THE LIFE AND PROFESSIONAL CONTRIBUTIONS OF
WILLIAM GILBERT ANDERSON, M. D.

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By
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WILLIAM GILBERT ANDERSON

1860 - 1947
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and friend of the Andersons; Thomas Means, Yale gymnast under Anderson,
now a resident of Brunswick, Maine; The Rev. Louis A. Dole, Yale athlete
under Anderson, now a resident of Bath, Maine; Amos Alonzo Stagg,
legendary American sports figure, contemporary of Anderson at Chautauqua,
now a resident of Stockton, California; and Henry Weber, retired fire­
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INTRODUCTION

When William Anderson was almost three years old, a bloody and decisive battle was fought at Gettysburg. Presidents from Lincoln to Eisenhower have visited this sleepy Pennsylvania town. Many memorials to the thousands of soldiers who fought and died there exist today. One of these, near the military cemetery in Gettysburg, is a cycloramic painting which vividly portrays one well-known aspect of this battle—Pickett's Charge. It seems to the writer that history is much like an endless cyclorama. Civilizations rise and fall. Each era, cultural group or generation produces different ideas and attempts to improve on old ones. All events pass on the endless belt of time.

Since the tale of any generation is inextricably involved with man's ventures, a few personalities always move to the fore. Often a specific period in recorded time or an area of learning can be best understood by attempting to analyze the lives or personalities of these leaders.

Physical education has passed through several developmental stages in the United States. In many sections of this country, techniques and methodology have kept pace with the demands of a fast-moving civilization. In unenlightened areas many shadows remain. To progress and improve, we need to understand the phases through which this profession has grown. If we are to place the profession's problems in proper perspective, we must comprehend its heritage—the deeds, personalities and creativity of its leaders.
This study is concerned with one leader—William Gilbert Anderson. He was not the lone contributor to the development of physical education in this country, but few men have given more. He was certainly not its most publicized leader—his place on the cyclorama of time has been little noticed—but his touch is evident in any critical analysis of the field.

Dr. Anderson's organizational drive, his fight for academic respectability, and his creativeness in the realm of teacher education warrant investigation. His planning and perserverance helped in the establishment of the present-day organizations known as (1) the College Physical Education Association and (2) the American Association of Health, Physical Education, and Recreation. During his lifetime he earned seven college degrees, studied in Europe and crossed the United States forty times. His importation of German and Swedish instructors for his summer schools influenced the rise of these systems in this nation. He was intimately involved in the "battle of the systems."

A contemporary of Dudley A. Sargent, Edward Hitchcock, Jay W. Seaver, R. Tait McKenzie, Walter Camp, Amos Alonzo Stagg, William Rainey Harper and other luminaries, Anderson remains relatively unknown. Like many educators who teach, counsel and inspire youth, William Anderson functioned efficiently in relative anonymity. His name is not found in Who Was Who or the Dictionary of American Biography. It is the belief of the writer that Anderson's half-century of service is deserving of exploration and analysis, and that his personality and contributions to the field merit attention.

This study is limited to the best available sources pertaining to William Anderson's personal life, teaching, education, inventions and
experimentation. The Yale Memorabilia Collection at Sterling Memorial Library, Yale University, provided valuable information. Additional research was conducted by the writer at Chautauqua Institution, Chautauqua, New York, the Library of Congress, Adelphi College, Long Island, and The Ohio State University.

Since this is an attempt to better understand the personality of this American pioneer, interviews and correspondence with living contemporaries are emphasized. The remembrances of these people provided vital information about Dr. Anderson's experiences, especially those at Yale University and Chautauqua Institution. Major contributors are identified in the Acknowledgements (page iii).

The purposes of the research are to

1. investigate the contributions of William G. Anderson in terms of their possible effect on the teaching profession.
2. set forth the personal philosophy of this man through an objective analysis of his writings and the reports of contemporaries.
3. present a realistic picture of the life of a very human educator contrasted against the times in which he lived and worked.
4. consummate a meaningful research project which will be of value to future students in physical education.
A PERSONABLE GENTLEMAN

Some prominent men leave memoirs or even libraries which chronicle their earthly achievements. These sources recount their deeds and supply clues to their personal traits. William Gilbert Anderson is remembered chiefly in the minds and hearts of his students and fellow workers. While he did not leave formal, written records of his personal life, some of his addresses, letters, reports and texts do remain. These reveal a few of his characteristics. The rest unfold in the eulogies of his friends--now dead--and the memories of living friends and co-workers.

Physically, William Anderson was an impressive specimen. As a young man he had blond, curly hair which, in his later years, became a shock of distinguished white. When it was in vogue, Anderson had "... an ample moustache--something like that of Admiral Peary." His blue eyes retained their sparkle throughout his life. Standing just over six feet tall, "... he was erect as any alumnus of West Point or Annapolis." Although he weighed a slender 160 pounds for most of his life, his musculature was hard and lithe. His exceptional coordination and balance were developed through his devotion to gymnastics and dancing. With an "... erect carriage and alert, graceful movements, he attracted attention in

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1 Correspondence with Thomas Means, August 22, 1959.
any company.™ Mrs. Persis B. McCurdy once stated, "I will never forget his graceful walk, and to see him dance was to see true balance and co-
ordination."™ People who saw Dr. Anderson usually remembered him.

A fastidious dresser, he believed that any professional person, but especially physical educators, should be neatly attired. When teaching in the gymnasium he often wore a white shirt, bow tie, sleeve garters and grey Turner's teaching trousers. Robert J. H. Kiphuth, renowned Yale swimming coach, said that Anderson was aware of the grooming of his contemporaries. Referring to a leading professor in the medical school at Yale, Dr. Anderson once commented to Kiphuth, "He doesn't dress very well, does he? Did you notice in that meeting? His socks were down and he doesn't even wear garters." William Anderson was definitely not a fop, but he was meticulously neat.® It was his practice to wear only blue or grey suits. The latter were occasionally passed on to George Weber, the Yale photographer, when Anderson was through with them. Mr. Weber recalls that he wore these fine suits for years.®

A neat and handsome appearance merely provided outer attractiveness to an appealing personality. William G. Anderson was a gentle man, considerate of others, and very easy to approach. Members of his staff and students were continually seeking counsel from him in regard to their problems. His respect for other personalities made him a


3Persis B. McCurdy, "In Memoriam," ibid.


5Interview with George Weber, September 8, 1958.
peculiarly effective counselor, and he took pride in the number of
personal conferences he held with his students. One drawback to his
empathic nature was that he was always a "soft touch" for $10.00--
even from people he had not seen in years.  

Charles Savage referred to Anderson as a magnificent personality,
and a gentleman of rare culture and refinement. He felt that Anderson's
influence on all the students "... who had the good fortune to come in
touch with him was gracious and inspiring."  

Weber felt that one of the reasons that more people have not
heard of W. G. Anderson was his unwillingness to "blow his own horn."
He was quiet and modest. Sometimes these traits proved to be trouble-
some. Contemporaries claim that his reserve stemmed from an inherent
shyness. While thousands of students and teachers were influenced by
his physical prowess, counsel, teaching, and foresight, few ever got
really close to him. Although he put people at ease and spoke to
everybody, a co-worker stated that Dr. Anderson, underneath, was some-
times nearly timid. In a professional relationship, this was disadvan-
tageous in the sense that Anderson was hesitant to talk about his per-
sonal experiences such as his studies in European institutions. Some of
his potential inspiration was thus lost to the profession. It may well
have been that the sometimes critical reaction of the older members of
the profession to young Anderson's early contributions and assertions in
the field may have cured him of stating these things too readily.

6 Ibid.
7 Savage, loc. cit.
8 Interview with R. J. H. Kiphuth, September 8 and 9, 1958.
This shyness was in rather curious contrast to the other facets of this remarkable personality. William Anderson possessed a tremendous drive which found release in his genius for organization. He had vision, foresight, and initiative. The same high personal standards which he imparted to his students were devoted to a desire to create organizations or groups which would unify the members and raise standards of physical education in America. The uniquely talented R. Tait McKenzie said of Dr. Anderson:

There are some men whose minds are always one or two jumps ahead of their time; who see openings for work before the world realizes that the work exists to be done, and who always translate their vision into action. In the field of physical education we are fortunate in having one such man.9

William G. Anderson's desire for personal and professional excellence was demonstrated in his scholarly pursuits. He continually took courses "... looking for new light on physical education wherever he could find it."10 Dr. McKenzie asserted, "There is perhaps no part of the world where information can be found on physical education that he has not visited."11 Jesse F. Williams added the descriptive comment that "... as a student, he never stopped being one."12

Dr. Anderson strove for academic excellence and status for physical education. It is said that he became one of the best known and liked men on the Yale faculty. His quest for respectability for his chosen

10Ibid., p. 496.  
11Ibid.
field was tempered by a mixture of doubt as to his own ability and confidence in the worthwhileness of the venture.

One of Dr. Anderson's addresses, entitled "Cultural Considerations," unveiled his warm feelings and concern for his profession. Speaking in Rochester, New York, on April 4, 1925, he said:

Let those of us who are honestly interested in the uplift of physical education do what we can to strengthen the foundations and this can only be done not by making physical activities the sole purpose of our lives but by developing high ideals of thought and action.13

His keen sense of humor is clearly illustrated in other parts of this particular address. His wit, tolerance, and appreciation for the bright side of life are evident in the remembrances of friends. George Weber recalled one incident which occurred at the Yale Gymnasium.

Dr. Anderson was walking through a shower-room one day wearing pince-nez glasses. One of the younger students threw a wet towel at him thinking that Anderson was me. The towel hit Dr. Anderson in the face, knocking his glasses to the floor and raising a welt on his face. As he stooped to pick up the pieces of his smashed glasses, Anderson saw me standing to one side. Unaware that the towel was meant for me, he simply stated, "Oh, well, boys will be boys."14

Mr. Weber also remembered an occurrence which illustrates Dr. Anderson's quickness to act when the occasion demanded.

I was fixing a light from the top of a 20 foot ladder near a two-story stairwell. One of the staff, a Mr. B., came in and started shaking the ladder. I called down and told him he was going too far; that it was dangerous and to stop. The man persisted. In walked Dr. Anderson who immediately called out, "Say, Mr. B., would you come

14 Interview with George Weber, September 8, 1958.
here? I'd like to discuss your raise." Mr. B. abruptly stopped and went over to Anderson. Later he was placed in a strait-jacket. Dr. Anderson had realized that the man was berserk.\(^5\)

Dr. William Anderson's "spark" was revealed in an anecdote furnished by Wallace (Wally) Clark of New Haven.

When William and his brother Henry were youngsters in Illinois, one of their chores was to gather wood. They alternated nights of chopping. One evening, as brothers will, they got a bit angry. Henry laid his hand on the chopping block and dared William to cut off his finger. Whether intentionally or not, William did cut off the upper joint of Henry's forefinger.\(^6\)

This story was once related to Clark by Henry Anderson and affirmed by William. In later life, the latter was never known to become angry. He did not use profanity and would walk away rather than argue.

Anderson's relationship to Wally Clark is indicative of his graciousness and generosity in helping others. Clark stated, "He would go to any degree to help anyone. . . Our association was closer than that with my own father." Wally added, "Dr. Anderson thought and taught much about tolerance, fair play, and sportsmanship."\(^7\) These firm beliefs aided Anderson in becoming a successful teacher and coach.

The above prologue presents some insight into the character of Dr. Anderson. An energetic man, he was proud and highly critical of himself. Still, his hobbies were music and the knitting of his own socks. His dissatisfaction with the status quo of American physical education, and subsequent actions, helped to mold the profession.

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\(^5\)Ibid.

\(^6\)Interview with Wallace Clark, September 9, 1958.

\(^7\)Ibid.
This warm, personable gentleman was a vital, human partner in the quest for reputable, sensible, and scientific physical education. His life and work cannot be relegated to a dark corner of the profession's history. In a cyclorama of pioneers William Gilbert Anderson deserves a bright and honorable place.
CHAPTER II

BIRTH OF AN EDUCATOR

So you build but your names are not writ in stone and perhaps not in the memories of our associates, but you have done important work. You pass the torch from one to another and there come to me the words taken from the opening of Plato's Republic

\[ \text{Lambada exontes diadosoulin allelois} \]

"Having torches, they pass them, one to another."\(^1\)

W. G. Anderson
December 1934

These words from an address to the College Physical Education Association could describe the heritage man bequeaths to his descendants. A more fitting quotation would be hard to find to present a picture of the family tradition which molded William Anderson's ideas and character. Each Anderson, in the vernacular of vaudeville, was a "tough act to follow."

William's grandfather, Rufus Anderson, was born in 1796, the son of a Dartmouth graduate and Congregational minister. For forty years he was secretary of the American Board of Foreign Missions. His education included an A. B. from Bowdoin College (1816), A. M. (1821), and the LL. D. in 1886. In 1836 he received the D. D. degree from Dartmouth College. The Rev. Rufus Anderson lectured on foreign missions at Andover Theological Seminary and helped found Mt. Holyoke College in 1837. A man

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who traveled extensively, he published a five volume work in 1872 entitled *A History of the Missions of the American Board of Foreign Missions*. He died in Boston, May 30, 1880, after a long and productive life.²

William once said of him, "Rufus Anderson, my paternal grandfather, with whom I lived while preparing for Harvard at the Roxbury Latin School in Boston, was interested in physical education long before I saw the light of day ... advocating the care and development of the body."³

Rufus' eldest son Edward, William's father, was born in Boston on November 14, 1833. Educated in public schools and under private tutelage, Edward studied theology with his father and his pastor. He married Harriet F. Shumway on July 29, 1857, in South Bend, Indiana. Henry, their first son, was born in that city in 1858. The same year Edward was ordained as a Congregational minister. The Rev. Anderson's initial charge was in St. Joseph's Michigan. Subsequently he moved to churches in Jamestown, New York, Quincy, Illinois, Toledo, Ohio, Norwalk, Connecticut, and Danielsonville, Connecticut. This latter pastorate was from 1890 to 1895.

Edward Anderson served with John Brown in the bloody Kansas of the mid 1850's. During the War Between the States he was chaplain of the 37th Illinois Volunteers until after the Missouri Campaign in 1862. From


that time to the close of the war he served as Colonel, 12th Indiana Volunteer Cavalry. For a time Edward was the Chaplain-in-Chief of the Grand Army of the Republic.

The Rev. Anderson was an active member of the I.O.O.F. and Knights of Pythias, and was a 32nd degree Mason. His final years were spent in Quincy, Massachusetts, until death claimed him in his eighties.\(^4\)

William stated, "My own father, the Rev. Edward Anderson, was interested in out-of-doors sports, was a hunter, a fisherman, and insisted upon the physical development of his three children."\(^5\)

No reference to William's mother was uncovered in any source. It is probable that she died early in his childhood.

When William Gilbert Anderson was born in St. Joseph's, Michigan, September 9, 1860, a decade unparalleled in the history of this country was unfolding. The convention of April 23, 1860, in Charleston, South Carolina, had left the Democratic party split asunder.\(^6\) The following month the Republican convention had selected Abraham Lincoln in a frenzied demonstration which shook the Chicago "Wigwam."\(^7\) In May a 38 year old farmer, Ulysses Simpson Grant, became a clerk in his father's store in Galena, Illinois.\(^8\) During the autumn months a regular army officer

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\(^6\)Hudson Strode, Jefferson Davis (1808 - 1861), pp. 350-351.

