

II. PHYSICAL EDUCATION

II-1

Bennett, Bruce L. (Ohio State University), THE MAKING OF ROUND HILL SCHOOL, *Quest*, 4 (April, 1965) 53-63.

The Round Hill School was founded in 1823 by George Bancroft and Joseph Green Cogswell at Northampton, Massachusetts. It was an effort by two restless young Harvard faculty members to provide a classical education of the highest order for the young men enrolled as students. The two founders were greatly influenced by the work of some of the outstanding European schools, particularly by Fellenberg's at Hofwyl and Pestalozzi's at Yverdun. The Round Hill School, in addition to emphasizing the classics, placed great importance on physical education. The school is famous for three firsts in the history of American physical education; (1) first school to have a teacher of physical education; (2) first school to have physical education as part of the curriculum; and (3) first introduction of German gymnastics to America. The Round Hill School students, under their gymnastics teacher, Charles Beck, participated in German gymnastics, calisthenics, games, running and lengthy hikes into the countryside. The school was disbanded in 1834 when financial difficulties forced its closing. Based on primary sources and secondary works; 24 notes.

Richard A. Swanson

II-2

Rice, Emmet A. PHYSICAL EDUCATION A CENTURY AGO, *Journal of Health, Physical Education and Recreation*, 1 (April, 1930) 16-17, 56.

The American Institute of Instruction was formed in 1830. The All was the forerunner of the National Education Association. Dr. Warren gave the first address of the organization entitled "The Importance of Physical Education." Beck, Follen and Lieber had greatly influenced education in the Boston area, and their activities during the previous five years are reported.

Miriam F. Shelden

II-3

Streit, W. K. NORMAL COLLEGE OF THE AMERICAN GYM-NASTIC UNION, *The Physical Educator*, 20, No. 2 (May, 1963) 51-55.

The oldest physical education institution still in existence is the Normal College of the American Gymnastic Union of Indiana University. Although the inception of the College occurred in 1856, it was ten years later before the dream reached fruition. The College was founded by the American Turners for the purpose of preparing instructors needed for teaching German gymnastics within their societies. The school was very mobile in its early years being located in New York (1866-1871), Chicago (1871-1872), New York (1872-1875), Milwaukee (1875-1888), Indianapolis (1889-1891), Milwaukee (1891-1907), and Indianapolis (1907-). In the beginning only members of the Turnverein were allowed to enroll as students in the College. From 1866 to 1880 the College was exclusive, but in the 1880's it began to promote German gymnastics for all of the American public. The Turners offered instructors with no remuneration to the public schools in many large cities in order to acquaint American educators and the public with the values of their system of gymnastics. They promoted their style of gymnastics from Pennsylvania to California, and in 1892 they were largely responsible for the enactment of physical education legislation in Ohio, the first state to require physical training under proper supervision. Based on primary sources and secondary works; 16 notes.

Joan Paul

II-4

Mealy, Richard (University of Oregon, Eugene), THE 'BATTLE OF THE SYSTEMS,' *The Physical Educator*, 29, No. 2 (May, 1972) 66-69.

During the early nineteenth century, the German gymnastics of the Turners and several systems of American gymnastics existed but the so-called "Battle of the Systems" did not begin until the Swedish gymnastics arrived on the scene in the 1880's. For a short while the Delsartean System also received the enthusiastic support of some during this time of debate. In tracing this era in American physical education, Mr. Meeley reported the major comments concerning the late 19th century physical educator's biases as found in the *Proceedings of the American Association for the Advancement of Physical Education* from 1885-1895, and the *American Physical Education Review* from 1895-1904. These findings showed the battle over the preferred gymnastic system began in the 1880's, became intense in the 1890's, and seemed to lose its heat in the first decade of the twentieth century.

Joan Paul

II-5

Garden, Mary Stuart (National Board, YWCA, New York City), THE YWCA'S FIRST 100 YEARS, *JOHPER*, 26, No. 2 (February, 1955) 16-17, 53.

YWCA programs for women began in 1874 when a YWCA summer camp opened in New Jersey. One of the activities included was swimming. In 1877 calisthenics were introduced into the program at Boston YWCA. Health and Honor Leagues were formed in 1911 to emphasize health codes for individuals. As YWCA programs developed, activities included basketball, volleyball, swimming, golf, tennis and archery. Today programs emphasize health education through activities. Numerous activities are provided and any woman who desires can participate in one forum or another. 3 photos; no notes.

Miriam F. Shelden

II-6

Shults, Frederick D. (Oberlin College), OBERLIN COLLEGE: MOLDER OF FOUR GREAT MEN, *Quest*, 11 (December, 1968) 71-75.

Oberlin College occupies a special place in the history of American

physical education. Through one of the first professional preparation programs in a four year college, four men who were to become leaders of twentieth century physical education were nurtured. They were: Thomas Wood, Luther Gulick, Jesse Feiring Williams, and Jay B. Nash. Wood and Gulick, in the late 1880's, came under the early influence of Delphine Hanna, Director of Physical Training for Women at Oberlin, while Williams and Nash, some two decades later, were influenced by C. W. Savage, one of the first full-time directors of athletics holding faculty rank. Both of these faculty members molded the Oberlin philosophy of physical education and athletics. This philosophy, particularly born out of the religious affiliation of the school, utilized “. . . games and sports as well as gymnastics and calisthenics to develop and integrate the mind, the body, and the spirit.” This philosophy was further refined by each of Oberlin's four famous students in their own later programs and publications. Based on primary sources and secondary works. 9 notes.

Richard A. Swanson