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PHYSICAL FITNESS AS PRESENTED BY THE VICTORY CORPS
AND THE PRESIDENT'S COUNCIL ON PHYSICAL FITNESS

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by
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CHAPTER I

INTRODUCTION AND STATEMENT OF PURPOSE

I. INTRODUCTION

The strength of our democracy is no greater than the collective well-being of our people. The vigor of our country is no stronger than the vitality and will of all our countrymen. The level of physical, mental, moral and spiritual fitness of every American citizen must be our constant concern. John F. Kennedy (46-I)

The youth of today are raised in a strange and wonderful world. The threat of atomic war and the destruction of the entire world is no longer science fiction. All this is mixed with the knowledge of outer-space, rockets to the moon, electric ranges, automatic television, and home intercoms. The modern pace is rapid, and the pressures are great, with no indication of improvement.

From the day of his conception, the child of today is expected to be precocious, and to go on to a great and glorious career in medicine, law, or nuclear physics. All this takes intensive training of the mind. However, it is now being increasingly realized that this also indicates an increased emphasis on the physical development of our youth.

The need for fitness is screamed from every magazine and newspaper. The housewife of today takes time out to exercise with Debbie Drake or to go to the YWCA to indulge in slimnastics. Never before has such an interest been placed on fitness and physical education during peacetime. Part of this interest stems from the stimulation and dissemination of information by the President's Council of Physical

Fitness, and part from a realization of the demands of the times.

II. STATEMENT OF PURPOSE

The purpose of this paper is to discuss generally physical fitness. More specifically it is to discuss two particular governmental agencies or organizations that were or are concerned with physical fitness, the Victory Corps program of World War II, and the President's Council on Physical Fitness (formally the President's Council on Youth Fitness).

Physical fitness is a term which has been used in many different ways. The first is what is referred to as general fitness, and the second is what is referred to as specific fitness.

The Fitness Conference of the American Society of Health, Physical Education, and Recreation in 1950, defined some parts or components of total fitness:

- 1. A systematic organic health consistent with heredity and the environment, plus health knowledge.
- 2. Sufficient coordination, strength, and vitality to meet the demands as well as the requirements of daily living.
- 3. Emotional stability to meet the stresses and strains of daily living.
- 4. Social consciousness and adaptability with respect to the requirements of group living.
- 5. Sufficient knowledge and insight to make effective decisions and arrive at feasible solutions to problems.
- 6. Attitudes, values, and skills which will insure participation in a full range of daily activities.

CHAPTER II

DEFINITION OF TERMS

"Physical Fitness is a term glibly used but improperly understood by a large part of our population." (51-392) This confusion may result from the fact that "fitness" is a multifactor term, or as Dr. Scheele states, "a many splintered thing". (92-66)

For the purpose of this paper, it is important to distinguish between two aspects of the term "fitness". The first is what is referred to as total fitness, and the second is what is referred to as physical fitness.

By way of definition the Fitness Conference of the American Association of Health, Physical Education, and Recreation in 1956, listed seven parts or components of total fitness:

1. Optimum organic health consistent with heredity and the application of present health knowledge.
2. Sufficient coordination, strength, and vitality to meet emergencies, as well as the requirements of daily living.
3. Emotional stability to meet the stresses and strains of modern life.
4. Social consciousness and adaptability with respect to the requirements of group living.
5. Sufficient knowledge and insight to make suitable decisions and arrive at feasible solutions to problems.
6. Attitudes, values, and skills which stimulate satisfactory participation in a full range of daily activities.

7. Spiritual and moral qualities which contribute the fullest measure of living in a democratic society. (48-8,9)

Physical fitness is one phase of total fitness. It does not include all of the aspects of emotional fitness, mental fitness, or social fitness. In emotional fitness, the feelings are important--love, fear, conflicts, and frustrations. In mental fitness the power of thought is paramount--solving problems, rationalizing, making choices, memorizing, computing, etc. In social fitness adaptability to the group and to particular friends is important--the manners, the moral, etc. Physical fitness is related to these other phases of fitness in addition to being important for itself. (7-18)

Since this paper concerns itself with two organizations dealing with physical fitness, it is important to note that differing concepts of physical fitness were in evidence at the times of their formation.

The United States Office of Education in their Handbook on Physical Fitness for Students in Colleges and Universities, defined a physically fit person as,

one who is free from handicapping infection, diseases, or defects; is properly nourished; practices wholesome mental hygiene; and possesses sufficient strength, endurance, skill, and knowledge to perform successfully the activities required in combat service or war work. (42-2)

Following the Second World War, the Subcommittee of Physical Fitness of the Baruch Committee on Physical Medicine summarized that "physical fitness can be described as the total functional capacity of an individual to perform a given task." The committee noted further that the ultimate test of fitness was the ability to carry out the task without undue fatigue to completion. (4-353)

There is not as great a difference between these two concepts as would first appear. Karpovich points out that, "in spite of numerous shades of meaning in definitions of physical fitness, all definitions

agree that it denotes adaptability or suitability to some specified muscular stress." (16-244) The definitions of physical fitness in evidence during these two periods differ most in the reason for which physical fitness was being developed.

It will be seen in the following section that the major body concerned with the carrying out of activities to promote physical fitness, has been the physical education profession. The fact that "the simplest and most basic purpose of physical education is to improve the fitness of the physical body in the same sense that mental education trains the mind and religious teaching elevates ethical concepts," (63-67) makes it virtually impossible to discuss physical fitness without also touching on physical education.