\(^7\)Ida M. Tarbell, The Life of Abraham Lincoln, II, p. 150.

\(^8\)Douglas S. Freeman, R. E. Lee, A Biography, I, pp. 409, 412.
Robert E. Lee, served out his routine duty in Texas. Considering himself a failure in an unrewarded military career, Lee watched the growing clouds with apprehension. At the same time a professor at Virginia Military Institute taught his cadets military tactics in his high pitched voice. Thomas Jonathan Jackson, later to earn the sobriquet of "Stonewall," quoted the Bible and waited for the storm to break. By early November Lincoln's election irrevocably alienated the southern states. On November 20th, Mr. Lincoln pleaded, "... Let us at all times remember that all American citizens are brothers of a common country, and should dwell together in the bonds of fraternal feeling." This prayerful entreaty went unheeded, and the lightning struck at Fort Sumter in the spring of 1861.

On William Anderson's second birthday, General Lee issued his famous field order, "Special Orders, No. 191." The inadvertent loss of these orders to the Union brought about the Antietam battle and possibly affected the outcome or tactics of the war. Five months before Anderson's fifth birthday, Robert E. Lee made the most difficult journey of his life to the McLean House at Appomatox Court House. On his return ride he was to tell his sorrowing veterans, "Men, we have fought through

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9 Burke Davis, They Called Him Stonewall, pp. 131-135.
10 Words of Lincoln, p. 50.
12 Matthew F. Steele, American Campaigns, I, pp. 263-4.
the war together. I have done the best I could for you. My heart is too full to say more." The Confederacy shattered, the terrible struggle soon ended.

The heart of a great nation was spent with emotion as an old era came to a close. A new and difficult beginning faced a nation unified in name, but torn by four years of warfare and bitterness. Troublesome challenges faced the nation's leading personalities during the reconstruction years. It was a decade of destiny for any growing boy whose father wore the Blue or the Butternut.

William Anderson's ancestors had prepared an auspicious die in which he could choose to cast his life. The distinguished record of three generations in the ministry preceded him. As he grew and developed under the influence of these men, William was not found lacking in ambition or determination. At the age of five Dr. Edward Hitchcock lifted him to a pair of rings in the old stone gymnasium at Amherst and good naturedly left him hanging until his howls brought rescue. He attended public schools in Quincy, Illinois, and Jamestown, New York. His formal physical education began at Jamestown, but his father's training had preceded this. Edward Anderson once told how "... when boys, he gave his sons, William G. and Henry S. lessons in physical culture. These no doubt created an early taste for the profession." 

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The Rev. Anderson was pastor in Quincy, Illinois, from 1874 to 1880. During this time young William was developing an appreciation for the active life. He hunted, fished and swam, and by the time he was fifteen, he was able to swim twelve miles. By the age of sixteen he was an advanced gymnast with amazing skill as a performer on the horizontal bars, as a tumbler and as a batule-board and springboard leaper. Some of this training was received in the Quincy Turnverein. At least part of his acrobatic ability came from association with performers of the Cole Brothers' Circus which wintered in that city. His skill was well enough known that he received an offer to do three bar work on the road with P. T. Barnum's Circus. According to McKenzie, when William "... announced this with some pride his puritanical grandfather said to him, 'My boy, you are hair hung and breeze shaken over the mouth of hell,' and at once called for special family prayers." William Anderson decided to pursue his studies.

Anderson's enthusiasm was further stimulated by writers such as William Blaikie and Archibald Maclaren. When he went to Boston to enter the Roxbury Latin School (1876-8), he became a pupil of Professor

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16 McKenzie, loc. cit.


19 McKenzie, loc. cit.
Robert J. Roberts at the Y.M.C.A. Anderson recalled that the first step he took after entering Roxbury "... was to seek the Y.M.C.A. and keep up the training I had indulged in for several years."\(^\text{20}\)

Graduating from Roxbury in 1878, he enrolled at Amherst College. However, this was too expensive and after a short time he withdrew and matriculated in the University of Wisconsin. With the intention of entering the ministry he enrolled in the ancient classical course.\(^\text{21}\)

Having come from the athletic atmosphere of the East, William Anderson was somewhat dismayed at Wisconsin's program of activities. Although opposed by the Board of Visitors and the student press, President Bascom favored informal sports for men and croquet for young ladies. While he encouraged recreational sports, he disapproved heartily of severe competitive athletics. The gymnasium of the 1870's at Wisconsin had become "... a place entirely forgotten by students."\(^\text{22}\) The only required form of exercise was military drill during the fall and spring for the two lower classes.\(^\text{23}\)

William Anderson "... cast about for some way to get rid of a superabundance of animal spirits." Encouraged by conferences with Professor A. D. Conover and President Bascom, he started a class for coeds in 1878. Gymnastic classes met twice weekly, and were drilled in

\(^{20}\) Fred E. Leonard collection of unclassified papers.

\(^{21}\) Ibid.

\(^{22}\) Anderson, "Early Days in Wisconsin Athletics," The Wisconsin Alumni Magazine, (March 1913), p. 1. (From a reprint found in the Fred E. Leonard collection at Oberlin College.)

\(^{23}\) Ibid.
marching, free movements, and with bells, wands, and swords. An exhibition was given at which the President gave a short speech. William recalls,

The "nerve" shown by an eighteen-year-old boy, and a freshman at that, in thus trying to teach gymnastics was born of good-will, enthusiasm, a warped perspective and ignorance combined. One reward he reaped was a wee bit of mild hazing which consisted of emptying the contents of slop pails on his verdant head, some frank expressions of contempt, and a few fe-vent allusions to the "brass" exhibited by a young "slob" from Boston.  

This hazing also included black cats tied to the door knob and cards telling Anderson to "go to the deuce." Nevertheless, with Professor Conover's help in securing funds, the program was started. This marked the beginning of formal physical education at this university.

William Anderson remembered that he had a reputation as a "disturber" at Madison. He started an athletic association as well as a chapter of Chi Psi fraternity. His talents in music led him to organize a quartet, and an orchestra in which he played the flute and piano—although not simultaneously. In William's sophomore year he was president of the Glee Club. At this time he took up the banjo and maintained his skill on this instrument for most of his life. A budding musical career was nipped by his continuing urge for physical action. It was claimed that his efficiency as a student was reflected by a Professor Allen who said, "Anderson, if there was a lower class in Latin in this university, I would put you in it, but there is not."  

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24 Ibid. p. 2.  
26 McKenzie, loc. cit.  
27 Anderson, op. cit. pp. 3-4.
In describing his departure from Wisconsin Anderson noted, "I left the university at the end of my sophomore year to join that large number of men whose money had given out, and to begin my long career as a teacher, my first school being in the small town of Clayton, Illinois." In this district school near the Mississippi River, Anderson went through the throes of being at a loss for words and unsure of a suitable technique. He described himself as an "... unlessoned, unschooled, and unpracticed youth." His initial reaction to the 100 little folks who appeared for his first class was that he "... was only a neophyte and needed praying for." He recalled that although neither he nor the school's directors were impressed with the first day's teaching, the pupils enjoyed studying the teacher. "They had a good time if the teacher did not, for the teaching and discipline were wretched." By the end of his first year of teaching he had won over the students and received a raise in salary.

William Anderson and Grace Lee Phillips were married in Pittsburgh, Pennsylvania, on March 16, 1881. Unfortunately, there seems to be no information available as to their initial meeting, courtship or Mrs. Anderson's background.

In the fall of 1881 Anderson was appointed Superintendent of the Y.M.C.A. in Cleveland, Ohio. During his two years at this post he found

\[\text{\textsuperscript{28}}\text{Ibid.}, p. 4.\]


\[\text{\textsuperscript{30}}\text{Ibid.; also, Anderson, Methods of Teaching Gymnastics, pp. 18-19.}\]
time to return to Boston to observe classes under his old teacher, Professor Roberts. William asserted that "... he was among the first to mold my ways and methods." 31

At the conclusion of two years of study, apparently on a part-time basis, William Anderson received his M. D. degree from the Cleveland Medical College in 1883. The status of medical education was evident in this instance since Dr. Anderson had not completed his bachelor's work. At the time of his graduation the newly organized Department of Physical Education at Cornell University was looking for a director. Anderson met a special interviewing committee, but was informed that he was "too young." Dr. Edward Hitchcock, Jr., of Amherst, was appointed instead. The new physician stated, "Their decision was a wise one for I was too inexperienced for such an important post." This experience, however, proved a valuable one in that William Anderson made a life-long friend of his host at Cornell, President Andrew D. White. 32

Taking up medical practice in Columbus, Ohio, he found time to teach gymnastics at the Columbus Atheneum. In 1884 Dr. Anderson accepted an appointment as instructor in hygiene at the Northwest Medical College and in the same year that of instructor in minor surgery at the Medical College, Toledo, Ohio. He retained his membership in the Ohio State Medical Society from 1884 to 1886. 33

31 Unclassified papers of Fred E. Leonard.
33 Unclassified papers of Fred E. Leonard; also, 38th Annual Meeting of the Ohio State Medical Society, p. 231.
William had maintained his physical skill through the five years following his experience at Wisconsin. As an all-around gymnast he met and competed with some of the finest gymnasts in this country. At the age of eighteen he could perform a double front and double backward somersault from the bar, high trapeze and springboard. As a swimmer, he held the Illinois twelve mile record for several years. As a track and field athlete, he ran the 100 yard dash in under eleven seconds, high jumped 5 ft. 8 in. and achieved 21 feet in the running broad jump. This skill was to be of value to him throughout his career.

It is noteworthy that the Anderson family maintained close family ties. Henry taught gymnastics in Cleveland and Columbus with his brother. When William took the position in Toledo, his father had a pastorate there. Dr. Anderson's capable, younger sister Kate followed him to Brooklyn, Connecticut and the winter Chautauquas. The paths of the talented Andersons continually intermingled.  

Along the way William Anderson had found time to take courses in several turnvereins and a special course under George Brosius, in the Turn Seminary at Milwaukee. He received instruction in fencing and German gymnastics. His boxing training was secured from the celebrated masters, Farrell and Austin. A fellow student in Milwaukee was Ernst H. Arnold who was later to play a major role in teacher education at the Anderson Normal School of Gymnastics.  

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35 Unclassified papers of Fred E. Leonard.  
37 McKenzie, "Memorandum on Life...", op. cit., p. 496.
By 1884 Dr. Anderson's interests were turning increasingly to physical training as a profession. Although trained medically, as were virtually all of his contemporaries who entered the field, his major interest was preventive rather than curative. He believed that his task should be to "... build bodies that would avoid and withstand illness and reach a fulfillment of powers and capacities." When the opportunity came again, he accepted an appointment as Director of the gymnasium at Adelphi Academy, Brooklyn, New York, in the fall of 1885. At the age of 25, William Gilbert Anderson accepted the "torch" from his predecessors. It carried him not into the ministry, but into the education of teachers.

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39Savage, "In Memoriam," op. cit., p. 31.

40McKenzie, loc. cit.
CHAPTER III

A CAREER IN TEACHER EDUCATION

Americans of the 1880's were beginning to feel crowded. The tide of immigrants reached an annual peak of over five million and open spaces became harder to find.¹ The events and personalities in the news were indicative of the adventurous spirit of a restless, growing nation. This decade saw 70,000 miles of railroad laid—a record never matched.² In addition to widespread mining operations, the West could boast of grazing lands for nearly one-half of the country's sheep.³ Dodge City, Kansas, reigned as the "cowboy capital" of the cattle kingdom.⁴ Gangs of rustlers threatened the expanding cattle herds in Montana and Wyoming.⁵ While the Dakotas were fighting for statehood in 1885, pioneer farmers in the plains states began to be alarmed at the ravages of the unpredictable weather. Out of their unrest arose the agrarian political group known as the Populists.⁶

¹James T. Shotwell, The United States in History, pp. 82-3.
²Carroll D. Murphy and H. V. Procknow, The Next Century Is America's, p. 72.
³E. Douglas Branch, Westward—the Romance of the American Frontier, p. 578.
⁴Robert E. Riegel, America Moves West, p. 521.
The depression of 1884 was followed in the spring of '85 by an ill-considered strike of the Knights of Labor. While this tied up the nation's railroads, poor leadership of the group led to its dissolution as a labor organization by the end of the decade. Politically minded citizens were almost universally critical of the protagonists of socialism.

In a different vein, Americans and Canadians alike thrilled to the exciting entertainment of Buffalo Bill's Wild West Show in the summer of 1885. Featuring the crack shot, Annie Oakley, and the great Hunkpapa Sioux, Sitting Bull, the show became the toast of this continent. Less than ten years had elapsed since the worst of the Indian uprisings against the inevitable horde of settlers and army troopers. By the spring of '85 the last of the Nez Perce people of brilliant, gentlemanly Chief Joseph were settled on reservations in Idaho and Washington. The forerunner of later-day racial problems was enacted on the barren, poorly administered reservations of the West.

Relatively unknown personalities of the day were men such as Lewis Henry Morgan in the field of Indian anthropology. He taught that the human race had advanced through the three stages of savagery, barbarism and civilization. A wag might have asked how the Barbary Coast would be classified. At the same time, Captain A. T. Mahan prepared a course in naval history for the new War College at Newport,

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7 James F. Rhodes, History of the United States, pp. 270-5.
8 Stanley Vestal, Sitting Bull, Champion of the Sioux, pp. 250-1.
Rhode Island. The telephone, refrigerator car, and Edison’s phonograph were nearly ten years old.

In the realm of education many states were enacting compulsory school attendance. The public school education of America’s youth was mainly in the hands of women. By 1890 a peak number of 85.9% of all teachers in the elementary and secondary level were women. The American ladder system of education neared completion as the Oswego movement reached its denouement. Froebel’s public kindergarten idea spread rapidly through the United States after 1885. Educational standards improved as the New England Association of Colleges and Preparatory Schools became the first accrediting group the same year. The typical normal school of the day had 240 students and a model school in a separate building. Curricula in these schools grew to a three year program and the average staff expanded to ten to twelve. G. Stanley Hall’s child-study movement was just getting under way.

It was a decade of adventure in the West. The East concentrated on industrialization and educational innovation. As the golden age of the last years of the 19th Century loomed ahead, W. G. Anderson staked his future in education.

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11 Beard and Beard, op. cit., p. 412.
12 A. D. C. Peterson, A Hundred Years of Education, p. 228.
14 Ibid., p. 513.
15 Ibid., p. 447.
16 Ibid., p. 475.
When Dr. Anderson moved to Adelphi Academy in Brooklyn, New York, a tradition of emphasis on physical education was already established. While laying the cornerstone of the Academy in 1867, Henry Ward Beecher had said:

A fundamental part of teaching is . . . physical training. . . . We are learning, that even intellectual achievements themselves largely depend upon the vigor of the whole system of the scholar. . . . The introduction . . . from the very beginnings, of methodical and philosophical physical exercise coordinated with mental instruction, is one of the happy features of the Academy.17

With this as a beginning, a Professor Ellenwood had initiated a common gymnasium costume for all and established a program unmatched by most other academies of the 1870's.18 Students were gaining an appreciation for the values of exercise and athletic activities by 1885. However, Dr. Anderson's appointment as Director of Physical Education was viewed as a strengthening of the faculty.19 He was primarily responsible for teaching physiology and physical education.20 It was reported that "his appointment prepared the way for a more scientific treatment of the subject and for the employment of methods adapted to secure the uniform physical development of students."21 Perhaps equally important was the fact that this position launched him on a lifelong career.

