eisenhower formed **Council on Youth Fitness**
- Should develop fitness at local level
- Became a publicity outlet for politicians.
- 32 sport celebrities were invited
  - **NOT AAHPERD**
- Endorsed it, but developed their own fitness test: **AAHPER Youth Fitness Test**
- Push ups; softball throw; 600 yd walk/run; pull ups/flex arm hang; sit ups; shuttle run

**Post World War II (1950’s & 1960’s)**

- Test results still poor
- 1957 - Sputnik - changed emphasis to math & sciences
- 1961 - Kennedy - President’s Council on Physical Fitness
- Pushed school fitness in peace time
- Growth of professional sport & TV revenue
- Growth in higher ed. - 200,000 teachers did not return - new opportunities
- 2010 – New name: **President’s Council on Fitness, Sports, and Nutrition**
- 2012 – New test - _Presidential Youth Fitness Program (PYFP)_ – emphasizes health over performance and uses **FITNESSGRAM** for assessing fitness

**Presidential Youth Fitness Program (PYFP)**

- Measures health related components of fitness: aerobic capacity, muscular strength, muscular endurance, flexibility, and body composition.
- Purposes:
  - Help students understand their fitness data analysis, improve, and/or maintain their physical well-being
  - Develop cognitive concepts about fitness assessment and interpretation of results
  - Monitor and reinforce student learning and achievement in reaching personal fitness goals

**Current Fitness Status (1/3/11 - MDJ)**

- A recent study of 350,000 applicants (17-24) who took the Army’s entrance exam (n=87,500) - 25% failed the test. The passing score was 31out of 99. Other branches of the armed forces required higher scores.
- 75% of those who applied didn’t even qualify to take the test because they were physically unfit – usually due to obesity, never graduated from high school, or had a criminal record.

**PE in the 1960’s**

- 60’s time of challenge on campus
- Programs survived, but were modified
- Required to elective; A-F to P/F
- Little opposition from PE on campus
- Veterans received credit
- Married received credit

**PE in the 1960’s**

- Professional preparation exploded
- 1969 - 650 institutions graduated students
- 36 institutions in Georgia today
- Job Market became flooded
- Baby boom going to school
- Subject matter de-emphasized - learn how to teach
PE in the 1960’s

- New disciplines of study were emerging
- Challenged to show its place in higher education
- Colleges going in different directions
- Generalists vs Specialists debate; more experimental studies

PE in the 1960’s

- Needed to create interest
- “Render it worth knowing”
- Make knowledge gained useable in one’s thinking beyond the situation in which the learning occurred

PE in the 1970’s

- Milestones - Growth of women’s movement
- Title IX - 1972
- ‘+’s: growth of women’s sports; athletic scholarships; co-ed classes; more opport
- ‘-’s: Some teachers not prepared for co-ed class; students & opp. sex; strained resources; fewer women coaching; same problems as men

PE in the 1970’s

- 1974 - PL 94-142 - Educ. in least restrictive environment
- Special training in curriculum
- Facilities altered
- Much success in different sports & levels

PE in the 1970’s & 80’s

- New changes in facilities/equipment
- Synthetic surfaces - now question their safety
- Enclosed stadia
- 1980’s IBM PC; now computers in common use for record keeping; biomechanical analysis; self paced instr.
- Video playback & cameras

Characteristics of History of PE

- Physical Education means more (umbrella concept)
- Sports & games developed outside of schools
- PE activities dictated by trends (lifetime sports vs fitness) spas; health clubs
- Periodic return to fitness emphasis
- Increased specialization in education
Characteristics of History of PE

- Once taught by amateurs - now supported by science & medicine
- Early small area of concern - now very diverse
- Schools now again deciding what should be taken
- Still threatened
- Growth of new games & cooperation