The term, physical education, is as an elusive a term as is physical fitness, for it too covers a diversified and broad area. Cassidy states that "physical education is the sum of the changes in the individual caused by experiences centering in basic movement patterns." (23-2) Mathews states that "physical education may simply be defined as education through or by means of the physical." (20-2)

CHAPTER III

SUMMARY OF THE HISTORICAL EMPHASIS ON PHYSICAL FITNESS

The history of all creation and especially of mankind, represents an eternal struggle for being. None, even the most magnificent past, will guarantee the future. The only salvation resides in a healthy and active present.
Miroslav Tyrš (63-70)

The emphasis placed on physical fitness has varied considerably from nation to nation, as well as with the demands of the times. While the term physical fitness did not come into widespread use until it was adopted by the armed forces during World War II, it has been in existence since the beginning of human life itself. (7-23) It seems to come into prospective during the "Golden Age" of Greece. (26-18) Plato's phrase of a sound mind in a sound body was actually the Greeks definition of total fitness. In turn the "sound body" undoubtedly refers to the area of physical fitness.

It is difficult to make generalizations about Greece, for it was a country of city-states, that were independent and self governing. Athens and Sparta were however, two of the stronger of the city states, and were fairly representative of the whole of Greece.

In Sparta, the men were trained for but one thing, war. They were, from the time of their conception, soldiers. Sparta's aims, both from the point of view of education, and physical education, were militaristic. The excellent physical condition which was demanded of the youths was obtained first at home, and then, after the age of seven, at schools and camps. (26-19)

In Athens, the emphasis was again strongly on the physical,

however, the aim was not the militaristic one of Sparta. "The aim of Athenian Education was to fit the boy for social, political, military, and religious life in Athens; this demanded a training of mind, morals, spirit, and body to their highest capacities." (26-22)

It is interesting to note the emphasis placed upon the education of the women and girls in Sparta. In this respect Sparta was more advanced than Athens. The girls in Sparta were given as intensive training as were the boys, however to achieve another end, that of raising strong healthy babies. This training lasted from the age of seven to the age of twenty, or until the time of her marriage, should she marry earlier. (26-20,21) The Athenians on the other hand neglected the physical training of their girls who were schooled at home and only in the domestic arts. (26-27)

This same high level of fitness was seen in the early days of Rome. When Rome was but a struggling community, it was probably at its height with respect to physical condition. From that point the physical condition of the populace seemed to decrease in proportion to the importance and power that Rome achieved. In the beginning, Roman education was centered in the home. (32-79) That the home did an excellent job in preparing the children of Rome is evidenced by the fact that Romans went on to conquer the whole of the Mediterranean world. The aim then was militaristic, and the aim was fulfilled. However, as Rome became the ruling nation, a professional army was formed. Thus with their changed status, there was no reason for the general public to have a high degree of fitness. (32-83)

The people of Rome did not abandon physical activity entirely

though, but instead of participating they now only watched while trained athletes performed. As the physical activity of the people decreased, so did the fitness level. No longer did the Romans have to perform the activities associated with the existence and survival, for all was done for them by slaves. (26-42,43)

In direct contrast to this inactivity of Rome, is that in evidence in early America. From the arrival of the first settlers on American soil at Jamestown in 1607, the colonists were in constant battle. They were at war with all around them, the land, the climate, the Indians, disease, in essence the entire environment. This struggle made a high level of fitness not only important, but essential. There was not a conscious effort made to achieve or to maintain this high level of fitness, for this was not necessary considering the activities in which the colonists participated. For example the plowing of the land, the building of the house, the housework, without the benefit of modern conveniences, was enough to accomplish this. It was as simple a matter as the strong surviving, and the weak failing.

During the colonial period, the schools contributed little to fitness, for they were, for the most part, formed late, and little was done in the area of physical education. The schools were centered around the study of the three "R's" and their greatest concern of the moment was expansion and not curriculum. (32-365) The exception was in Philadelphia due to the interest of Benjamin Franklin. (28-22)

"Throughout this period of emerging nationalism, the dominant emphasis in physical education was the development of health and strength for the citizens of the new republic," (32-366) It was not

an easy road that physical education had to travel. It was an uphill battle, marked by a constant search for leaders, and a suitable program.

One gets the general impression that the idea of the importance of physical activity and its benefits to the body were accepted, but the people just did not seem to know what action to take. Many felt, that it could take care of itself in after school hours. Others thought that it should be taught by an instructor. This presented a problem as well for there was a distinct lack of qualified teachers. The main bulk of teachers were the German refugees, of whom Beck, Follen, and Lieber were the leaders. (26-189)

The many German educators who came to America fleeing political persecution brought an enthusiasm for German gymnastics which in its ebb and flow of popularity for more than a hundred years, greatly influenced physical education in the United States. Heretofore the English love of sports had set a pattern of physical activity, but from now on there developed the two interests--gymnastics and sports. (26-197)

The United States was at this time beset by many different fads and systems. From Beecher to Winship, people were constantly searching for an acceptable program. The German system did not seem to suit all of the people. It was disliked mainly by the women, for it was felt to be too strenuous. (26-190) Thus Catherine Beecher developed a system of her own, and this was followed soon by others such as Dio Lewis.

The culmination of this period of history was found in the formation of a department of physical education at Amherst, and the awarding of a full professorship to Dr. Edward Hitchcock. (26-203) It appears that here at last the need for, and the value of physical activity was realized, and having been realized, action was taken.

The importance of the need for this type of action was very sharply pointed out, as a distinct concern by the American people was shown about the low fitness level and the rejection by the army of so many men in the Civil War.