18 Ibid., p. 64.
19 Chester L. Barrows, Fifty Years of Adelphi College, p. 11.
21 Morrill, op. cit., p. 83.
At this time Adelphi was a "... large and exclusive school."

With a carefully selected clientele, it enjoyed a high ranking among preparatory schools. Enrollment in 1885 was about 1100 pupils—with 600 girls and 500 boys, ages 5 to 19 years. Dr. Anderson described his first day as follows:

*Early morning of September 8th, I walked across the newly-opened Brooklyn Bridge, ... a more ill-prepared, homesick youth it would be hard to find. I knew not a person in the city, had never been there before and did not even know where the school buildings I sought were to be found.*

However, Dr. Anderson did locate his goal and began his teaching aware that he ". . . had much to learn." In recalling some of his earliest experiences he mentioned:

*My pupils liked me and the kindergarten children often pulled me to the floor in their enthusiasm, while the boys were won over by clever apparatus work, especially on the bars, and in tumbling. They wanted that kind of work and not "baby wooden dumbbell stuff."*

The program of the fall of 1885 included daily drill done with music. Wands, bar-bells and sword exercises with wooden rods were used. In keeping with the trend of the times, anthropometric tables were utilized and reports sent to parents. Anderson stimulated pride by citing, as an example of the program's benefits, "the conspicuous beauty of well developed biceps, when one is seen in a bathing dress."

The presence of ladies may have influenced his choice of illustration.

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23 Ibid.

24 Proceedings of the Association for the Advancement of Physical Education, I (1885), pp. 6-7.
Despite the excellent tradition of a broad physical education program at Adelphi, the training of teachers was not part of the curriculum. With typical unbridled enthusiasm, Anderson set about to rectify this. During the early fall of 1885 he visited nearly every gymnasium in or near New York City. In this manner program directors were met and queried as to methods used in physical education. William Anderson became convinced that each man existed for himself and had his own conception of methodology.  

The systematic Anderson did not believe in such disunity and such a slipshod approach to a profession.

One result was the organization of the Brooklyn Normal School for Physical Education on February 1, 1886. This was the fourth such school in this country. (The others were Dio Lewis' school in 1861, the Turnebund school in New York City in 1866, and Sargent's School for Women at Harvard.) The original faculty of ten included, among others, Henry Anderson— instructor in heavy gymnastics, Watson L. Savage— lecturer on anatomy, Archibald Cuthbertson— lecturer on the relation of mind and body, and W. G. Anderson— President and lecturer on hygiene and anthropometry. Claes Enebuske was added to the faculty in 1889-90 to teach theory and practice of Swedish Gymnastics. Several of the members of the advisory board were Charles Pratt, President of the Board of Directors, Adelphi Academy; Andrew White, President of

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26 Norma Schwendener, A History of Physical Education in the United States, p. 114.
Cornell University; Dr. Edward Hitchcock of Amherst College and William Blaikie, New York lawyer and author. This distinguished group provided sound backing for a twenty-five year old.\(^{27}\)

The Adelphi Academy gymnasium was secured for the use of Normal classes. The first class in reading and study ran from February first to October first, with the practical training in gymnastics beginning at the same time, but ending June first. A summer session designed for teachers otherwise engaged in the fall, winter and spring was added the first year. This extended from June 16th to September 16th.

The school advertised that "no school in the country pays more attention to the physical education of its scholars than the Adelphi Academy."\(^{28}\) Nearly 1000 students were enrolled with the majority exercising daily. Consistent with Anderson's belief that a teacher should be able to perform skillfully, members of the Normal class had an opportunity to supervise, observe, and assist in instructing the required classes.\(^{29}\) One supplement to this experience was a text prepared by Dr. Anderson. Published in 1888, this booklet was written in longhand and outlined material for the use of classes in light gymnastics.\(^{30}\)

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\(^{27}\) "Brooklyn Normal School for Physical Education," Physical Culture, II (January 1892), p. 27; also, Brooklyn Normal Class for Physical Education, First Announcement, 12 p. (from the F. E. Leonard collection—a paper entitled, "Anderson N.S.G.").

\(^{28}\) Ibid.

\(^{29}\) Ibid.

Including an initial class of ten in 1887, a total of 87 students graduated in the period of 1886 to 1892. As an example, the Normal School's private classes of 1890 had 47 ladies, 35 young men and 61 in the children's section. In addition to the 900 scholars of Adelphi Academy, he had 18 patients in medical work. Experiences such as these qualified Dr. Anderson to present a paper to the Connecticut State Teachers' Association the same year entitled, "Physical Training."

The seven year sojourn (1885 to 1892) in Brooklyn provided a valuable laboratory for a young instructor. Anderson made his mark in the profession by having the foresight and courage to call the historic meeting leading to the American Association for the Advancement of Physical Education. In 1885 he found time to instruct at the Friends' Seminary in New York. At this time William was offered a position as physical director of the Manhattan Athletic Club. Heeding the advice of a friend, he declined in favor of Yale University. When Dr. Anderson accepted the position as associate director of the Yale Gymnasium, the Brooklyn school transferred to New Haven. It emerged in the fall of 1892 as the Anderson Normal School of Gymnastics.

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33 The Gymnasium, II (December 1890), p. 7.
34 Obituary Record of Graduates . . . (January 1, 1949), loc. cit.
35 From notes of an interview with W. G. Anderson by Bruce L. Bennett, March 26, 1947.
At Adelphi he had worked for seven years with Ashburton S. Lewis who was an accompanist for gymnastics. Lewis' rare accuracy, skill, and musical taste impressed William Anderson. A few years later he attributed much of his success to the appreciation of musical application gained during their association.  

During his years in Brooklyn Dr. Anderson was concerned by the lack of pupils' interest in calisthenics. Vitally interested in the importance of gracefulness and the feelings of rhythm and harmony, he became convinced that "formal gymnastics were more attractive with dance as a part of the regular work." Selecting the best teachers available, he studied social and stage dancing in New York City in 1888. He was tutored by the Russian genius Ribeyan, and mastered the Irish Reel under a professional dancer named Hogan. Eddie Collier, a local dancer, taught Anderson a variety of jigs. Armed with these additional skills, he introduced dancing to classes at Adelphi Academy. Unfortunately he was a little ahead of the times, for this innovation was greeted with loud protests from the Directors of the school. It was several years before Anderson successfully re-introduced the dance to his college physical education classes. Within twenty years dance was to

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36 Morrill, op. cit., p. 82


become part of the program of normal school gymnastics, summer insti-
tutes of physical education, and most Y.M.C.A.'s and Y.W.C.A.'s.\footnote{Anderson, ibid.}

Grace Anderson, William's pleasant and delightful wife, made a
contribution during the years at Adelphi. Occasionally helping with the
Delsarte expressionistic aspects, she became concerned about the rather
Victorian female dress of the '80's and early '90's. At that time bicy-
cling was the most popular sport, and "no question of the day agitated
the monthly journals more seriously than bicycle fashions for women."
Liberty of dress became important, and many people felt that "it was a
development, this recognition that women, too, had legs, of very real
significance."\footnote{Foster R. Dulles, America Learns to Play, pp. 265-7.}
Mrs. Anderson realized that women were not only
cycling, but also riding horseback, bathing, boating, and crowding
gymnasia. She believed that a prime requisite for these activities was
proper clothing. As a result, she designed a functional, two-piece out-
fit with blouse and divided skirt. This cheerful red costume, trimmed
in black, was known as the "Grace L. Anderson Suit." Through her inge-
nuity, she was keeping pace with the interests of her husband.\footnote{Physical Culture, (January 1892), op. cit., p. 21.}

The effect of Dr. William Anderson's personality and teaching
ability on the "Big City" was described in the Brooklyn Citizen in
the fall of 1889.

One of the most widely known men in this city . . . and
. . . one of the most popular men among the rising gen-
eration of Brooklyn, is Dr. William G. Anderson . . .
His agreeable manners and kindly disposition account
for his popularity... The methods of this school (Brooklyn Normal School for Physical Training) have been adopted by about twenty private educational institutions in Brooklyn, as many in New York, and by several hundred in other parts of the country... There is no part of the city where he is not known and cordially greeted, especially by the children who have benefitted by his training.\footnote{\textit{Physical Culture}, \textit{Brooklyn Citizen} (October 20, 1889), from a reprint in the Fred E. Leonard papers.}
CHAPTER IV

A MOVE TOWARD PROFESSIONAL UNITY

The curiosity of William Anderson relative to systematic methods led him to the door of destiny in 1885. At the age of 25 when called to Adelphi Academy, his stock in trade was his exceptional skill as a gymnast. He recalled years later:

I had unlimited enthusiasm, willingness to work and quickness to accurately survey the field. On the other hand, I was without experience, knew little of normal methods, was unknown and like a ship without a rudder.1

... I had youth, health ... and may I say it, unexpected foresight. ... I was a finished gymnast, for in those days this ability was considered necessary in any teacher of "physical culture."2

Nevertheless, in the early fall of 1885 he conducted a thorough survey of physical education programs and personnel. One teacher in a Y.M.C.A. was asked by Anderson, "What system do you teach?" He replied, "My own which I got in Scotland and England, and I have no other." Dr. Anderson related, "I visited every gymnasium near New York and Brooklyn, always watching the classes and asking the same question. The answers were identical. 'I use my own system, I have no other, I'm satisfied.'3

Although respecting the organization of German Turners, he felt that


2Anderson, "The Early History . . ." op. cit., p. 3. 3Ibid., p. 4.
there was "neither agreement or cooperation among the so-called "Ameri-
cans"...I wondered if we could not come together and discuss care-
fully the situation."

About this time he was called upon to act as a judge at an
athletic meet of the 23rd Regiment in Brooklyn. One of the names on
the program for the evening was a Mr. Buermeyer, whom Dr. Anderson
admired but had yet to meet. He asked a fellow judge, George Goldie,
to identify him. Anderson recalled, "The canny, candid Scot eyed me
severely and said, "Young man, not to know is not to be known." I
learned a needed lesson even if the caustic remark of the Scot cut deep.
... He was one of the best friends I ever had." This advice was heeded
by the youthful Anderson in calling the historic meeting. He wrote,
"I...gathered about me men and women who were known and whose names
carried weight."

On the basis of his investigations, Dr. Anderson proceeded:

I needed guidance, encouragement, cooperation and at once
sought it. The Principal of the Academy, Dr. Albert C.
Perkins, discussed the matter with me, as did Mr. Charles
Pratt, the President of the Board of Directors (later
founder of Pratt Institute). I called on Mr. Blaikie who
told me he would do what he could to bring together those
interested in the advancement of physical training.

Then I consulted Dr. Edward Hitchcock of Amherst, Dr.
Sargent of Harvard, Dr. Seaver of Yale, Dr. Dio Lewis of
N. Y. City, Dr. Henry Ward Beecher of Brooklyn, Dr. T.
Dewitt Talmage, Brooklyn, Dr. E. P. Thwing, Brooklyn, Prof.
Koehler, West Point, R. J. Roberts, Boston, Y.M.C.A.,
George Goldie of the N.Y.A.C. and others who agreed to attend
a meeting devoted to furthering our mutual interests.

4Ibid.

5Anderson, "The Early History..." op. cit. p. 4. 6Ibid.
Then I prepared a notice which was sent to every teacher of gymnastics in the leading colleges, schools, Y.M.C.A.'s, and clubs. The first copy of this notice is dated Nov. 17th, '85. Mr. Henry S. Anderson wrote the notice and assisted in many ways. The meeting was held Nov. 27th, 1885.

The individual responses to Dr. Anderson's quest for "names" are noteworthy. The Reverend Thwing's remark was, "Amen," to the plan. The Reverend Talmage agreed to "start the first meeting with a prayer." Blaikie enthusiastically "joined the forces." Pratt, the head of Standard Oil, and father of seven sons, retorted, "Good, go ahead." Hayden W. Wheeler, Associate Director of the Academy Board, was happy to cooperate. Dr. Perkins not only thought the plan a good one but asked to let him help arrange the first invitation to those who might wish to be at the opening meeting." The encounter with Beecher was described by Anderson as follows:

Returning from New York City one afternoon I sat by the Rev. Henry Ward Beecher, the eminent Divine, and with the nerve of verdant youth told him of the plan and remarked that I was acquainted with his sister Catherine's book on calisthenics for women and had a copy. In reply to my question "Do you think the idea is worthy of your sympathy?" he said, "Surely." I had with us the best known minister in the country.

William Anderson relates that one witty gentleman, in referring to the list of ministers and to Charles Pratt of Standard Oil, said, "This ought to have succeeded for it is the first time there has been such a happy blending of religion and oil."

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9 Ibid., p. 4.
10 Ibid.
Once these men had been polled, Dr. Anderson felt that his ammunition was strong enough to aim at the most influential men in the field of physical education. First, he wrote to Dr. Edward Hitchcock of Amherst College. "Old Doc" was very enthusiastic and joined the group. Dr. Anderson then went to Dr. Dudley A. Sargent of Harvard whom he regarded as the most influential man in physical education in the country.

The doctor was not over-ardent, but said he would give the matter consideration. He attended the gathering and put back of it his strength and ability. He should receive the credit due him for he was a tower of strength.11

Dr. Sargent's recollection thirty-five years later was, "I felt with Dr. Anderson and Dr. Hitchcock that we should have some society where we could discuss different questions that interested us and make propaganda for the great cause of physical education."12

Forty years later Dr. Anderson paid tribute to the "... farsighted men who so willingly and ably assisted me in this act." He further described himself as "... a youth 'crying in the wilderness' for aid."13 William Anderson felt, with some justification, that these efforts by one so young were resented in some quarters.14

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11 Ibid.


14 From notes of an interview with Dr. Anderson by Bruce L. Bennett, March 26, 1947.
Fifty years after he sent the letters which jolted the leaders of physical education into action, Anderson again recalled, “It was clear to me that if physical education was to advance in this country some sort of unity in purpose and practice was necessary.” He also related the steps followed in securing backing for the enterprise. With the exception of human errors of dates or ages of personalities, his accounts seem to be correct. It could be considered unusual for the founder of a professional organization to return one-half century later to cogently relate the events leading up to its formation. But then, Anderson’s long life and clarity of thought were not his only assets. This was proven on November 27, 1885, at 10 o’clock at Adelphi Academy.

A distinguished group of about sixty representatives of educational institutions and "friends of physical culture" attended. Henry and Edward Anderson were among those present. Dr. A. C. Perkins, Principal of Adelphi Academy, welcomed the representatives and expressed a belief that the group would provide "... a wide impulse to a cause which was now commanding the attention and enlisting the sympathies of all intelligent men." Perkins was followed by the popular Hitchcock of Amherst who had been selected as chairman. He remarked that it was a "... fraternal conference, and that perhaps a permanent organization might be the outcome of it." At this point Henry S. Anderson was chosen

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16 Proceedings of the Association for the Advancement of Physical Education, I (1885), p. 3. (Copy sent to Fred E. Leonard by W. G. Anderson, May 19, 1914.)
to act as temporary secretary, the roll was completed, and a committee was formed to consider the advisability of establishing a permanent organization. W. G. Anderson, the Rev. Thwing and J. W. Seaver were part of this original committee of five.\(^{17}\) About a dozen men contributed to the discussion during the morning session—including William Anderson. Covered at this initial conclave were topics such as methods of teaching, measurement, a permanent organization, apparatus and Normal classes. It is significant that a brief comparison was made of the German, English, and American systems. The problem which had concerned Anderson was under attack.

