

## VII. Physical Education and Play in the United States

- VII-1 Bennett, Bruce. "Dudley Allen Sargent, The Man and his Philosophy," *Journal of Physical Education, Recreation and Dance*, 55, No. 9 (November/December 1984). 61-64.

Bennett focused his concerns on Sargent's philosophy regarding activities for all individuals. He discussed Sargent's summer school at Harvard, his writings, and a short comparison with J. F. Williams. Throughout the article, Sargent's attempt to provide physical education for all students and his advocacy of academic acceptability for physical education are stressed. Although he did not take sides in the "Battle of the Systems," Sargent always wanted all students to participate in a variety of activities, rather than to specialize in one activity. 1 illustration; 21 notes.

—Mim Sheldon

- VII-2 Smith, Robert P. "Heroes and Hurrahs: Sports in Brooklyn, 1890-1898," *Journal of Long Island History*, 15, No. 1 (Fall 1978), 25-37.

In this detailed account of Brooklyn's diverse sporting life and social differences, the author examines the nature and activities of the exclusive Crescent Athletic Club and Knickerbocker Field Club—highlighting participation by the wealthy in croquet, golf, horseriding, driving, polo, tennis, and yachting. The athletic clubs and associations represented the primary vehicle for participation among the middle and working classes while offering an opportunity for both assimilation and ethnic identity to immigrants. The bicycle became the common denominator of women's emancipation through sport, while the most popular spectator events in Brooklyn during the 1890s were baseball, boxing, horseracing, and football. Based upon primary sources; 78 notes; 2 illustrations.

—Ralph C. Wilcox

- VII-3 Davenport, Joanna. "Thomas Denison Wood: Physical Educator and Father of Health Education," *Journal of Physical Education, Recreation, and Dance*, 55, No. 8 (October 1984), 63-65.

Davenport outlined some of Wood's contributions to physical education both at Stanford University and Teachers College, Columbia University and then provided the reader information about his contributions to health education. Wood stressed that physical education and health education should be administered in two different departments. In 1919 health education became a separate academic specialty at Teachers College, and the first health degree was awarded in 1922. 1 illustration; 16 notes.

—Mim Sheldon

- VII-4 Dickason, Jerry G. "The Origin of the Playground: The Role of Boston Women's Clubs, 1885-1890," *Leisure Sciences*, 6, No. 1 (1983), 83-98.

The playground movement in America began in 1885 when the Massachusetts Emergency and Hygiene Association (MEHA), an outgrowth of the New England Woman's

Club, established their first sand garden at the Parmenter-Street Chapel in Boston. A typical upper-class effort to socialize poor immigrant children, the project flourished. By 1889, the re-named Playground Committee of the MEHA began operating at public schools, rather than missions, often employing kindergarten teachers. Playrooms where children learned singing, dancing, and games and were encouraged to emulate “respectable” occupations were added. Municipal funding enabled 11 playgrounds to serve 1,000 children and by 1890 organizers were satisfied their efforts had been worthwhile since many children were “saved.” Based on primary and secondary sources; 8 notes.

—Mary Lou LeCompte