It is important to bear in mind that during time of war in this early period, physical education was not modified to stress objectives of physical fitness and useful skills to help prepare for military service. It was simply replaced by military drill and the question of retaining physical education (if it existed) hardly merited discussion. In general, therefore, there was little talk about the relation of physical education to preparation for military service. (32-368)

The poor condition of the men entering the service gave the whole area of physical fitness a boost. The superior condition of the soldiers in the Confederate Army was accredited to the fact, that there were a greater number of military academies in the South. Thus a greater emphasis was placed on the military aspect as a method of achieving a good physical condition. The Morrill Act of 1862 which required military drill in all Land Grant Colleges, added impetus to this concept. (26-233)

In general, there was an increase in all areas pertaining to physical activities. Witness the fact that in California, in 1866, the first state law making physical education compulsory, was passed. (26-233) However, as this idea of compulsory physical education grew, it was hampered by a lack of facilities, teachers, and teacher training centers. As the need arose, it was met.

In this period, between the Civil War and World War I, gymnastics was king. In addition to the two major systems, the German and the Swedish, many lesser known systems, such as those begun by Jessie Bancroft and Delsarte, came into being. Sports were in evidence, but were

conducted, organized and carried out by the students. It was not until the latter portion of this period, that sports began to come under the supervision of the faculty and administration.

By 1900, it became no longer a battle as to which system of gymnastics to use, but rather whether any system should be used. (26-282) Sports began to take over entirely.

During the First World War, physical education picked up some new objectives, for there was a trend toward the social and emotional outcomes, as well as the physical fitness aspect.

Gymnastics gained some of its lost ground during the war. After World War I, three groups evolved, each having a different idea as to how a high level of fitness needed for wartime could be achieved. The first group wanted to return to gymnastics entirely. The second felt that physical fitness was not, and should not be a part of physical education or its objectives. The third was a middle-of-the-road group, which actually tried to combine both. There appeared to be general agreement that there should be an emphasis on treating defects within the program. (4-150)

These ideas barely achieved a foothold, and had but a short time to be tested and modified, before the United States was to enter another war of even greater magnitude than the last.

CHAPTER IV

VICTORY CORPS

I. BACKGROUND AND ORGANIZATION

As Chesterton in his "Everlasting Man" intimated, we have become a tired democracy where the citizens were less inclined to eternal vigilance but preferred to arm one single individual to watch the city while they slept. J. B. Nash (75-379)

By the end of 1941, two million American men had been examined for service in the armed forces. One million men were qualified; one million, or 50 per cent of the men, were rejected. Of those rejected, 90 per cent were turned down because of physical and mental defects. The remaining 10 per cent were rejected because of educational illiteracy. (68-133)

Not only was the number rejected extremely high, but the condition of those selected was not as would be expected. J. B. Nash stated, "What specifically worries us, is not so much the number of rejections or the causes of rejections but the physical condition of those accepted by the armed forces." (75-379) N. P. Neilson, then secretary of the American Association of Health, Physical Education and Recreation, went on to say,

Army and Navy officers have stated that the young men inducted into military whose physical examination reveal no serious physical defects, lack development, strength, and endurance to such a degree that the program of military training is retarded for several months while the recruits are being built up physically. (79-458)

The number of men rejected by the armed services increased in direct proportion to the age of the individual. Of those boys twenty-one

years old, 30 per cent were rejected, while 70 per cent of those thirty-six years old were rejected. According to a Gallup Poll taken at this time, it was shown that 58 per cent of the adult population took no systematic exercise. (68-133)

All of these problems were brought to light at this time and presented a distinct problem to a nation, already engaged in full scale war.

The solution to the problems presented by World War II, revolved on three men: Jesse Feiring Williams, Jay Bryan Nash, Allan G. Ireland. The solution was embodied in the Schwert Bill, H.R. 10606, which was introduced into the House of Representatives on October 3, 1940. The purpose of the Schwert Bill was to promote national preparedness by giving money to the states and territories in order to enable them to make provision for health education, physical education and recreation in schools and camps. (28-231)

The bill met with opposition from all sides. The states felt that they would be in danger of Federal Control. Camp directors also feared federal administration and control. The local areas opposed it for they wanted a greater responsibility within the state. Recreation was not in complete accord with the provisions of the bill, while the health area opposed it due to a misunderstanding of the conduct and function of the programs as they were set up. (28-231)

Because of the many objections, a committee was established to revise the bill. The New Schwert Bill, H.R. 1074, was re-introduced on January 3, 1941. This bill provided guarantees to prevent Federal control and thus picked up widespread support. (28-231)

It appeared that the new bill was sure of passage, however its adoption was influenced by several conditions: the death of Representative Schwert creating a need for a new sponsor, confusion resulting from a failure to comprehend the provisions, the United States' entering the war. (28-231,232)

The moment for passage of the Schwert Bill having been missed, the Government took over that which the American Association of Health, Physical Education and Recreation had hoped to initiate. (28-232)

This action took the form of the appointment of John B. Kelly of Philadelphia as the National Director of Physical Training. This appointment, made by Franklin D. Roosevelt in October of 1940, took place shortly before the elections. So with time short and no allocations of funds, little was accomplished.

Interest lagged until in August, 1941 Mayor La Guardia, the Director of Civilian Defense, appointed Kelly, Assistant United States Director of Civilian Defense in Charge of Physical Fitness. Alice Marble, tennis star, was to head the girls division with Miss Mary K. Browne as her assistant.

Kelly, as one of his first duties, appointed Mr. Ellwood A. Geiges, a noted football official and coach as his executive assistant. Mr. William L. Hughes was appointed Chairman of the National Advisory Board which grew out of this organization. The Advisory Board provided trained counsel, for it was made up of representatives from fourteen affiliated or interested organizations.

