

### III. PHYSICAL EDUCATION

#### III- 1

Kennard, June A. "Review Essay, The History of Physical Education," *Signs: Journal of Women in Culture and Society*, 2, No. 4 (Summer 1977), 835-842.

Understanding historical research concerning women in physical education and sport can be facilitated through an understanding of the history of women's physical education in America. Physical education and sport have evolved separately for men and for women, and significant differences exist between them. Women have played leadership roles in the development of women's programs and their separate history facilitates documentation. Current (since 1973) research concerning the history of women's physical education may be categorized as either biographical, institutional, or physical education in sport and society. Ten studies are then discussed. Based on secondary works; 20 notes.

Mary Lou LeCompte

#### III-2

Metheny, Eleanor. "A Directive from History," *Journal of Health, Physical Education and Recreation*, 20, No. 8 (October 1949), 514, 548-550.

In this article Metheny included a paper presented by Dudley Allen Sargent at the 1893 convention of the American Association for the Advancement of Physical Education. Sargent suggested an American philosophy of physical education based on needs of the individual involving a program of "natural" activities. 1 illustration.

Miriam F. Shelden

### III-3

Bennett, Bruce L. "The Curious Relationship of Religion and Physical Education," *Journal of Health, Physical Education and Recreation*, 41, No. 7 (September 1970), 69-71.

The author traces the close relationship between religion and religious leaders from the Greek period through the Reformation and to early American physical education. He has selected references indicating approval of church leaders concerning physical education. Based on secondary works; 10 notes.

Miriam F. Shelden

### III-4

Clark, Ellery H. "The Olympic Games and Their Influence upon Physical Education," *Journal of Health, Physical Education and Recreation*, 35, No. 7 (September 1964), 23-25, 72.

The modern Olympic games were intended to be international in character by having different countries host the games every four years and be generating interest in outdoor sport. Clark then discussed the Olympics using both ancient and modern games to illustrate his points. He believed the games could stimulate interest in all aspects of sport.

Miriam F. Shelden

### III-5

Chryssafis, Jean E. "Aristotle on Kinesiology," *Journal of Health, Physical Education and Recreation*, 1, No. 7 (September 1930), 14-17, 54-56.

Chryssafis discussed Aristotle's views concerning voluntary and involuntary movements, human mechanics, the elements of movement, the dominance of the right side of the body, flexion and extension as two fundamental forms of all movement, the mechanics of walking, and the role of bones in support and movement of the human body. The significance of Aristotle's views on kinesiology was that physical education was of great importance to the ancient Greek philosophers and scientists; 8 illustrations of Greek athletics; 12 notes.

Miriam F. Shelden

### III-6

Chryssafis, Jean E. "Aristotle on Kinesiology," *Journal of Health, Physical Education and Recreation*, 1, No. 7 (September 1930), 14-17, 54-56.

This article examined Aristotle's views on the aim of education, the habit of doing good, biology, and the nature of existence. Aristotle believed total virtue was governed by passion not reason and that the educator should be aware of this. He also believed that the soul and body could not be treated separately. 2 illustrations; 5 notes.

Miriam F. Shelden

### III-7

Rogers, Frederick Rand. "Selections from Great Educators Throughout the Ages on the Importance of Health and Physical Education," *Journal of Health, Physical Education and Recreation*, 4, No. 3 (March 1933), 50-53.

Rogers hoped that a list of provocative quotations would inspire educators to promote physical education to a permanent high place for contributing to the happiness and welfare of individuals. Rogers quotes thirty-seven educators ranging from Socrates in 420 BC to William Heard Kilpatrick in 1933 AD. 1 illustration.

Miriam F. Shelden

### III- 8

Prytz, Signe. "A. O. Lindfors—A Little Known Pioneer in Physical Education," *Journal of Health, Physical Education and Recreation*, 8, No. 1 (January 1937), 3-5

A. O. Lindfors' doctoral dissertation was published in 1803 on the topic of physical education. This was prior to P. H. Ling's physical education career which leads one to speculate that Lindfors influenced Ling. Ling, however, receives most of the credit in Sweden because he devoted his life to physical education. Lindfors, on the other hand, went on to other endeavors which have also been described in this article. 3 notes; 3 illustrations.

Miriam F. Shelden

### III-9

Bennett, Bruce L. "Dudley A. Sargent—A Man for All Seasons," *Quest*, 29 (Winter 1978), 33-45.

In his lengthy career as Director of Harvard's Hemenway Gymnasium (1879-1919), Dudley Sargent spoke out on several topics of current importance. He insisted that physical education was an essential part of the total education of

the individual and that it must be based on strenuous exercise. Sargent spoke often of the good to be derived from intercollegiate sport, but he decried gate receipts, overspecialization and brutality. He was an outspoken advocate of exercise for women, particularly emphasizing sensible dress and vigorous activity. Sargent was critical of the Olympic Games because of their emphasis on specialization and the fact that the athletes did not represent the physical education programs of their nations. He was a staunch promoter of exercise for health and believed in its value as preventive medicine. Based on primary sources and secondary works; 32 notes.