At the afternoon meeting, the Rev. Thwing reported that the committee believed "... a permanent organization seemed desirable," and suggested a plan of organization. It was decided that (1) the name was to be "The Association for the Advancement of Physical Education"; (2) membership was to cost one dollar; (3) an annual meeting would be held on the day following National Thanksgiving; (4) six officers were to be chosen annually—president, three vice presidents, secretary and treasurer; and (5) the officers were to constitute a Council empowered to draft a Constitution and By-laws. The proposed slate of officers was as follows: president, Dr. E. Hitchcock; vice presidents, Professor E. L. Richards, D. A. Sargent, M. D., and Miss Helen Putnam; secretary, W. G. Anderson, M. D.; treasurer, Professor J. D. Andrews; additional members of Council, Professor Koehler, Charles McIntire, Jr., M. D., and William Blaikie, Esquire.\(^{18}\) This report was unanimously adopted

\(^{17}\)Ibid.

\(^{18}\)Ibid. p. 6.
and the officers elected. Later, Dr. Richards declined due to the pressure of duties and was replaced by the Rev. Dr. Thwing. 19

Following the approval of a permanent organization, several topics were presented. The Rev. Edward Anderson urged the new group to consider foundation work with children. Prof. Cuthbertson emphasized the importance of concentration of energy and continued repetition of exercises as important in "selling" the new organization's work to the public. Sargent discussed anthropometric tables. Hitchcock endorsed these ideas, and expressed hope of great advances in future "health culture." A Committee on Statistics and Measurements was established on Savage's suggestion with Sargent, Hitchcock and Anderson appointed. Various other topics were introduced by the men and women attending. Mr. Pratt offered the use of the Academy for the next meeting and courtesies were exchanged. 20

In the course of the afternoon's discussions T. J. Wilkie spoke of "... the continuous and urgent need for trained teachers and ... the necessity of Normal Classes." 21 Dr. Perkins then outlined his concept of an ideal teacher. He described him as a gentleman in deportment, of kindly instincts, apt to teach, and a graduate in medicine. Perkins asserted that he "... had such a man in charge of the Physical Education Department of the Adelphi." 22 This compliment from a superior before such an august body did young Anderson's stature no serious harm. At 3:45 p.m., the Association adjourned with plans to meet in the same place on the last Friday in November 1886. The deed was done.

21 Ibid. 22 Ibid.
The new organization had as its primary objectives the dissemination of knowledge, improvement of methods, and the closer relationship of those in the field. Under the distinguished leadership of presidents such as Hitchcock, Blaikie, Sargent, Hartwell, Seaver, Gulick, McKenzie, and Savage, the spark set off at Brooklyn glowed ever brighter. Some degree of unity was being achieved. A major factor in carrying the neophyte group over the rough spots had to be the leadership. All such organizations have their problems of maintaining a true course and sustaining the impetus needed to continue the journey. One change was made in 1886 when the organization was re-named the American Association for the Advancement of Physical Education. This in turn became the American Physical Education Association in 1903. When health education rose to comparable status in 1937, the name was altered again to the American Association for Health and Physical Education. A final change of name occurred in 1938.

The recreation movement found a place in the title, American Association for Health, Physical Education, and Recreation (A.A.H.P.E.R.), which is still in use. At the same time the organization became a department of the National Education Association, a step which reflected, at the professional level, the integration of physical education with the total school curriculum.

Although its name underwent overhauling to keep pace with the times, the Association steamed ahead to take an important place in American education.

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The meetings of the first seven years were held in prominent eastern cities. In 1893 the Association met in Chicago, but returned east until the 1903 meeting in Detroit. Gradually various sections of the country became meeting sites as membership grew. At the 10th annual meeting in 1895, the group voted to reorganize along the lines of the North American Turnerbund. It also named Boston as the national headquarters and for the first time accepted representatives of a district as members of the national council (the Eastern District).26

Dr. William G. Anderson served the American Association for the Advancement of Physical Education as its first secretary from 1885 to 1888. From 1888 to 1892 he took on the duties of treasurer. It is one of the oddities of his life that while he served this organization as an officer for nine years, he was never its president, nor did he serve in any official capacity after 1892. He did receive a Fellowship Award from the group in 1931. This was followed in 1945 by the Luther Halsey Gulick Award. The Anderson Merit Award was established after his death.

Several factors could be considered relative to William Anderson's relationship to the Association. His father, the Reverend Edward Anderson, was a charter member; his associate membership was maintained until 1893. William's sister Kate, a teacher of physical education in

26E. A. Rice and others, A Brief History of Physical Education, p. 262.
27Ibid., p. 274.
Connecticut and at the University of Chicago, also became a member in 1886 and withdrew in 1893. Whether an incident occurred which caused a rift between William Anderson and some of the older members of the group is not definitely known. Anderson did state that some of the elders in the profession regarded him as an unschooled upstart. Some of the proud claims made during his first years in physical education may have caused resentment.

In September 1897 E. M. Hartwell reviewed Dr. Anderson's new book, *Best Methods of Teaching Gymnastics*. The wording of his critique was critical enough to imply that the author had quite a bit to learn. It seems evident from this example, comments made by D. A. Sargent, and Anderson's curtailed participation in the Association, that some friction was present. Sargent criticized Anderson in 1890 for his claims relative to the Adelphi Academy program. The former concluded that it is necessary "... to make sure of the premise before attempting to draw conclusions."

From 1885 to the late 1890's William Anderson's role in the organization he founded was relatively minor. Other than the offices held, his contributions appear to be limited to brief discussions and reports. In 1892 he defended the role of summer schools and gave his liberal views

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28 Interview with W. G. Anderson by B. L. Bennett, March 26, 1947.
29 Supra., p. 29 (footnote 27).
Three years later he presented a paper entitled "Effect of Certain Exercise Upon the Pulse Rate." In 1896 he served as secretary of the Connecticut Section which was organized April 29, 1896, with Jay W. Seaver as president. The same year he was elected president of the New Haven Physical Education Society, organized on June 9. From this time on, and especially after his instrumental work in establishing the present-day College Physical Education Association, his role in the A.A.A.P.E. was negligible. If definite personality conflicts entered the picture to cause him to withdraw from effective organizational positions, they mellowed with age and have apparently disappeared.

The publications of the organization served as a "barometer" of its growth.

The American Physical Education Review, for over thirty years the official organ of the Association, was founded in 1896. Previous to that time ten reports had been issued, one each year, the first in 1885 containing 8 pages, and the last in 1896, containing 228 pages. Drs. Hartwell, Fitz, Gulick and McCurdy served as early editors of the publications. Over the years the Review expanded in size and content from the original proceedings' reports. The Research Quarterly, first published in 1930, was established to serve the needs of those interested.

in research and the scientific aspects of health and physical education.\(^{35}\) Today, these publications rank along with the established professional journals in American education.

Strangely enough the first serious conflict William Anderson had in this organization involved the printing of the early reports. As secretary in 1885-6, Dr. Anderson was responsible for printing the proceedings. As the Association had no funds, the enterprising young man conceived the idea of securing advertising to supply the needed money. After approaching several firms, he finally selected two institutions "... that needed the boosting which advertising would bring and proceeded to print the material and thus secure enough cash to pay the bills."\(^{36}\) Anderson continued:

I was quite set back by a letter from Dr. Sargent of Harvard who took violent exception to my methods and he did not hesitate to say what he thought of such steps, expressing the opinion that no scientific publication ever resorted to such means. I explained, telling him that it was necessary to have enough money to print the proceedings, but if those interested would provide the funds, there would be no more advertising while I was secretary.\(^{37}\)

Although the two men later became co-workers and friends, the effect of this incident remained with William Anderson for many years. When he related this trouble in 1934, he added:

In this matter Dr. Sargent, when he wrote his letter of complaint, was correct regarding the appearance of ad-

\(^{35}\)Ibid.


\(^{37}\)Ibid.
vertisements in the scientific journals which were popular fifty years ago. I mention this incident to illustrate how times have changed.\textsuperscript{38}

It is significant that two of the matters initially discussed by the original founders were (1) the need for teachers and (2) the differences in the existing systems of teaching. These problems provided fuel for the fires of debate for years. In the first three meetings held in 1885 no Turners were present. The second year Drs. Hartwell and Mosher, as well as several Turners, joined the original 49 members. By the next year the group had grown to 120 members with William A. Stecher among the 15 Turners who belonged. The Association was providing some degree of unity among American teachers of physical education.\textsuperscript{39}

With the primary stimulus of teachers of the Swedish system, efforts were made to organize local chapters in leading cities in New England. "Accordingly, on Saturday, April 24, 1897, at Clark University, the first meeting of the Physical Education Societies of New England and the Association was held."\textsuperscript{40} Addresses were given by men such as G. Stanley Hall, Enebuske, Fitz, Sargent, and Anderson. The move by Pennsylvania to require rational physical education was thoroughly discussed. Hartwell presented a cogent argument for the pressing need for trained teachers and funds as a prerequisite to any such state-wide plan.

\textsuperscript{38} Ibid.


\textsuperscript{40} Anderson, "Informal Addresses," A.P.E. Review, XXV(1920), p. 313.
Out of the movement in New England's cities and meetings like the one at Clark University arose the "Eastern Section" of the Association. Dr. Anderson stated that by 1897 the entire area of bodily development was "... in such an uncertain state it was necessary for the leaders to bring together followers." Local chapters were organized to supplement the large state sections. Drs. Seaver, Anderson, and Arnold were instrumental in starting the Connecticut Section at Yale University. This trend continued over the years until much of the country was covered by the representative groups of the A.A.H.P.E.R. By the close of the 19th century the Association was on its way to its destiny as the largest department of the National Education Association.

Even with expanding membership and publications of the organization, Dr. William Anderson was not satisfied with the unity shown among the Americans. This refusal to accept mediocrity led him into other organizational endeavors which indelibly stamped his name on the field of physical education.

Toward the end of 1940 Dr. Anderson recalled some of his feelings regarding this organization that was essentially his "dream."

I dulled the edge of the cutting remark of George Goldie and awoke one morning, not like Byron to find myself famous, but at least quite well known and also the target for a few slings and arrows of criticism. . . And so

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1 Ibid. 2 Ibid. 3 Ibid.; also, E. A. Rice and others, loc. cit. 4 Anderson, "Pioneering ...", p. 17.
Hermes came to us from the Gods of Olympus as a messenger of health and athletics. That was fifty-five years ago, for on the 27th of November, 1940, the birthday was celebrated. Today, Mercury gives way to Hercules the mighty, the strong, the wilful—and one not too easily managed. Then there were forty-nine members of the society, today 10,231 are on the rolls.

William and his brother were the only original members living at the time of this recollection. Dr. Anderson expressed hope that information on the other "Forty-Niners" would be passed along to him. At the age of eighty he could aptly say, "So the little craft was launched. What will be its future? The loyal followers will, I hope, be able to answer."


Ibid.; Also, Arthur A. Esslinger, in an article entitled "Yesterday, Today, and Tomorrow," [Journal of H.P.E.R., XXX (September 1959), pp. 19-20], states the Association has grown from the membership of 19, with an annual income of $34,000, to a group, in 1959, of 25,000 having an annual gross income of more than one-half of a million dollars.
CHAPTER V

THE COLLEGES GAIN DIRECTION

Twelve years after the debut of the Association, the organizational irons glowed brightly once more. Dr. William Gilbert Anderson was again building the fire. In these years since the historic meeting at Adelphi, the sought after teamwork among the "American" teachers was not realized. Anderson stated:

The Swedes and the Germans were carrying on their "warfare of the systems" while the Americans stood by and looked on. A few of us felt the helplessness of the situation. It occurred to me that an organization of college directors might be able to bring order out of chaos. 1

The path followed in actuating the organization closely paralleled that of the 1885 episode. By now, however, Dr. Anderson's reputation, his age (37), and the status of the American Association for the Advancement of Physical Education, were such that only men within the area of physical education were approached. William Anderson first discussed a plan with Dr. E. M. Hartwell whereby they would call a meeting of directors of men's gymnasia in the eastern colleges. With Hartwell's solid support, he wrote to several leaders in the field to secure a reflection of their thinking. Among these men were Sargent, Hitchcock, Savage, Linhart, and Goldie. Affirmative letters were received from

Dr. D. A. Sargent on June 2nd and September 23rd, and from Dr. Hitchcock on June 11th. Replies were encouraging enough to send the following letter to other directors:

New Haven, Connecticut
October 4, 1897

Dear Sir:

On the 30th of October a meeting of University and College Gymnasium Directors will be held in New York City. An invitation has been extended to persons who represent only the institutions where the so called "American Gymnastics" are taught. The object of this gathering is to discuss terminology, strength tests and methods. The following gentlemen have signified their intention of attending; Drs. Sargent, Hitchcock, Seaver, Leonard, Savage, Linhart, Babbitt, and Parker.

Can you attend and if so will you let me know?

Very truly,
(Signed)

W. G. Anderson

Although the exact plans set forth in this letter went awry, nine prominent leaders in physical education met in early November. Meeting at New York University, the group consisted of Drs. Anderson and Seaver from Yale, Dr. Sargent from Harvard, Christopher P. Linhart from The Ohio State University, Watson L. Savage from Columbia University, Professor George Goldie from the New York Athletic Club, Fred W. Marvel from Wesleyan University, F. H. Cann from New York University, and Albert Sharpe from Penn Charter School. Their primary
purpose was "... to discuss the possibilities of establishing a society to advance the cause of physical education in institutions of higher learning."^ The action taken at this preliminary meeting included the election of Dr. Seaver as chairman and Dr. Savage as secretary pro tem. An organizational committee, composed of Dr. Anderson, Dr. Linhart, and Mr. Cann, was established. The group agreed to name the new organization The Society of College Gymnasium Directors.5

William Anderson's contributions to this preliminary discussion reveal his basic belief in the need for unanimity. Glenn Howard, in his 1946 history, cites the minutes of this meeting.

Dr. Anderson then made some general remarks upon the need of harmony in the work of the colleges and the formation of an association that would bring together men in this work. This subject was very generally discussed, and there was no doubt but that the meeting was unanimous on this point, and they proceeded without the usual formality of such a motion.6

The direct result of this assembly was an invitational letter from W. L. Savage to other directors. On December 31, 1897, fourteen directors met at the Knickerbocker Club, New York City, under the leadership of J. W. Seaver. Dr. Edward Hitchcock became the first president, with Savage in the post of secretary-treasurer. The group voted unanimously on the move by Seaver to "... organize an association of Directors of College Gymnasiums."7 The necessary constitution, prepared by

^Scott, loc. cit.  
5Ibid.  
7Scott, loc. cit.
the Organization Committee, was read and approved. Thus the step was
taken which further solidified physical education's position in the
American educational picture.

Although membership was restricted for some time, it grew in
five years to 27, by 1921 to 72, in 1931 to 172, and by 1959 to over
700. For many years the predominance of members was located in the
eastern part of the country. Population shifts, as the West develops,
are beginning to change that pattern.

Like the Association, the name of the Society underwent changes.
On January 1, 1909, the organization became the Society of Directors of
Physical Education in Colleges. The broadened scope of the organization
required a more appropriate name. When the constitution was formally
revised in 1933, the name was altered to the College Physical Education
Association.