In the fall of 1941, Mrs. Roosevelt was appointed as the Assistant Director of Civilian Defense in Charge of Voluntary Participation.

This committee was to be composed of two groups of program coordinators, made up of professionally trained personnel; one group from the schools, and the other from out-of-school recreation groups. (66-71,72)

The main action of the committee was the preparation of a pamphlet which suggested a program in a general way, and which then left it up to the local area to make it specific to that area. (66-106) This was coupled with the use of celebrities in various sports to promote interest in the sports. (66-72)

Despite all efforts this program was to fail. Kelly enlisted able advisors, but leadership was "obscure and confusion dangerously apparent." (28-547) The program also met with strong opposition from some of the professional groups, and since no funds were allocated, this seriously handicapped the program. (66-107)

Thus principle and practice of contemporary American physical education are challenged. Substantiation and justification must be made in order that federal co-ordination of layman and specialist may combine to develop a program of Physical Fitness acceptable to and functional in the United States of America. (28-232)

This program, although a failure, is important to any study of government-controlled physical fitness programs, for as William L. Hughes states, "for the first time in the history of this nation, the government is cooperating with education and other agencies to promote the well-being of children, youth, and adults." (66-108)

By 1942, such confusion as to how to handle this problem existed, that Mayhew Derryberry, of the U. S. Office of Education stated, "there is no agreement as to how or by whom a fitness movement should be started to help reduce the number of men rejected." (57-334)

To that point, three groups of thought had evolved. The first would center efforts on rehabilitation, while the second favored an exercise program to "toughen" the youth, and the last stressed good nutrition. Actually they all included some of each, yet they each chose to stress a different point. In all medical examinations were included. (57-334)

Mr. Derryberry stressed that in order to make any of these ideas work, the youth had to be given concrete objectives. He did not feel that it was enough to simply tell the youth that they were participating to get fit. Two methods which might be employed to accomplish this were:

1. The students had to be made to feel that they were helping the war effort,
2. it had to make them feel a part of an organization that was greater than each individual, and was actually a sum of all individuals.

(57-334,335)

Mr. Derryberry's answer came in the latter part of September, 1942, when the High School Victory Corps was formed. (81-226) The Victory Corps was formulated by the National Policy Committee of the Office of Education, which had been established on the recommendation of the Wartime Commission within the Office of Education. This Policy Commission represented the War Department, the Navy Department, the Department of Commerce, the U. S. Office of Education Wartime Commission, and Civilian Aviation. (64-253)

Concerning the formation of the Victory Corps, Time Magazine stated, "The main push came from the high schools themselves--for months they have urged such a scheme upon the Office of Education. Many a high school has already started its own victory corps." (98-62)

At the time of the conception of the Victory Corps, John W.

Studebaker was Commissioner of Education, and Eddie Rickenbacker, head of Eastern Airlines and World War I flying ace with twenty-six planes to his credit, was Chairman of the National Policy Commission. A. L. Threlkeld was made National Director of the Victory Corps. (87-15)

In describing the formation and objectives of the Victory Corps, Commissioner Studebaker said,

The voluntary organization has as its general objective the preparation of students for essential war services which will come after these young people leave school, as well as the stimulation of more active participation in community war service activities while the young people are in school. (94-482)

This idea did not meet with unanimous approval. One of the most prolific writers of the anti-Victory Corps group, was George Johnson. He felt that there was a real danger in attempting to make everything adapt to wartime. He also felt that if the U. S. was to cull only that which immediately applied, then it would be making the same mistakes that the European countries made, and lose its democracy. Mr. Johnson went on to say,

In the window of a certain Washington drug store there is a sign which reads, "We also sell drugs." It would be better for all concerned if the United States Office of Education would somehow develop an interest in Education. (67-35)

In reading the comments made by Mr. Johnson and other critics of the Victory Corps, it appears that they were not criticizing the objectives of the Victory Corps as they were first stated, but they felt that it might become something more than that, eventually taking over rights belonging to the states.

In defense of this Mr. Studebaker stated that the Victory Corps was, "simply a plan which in this time of national peril and national

effort creates a nationwide framework of organization in which the school may, if they desire, fit their various existing local student war organization." (67-35) He continued by saying, "It is not a threat to the freedom of the states in educational matters; any more than the Army-Navy Specialist Training program is a threat to academic freedom in the colleges." (87-483)

Be that as it may, the Victory Corps made real progress. Representatives from the division of Physical Fitness of the Office of Defense, Health and Welfare services, the U. S. Public Health Service, and the American Association of Health, Physical Education and Recreation, met with the Office of Education and the National Policy Commission, in order to map out a plan of action. (88-357) The specific objectives of the Victory Corps were to include:

1. Guidance into critical war services and occupations.
2. Wartime citizenship training.
3. Basic instruction in mathematics and science.
4. Preparatory training for industry, agriculture, and the community-service occupations.
5. Preflight training in aeronautics.
6. 6. Special pre-induction courses for the Army, such as fundamentals of electricity, shopwork, machines, radio code, Army clerical procedures, military drill.
7. Special war-fitness program of physical and health education. (94-483)

These objectives were to be specifically met by the states; however, the committee aided them in several respects. This group compiled, and issued three manuals for use in the schools. (57-357) The most influential of these was Physical Fitness through Physical Education for

the High School Victory Corps. Some 38,000 of these manuals were sold to interested parties, in addition to the 7,000 which were distributed at no cost. (50-488)

The other two manuals written in connection with this program were: Physical Fitness Through Health Education, and Handbook on Physical Fitness for Students in Colleges and Universities. (50-488)

Clinics were also conducted by the Office of Education to give further information, between 1942 and 1944. Over 15,000 teachers were reached in this way. (50-489)

In the interest of how effective, or to what use this information was being used, a letter was sent out in February of 1943 to the State Superintendents of Public Instruction. The letter concerned itself with the type of material and the programs which had been formed following the manuals' publication. Replies were received from forty-seven of the forty-eight states and the District of Columbia. (51-357)

Forty-four of the forty-eight replies showed that some attempt was being made to improve physical fitness and physical fitness programs. The majority of these forty-four had incorporated the suggestions of the victory corps, if they were not basing their programs entirely on it.

