

Physical Education in the United States

- Exam 4 – class notes

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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” - laws supposedly enacted by the Puritans (1700's) to regulate moral behavior (especially what people must or must not do on the Sabbath).

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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

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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

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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)

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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**

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Physical Education in the United States (Colonial)

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

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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

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

- Charles Beck - a Turner @ Round Hill School - promoted a classical education but added dance, riding, & gymnastics to the curriculum



Charles Beck

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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



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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)



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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)



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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



Dr. Edward Hitchcock

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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)

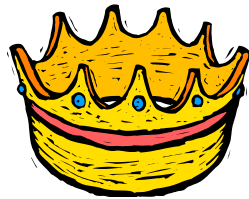


Dio Lewis

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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



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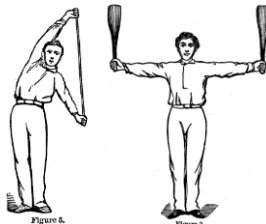
Physical Education in the United States (Mid 1800's)

- **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

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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



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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

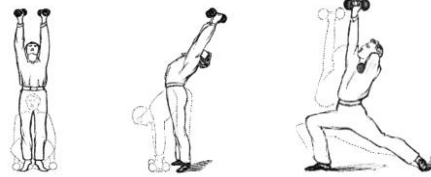
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**Gymnastic costumes recommended
by Dio Lewis 1862**



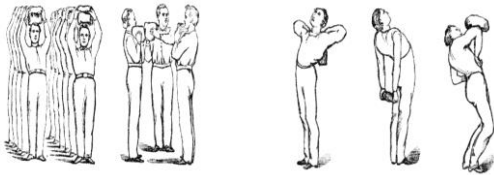
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**New Gymnastics Exercises
Recommended by Dio Lewis**



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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."

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**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

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**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

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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

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

- 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



Dr. Dudley Sargent

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

- Francois Delsarte - France - used body movements to express feelings
- System developed for actors, singers, public speakers - better suited for dance training
- Offered primarily as a counter system to the German & Swedish systems

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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"



Logo of YMCA - 1891

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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.)

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Physical Education in the United States (AAPE)

- AAPE 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
- ** 2013 "new" AAHPERD name: **SHAPE America: Society of Health and Physical Educators (SHAPE)**

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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



Amy Morris Homans

Physical Education in the United States (Boston Conference 1889)

- **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

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Physical Education in the United States (Boston Conference 1889)

- **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

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Physical Education in the United States (Boston Conference 1889)

- **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

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Physical Education in the United States (Boston Conference 1889)

- **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

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Physical Education in the United States (Boston Conference 1889)

- **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

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Physical Education in 1900's

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

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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

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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

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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

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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

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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

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New Physical Education 1922-1930

- *J. B. Nash* - early advocate of "**lifetime**" 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



Jesse Feiring Williams

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New Physical Education 1922-1930

- *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

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New Physical Education 1922-1930

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

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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

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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

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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

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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”

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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

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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

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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

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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

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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

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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

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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

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Problems in Sport

- Schools saw value of exercise
- Healthy students were more successful
- http://www.cdc.gov/healthyyouth/health_and_academics/index.htm
- Assumed role of parents - *in loco parentis*
- Sought to control/protect students
- Football fatalities; growth of basketball (men & women)

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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

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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

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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

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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

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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

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WORLD WAR II & PE

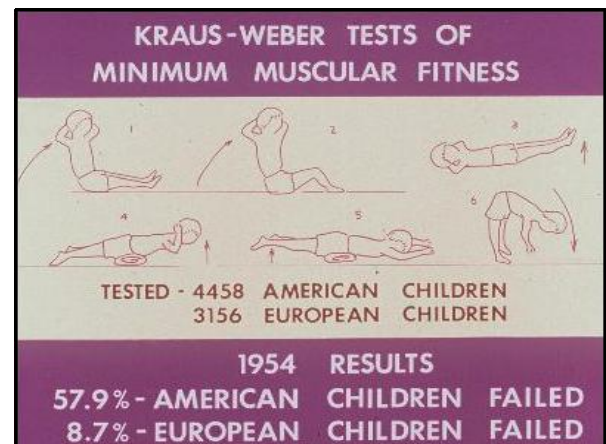
- Phys. Educ. wanted to avoid old concept of physical training
- Fitness were developed; required PE in schools
- Sports used to keep morale up
- After WW II another sports boom
- Sport used to bridge cold war problems

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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

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Post World War II

- 1956 - Eisenhower formed Council on Youth Fitness
- Should develop fitness at local level
- Became a publicity outlet for adm.
- 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

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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
- **2010 – New name: President's Council on Fitness, Sports, and Nutrition**
- **** 2013 "new" AAHPERD name: SHAPE America: Society of Health and Physical Educators (SHAPE)**
- Pushed school fitness in peace time
- Growth of professional sport & TV revenue
- Growth in higher ed. - 200,000 teachers did not return - new opportunities

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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 31 out 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.

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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

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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

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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

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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

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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

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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

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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

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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

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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

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