The early presidents of this group constitute a long and distin­
guished list. Drs. Seaver, Sargent, Anderson, McKenzie, Savage, Meylan,
Leonard, Naismith and Raycroft, and Professors Stagg and Savage were a
few of the men who gave the Society vital inspiration and guidance.
Anderson now ranked with the foremost leaders in the field. He served
as vice president of the Society in 1899 during Dr. Sargent's tenure as
president. In 1900 William G. Anderson was elected president, ably

8 Ibid. p. 4; also, 62nd Annual Proceedings of the College
Physical Education Association 1958, pp. 218-237.

9 Glenn Howard, loc. cit.; also, Van Dalen, Mitchell, and
Bennett, op. cit., p. 484.
assisted by his friend, Dr. R. Tait McKenzie.\(^{10}\) (Anderson apparently withdrew from an active organizational role after 1901—just as he had in the Association a few years before.) These men left an indelible stamp on American physical education. Unfortunately, their contributions were little known or appreciated outside of this growing field.

The problems tackled by this group were evident in the working committees and reports. At the first meeting committees were established on (1) Council and Admission—under Seaver; (2) Strength Tests and Inspections—under Sargent; and (3) Nomenclature—with Anderson, Sargent and Goldie. At the second annual meeting, in 1898, William Anderson presented a paper entitled, "Some Tangible Results of Gymnastics." Other subjects offered were gymnastic terminology, strength tests, and "Can we have a uniform course of gymnastics in all colleges?\(^{11}\) Later committees were established in such areas as (1) revision of physical examinations; (2) construction and equipment; and (3) credit for gymnastic training in colleges.\(^{12}\)

The procedure of the meetings was established at the start and carried on traditionally through the years. Each paper presented was followed by discussion and questions. The object of this procedure was "... to try to make the meeting a conference of men interested in a common field of work."\(^{13}\)

\(^{10}\)Scott, op. cit., p. 3 (Table of all officers 1897-1932).


\(^{12}\)Howard, op. cit., p. 411.

\(^{13}\)Anderson, "Pioneering . . . ," loc. cit.
Some of the concrete results which stemmed from the discussions were (1) standardization of strength tests for men permitting inter-institutional comparisons; (2) stabilization of terminology in physical education; (3) improvement of facilities; (4) granting of entrance credits for physical education received in secondary schools; and (5) completion of curriculum research—such as LaPorte's committee.\textsuperscript{14} The reports of present-day meetings sound suspiciously similar to the early debates. However, this method of approaching problems has served to provide (1) a thorough reflection of thought of the best minds in the field and (2) a pattern for research and planning which has helped to raise the standards and professional level of this organization.

The history of the College Physical Education Association (C.P.E.A.), like that of the A.A.H.P.E.R., deserves a more detailed, explicit coverage than could be attempted here. It is hoped at this point that the inescapable contributions of William Anderson are recognized. As much as any other early leader in the profession, he was intimately involved in the destinies of both organizations. It seems apparent that, although many accounts are by Dr. Anderson's own hand and related many years later, they do present a coherent portrayal of

\textsuperscript{14}Scott, \textit{op. cit.}, p. 5.
events. He provided the essential spark which was fanned to brilliant flame by the talents and efforts of the early leaders in physical education. His organizational genius helped establish both groups. Paraphrasing Eric Marie Remarque, it was "A Time to Take Root, and The Time to Grow."15

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CHAPTER VI

CHAUTAUQUA--A BIRTHPLACE OF IDEAS

A little known part of William G. Anderson's life was devoted to Chautauqua Institution in southwestern New York State. Because of its varied contributions to American education and its unique "spirit" which was felt throughout this nation, Chautauqua's role in the Anderson story must be presented.

When the first Sunday School Normal Assembly met under the trees along the shores of Lake Chautauqua in 1874, progressive Sunday School ideas were the chief topic of discussion. The initial meeting, attended by a thousand people, was so successful that an annual affair evolved. From the study groups of 1876 arose the Chautauqua School of Theology in 1881. Two years later the Chautauqua University was formed with authority to issue diplomas and confer degrees.¹ Educators such as William Rainey Harper of Yale University, R. G. Moulton of England, and S. H. Clark of the University of Chicago did much to found a tradition of liberal teaching at Chautauqua.²

Within a few years Chautauqua's program became known as a system of popular education. Tent and winter assemblies sprang up by the doz-

¹V. Case and R. O. Case, We Called It Culture - The Story of Chautauqua, p. 16.
²Rebecca Richmond, Chautauqua An American Place, pp. 98-100.
ens. It became "... Big Business, with the take running into the hundred millions and culture, inspiration, and uplift delivered to the door."^3

George E. Vincent described the "home" Chautauqua in 1902:

A community, a lyceum, and a school. . . The whole social organization of the place represents an effort to include and to keep in just proportion the different elements of wholesome, stimulating, symmetrical living. . . The whole community breathes a spirit of cooperation and service. . . dominated by an ideal of symmetrical Christian character . . . to lend greater service to others.4

In this sort of an atmosphere, "Chautauqua reveled in the grove-of-trees idea, with physical culture, rowing on the lake, and singing around the bonfire as healthful if somewhat bucolic complements to its course 'uplift' and 'inspiration.'"^5

Here was provided a sounding board for speakers on countless subjects. The institution's work was divided into three major areas: formal education, home reading and the summer program.6 New ideas were continually introduced, discussed and often applied, for:

The University Extension idea, brought to America from England in 1887, was immediately taken up by Chautauqua, and for a brief period in the 1890's the Chautauqua University was a leader in this field of adult education, printing numerous syllabi, and offering a list of over 150 lecturers to carry on courses in interested communities.7

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^3Case and Case, op. cit., pp. 31-32.
^6A. E. Bestor, Chautauqua Publications A Historical and Bibliographical Guide. p. 5.
^7Ibid., p. 9.
Dr. William Rainey Harper, the first president of Chautauqua University and principal of the College of Liberal Arts until 1898, applied lessons developed through the Chautauqua program. He carried with him to the University of Chicago three of the educational methods that the Institution had devised or practiced; namely, summer schools, correspondence study, and university extension. While president of the University of Chicago he divided the college year into four equal terms, established a continuous session, set up Junior and Senior groups, and permanently fitted the summer students into the program. These were a few of the seemingly endless offshoots of Chautauqua's "liberal arts" approach to American education at the turn of the twentieth century.

The popular demand for physical exercise among the clientele of this idyllic summer setting led to the establishment of a Department of Physical Culture in 1886. Dr. Anderson was secured as the first director. It is probable that Anderson was selected through his contacts with personnel at Yale University. E. L. Richards and J. W. Seaver had worked with him at the organization of the Association in 1885. Dr. Harper, a prominent Chautauquan, was a well known Yale professor. The paths of these men crossed many times and no doubt led to the position at Chautauqua for the 26 year old Anderson.

His plan was to "... provide healthful exercise for those who might be spending the season on the grounds, and to give training to children." The first gymnasium available was an old skating rink--

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9"Chautauqua in 1892," The Tribune Monthly, IV (September 1892), p. 33.
converted to a bicycle school upon the completion of the new gymnasium in 1890. Most of the original light apparatus was furnished by Dr. Anderson who had "a firm faith in the rapid growth of the school and its importance to Chautauqua."

After two years of success under difficulties that would have discouraged many men, Doctor Anderson, together with Mr. Henry S. Anderson, established the normal class for the purpose of training teachers to instruct in gymnasium and in schools.¹⁰

This was said to be the first summer school of physical education in the United States. Actually, Dudley Sargent announced a summer school for teachers in this field as early as 1883.¹¹

Dr. Anderson named Drs. Eliza Mosher of Brooklyn and Vassar, and Jay W. Seaver of Yale University as his associates. The former was a leading woman physician and advocate of physical examinations, posture training, and appropriate costumes for feminine education. She was placed in charge of special work for women. Dr. Seaver, a noted anthropometrist, directed the theoretical instruction in anatomy and physiology.¹² It was reported a few years later that the best of care was given to "... the health and condition of pupils by this corps of physician-instructors."¹³ Other highly regarded teachers were persuaded by Anderson to teach at Chautauqua at various times. A few of these

¹⁰Ibid.


¹²E. A. Rice and others, A Brief History of Physical Education, p. 262.

¹³"Chautauqua in 1892," loc. cit.
were Jacob Bolin (1891-1909), Claes Enebuske (1886, 1889-90), Amos A. Stagg, A. S. Sharpe, Emily Bishop, Fred E. Leonard of Oberlin College, George Brosius from the Normal School of the American Gymnastic Union, J. E. Raycroft of Princeton University, W. S. Bainbridge, a New York doctor, B. E. McKenzie, a prominent Toronto anatomist, and Helen O. Barnjum from McGill University, Canada. 14

Many of the personalities to whom William Anderson was exposed at Chautauqua are worthy of historical study. The roster included Presidents from Grant to Theodore Roosevelt. 15 One program, in July 1896, listed John Dewey, W. R. Harper, F. G. Peabody and Booker T. Washington as participants. 16 A Who's Who in religion, education and government might have been arranged from the teachers, college administrators, preachers and Presidents who were involved in the Chautauqua adventure. Not all of them were agreed on the values of this experience. One source stated:

It was after lecturing to comfortable and excellent people at Chautauqua that William James heaved an immense sigh of relief as he escaped into the freight yards at Buffalo where the noise, grime and jar of reality broke the monotony of moderation, purity and median lines of thought. 17

15 C. Hartley Grattan, In Quest of Knowledge, p. 171.
16 The Chautauquan, XXIII (July 1896), p. 509.
It was a time when summer schools were much in vogue. The National Summer Schools of Methods at Saratoga Springs, New York; Asbury Park's Seaside School of Pedagogy in New Jersey; Martha's Vineyard Summer Institute; and the Glens Falls, New York, Summer School for teachers were some of the well-publicized schools of the day. Each made proud claims as to its distinctive nature. The Summer School of Languages at Amherst College advertised that its course included the "Amherst System" of physical training. While each school contributed to the sweeping interest in pedagogical pursuits, cultural activities, recreation, and physical exercise, the overall prestige of Chautauqua was unequalled in this country.  

Until Dr. Anderson's resignation in 1904, his phase of the Chautauqua program grew in stature each year. In 1891 it was reported, "Physical culture is fast gaining favor at Chautauqua, this year's list showing the names of more than a thousand who took instruction and one hundred and thirty graduates." The next year the Tribune Monthly proudly announced that Chautauqua was the only school in the U. S. A. which "... offers twelve weeks of graduated training for the teachers of gymnastics." Thus teachers were educated in a program encompassing two summers.

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20"Chautauqua in 1892", op. cit., p. 34.
During the experimental stage of the school's history the Chautauqua Assembly proposed that the faculty organize a company to carry out plans which the teachers had specified as necessary for still further broadening the facilities for physical education. This was a bold step for the instructors, but backed by confident friends, the new proposal was accepted, and the growth of the school surpassed Dr. Anderson's hopes.  

A description of the impact that the physical education department under Anderson had on life at Chautauqua is effectively related by Rebecca Richmond.

The School of Physical Education, founded in 1886, was one of the earliest of its kind in the country. Dr. W. G. Anderson, sandy mustached and slender, Dr. Jay W. Seaver, long bearded and kindly, Dr. Jacob Bolin, with an accent as Swedish as his name, all identified with Yale University, were leading members of its faculty for a long time. It seems as though half the population of Chautauqua were being physically educated. Had there been a Chautauquan coat-of-arms at this period, it would doubtless have been emblazoned with dumb-bells, wands, and Indian clubs. . .

The amphitheater exhibition of the School of Physical Education brought together an enthusiastic audience containing all the families represented among the performers, from tots in the grand march to artists on the trapeze. Whether you were a weedy child under ten or a man accumulating the pouch of middle-age didn't matter--there was a place for you in the calisthenic scene.  

Long time residents of Chautauqua recall vividly the August exhibitions. One said that this was the highlight of the season and that standing room only was the rule. Since the amphitheater seated 7000 spectators, it was estimated that more people witnessed these

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21 Ibid., pp. 34-35.

shows than any similar event in this country. The exhibition was always an interesting feature at Chautauqua, showing individual attainment as well as giving an exposition of the work done in the Department of Physical Education.

The exhibition programs sometimes included as many as 450 participants and lasted for two and one-half hours. Band music was essential and the flambeaus (hoops of fire) were well received. Bolin's Swedish class, folk dancing, tumblers, clowns, and Delsarte health exercises gave variety and excitement to the gymnastic carnival. In 1901 William and Henry Anderson put on the first wrestling exhibition at Chautauqua. The Hamburg Drill given the same year for the first time in America, was a big success, reflecting credit upon the men and their instructor, Dr. William G. Anderson. The Morris Dances provided a pleasing introduction to the English folk dance and were well received.

While the annual exhibition provided a fitting climax to a summer devoted to concentrated study and application, there were more routine

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23 Interview with Colonel Theodore Hall, July 7, 1959, at Chautauqua Institution; also, The Gymnasium, III (July-August 1892), pp. 2-3.

24 The Chautauqua Assembly Herald, XXVII (July 17, 1902), p. 5.


matters to occupy the attention of the leader of the School. One problem was the securing of facilities. Rapidly increasing enrollments in physical education necessitated the erection of new buildings. In 1890 a new gymnasium was completed on the lake shore near the Anderson's cottage and the athletic field. This gymnasium was described as "... not only the best of summer establishments, but one of the most complete anywhere." The two-storied structure was soon occupied "... from 6 a.m. till after dark by men, women and children given to the ambition to be strong." (In 1959 this structure, still painted its original yellow, was in good repair and was being used as the Chautauqua High School Club.) It was reported in 1890 that

The gymnasium is equipped with the Swedish bom [sic], ladder walls, storming boards, and other wonderful paraphernalia. Children are exercising in class with dumb-bells and wands, which they brandish to a piano accompaniment of "Erminie" gavottes and "Fatinitza" marches. Yale men, in blue jerseys, practice boxing in the intervals of evolutions on the bars and trapeze, and there is no prettier scene than that in the gymnasium immediately after the mixed class is dismissed, when stalwart youths and lithe maidens perch in picturesque groups on the wooden horses and the window sills to watch an expert club-swinger showing how easy it is to keep three clubs twirling in the air at once. 30

In its first year of operation the new gymnasium was taxed to capacity. The Normal classes had to be divided into two sections. During the '91 season the school enrolled over 500 active members. Of this group, 120 pupils were in the Normal class. 31 It was necessary, in 1902, to erect two large gymnasia for the exclusive use of summer

29"A Summer at Chautauqua," loc. cit.  30Ibid., p. 15.

work and lecture rooms. An important factor was the expansion of the Normal Course. To meet the growing demand for more extensive work, this course was increased to three terms of six weeks each. At the conclusion of this, a term was contemplated for laboratory study and research in problems pertaining to physical training. Like the first new building the 1902 models included apparatus for German, Swedish and American gymnastics. They also had a medical room and anthropometric laboratory with up-to-date instruments. This equipment was supplemented by tennis courts, a baseball field, running track, racing and pleasure boats, and Boys' and Girls' Club buildings. At the time it was said, "Here the body receives as much attention as the mind and there is so much for each that the great problem is not to overdo. Regular exercise is provided for every age from the Kindergarten up." The close proximity of all the gymnasias to the clear, cool lake was an open invitation to participation in aquatic activity. Since education and recreation went hand in hand with physical training, "... among the shouting bathers there were always many women," and the average Chautauqua girl could "... pull in a boat as well as a man."