Various trends could be discerned from the literature that was being printed in the individual states at this time in relation to physical fitness.

1. There was an increased emphasis and concern about physical fitness.
2. The term "physical fitness" was being used to encompass more

than just muscular power.

3. Nutrition and health education were stressed to an even greater extent, and attempts were made toward increased coordination with other subject areas.

4. There was a distinct separation between the girls and the boys in relation to programs of physical education and physical fitness. The older boys received the first attention, followed by the younger boys, and lastly by the girls.

5. The motivation was increased through a system of awards or insignias.

6. The programs became more formalized.

7. An attempt was made to make the program more individualized.

8. The interest in tests and measurements increased, with a special emphasis on testing to see what areas added most to fitness.

9. While the major stress was placed on conditioning exercises and such, no states discarded completely sports and games. Very little emphasis was placed on recreational activities. (51-392,393)

It must be remembered that this program was merely suggested by the government and the governmental agencies. The national organization was only able to suggest and to provide information to the states, to be used at the states' discretion. This organization served only in a leadership, advisory role. Late in 1943 however, appropriations were made by the federal government to be used as grants-in-aid to the states. (97-74) This financial support was to aid the state in carrying out its program, and to help the states to get medical examinations for all victory corps volunteers. (94-483)

Serving strictly in this manner, the Victory Corps Program was able to reach 5,761,000 high school pupils in 25,308 high schools throughout the country. (50-489)

II. CONTENT OF THE PROGRAM

We have the potentialities for a strong nation--a stimulating ideal and men and women with a will-to-do. Into the nation has been built the strength of the world, its best thinking and its best people. We were caught napping but we are awake today. Jay B. Nash (75-379)

In order to be qualified for the Victory Corps Program, and thus be qualified "to wear a plain red V on his sleeve, a student must take courses in physical fitness and a war-useful subject (e.g., math), must enroll in at least one home-front job (e.g., air warden, scrap collector, farm worker)." (98-62)

Above and beyond this program, juniors and seniors in high school were eligible for any of the five special service branches: Land, Air, Sea, Production, and Community Services. (81-226) In addition to the general requirements for membership, each division had its own requirements, and each prepared the student to perform a useful duty. They were as follows:

Land Service Division--One year of math or shop math, one year of a laboratory science (e.g., shop science), one or more special pre-induction courses--prepared for service in any of the ground forces of the Army. (45-2)

Air Service Division--Three years of math and one year of physics--prepared for service in the armed services either as air cadets or maintenance workers. (45-2)

Sea Service Division--Math-preferably through plane trigonometry, one year of a laboratory science-preferably elementary physics, and one or more shop courses and one in the elements of navigation--prepared for the Merchant Marines or for the Navy.

Productions Service Division--Preparatory courses in agriculture or industry or trades, as well as voluntary or paid service in a production--prepared for wartime industrial work.

Community Service Division--Preparatory courses in "community service at the professional level or commercial, distributive, home-making, or similar community-service occupations, and part-time work, either paid or voluntary, in some form of community service--prepared for the wartime services needed within the community. (100-74,75)

Since this paper is concerned with physical fitness, the emphasis in the program in that area will be discussed in some detail. The entire program of physical fitness training is covered extensively in the manual previously discussed, entitled, Physical Fitness Through Physical Education For the Victory Corps. This section of the paper will deal only with the highlights of the program as presented in the manual.

The objectives of this program as stated in the manual were the development of:

- "a. Strength, endurance, stamina, and bodily coordination.
- b. Physical skills that will be of direct value and use in the armed forces and war work." (45-2)

Basically the program called for two changes within the physical education program in the schools. "The first is an increase in teaching time allotted to instruction in physical education, and the second change

is an increase in the intensity of the exercises." (45-2)

The program as established or outlined in the Victory Corps Manual covered not only the content of the program, but the method and responsibilities of the people concerned with it.

The program was designed for, and had to be carried out by healthy students. Determining the health status of the students was not an easy task for physicians were scarce due to wartime demands. The selection of students for training was therefore, by necessity the duty of the physical educator. He or she was advised to base this decision on three items: case histories, physical inspection, and careful observation during the first weeks of training. The physical educator was also urged to cooperate closely with the parents in selection, and to refer all cases that appeared doubtful to a physician. (56-18)

The actual content of the program stressed vigorous physical activity, along with an increased emphasis in the areas of athletics, road work, and camping. In order to be certain that all participants were in good condition it was emphasized that there be a constant evaluation and re-evaluation of the physical condition of the students. This organization did not neglect those students not participating in the program, as they suggested that there be daily physical education classes for all students.

Four major groups of activities were included in the program for the boys: 1) Aquatics; 2) gymnastics; 3) combative activities; 4) sports and games.

Tests were devised and norms set up for all areas covered within the program. Tests were divided into three categories which indicated the muscle group to be tested, i.e. arms and shoulder girdle, abdomen and

back, and legs. (45-73)

Tests were also devised to test achievement in the areas of aquatics and gymnastics, in which individual tasks were set up which were to be accomplished by each participant. The test items used to specifically measure these areas can be found in the manual published for the Victory Corps.

