

IV. Physical Education

- IV-1 Zeigler, Earle F. "Excellent Teaching of Sport and Physical Education History Demands Interpretive Criteria," *The Physical Educator*, 39, No. 1 (March 1982), 47-51.

Attention is given to the complexities of society as it relates to sport and how sport influences society. These factors were given little attention by physical education historians until the last decade. Instructional classes in sport, physical education, and dance history must help students achieve a level of understanding that will enhance their personal and professional lives. This task, though nearly impossible, may best be achieved by (1) relating sport to the social, economic, educational, and religious forces surrounding it; (2) using slides for more exact depiction; and (3) delineating "persistent, recurring problems" that help students develop analytical skills. Based upon primary sources and secondary works; 11 notes.

—Joan Paul

- IV-2 Wosh, Peter J. "Sound Minds and Unsound Bodies: Massachusetts Schools and Mandatory Physical Training," *New England Quarterly*, 55, No. 1 (March 1982), 39-60.

In 1842 Horace Mann urged physical education as a way to help children cope with an increasingly urbanized environment. Nothing happened until the enthusiastic Dioclesian Lewis arrived in 1860, but soon there developed a split between "creative play reformers" and those who wanted military drill (for boys) to promote order in a time of social turmoil. Neither approach was very successful, although military training survived in Boston schools for several decades. By the 1870s physical training had just about disappeared and the educational reformers, by their excessive claims, had damaged their credibility with a skeptical public. Based upon official reports, newspapers, and secondary works; 39 notes.

—H. W. Emerson, Jr.

- IV-3 Caldwell, Stratton F. "In Memoriam: Rosalind Cassidy (1895-1980)," *Journal of Physical Education and Recreation*, 52, No. 3 (March 1981), 26.

This memoriam to Rosalind Cassidy portrayed her as being one of the most distinguished and influential leaders of twentieth century physical education in the United States. A former faculty member at the University of California at Los Angeles, she was extensively involved with and gave leadership to several state and national professional organizations. In addition, she was one of the most prolific writers among women physical educators in this century. Over the years Rosalind Cassidy received a number of honors including the Luther Gulick Award from AAHPER in 1956 and the Clark W. Hetherington Award from the American Academy of Physical Education in 1961. No notes.

—Robert W. Case

IV-4 Hunter, O. N. "In Memoriam: A Tribute to Bernice R. Moss." *Journal of Physical Education and Recreation*. 50, No. 4 (April 1979). 17.

In this tribute to Bernice Moss, O.N. Hunter described her as being an influential leader in health and physical education at both the state and national levels. During her forty-five year career, Dr. Moss was extensively involved with and gave leadership to several professional organizations. Her election to the presidency of AAHPER in 1951 was clear evidence of the admiration and respect that colleagues had for her leadership capabilities. As AAHPER president, Dr. Moss fought to have health education accepted as an integral part of the public school curriculum. Throughout her illustrious career, Bernice Moss received many honors from the University of Utah, where she taught for several years, as well as from national, state, and local organizations. No notes.

—Robert W. Case

IV-5 Rosselli, John. "Self-Image of Effectiveness: Physical Education and Nationalism in Nineteenth Century Bengal." *Past and Present: A Journal of Historical Studies*. No. 86 (February 1980). 121-48.

In the nineteenth century the elite Bengalis believed they had drifted away from physical activity, a view fortified through many stereotyping publications of a weak Bengali by British colonialists. Perhaps the military security and education brought by the British contributed to this situation. Thus there was a reaction to develop gymnasias and games for physical and national betterment akin to those seen earlier in Sweden (Ling) and Germany (Jahn). The physical revival, however, had many British precepts (as developed by A. MacLaren), but held sway and even became part of the militant philosophy until the British left. When the nationalistic spirit was no longer needed, the physical problem was no longer emphasized. Based upon primary sources and secondary works; 80 notes.

—John R. Schleppe