A second, ever-present problem at Chautauqua was finances. While the most severe financial challenges faced the institution in the 20th century, Anderson had to meet and conquer his major monetary head-

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33 Chautauqua in 1892, op. cit., p. 34.
34 The Chautauqua Quarterly, op. cit., p. 27.
aches in 1889 and 1890. A new gymnasium, boat-house, athletic field, and single, four, and eight-oared shells were needed to conduct an adequate program. As a result a small stock company was formed having capital assets of $10,000. With this backing the needed facilities and equipment were realized.36

A tightening of administrative reins helped in these same years. William Anderson was placed in charge of a newly unified athletic department. When he was able to secure control of the attractive waterfront interests for the Department of Physical Education the picture became brighter. The Tribune Monthly stated that, "Dr. Anderson's powers have greatly extended this summer by him and Henry S. Anderson and Jay W. Seaver in control also of the boats for rent at the Assembly docks, baseball grounds and tennis courts."37

Tuition rates to the School of Physical Education were moderate. After a student had paid his $5.00 fee for a summer's admission to the grounds, he could purchase tickets for the total Normal course for $40.00. Tickets to the course in athletics or gymnastic floor work each cost $25.00. Individual lessons in boxing, wrestling or fencing, membership in Boys' and Girls' Clubs, or lectures in anatomy and physiology sold for the low rate of $5.00. All tuition was payable in advance and refunds were made up to one-half value in emergency cases. Board and lodging ranged from $5.00 to $10.00 a week. With laundry and tuition, most students could manage to get through a six weeks course for a


maximum of $92.00. The continued success of the School insured a steadily increasing source of income which helped to pay instructional salaries and costs of operation.

It was a formidable challenge to adapt the curriculum of the School of Physical Education to the needs of Chautauqua's enthusiastic residents. The first Normal class of 1888 represented a modest beginning—since there were only three students. Dr. Anderson referred to this original group as "deadheads."\(^{39}\) (It is not clear whether he made reference to their ability or to a free tuition status.) Five hundred and fifty pupils took part in the practical and theoretical work in 1891.\(^{40}\) The reputation of the Assembly had spread so that in 1896 teachers of all grade levels from 32 states, Canada and Alaska attended the session. The continual development in aim and scope of the work of the School of Physical Education enlarged its program to nine courses with eight faculty and fifteen assistants. By the 26th annual session of Chautauqua (1899) the Normal class had 177 enrolled.\(^{41}\)

\(^{38}\) "School of Physical Education," Chautauqua Institution, 1903, pp. 20-27; also, "Chautauqua University, Summer Session of 1887," Popular Educator, III (February 1887), p. 36.

\(^{39}\) Letter from W. G. Anderson to Fred E. Leonard, August 9, 1907.

\(^{40}\) The Gymnasium, II (August 1891), p. 1.

\(^{41}\) The Chautauquan, XXIV (October 1896), p. 122; XXV (July 1897), p. 452; XXX (October 1899), p. 102.
While primary emphasis was placed on teacher education via the Normal classes, curricular offerings were available to any group. With Anderson as Dean, and Seaver as President, the School announced in 1903:

For years the course has consisted of a well-defined curric­ulum that has been announced beforehand and strictly adhered to during the term, while a course in corrective gymnastics and prescription of exercises to meet the needs of special cases has been a third year course. It has now seemed wise to incorporate part of the work of this graduate course into the regular Normal work of the school, as it is essential that all teachers of gymnastics today should appreciate the possibilities of gymnastic treatment for special cases and should have an intelligent view of the therapeutic value of special movements.

The courses offered were as follows:

I. The Normal course—which consisted of the most important work. This involved training of teachers of gymnastics and people who wished to take a thorough course in physical training for their own benefit.

II. Athletics—involving both practical and theoretical instruction in all games and contests of association, school and college life. This was of special value to physical directors who had charge of outdoor sports.

III. Corrective Gymnastics—for pupils with physical defects.

IV. Anatomy, physiology and sanitation—for teachers and others desiring a knowledge of hygiene.

V. General Gymnastics—for residents of Chautauqua desiring physical training. Many lines of gymnastic training were included, from play exercises for children to highly coordinated artistic work.

VI. Delsartes—which represented physical training and self expression according to the methods of Delsarte.

VII. Emergencies—on first aid to the injured.

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VIII. Individual Exercises—including instruction in special contest exercises and individual skills, such as club swinging, fencing, wrestling, etc.

IX. Aquatics—with major emphasis on swimming, diving, and water polo.\(^4\)

The Junior Normal Course, especially for those who planned to teach gymnastics in schools, involved at least five hours of daily instruction. Dr. Anderson taught calisthenics, and both light and heavy gymnastics. He also gave lectures in the psychology and method of teaching, theory of apparatus and exercises in physical development. Dr. Seaver lectured on physiology, anthropometry and orthopedics. Each member of the regular faculty was called upon at various times to teach the professional courses.

The Senior Normal Course required about the same work in hours a day as the Junior program. It included the branches of artistic gymnastics, athletics, heavy and light gymnastics, Swedish gymnastics, and athletic games. W. G. Anderson taught physical diagnosis for advanced pupils, advanced anatomy, physiology and orthopedics. A department of corrective or medical gymnastics was established to meet the needs of teachers not trained to care for special cases or for physicians who wished to gain a knowledge of therapeutic value and application.\(^4\)

The curriculum was planned to encompass six weeks, eighty lectures, and thirty hours of clinical study. The character of the Normal work limited attendance to graduates of schools of physical education and those who had received instruction for two years in medical or gym-

\(^4\) Ibid., pp. 1-24.

\(^4\) The Chautauquan, XXI (July 1895), pp. 515-516.
nastic subjects. A thorough knowledge of anatomy and physiology was considered to be an important prerequisite. About forty hours were devoted to each of these subjects in this course. Whenever the fitness of a candidate was doubted, an entrance examination was conducted by the directors of the School. Special departments were set up for men, women, misses, boys, and children. Students purchased tickets for those classes they wished to receive within their department.\footnote{Ibid.}

The course of instruction was described in 1892 as \"... from the first being the most liberal that could be provided, reaching from the thorough exactness of the Swedish system to the artistic work of the most competent of Delsarte teachers.\"\footnote{Ibid., p. 33.} William Anderson believed that the minute details of teaching physical education were important. For example, he stressed the repair and maintenance of equipment and the Normal class became proficient in reeving, binding and knotting ropes. One source observed, \"It is rare to come across a class made up of so many expert gymnasts as can be seen at the Chautauqua gymnasium.\"\footnote{Ibid., p. 35.} The emphasis that Anderson placed on a progressive program and thorough background for teachers is evidenced in the following description:

In practical gymnastics one hour each day is devoted to light exercises of American and German form, one hour to Swedish educational gymnastics, and one hour to exercise on the apparatus. An hour is also devoted to athletic training. The light and Swedish gymnastics are nearly all of such a form as to be available for the school room, and will therefore be valuable to all teachers. An effort is also made to give each senior pupil some

\footnote{Ibid.}

\footnote{Ibid.}
training in leading classes, and practicing such military evolutions as are necessary in an orderly and rapid arrangement of pupils on the floor for exercise. The work of the Normal course will be of great value to any teacher, as it will give information not only for the appropriate training of school children but for the observances that constitute healthful living.48

An important facet of the School of Physical Education was the emphasis on anthropometry and physical inspection. Every entering pupil was required to pass the inspection of the physician in charge. While Dr. Mosher examined the female candidates, Drs. Seaver, Boice, and Leonard checked the men interested in entering sports or gymnasium activities. Anyone having organic trouble or functional disorder was prevented from taking actual part in any sport that could be injurious. Once this examination was passed, fifty measurements were taken of each person. These were tabulated on a chart—showing at a glance where each pupil was lacking. Charts for the women were based on the average measurements of 1500 women at Wellesley College. An outline of the figure was made by a recording instrument, so that a woman who wore a corset could look at the outline of her own figure to "... ascertain the effect of tight dress upon the symmetry of the body."49 Dr. Seaver subjected male candidates to these detailed measurements, and tested the strength of their muscles by various dynamometers. Whenever necessary, a special ear and eye test was administered.50

As at Yale University, prescriptions were made for each student with exercises adapted to the individual's particular physical charac-

48Chautauqua Summer Classes and Lecture Courses, July-August 1899, p. 18.
49"Chautauqua in 1892," op. cit., p. 35. 50Ibid.
teristics. It might be said of the philosophy of the Chautauqua School of Physical Education that a sincere concern for each student's welfare was present. A feature of the summer program was the consistently high academic standards maintained. Entrance requirements were cited previously. All phases of the Junior course had to be passed in order to receive certification to proceed to the Senior term. Certificates in physical education were issued upon completion of the latter training.

Dr. Anderson's insistence on developing teacher confidence was never more clearly demonstrated than in his years at Chautauqua. He believed a foundation of sound skills was essential. His high personal standards and thoroughness must have been transmitted endlessly through the hundreds of teachers trained in his time. Literally thousands of Chautauquans were exposed to progressive ideas and systematic application of physical education. Many, no doubt, gained a life-long appreciation for the values of recreative exercise. The Gymnasium stated in 1890:

Chautauqua, from the very nature of its people and purposes, seems peculiarly adapted to the advancement of new ideas, and it is impossible to estimate the impetus which is here given to the cause of physical education... one could hardly imagine a more suitable soil for the sowing of seeds of a good cause.51

The span of 19 years devoted to Chautauqua's service gives weight to the belief that the Anderson family enjoyed the atmosphere of the Assembly fully as much as the residents welcomed their contributions. Dr. and Mrs. Anderson spent most of their summers at 514 Lake Drive in a shaded, comfortable cottage so typical of the Chautauqua scene. Located

on the waterfront across from the bathing beach, the Anderson residence served as a summer home for several members of the Boys' Club. Dr. Anderson and James Babbitt were counselors of this group, and Henry Anderson taught classes in the Club program. This organization was similar to the Boy Scouts with emphasis placed on courtesy. Their drive to rid the grounds of litter came to be known as the "Won't you please pick that up?" movement.\(^52\)

William Laurence Anderson, in his late teens, spent several summers at the turn of the century with his parents at this cottage. Ned, as William's only son was known, possessed more than average athletic ability. He had been a member of the Exeter football, baseball and track teams. In 1902 he set New England hurdling records and once tied the world's indoor 45 yard hurdle record. An intercollegiate champion gymnast, he captained the Chautauqua parallel bar squad and was proud of his ability to do a one arm front lever. Although all the male Andersons performed on the apparatus, Ned took special delight in being a part of the annual exhibition at the Amphitheater.\(^53\) While at Chautauqua he married a girl from the University of Chicago.\(^54\)

Henry Schuyler Anderson was William's assistant in the Chautauqua experience. It was once written that he was "a condensed Milo of Crotona."

There is no feat in heavy gymnastics that he can't teach by personal illustration. Among his many pupils are

\(^52\)Richmond, op. cit., p. 104.

\(^53\)Adelaide L. Wescott Scrapbook at Chautauqua Institution Library

\(^54\)Interview with Mrs. Copeland, Chautauqua Institution Library, July 7, 1959; also, interview with Wallace Clark, Yale University, September 8, 1958.
A. A. Stagg, the baseball player; George W. Woodruff, the Yale coxswain and H. L. Williams, the hurdle champion. He has published a pamphlet concerning his work, and can toss the 100-pound dumb-bells like feathers.55

Although only 5 ft. 4 in. tall he had a forty inch chest and measured fourteen inches around the upper arm. While not as polished a gymnast as William Anderson, Henry was a marvelous dancer, and his skill in this area amazed contemporary Chautauquans. His wife served as accompanist for the advanced gymnastics class.56

The short, sturdy A. A. Stagg provided one of the most colorful athletic figures to be associated with the Andersons. Later a legend in his own right, he captained the Chautauqua nine for years. As a pitcher he possessed a fast ball that very few catchers could handle. In addition, he played third base and hit consistently well. One long-time resident of the institution recalls Stagg reaching first base, and calling time out to don elbow length sliding gloves. This unusual equipment served a dual purpose in that the gloves protected the pitching hand and kept both the opposing team and spectators in suspense. Mr. Stagg's speed on the bases and head first slides made him an exciting competitor.57 One writer stated, "... the great sport of the eighties and nineties at Chautauqua was baseball, and no less a person than Amos Alonzo Stagg was its prophet... He brought to the

55"A Summer At Chautauqua," op. cit., p. 15.

56"Prof. H. S. Anderson," Physical Culture, III (April 1892), pp. 111, 113; Interview with Drs. Sharpe and Brodhead, July 7, 1959; Gymnasium, III (May-June 1892), p. 2.

57Interview with Col. Hall, July 7, 1959.
football and baseball fields high standards of integrity and discipline." When Stagg received a call to the University of Chicago to serve as director of the physical education department under the brilliant William Rainey Harper, the directors of the Chautauqua school could look with pride to the continuing success of an unusual protege.59

Daily life at any summer encampment is rife with the little incidents which make life interesting. The narrow, quiet streets of Chautauqua were always filled with queues of women carrying pails in the early morning hours. A lack of indoor sanitary facilities made this household chore a necessity. Many years were to pass before modern plumbing replaced the community latrines.

Because of the religious aura of the Assembly, the grounds on the Sabbath presented a peaceful appearance. Perhaps this was enhanced by the law which forbade all alcoholic beverages and card playing on the premises. In addition, the entrance or exit of vehicles was absolutely forbidden before four p.m. on Sunday.60 Stagg and Dr. Anderson were often called upon to lead Sunday evening meetings at the grandstand on the ballfield. One experience remembered by residents was the Chautauqua salute. This waving of handkerchiefs had originated in 1874 to show appreciation to a deaf speaker. It became a trademark of the Assembly.61

58 Richmond, op. cit., p. 105.
59 "Chautauqua in 1892," op. cit., p. 34.
61 "Chautauqua in 1892," op. cit., p. 34; also, "Chautauqua Expansion," The Chautauquan, XXXV (June 1902), p. 349.
Various forms of recreation attracted summer residents. The Black and Red Stack Lines' lake steamers ran daily schedules from the Chautauqua dock. Trolley rides down the lake furnished diversion. Train excursions to Niagara Falls appealed to the more adventurous. In the evenings fireworks, illuminated fleets, feasts of lanterns and Athenian watchfires gave the attractive setting a special touch of beauty. The sounds of music could be heard over the lake on nearly any night. While these activities added a romantic, nostalgic touch, the daylight hours furnished their share of activities. Tennis, croquet, swimming, regattas, and roller skating had their place. An alert, avid fisherman recalls having heard, as a nine year old, Jacob Bolin's powerful voice giving gymnasium commands which carried far out over the water, Swedish accent and all.

Members of the Assembly had a wide selection of the best in education, culture and recreation.