The boys were classified and accordingly scaled in terms of their age, height, and weight. Thus a younger boy was not expected to achieve the same level as an older boy. (45-74)

The girls participated in the same activities with the exception being that the area of combative activities was changed to a general activity section in which rhythmical activities were included. (45-52)

The following standards were recommended for the girls' program:

1. All healthy girls should participate in the program.
2. Only women teachers should be responsible for carrying out the program.
3. Individual and flexible regulations should be made concerning participation during the menstrual period.
4. A sustained effort should be made so that endurance may be increased.
5. As many students as possible should be included in the intramural program.
6. Character should be developed by participation in games involving competition.
7. The costume worn should be appropriate to the activity.
8. All available resources should be used in this program. Tests

and standards were established in connection with the entire program.
(45-52,53)

Very little was suggested in the area of the testing of girls, and no allowance was made for variance in age, height, or weight for the girls. The only test items suggested for girls were the following: jump and reach, potato race, soccer throw-in, forty and twenty yard free style in swimming. (45-81)

The Victory Corps also attempted to improve health and physical fitness through the media of health instruction. Therefore health guidance, and health instruction were emphasized, as well as the areas of disease control, of providing adequate nutrition within the school, and of providing a healthful environment within the school.

When testing 4,458 normal children they found that 55.4 per cent failed at least one test. However, 78.3 per cent of the total tests were failed, so that 16.4 per cent failed at least two tests. In contrast to this was the fact that they tested 1,987 children from Italy and Austria. Only 8 per cent failed one test, while 4.3 per cent of the total tests were failed. (70-18)

When these facts came to light, the American people were aroused--excessively aroused, perhaps, for these tests were actually not designed as a measure of physical fitness. They were designed to measure mental flexibility, fitness and flexibility.

Dr. Kraus developed these tests while engaged in rehabilitation work. He found that persons with backaches for which no orthopedic explanation could be found, were unable to pass the various test items.

CHAPTER V

PRESIDENT'S COUNCIL ON PHYSICAL FITNESS

I. BACKGROUND AND ORGANIZATION

The one who in the time of war would defend his nation, must already be on his guard during the time of peace, observing all the influence of ruin of life. With his flaming sword of knowledge let him crush and disband the vampires and bats of darkness in every field. Miroslav Tyrš (63-70)

In 1953, Hans Kraus and Ruth P. Hirschland stated, in "studies of the muscular fitness of American School children in north-eastern urban and suburban communities, we reported that 56.6 per cent between the ages of six and nineteen failed to meet even a minimum standard required for health." (70-17)

Upon testing 4,458 normal children they found that 55.6 per cent failed at least one test. However, 78.3 per cent of the total tests were failed, so that 16.4 per cent failed at least two tests. In contrast to this was the fact that they tested 1,987 children from Italy and Austria. Only 8 per cent failed one test, while 8.3 per cent of the total tests were failed. (70-18)

When these facts came to light, the American people were aroused--prematurely aroused, perhaps, for these tests were actually not designed as a measure of physical fitness. They were designed to measure minimal muscular fitness and flexibility.

Dr. Kraus developed these tests while engaged in rehabilitation work. He found that persons with backaches for which no orthopedic malfunction could be found, were unable to pass the various test items

within the test battery. As they improved to the point that they were able to pass the test items, they were no longer troubled with back pain.

As time went on though, back strength and physical fitness began to take on synonymous meanings. Kraus and Hirschland based their results on the fact that "according to a Report of the National Conference on Physical Education for Children of Elementary School Age, every child needs at least a minimum of muscular strength and flexibility." (70-17) The fact remains, however, that the tests were not designed, or proved to test this quality.

No matter how flimsy the base of these tests, they did produce results. President Eisenhower became interested in the whole problem when his attention was called to the report of Kraus and Hirschland, by John B. Kelly and Senator James Duff (Rep. Pa.).

Influenced greatly by the test results, Eisenhower called a fitness conference for September 1955. Due to the President's heart attack during that year, it had to be postponed. The conference was finally held at Annapolis in 1956 with Vice-President Nixon as the director. He immediately set the tone of the conference when in his opening speech he said:

The objective of an adequate physical fitness program can be summed up in one word--participation--participation on the part of every boy and girl in America in some form of healthy recreational and physical activity.

The super athlete is not our primary concern. He will take care of himself. It is the boy or girl with ordinary physical abilities who should receive the major share of our attention.

Neither is our primary concern the development of physical fitness in itself. (48-8,9)

The Kraus and Hirschland report was not the only factor that prompted Eisenhower to call this conference, for he was also concerned by the fact that less than 50 per cent of the high school students in the U. S. had physical education. His concern was not confined to this age group however, for the elementary schools were also deficient in this area. Ninety-one per cent of the elementary schools in the country had no gymnasium, while 90 per cent of these schools also had less than the recommended play area of five acres. What the students were missing in school was not supplemented by the community, as is evidenced by the fact that less than 5 per cent of the youth of the nation had had any opportunity to enjoy camping or outdoor living, and that less than 10 per cent of the communities within the U. S. had full-time recreational leadership. It was for all these reasons that the conference was called. (48-9)

From this conference came the President's Council on Youth Fitness, now called the President's Council on Physical Fitness. It was on July 16, 1956, that the following order came from the White House:

Whereas recent studies, both private and public have revealed disturbing deficiencies in the fitness of American Youth; and

Whereas, since the youth of our Nation is one of the greatest of our assets, it is imperative that the fitness of our youth be improved and promoted to the greatest possible extent; and

Whereas such fitness is the responsibility of the government at all levels, as well as the responsibility of the family, the school, and the community, and other groups and organizations; and