Richard A. Swanson

### III- 10

Bennett, Bruce L. "Contributions of Dr. Sargent to Physical Education," *Research Quarterly*, 19, No. 2 (May 1948), 77-92.

Dudley A. Sargent was probably the most influential of the nineteenth-century pioneer physical educators. His influence began in the 1880s primarily because of the Sargent School and the Harvard Summer School. ". . . in 1920, one out of every three graduates of a teacher-training program in physical education was a Sargent School graduate; . . ." His major contributions were the development of gymnasium apparatus; the application of anthropometric measurement; the promotion of practical clothing and vigorous physical activity for women; the training of teachers; and the revision of the college curriculum to include physical education. He also addressed the battle of the gymnastic systems and he spoke against the evils of intercollegiate athletics. Based on primary sources and secondary works; 74 notes.

Joan Paul

### III- 11

Van Wyck, Clarence B. "The Harvard Summer School of Physical Education, 1887-1932," *Research Quarterly*, 13, No. 4 (December 1942), 403-431.

The Harvard Summer School, financially supported by Dr. Dudley A. Sargent, began in 1887. Work was offered in theory and practice, but certification in the early years was granted only to medical students. In 1899 the course was expanded to two summers for certification, and in 1902 it was extended to four. Sargent retired after the 1919 session. He was succeeded by William H. Geer who initiated the Masters of Education degree. The School closed in 1932 due to changing needs in the profession and Harvard's added

requirement of eight summers to complete the Ed. M. degree. Based on primary sources; appendix included.

Joan Paul

### III- 12

McKenzie, R. Tait. "Pioneers in Physical Education and the Lessons We May Learn from Them," *Journal of Health and Physical Education*, 2, No. 9 (November 1931), 6-7, 52.

Dr. McKenzie relates his personal experiences with Dr. Edward Hitchcock, Dr. Dudley Allen Sargent, Dr. Luther Halsey Gulick and Dr. Ernst Hecman Arnold. In addition to his personal contacts, McKenzie mentions each individual's outstanding accomplishments. Based on personal experiences; 4 illustrations.

Miriam F. Shelden

### III- 13

McKenzie, R. Tait. "Reminiscences of James Naismith," *Journal of Health and Physical Education*, 4, No. 1 (January 1933), 21-25.

McKenzie relates his experiences with James Naismith from their boyhood days and their years as students at McGill University. He then discusses Naismith's appointment as gymnastics instructor at McGill, and finally Naismith's association with Luther Halsey Gulick.

Miriam F. Shelden

### III- 14

La Salle, Dorothy. "Thomas D. Wood, M. D., A Great Leader—An Appreciation," *Journal of Health, Physical Education and Recreation*, 22, No. 9, (November 1951), 28-30.

Dr. Thomas Wood's twelve major contributions to the fields of health and physical education are presented. Then, his relationship with Luther Halsey Gulick, his professional service, and his ideas concerning the physical education curriculum are summarized. 2 illustrations. Based on nine writings of Thomas Wood.

Miriam F. Shelden

III- 15

Begenan, Don. "Ruth St. Denis: Past, Present, Future," *Journal of Health, Physical Education and Recreation*, 34, No. 4 (April 1963) 29-30, 64.

Ruth St. Denis did a great deal to free dance from traditional bonds "and to bring it to a place of great respect in America." The training teachers received at the Denishawn School is still used today. The majority of the article traces the history of St. Denis' life and emphasizes her schools of dance and performances given by her companies. 2 illustrations  
Miriam F. Shelden

III- 16

Park, Roberta J. "The 'Enlightenment' in Spain: Expressed Concern for Physical Education in Spanish Educational Thought, 1765-1810," *Canadian Journal of History of Sport and Physical Education*, 9, No. 2 (December 1978), 1-19.

During the period 1765-1810, considerable attention was given to educational reform in Spain. The changes largely influenced by the ideas of philosophers such as Locke, Petalozzi and Rousseau, were developed in Spain by such individuals as Panduro, Voitel, Jovellanos and Carrarus. Of particular interest is the emphasis given to physical education at schools such as the Real Instituto Asturiano and the Real Instituto Pestalozziano. At the former school, a distinction was made between military and physical training while at the latter military training was emphasized, reflecting the political climate in Spain. The period of educational reform concluded with Napoleon's invasion of Spain. Based on primary sources and secondary works; 51 notes.  
Peter Donnelly

III- 17

Kroll, Walter and Lewis, Guy, "The First Academic Degree in Physical Education," *Journal of Health, Physical Education and Recreation*, 40, No. 6 (June 1969), 73-74.

Americans have a preoccupation with finding the first or the original. So it was with the first academic degree in physical education. In 1897 Leland Stanford Junior University awarded Walter Wells Davis an A. B. degree in hygiene and organic training thus predating programs at the universities of California and Nebraska and at Oberlin College. However, evidence has been uncovered that a James F. Jones was the first to receive a four-year degree at Harvard College in 1893 making him the first known recipient of a 4-year degree in physical education. 1 illustration.  
Miriam F. Shelden