With recreational activities and the responsibilities of teaching and administration, Dr. Anderson's summers were well filled. Worthy of note is a twelve-day period in July 1903. During this period he presented the Saturday evening program in the amphitheater in which he utilized experiments to reinforce his lecture on "Weighing Thought." It was reputedly a "...unique and interesting feature of the season." He also directed an athletic exhibition by a class which had had less than two weeks' work. This included apparatus work by Anderson, minuets by the children and torch swinging. In addition to the above, he taught

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62 The Chautauquan, XXI (July 1895), p. 197.
63 Interview with Col. Hall, July 7, 1959.
classes and attended an N. E. A. Convention in Boston where he delivered an address entitled "Physical Training for the Mass of Students."^64

Beyond his responsibilities with the Boys' Club, William Anderson organized a mothers' class in gymnastics. His object was the home training of children in all exercises tending to give youngsters an upright carriage. These exercises included motions for a drooping head, exercises for the shoulders, lessons to widen and deepen the thorax, etc.65

With the help of Savage of Columbia, Dr. Anderson found time to play a major role in the founding of a society at Chautauqua known as the Society of the Physical Directors of Secondary Schools of America. He believed that such an organization could serve a similar function to that of the College Physical Education Directors' group. With the impetus of the organizational session at Chautauqua in 1902, the first annual meeting of the group was scheduled in December of that year with Henry S. Anderson serving as treasurer. Unfortunately, the time was not ripe and this group folded only to be revived later.66

William Anderson, obviously, was intrinsically involved in the life of the Chautauqua Institution. His carriage, appearance, and magnetic personality seemed to positively affect each endeavor in which he participated. In a single season "... one thousand students ..."

^64 The Chautauqua Assembly Herald, XXVII (July 4, 1903), p. 1; XXVII (July 8, 1903), p. 8; XXVII (July 18, 1903), p. 7.

^65 "Chautauqua in 1892," op. cit., p. 35.

^66 The Chautauqua Assembly Herald, XXVII (August 18, 1901), p. 1; also, R. T. McKenzie, "Memorandum ...," op. cit., p. 496.
received inspiration from his instruction."Anderson and his wife
carried the lessons and spirit of Chautauqua into the winter months as
well. About this phase of his teaching, Marguerite Lindley related:

Physical culture was introduced into the South through
the Defuniack Chautauqua, Florida, in February 1888, by
Dr. William G. Anderson of Brooklyn, and the work that
season was conducted by Miss Kate Anderson. The summer
of that year, Dr. Anderson arranged the department for
the Piedmont Chautauqua, Lithia Springs, about twenty
miles from Atlanta, and sent me there as director. In
February of '89 he sent Miss Grace Prentiss, of the
Brooklyn Normal School, to the Defuniack Assembly, and
in March of the same year, he personally conducted the
work at the Albany, Ga., Chautauqua.68

For several years in the 1880's and '90's they returned to Albany where
Dr. Anderson directed the physical culture program. He was sometimes
aided by his wife in the Delsarte phase. The Rev. Edward Anderson
appeared as a speaker on the 1893 program at Albany. With William's
sister Kate involved at Defuniack, it became something of a family
affair.69

The number of people affected through this development is impos­
sible to estimate. Anderson also had "... a school in Canada under
the supervision of the Royal Templars, and his pupils took charge, under
his direction, of similar schools ... in Ohio, Minnesota, Iowa and

67"Methods of Teaching Gymnastics," The Chautauquan, XXXII
(June 1896), p. 381.

68L. Marguerite Lindley, "The Advancement of Physical Culture in

69The Chautauquan, IX (May 1889), pp. 503-4; VIII (June 1891),
p. 397; XV (June 1892), p. 378; XVII (June 1893), pp. 375-6; XXI (June
other parts of the Western States. With the guidance of William Anderson providing the influencing spark, physical culture became a regular part of Chautauqua programs all over the country.

The Pan American Exposition of 1901 and the St. Louis World's Fair of 1904 provided competition to Chautauqua's appeal. An occasional summer of bad weather sometimes hurt attendance. After the beginning of the 20th century several financial crises were confronted and the Assembly resorted to many fund raising tactics to stay in business. While the old graduates were a major source of income, at one time or another trees and amphitheater seats were "sold," and taxes raised on cottages. Chautauqua suffered through the barometric economic fluctuations of the first decades of the new century.

The demands of participation in the physical education program at the World's Fair may have influenced William Anderson's decision to retire from the Chautauqua scene. Also, the problems of finances, decreased interest and competition from colleges waited over the horizon. Increasing responsibilities as Director of the Yale University Gymnasium and the budding Summer School of Gymnastics in New Haven demanded his attention. Pressures were brought to bear to somewhat limit his scope

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70 "W. G. Anderson, M. D.;" ibid.
72 Interview with Col. Hall, July 7, 1959.
73 George E. Vincent, "Summer Schools" The Chautauquan, XLI (July 1905), pp. 428-35. (From a monograph entitled "Summer Schools and University Extension," printed for the Department of Education, Universal Exposition, St. Louis, 1904.)
of activities. Whatever the major reason, Dr. Anderson retired at the end of the 1904 season after nineteen consecutive years at this summer school.

Upon Dr. Anderson’s retirement Jacob Bolin, a member of the faculty since 1891, succeeded him as Dean (1905 - 1909). In 1913 the school passed into the hands of the Chautauqua Institution. Dr. Jay W. Seaver . . . president of the company 1895 - 1912, . . . became director of the courses in physical education. After his death Dr. Joseph E. Raycroft was acting director for two years (1916 and 1917), and in 1918 the position was given to Professor Charles Winfred Savage of Oberlin College, who had already served for two seasons as a member of the faculty.

Gradually, the driving impetus removed, the School faded from prominence. However, it left its hue in the educational spectrum of the United States. Under Anderson’s guidance physical education reached equal status with the Schools of Pedagogy, Sacred Literature, Music, Expression, and Arts and Sciences at Chautauqua. During his tenure as principal (1890 - 1894) and dean (1895 - 1904), he had gained valuable administrative experience under W. R. Harper and the Vincents. Thousands of people had enjoyed an inspired program and been challenged by its leadership.

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74 Leonard and Affleck, op. cit., p. 378.

75 Ibid. (Bolin is not cited as having administrative control of the school in the Assembly publication of the times. The Chautauquan consistently names Dr. Seaver for the years 1905 - 1913.)

A significant contribution that the school rendered physical education appeared in the "battle of the systems." Like the well known Harvard Summer School, it provided a laboratory in which advocates of each of the foreign systems taught, discussed and contributed. Enebuske, Brosius, Bolin and Bishop offered the best of the theoretical and practical aspects of their respective disciplines. Dr. Anderson stated as early as 1892, "We believe in the Delsarte, German and Swedish systems . . . we try to get the best from each of them."77 In a span of about 25 years a synthesis took place which helped to evolve, in the early years of the new century, the American or eclectic system of physical education.78 One of the principal catalytic agents would have to be Anderson. Truly, Chautauqua can be called a birthplace of ideas.

In 1959 the summer program at Chautauqua attempts to offer the best in musical and theatrical artistry. College courses for credit are available—now under the auspices of Syracuse University. A walk along the peaceful streets lined with freshly painted cottages transports the visitor back to days of more than one-half century ago to Anderson's Chautauqua. The Assembly is still very much alive. In a sense, so is Anderson.

CHAPTER VII

A WARM HAVEN IN CONNECTICUT

The fates decreed that the major role of William Gilbert Anderson would be enacted at Yale University. Proud, steeped in tradition, Yale had passed through a now familiar series of alterations of name. Founded by ten Connecticut clergymen in 1701, it began as the Collegiate School. From 1718 to 1887 it was known as Yale College. Then growth and a change of presidents brought about the adoption of the name, Yale University.

Like other colleges of the day, Yale's first distinct department was the Divinity School organized in 1822. By 1885 seven schools were firmly established. The campus was laid out near the center of the city of New Haven on Long Island Sound. A large and beautiful green in its center gave the city the appearance of a New England village, and the ivy covered walls and spires of Yale gave the area the atmosphere of an old English university. Since New Haven was only 73 miles from New York City and on the main route to Boston, its appeal was varied for students, townsfolk and university faculty.¹

Soon after the younger Timothy Dwight was named president, the "college" became the "university" (His grandfather, Timothy Dwight, had also been President of Yale.) He felt that this development improved

relations between instructors and students. In the late 1880's, Dwight believed that a more friendly, less formal atmosphere existed. While differences did occur among the university's divisions, the overall social atmosphere was that of a large university moving into a new age. 

Although athletic traditions were a cherished part of Yale's history, physical education had not enjoyed similar status. It was reported, in the 1850's, that no decent gymnasium existed in any of 200 colleges in America. At Yale a square hole in back of the college buildings was used and a 25¢ fee charged. However, in 1859 a new $30,000 gymnasium was erected and placed under the direction of a Professor Welch. In this one-story, brick building on the corner of Library and High Streets, Welch emphasized daily individual exercises. While this high peaked structure was fairly well lighted by large windows, its equipment was meager and soon became worn and dated. Its facilities included a running track, inclined poles, horizontal and parallel bars, rings, a side horse, metal weights, and a few mats. A gymnastic exhibition was presented here on June 25, 1864.

Dudley A. Sargent taught in the gymnasium while attending the Yale Medical School. He performed in and directed gymnastic exhibitions (1873 to 1876) in this building. His programs included such things as a "Triple Barred Eschelle," the double trapeze, and the "magic ladders."

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A tradition of gymnastic skill developed so that, by the 1880's, a winter gymnastic games was held each March.  

Eugene Lamb Richards, a professor of mathematics, had taught at Yale since 1868. This life-long friend of physical education, who once hiked across Connecticut in one day, became concerned over the lack of facilities and program. Consequently, in 1888, under President Dwight, he was instrumental in generating interest in a new gymnasium. Donations were gradually procured from more than 700 people and construction began in 1890. When this $250,000 gymnasium opened in September 1891, it was informally named after the popular Richards. Formal presentation was made to the President and Fellows on January 23, 1893. With the opening of this magnificent facility on Elm Street, the old gymnasium became a 400 seat dining hall for the next eleven years. Then, until 1916, it served as the Psychology and Anthropology Building and was finally razed to make way for new buildings.

Professor E. L. Richards and Dr. Jay W. Seaver met William Anderson at the historic Adelphi meeting in 1885. With all three men taking an active part in this session, it is apparent that they came to respect one another's ability. Dr. Seaver joined Anderson's staff at Chautauqua the following year. When Professor Richards was named director of the new gymnasium (and full professor of mathematics), he looked for experienced and able assistants to conduct a formal program of

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3"What They Are Doing in Colleges," The Herald of Health, (August 1869), pp. 84-6 (Yale Memorabilia Collection); F. G. Welch, "Suggestions Regarding the Use of the Gymnasium," (October 1, 1867), 2 p. (Yale Memorabilia Collection); Programmes and engraved tickets, photographs of old gymnasium found in Yale Memorabilia Collection; Historical Register of Yale University, 1701-1957, p. 469.
physical culture and gymnastic exercise. Dr. Seaver had started as an instructor of gymnastics at the old Yale Gymnasium in 1885. With this experience and his extensive anthropometric studies, he was retained as an associate director. Richards brought William Anderson from Adelphi Academy as associate director and instructor in gymnastics. At the same time, Henry S. Anderson was hired as an assistant instructor.1

Thus, in the fall of 1892 Dr. and Mrs. Anderson prepared for the move to the city where they were to reside for the greater share of their lives. The first year at New Haven it was necessary for William to divide his time between Adelphi and Yale. He accomplished this by commuting and serving both institutions on a part-time basis.

A. A New Normal School

William Anderson's one inescapable love was the educating of teachers. Since Yale did not have a School of Education, and because of the success of the Brooklyn and Chautauqua Schools, it was decided to transplant the Brooklyn School of Gymnastics to New Haven in the fall of 1892. Here Dr. Anderson procured a gymnasium at 307 York Street, across from the now famous Mory's Restaurant.5

Renamed the Anderson School of Gymnastics, the school marked a progressive step in teacher education. Following the short-lived Dio 

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1Report of the President of Yale University for the Year Ending December 31, 1892; also, Historical Register . . . ," op. cit., pp. 98, 469.

5Interview with R. J. H. Kiphuth, September 8, 1958, at Yale University.
Lewis School by some 22 years, Anderson’s school was a leader in the emergence of the private normal school.  

Many of the students of the New Haven school were transfers from the Brooklyn School. The first class had twenty ladies in the Normal class—all from different cities. Instruction was offered to teachers of public school children on Wednesday afternoons and Saturday mornings.

Like the student body, the curriculum and staff were a mixture of old and new. The two year curriculum included gymnastics training for two hours a week for forty weeks. American, Swedish and German gymnastics were taught and some time was devoted to Delsarte movements and athletic gymnastics. Fencing, dancing, boxing, and boating were also taught. Senior students did actual teaching in the public schools of New Haven. Lectures on psychology of teaching and physical culture were delivered throughout the school year. Dr. Anderson taught physical culture in the years 1893-95. General and special kinesiology, animal mechanics, physics and the Swedish gymnastics were considered to be a part of the professional course work. Jacob Bolin was a central member of the faculty until 1907. With primary responsibility for the Swedish system, Bolin taught most of the professional classes at various times. Drs. Seaver, Ladd, Carmalt and Ferris of Yale were on the faculty along with Henry Anderson and the Misses Ada Turner and B. Slocum.

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The third year of operation of the Anderson School was marked by the arrival of Dr. Ernst Hermann Arnold as associate director. The following year he assumed the role of director from Mr. E. P. Lyon. William Anderson remained as president. Arnold's presence and wit gave valuable prestige and broad professional experience to an already illustrious faculty. In 1899, recently married, he became a Yale instructor in orthopedic surgery.

From January 1, 1901, the school was known as the New Haven Normal School of Gymnastics. Increased pressure was brought to bear by the administration of Yale to limit Anderson's activities. Accordingly, his connection with his teacher education institution ceased altogether in 1903. During the eleven years of his administration 140 teachers were graduated.

Soon after William Anderson sold out his interest to Dr. Arnold, the school became known as Arnold College of Hygiene and Physical Education. The school re-located on the present site of St. Raphael's Hospital in New Haven and the old Anderson Gymnasium became a "dime-a-dance" hall. Later, Arnold College moved to Silver Sands in East Haven, and then to near-by Milford to the west. Summer camping became an important part of the curriculum. Under Dr. Arnold's leadership a four year degree granting program was established. Eventually, after achieving near oblivion, it was assimilated by the University of Bridgeport in the mid 1950's.

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10Interview with R. Kiphuth, loc. cit.; also Arnold College, Catalog for 1931-32, pp. 3-11, 31.
Memories of the Anderson School of Gymnastics still exist. The annual exhibitions put on by the young women and children of the school are still remembered by old timers. One hoary-haired New Haven resident recalled seeing a pretty eighteen year old girl swing from one end of the gymnasium to the other on the single rings. The dances and gymnastic work were apparently as impressive here as they had been at Chautauqua.\(^{11}\)

The school had an effect on more than viewers of its exhibitions. Between 1910 and 1912 it had graduates teaching at Mills, Bryn Mawr, and Goucher Colleges.\(^{12}\) One historian wrote:

\[\text{The Anderson School of Gymnastics inaugurated a movement in the preparation of teachers which was to become a powerful force in the ensuing years as the private normal school appeared in many parts of the country. For years to come schools of this type not only trained the great majority of physical education teachers, but also became strongly influential in the development of both institutions and school programs of activity.}\(^ {13}\)

B. Molding The Men of Yale

Although the influence of William G. Anderson was perpetuated by the Normal classes, the major portion of his years at New Haven was devoted to the service of Yale. He was not the first of the Andersons to appear at Yale University. Three cousins were graduates—Henry B. ('85), William B. ('86) and Chandler P. ('87). Dr. Anderson's own son, [\text{Interview with staff members of Payne Whitney Gymnasium, Yale University, September 1958.}\(^ {11}\)

\[^{12}\text{Dorothy S. Ainsworth, The History of Physical Education in Colleges for Women, p. 51.}\]

\[^{13}\text{Schwendener, loc. cit.}\]
William Laurence, attended Yale School of Medicine from 1902 to 1905. With William and Henry on the faculty it could truthfully be said that the Anderson clan knew the meaning of being "men of Eli." When William Anderson received the associate directorship of the new gymnasium, it was rumored that the legendary Amos Alonzo Stagg had been offered the position. One source stated that this was not the case since "Dr. Anderson was the first and only choice." His beginning salary was reported to be excellent for the times. As he left Adelphi it was said, "His friends, and they are legion, and his pupils of whom there are scores, feel proud of his success, which in this instance came to one who thoroughly and heartily deserves it."