Whereas it is necessary that the activities of the Federal Government in this area to be coordinated and administered so as to assure their maximum effectiveness

and to provide guidance and stimulation; and

Whereas a comprehensive study and re-evaluation of all governmental and non-governmental programs and activities relating to the fitness of youth are necessary in the interest of achieving and maintaining higher standards of youth fitness:

Now, Therefore, by the virtue of the authority vested in me as President of the United States, it is hereby ordered as follows:

Part I President's Council on Youth Fitness

Section 1. There is hereby established the President's Council on Youth Fitness (hereinafter referred to as the Council), which shall be composed of the Vice President of the United States, who shall be the Chairman of the Council, the Attorney General, the Secretary of the Interior, the Secretary of Agriculture, the Secretary of Labor, and the Secretary of Health, Education, and Welfare.

Section 2. The Council shall promote the efficacy of existing programs and the launching of additional programs which will enhance the fitness of American youth. The council shall seek to coordinate, stimulate, and improve the functions of Federal agencies with respect to the fitness of youth.

Section 3. Each executive department the head of which is referred to in section 1 of this order shall, as may be necessary for the purpose of effectuating the provisions of this order, furnish assistance to the Council in accordance with section 214 of the act of May 3, 1945, 59 Stat. (31 U.S.G. 691). Such assistance may include detailing employees to the Council, one of whom may serve as its executive officer, to perform such functions consistent with the purposes of this order as the Council may assign to them.

Part II President's Citizens Advisory Committee on the Fitness of American Youth

Section 4. There is hereby established the President's Citizens Advisory Committee on the Fitness of American Youth (hereinafter referred to as the Advisory Committee). The Advisory Committee shall be composed of such members as the President may designate, and each member shall serve at the pleasure of the President as the chairman of the Advisory Committee.

Section 5. The Advisory Committee shall consider and

evaluate existing and prospective governmental and private measures conducive to the achievement of a happier, healthier, and more completely fit American Youth.

Part III General Provisions

Section 6. The council shall be the President's official link with the Advisory Committee at least once a year for the purpose of determining the progress made with respect to the problems relating to the fitness of American Youth, and, taking into account the results of such meetings and other factors, shall prepare and present reports on this subject to the President.

Section 7. Nothing in this order shall be construed to abrogate, modify, or restrict any function vested by law in, or assigned pursuant to law to, any executive department or other agency of the Government or any officer thereof. (48-10)

Thus with the structure of the organization established, the Council then recognized the need for an organized plan of action in order to better American youth in the line of fitness. This plan came as a result of the Second Annual Meeting of the President's Council on Youth Fitness and the President's Citizens Advisory Committee on the Fitness of American Youth, held on September 7-9, 1958. At this time a seven point program was developed. The program was as follows:

1. A systematic means for evaluating fitness.
2. Development of an informational kit of simple aids to help communities help themselves.
3. A method of developing systematic public relations designed to assist youth-serving agencies to achieve aims at the operational level.
4. Development of clearing house function, as a two-way street between the President's Council, the President's Advisory Committee, and the local communities.
5. Sponsorship of workshops in the various sections of the nation to assist local projects and programs.
6. Bringing together of all existing nationwide youth-serving agencies to implement, expand, and coordinate programs for youth fitness.

7. Giving special attention to the leadership bottleneck and in-service training to augment the quality as well as the quantity of trained leaders for youth activities. (60-31,56)

This program was established in order to achieve the long-range and immediate goals of the Council. Their major objective was to increase the interest and participation in physical activities by the youth. The other goals merely were intermediate levels or steps in achieving this end. The members of the Council wished to make physical education a more integral part of the total curriculum and thus to increase its standing in the field of education. This same emphasis was placed on health education also. All this would then hopefully be spread to the community, and thus a sharing of resources and facilities could be accomplished. (84-75)

While the goals of the Council were not set down as such until 1958, progress had been made. States had responded well and had set up conferences and pilot projects on the state and local level. Shane MacCarthy and his staff had delivered innumerable addresses to interested groups. Perhaps most important of all, support had been enlisted from associated organizations, such as the American Association of Health, Physical Education, and Recreation, the Boy Scouts of America, the American Recreation Association, and the American Medical Association. (47-35)

The Council was in existence throughout the Eisenhower administration and was continued during the Kennedy administration as well. Kennedy kept the philosophy, ideals, and goals of the original Council, but he increased efforts to bring the actions of the Council to the

attention of the public. The Council's message was heard via television, radio, and news media. With Charles "Bud" Wilkinson as Chairman, the Council published several manuals with suggestions for setting up a school centered program.

It was during this time that the name was changed from the President's Council on Youth Fitness, to the President's Council on Physical Fitness. This exemplifies the fact that the Council under Kennedy was interested in the physical fitness of all, not just that of the youth.

With the resignation of Wilkinson, President Johnson appointed Stan Musial to fill this position. (80-18) While it is still too early to make a definite judgment as to Musial's philosophy, and consequent action, it is believed that he will follow the same path as has been followed previously.

II. CONTENT OF THE PROGRAM

The President's Council has made, and is continuing to make, an attempt to reach all of the people in the United States. However, its prime agency in this movement was, and is the school. Because education is the state's responsibility, the President's Council can merely suggest. Basically their recommendations are as follows:

1. Students should be given a health appraisal. Those that are identified as lacking in the areas of strength, agility, or flexibility should be given a program of developmental exercises so that they can improve in these areas.

2. Each student should participate in at least fifteen minutes

of vigorous activity daily. This fifteen minutes should be part of the physical education period.

3. "Objective valid tests of physical achievement should be used to determine pupil status, measure progress, and motivate pupils to achieve increasingly higher levels of physical fitness."

4. A strong foundation in health and physical education should be given all students. (46-14)

As to implementation of these recommendations the President's Council emphasized a strong testing program. They felt that each student should be tested for strength, agility, and flexibility. Those found to be deficient in any of these areas should then be re-tested each six weeks until minimum standards had been met. The students should be helped to meet these standards through participation in fifteen minutes of vigorous activity which should be provided daily. All students should participate in these fifteen minutes, and all whether they had met the minimum standards or not should be tested twice yearly. The tests should not only serve to evaluate, but should also be used for the purpose of diagnosis and motivation. The President's Council in order to aid in the implementation of this program devised a series of tests and exercises which would help in diagnosis, and in turn correct deficiencies once identified.

The tests as presented by the President's Council can be broken down into two categories: screening and achievement. The screening test is used to identify the underdeveloped students. The test consists of three items: pullups, situps, and squat thrusts. These three are designed to test arm, shoulder, and abdominal strength, flexibility, and agility. For the achievement tests the Council suggests

the use of the following: pullups, situps, shuttle run, standing broad jump, the fifty-year dash, the softball throw for distance, and the six hundred-yard run-walk. (46-9)

The specifics of the program and the norms for the test items as suggested by the President's Council are contained within the pamphlet entitled, Youth Physical Fitness, prepared by the President's Council. It must be always remembered however, that these suggestions are simply suggestions and are in no way compulsory.

CHAPTER VI

COMPARISONS

In general many similarities can be seen between the two programs previously discussed. They were both set up to fulfill a need of the nation, and that need was an improvement of the physical well-being of the people. The major technical difference in their establishment was that one was established by an act of Congress, while the other was established by Presidential order. Because they were both Federal plans, they had no authority to demand or command any action by the state, for the state is autonomous in all educational matters.

Both programs were structured in the same manner, with a single man at the head, and both enlisted professional leaders' and organizations' advice.

While the programs were both attempting to improve physical fitness, the reasons for this emphasis on physical fitness, differed considerably. The Victory Corps was established during wartime, and was mainly concerned with a quick method of preparing the youth of America for service in the armed forces. The President's Council has probably caused the greatest peacetime movement for the development of physical fitness that this nation has ever seen.

The content of the programs reflects this difference in the program objectives. The Victory Corps stressed strength and endurance, while the President's Council speaks of strength, agility, and flexibility, with little mention of endurance. As the Victory Corps talked of combat training, the President's Council talks of posture. The President's Council's

Program does not have the urgency connected with it that the Victory Corps Program did. In 1943, it would have been useless to speak of testing the students every six weeks until they achieved a minimum level of physical fitness. Today this is possible.

The Victory Corps was definitely an applied program. Everything had a relationship to the war, and consequently the winning of that war. The President's Council appears to many as fitness for fitness sake. Because of the immediacy and emergency of the moment, the Victory Corps was a great deal more specific in its development of the program. It not only recommended, but it followed up its recommendations with a specific plan of action. On the other hand the President's Council emphasizes the philosophical basis of exercise and fitness, and in turn gives suggestions of a general nature, rather than in the outlining of a specific program. The specific recommendations that were made by the Council are more concerned with the fifteen minute period of vigorous activity, than they are with the entire program.

Thus they had basic similarities and differences. The main reason for their differences is due to the period of history in which each was established. Each suited the conditions for which it was designed, yet neither would have suited the needs of the other. For the Victory Corps Program would be as out of place today, as the President's Council's Program would have been in 1943.

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KRAUS AND WINSCHLAWD TESTS

The patient was placed face down, hips resting on a pillow, hands locked behind the neck. The examiner held down the legs and hips and asked the patient to raise his trunk and to keep the trunk raised for ten seconds. Following this the trunk and hips were held down and the patient was asked to raise the lower extremities simultaneously and hold this position for ten seconds. Findings were graded from one to ten seconds, depending on the patient, and noted as "upper back muscle strength" and "lower back muscle strength."

The patient was then placed in a supine position with his hands locked behind his neck. While his ankles were held down, he was asked to raise his trunk to a sitting position. Ability to do so unassisted was rated as 10, and depending on the degree to which the patient needed assistance, his rating was made accordingly. This gave the rating of the "upper abdominals".

Following this, the patient was asked to raise both legs to a 30 degree angle and to hold them for ten seconds with the knees straight. This gave the rating for the "lower abdominals" depending on the time the patient could hold up both legs. The patient was then asked to sit up from a supine position with his hands locked behind his neck and ankles held down, but this time with the knees flexed.

APPENDIX

Then the flexibility of back muscles and hamstring muscles was determined. Back muscles and hamstring muscles were examined by having the patient try to touch the floor with the tips of his fingers, knees kept straight, and measuring the distance from the fingers to the floor. Finger touch was considered normal, and the distance from fingertips to floor was noted in inches. (70-12)

KRAUS AND HIRSCHIAND TESTS

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Following this, the patient was asked to raise both legs to a 30 degree angle and to hold them for ten seconds with the knees straight. This gave the rating for the "lower abdominals" depending on the time the patient could hold up both legs. The patient was again asked to sit up from a supine position with his hands locked behind his neck and ankles held down, but this time with the knees flexed.

Then the flexibility of back muscles and hamstring muscles was determined. Back muscles and hamstring muscles were combined by having the patient try to touch the floor with the tips of his fingers, knees kept straight, and measuring the distance from the fingers to the floor. Floor touch was considered normal, and the distance from fingertips to floor was noted in inches. (70-12)