The Richards Gymnasium was a near perfect place in which the Andersons could conduct physical activity. Located on the northeast corner of York and Elm Streets, this attractive terra cotta brick structure was three stories high. The basement area included bowling alleys, laundry, marble tubs, an engine room and a baseball room. The first floor had rowing tanks, athletic rooms with bathing facilities, Turkish and Russian Baths and a seven foot deep swimming pool. A fine marble staircase led from the main entrance to the upper stories. On the second floor were located one thousand lockers with combination locks, showers, club rooms, the directors' offices, and boxing, fencing and the anthropometric rooms. The third level provided a clear floor space of over 10,000 square feet and was used exclusively as an exercising hall. Here could be found the very latest equipment.

One of the features of this "Palace of Hygeia" was the largest skylight in America. Although this did provide a well lighted gymnasium, it proved to be a continuous headache for the directors. When the sun shone brightly, the exercise area became extremely hot. If it rained, the equipment had to be covered or moved due to excessive water leakage around the glass panes. In the winter the gymnasium was uncomfortably cold. After nearly thirty years a new type of glass-frame was installed, and half of the skylight covered over to give a more satisfactory result.

Like the Anderson Gymnasium, the Richards or Yale Gymnasium was largely outfitted by A. G. Spaulding and Sons. It was said that the latter facility was "...the finest and best equipped of any in the country...its appointments are magnificent and the apparatus for cultivation of gymnastics is as elaborate as any European Institution." An itemized account of the equipment available in 1895 included such things as a double trapeze, nickel plated "Hitch and Kick," a catch net blanket, hair felt mats, 150 pairs of Indian clubs, two upholstered quarter circle machines, traveling parallel bars, a ship's ladder and dozens of other "modern" appliances. The physical plant included the


17Report of the President of Yale University, 1901-1902, p. 160; also, Report of the President...1921, pp. 368-70.


19"The Yale Gymnasium," Physical Education IV (April 1895), flyleaf i, ii.
latest innovations with highlights being the marble staircase, combina-
tion locks, temperature regulated baths with nickel plating costing $500
apiece, and, of course, the monstrous skylight. It seemed as though the
new directors had but to establish a program and open the doors. This
was hardly the case.

Under Professor Richards' direction a program was started which
was destined to mold the minds and bodies of Yale men for many years.
Dr. Jay W. Seaver had charge of theory and Dr. Anderson was responsible
for practice. Each week the two physicians met with the director to
report on the progress of their work. In the 1890's Yale's out-of-door
sports such as baseball, football and rowing were managed by graduate
students. Winter sports were coached by members of the athletic depart-
ment. Dr. Anderson coached the gymnastic team. Since administrative
control of physical education and athletics was separated, the efforts
of the three physical educators were concentrated on establishing a
sound, systematic program. Their aim to turn out healthy, well-devel-
oped men as the university's product was so well realized that this
became the popular concept of a Yale man.

The directors' efforts were immediately rewarded. This was
evidenced by the fact that, while physical exercise had not been required
and physical examinations for upperclassmen were not compulsory, by 1894
almost all freshmen took the examination and "... were advised as to
diet, sleep, cleanliness, and corrective exercise. Altogether ten times
as many men as in former days--so Walter Camp thought--now exercised to
make their bodies sound and strong."20

p. 35. 20George W. Pierson, Yale College Educational History 1871-1921,
The university administration was cognizant of the success of the program. President Hadley had explicitly defined a liberal arts subject as "... one where it is possible to test attainments of students ... it must make him a profound thinker and a better citizen." He recognized, in 1891+, the changes being wrought in both physical education and athletics at Yale. He felt that they would tend to "... bring the academic and Scientific students together, and ... counteract the divisive tendencies of wealth and numbers."21

The program of the year 1895-96 indicates the care taken to insure successful results. Each student using the gymnasium completed an informational card. Dr. Seaver, as medical examiner, administered a thorough physical examination. In cases of severe abnormalities of sight or hearing, students were referred to their family physician or a specialist. Careful records were kept on each student and measurements taken by tape and dynamometer—as at Chautauqua. An overall picture of each student's condition was thus obtained. On the basis of this, Dr. Anderson completed a pamphlet for each student entitled, *Yale Gymnasium, Prescription of Gymnastics*. One section of this consisted of anterior and posterior drawings of the human figure on which individual deviations were marked. Each student's strengths and weaknesses were explained to him and a program of individual exercise was adapted to his needs.

21Ibid., pp. 35, 249-50.
The reports for October 1895 reveal the scope of this personalized program. Dr. Anderson listed figures on the 364 students who were examined and measured in this single month.

<table>
<thead>
<tr>
<th>Number of Cases</th>
<th>Deviation from Normal</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>Weak or abnormal hearts.</td>
</tr>
<tr>
<td>90</td>
<td>Fair or poor circulation.</td>
</tr>
<tr>
<td>97</td>
<td>Some form of malnutrition, poor or fair digestion, dyspepsia, or constipation.</td>
</tr>
<tr>
<td>49</td>
<td>Deficient in lung capacity.</td>
</tr>
<tr>
<td>58</td>
<td>Noticeably flat chests.</td>
</tr>
<tr>
<td>66</td>
<td>Sloping shoulders.</td>
</tr>
<tr>
<td>18</td>
<td>Lateral curvatures of the spine.</td>
</tr>
<tr>
<td>18</td>
<td>Stooping shoulders.</td>
</tr>
<tr>
<td>8</td>
<td>Projecting hips.</td>
</tr>
</tbody>
</table>

Those Yale men who wished to use the gymnasium and/or participate in athletics were carefully examined as required by university regulation. A corrective or remedial room was outfitted with Swedish ladders, tables and bars. Students with organic or functional disorders used these facilities under the watchful eyes of Drs. Seaver and Anderson. The main floor of the gymnasium contained the quarter circles for the thorax, nautical wheels for waist reducing exercises, and weights and pulleys for various uses. These, plus all of the apparatus, insured that a Yale man had the opportunity to adapt exercises to his body under close supervision.

In 1895-96 Henry Anderson went to University School in Cleveland, Ohio, and was replaced on the main floor by a Mr. Watson. The gymnastic work was conducted on "Main" so that the students might "... be better

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prepared for the great fight of life."  

This year the gymnasium was open daily and three nights per week to all who wished to use it. Class or group work taught by Dr. Anderson and the staff included (1) work with apparatus and chest weights, (2) running, and (3) Swedish free gymnastics.

A special feature of the department was the elective class in gymnastics. Under William Anderson's tutelage young men, interested in teaching gymnastics in colleges or secondary schools, received instruction which improved their knowledge and skill in the area of gymnastics. Dr. Seaver lectured them on biology and the theory of physical training, and they assisted him in his anthropometric work. Periodically the elective students helped with the classes on the main floor. Their work counted toward the Bachelor of Arts degree and was similar to courses then taught at Harvard, Oberlin, Cornell and Stanford. Thus, male teachers of physical education were trained in order to supplement the Normal School women and girls. At this time Yale also permitted twelve women graduate students to receive this training. Anderson reported that graduates of the elective course could receive positions paying from $1,200 to $1,800 yearly.

Eventually the popularity of this program waned. As attendance decreased Dr. Anderson once asked two upperclassmen what the trouble was. They replied, "We think the world of you, Dr. A., but don't give a damn for your subject."

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23 Ibid., pp. 68-69.  
24 Ibid.  
25 From notes of an interview with Dr. Anderson by B. L. Bennett, March 27, 1947.
In March 1897 Anderson and Seaver were elected to the executive council of the New Haven Physical Education Society. Both men had been instrumental in founding this group whose meetings were held in the Trophy Room at the Yale Gymnasium. At this session Anderson invited the group's attention to an address by Dr. Luther Gulick on "Adolescence." Following this, Seaver presented data on the dynamometer.26

In the years 1898-1900 the program progressed so that all freshmen (about 300 a year), with the exception of those in the Sheffield Scientific School, were required to have physical education. With only those participating in athletics excused, they were divided according to scholarship. Most tended to enter class, rather than individual, work. Juniors and seniors elected physical training for two hours' credit. They acted as leaders of the freshman squads and did actual practice teaching. An optional class in body building open to upperclass men was started by Dr. Anderson and was well attended.27

An impressive occasion for the Yale Gymnasium was the convention of the Society of Gymnasium Directors on December 29, 1899. It was at this meeting that the famous photograph of the 16 founders of the organization was taken.28

The fight for academic status of physical education in the university community was helped along by a class for regular faculty


27Report of the President of Yale University for the Academic Year 1899-1900, p. 88.

members. William Anderson met them for the first time in the fall of '99 and continued classes through the winter. The character of their work was primarily recreative and all of the gymnasium's facilities were open to them. Within a short time faculty members began using the gymnasium in its less crowded moments. Usually they worked on the main floor along with those exercising under special direction. It was written a few years later:

It is not an unusual sight to see a dignified and rotund professor taking his setting up exercises side by side with an anaemic Freshman whom the Gymnasium doctor has set to work tissue and muscle building. Fully fifty members of the faculty take more or less regular exercise in the Gymnasium and the number is increasing.

While the freshman class work excluded apparatus, it did progressively follow the various methods of calisthenics based on the Swedish system. Every period was brought to a close with a game involving large numbers of students. It was Anderson's feeling that this kept interest from lagging and brought the "... brain actively into play—a condition which does not always occur in set physical exercise."  

The brain and body of William Anderson were seldom idle. His search for new and better methods kept his inquisitive mind occupied. Experimentation, writing, inventions, teaching, travel, and active living kept his waking hours a bustle of activity. With the Gymnasium open from 9:30 A.M. to 10:30 P.M., Dr. Anderson's office schedule in 1894 was 10:30 A.M. to 12:30 P.M., 3 to 6 P.M. and 7:30 to 9:30 P.M. with Tuesday evening off. Although this varied over the years, his

30. Ibid.
attention to duty and availability to students and faculty were always evident. Small wonder that a co-worker described him as patient and understanding with students, never irascible, and "... easy to work for."32

Studies, trips and consultations demanded the directors' attentions over the years. In 1892 William Anderson entered Yale College as an undergraduate. During December 1897 he departed on a two week lecture tour of the Middle States speaking at Louisville, Chicago, Springfield, Illinois, Cleveland and Buffalo. Dr. Seaver left the next spring to study medical gymnastics at the Royal Central Gymnastics Institute in Stockholm. His travels took him to Berlin for weeks of private laboratory work, and then to Paris to study in Marey's and Georges Demeny's Laboratory. During this year Anderson assumed Seaver's responsibilities in the gymnasium.33

J. W. Seaver's studies abroad paved the way for Anderson's trip during 1899 to investigate European training programs. On January 19, 1900, Dr. Anderson gave a presentation to the New Haven Society on "Physical Training in Germany."35 In 1901 he reported:

It was my privilege to investigate personally, the departments of physical training in the universities,

31Yale University, Prescription of Exercise 1894, Yale Memorabilia Collection.
32Interview with R. J. H. Kiphuth, September 8, 1958.
33Yale News, XXI (December 17, 1897), p. 2.
34Yale News, XXI (March 1, 1898), p. 2
secondary schools and armies in Holland, Denmark, Sweden, Belgium, Germany, Switzerland and Italy. I studied especially the methods at Rugby, Eton, Harrow and Westminster, and at Oxford and Cambridge in England. . . I have just finished a second tour of Physical Training in foreign countries. These visits were made in the interests of the university.36

It is probable that Dr. and Mrs. Anderson squeezed in a little sightseeing on these journeys.

On February 1, 1901, Dr. Anderson gave an illustrated lecture on "Physical Culture in America" to the New Haven Society. He presented a second talk on "Physical Training Abroad" on November 21st at the Yale Psychological Laboratory. Using eighty lantern slides, he graphically pictured English and Swedish methods of gymnastics, athletics and outdoor sports.

Dr. Richards resigned this same year and the two associate directors continued their work. Although both men retained this title, Dr. Seaver was cited as being in charge.37

The following year's activity was highlighted by visits of both men to gymasia at Harvard, Columbia, Princeton, Cornell, Chicago and Amherst. Studying management methods, they noted that the cost of operating Yale's department was much less than that of Harvard, Columbia

36 Report of the President of Yale University for Academic Year 1900-1901, p. 138

and Chicago. Dr. Anderson also inspected the bath systems at several other institutions. As a result, Yale was able to add 25 properly installed showers.\textsuperscript{38}

The year 1902 was marked by the conclusion of Dr. Anderson's undergraduate studies at Yale. Although he had received the M. D. degree years earlier, he now received his A. B. and promptly entered Graduate School. His "respectable" grades won for him a Colloquy Appointment—one of Yale's General Honors. His rather unusual study alongside men many years his junior had only served to cement friendlier relations. No incidents occurred and he became more popular than ever.\textsuperscript{39}

The year 1903 was an epic one for William Anderson. Many changes had to be made in the gymnasium to keep up with the greatest number of students ever. Fortunately, the main floor had been equipped with electric lights—the result of a gift from John E. Heaton of New Haven. The swimming program expanded beyond the limits of the pool.

Dr. Anderson introduced a lecture course on topics of health and personal hygiene. This created a great deal of interest in rational physical development, and served to "... show the frosh why gymnastics are necessary."\textsuperscript{40} His campaign to disseminate information about physical education was continued in a lecture on April 22, 1904. Following addresses by Jay W. Seaver and G. Stanley Hall, Anderson lectured on "Physical

\textsuperscript{38}Report of the President 1902-1903, p. 173.

\textsuperscript{39}Interview with Dr. A. S. Sharp at Chautauqua Institution, July 7, 1959.

\textsuperscript{40}W. G. Anderson, "Gymnasium," Report of the President 1903-1904; also, Report of the President for 1900-1901, p. 138.
Training in Different Parts of the World." As usual, he made the evening enjoyable through the showing of 100 slides to illustrate his points.

Dr. Anderson received an A. M. degree from Yale University following a year of graduate study. At the same time, he was offered the directorship of the gymnasium. Accepting both the degree and the position, he was advanced to the rank of full professor.

As often happens with human personalities, there was some unpleasantness involving Anderson's appointment. When offered the position of director in 1904, he was asked by the president to select his assistants. Although Dr. Anderson requested Dr. Seaver, the president's disapproval of this kindly educator led to his dismissal. A Dr. Callahan was hired as medical assistant. Nonetheless, William Anderson was blamed for the "firing" of a man who had devoted almost twenty years to the service of Yale—seven years longer than Anderson. Dr. Seaver's relatives placed the responsibility on Anderson. He had on one occasion jokingly referred to Seaver's long, bushy beard as "... making it unnecessary to wear a tie." But their long friendship, which continued the following summer at Chautauqua seems to disprove the allocation of blame for the summary dismissal.

Despite this unpleasantness, the year 1904 was made memorable by the growing friendship between Anderson and Dr. R. Tait McKenzie. They were called to the St. Louis World's Fair that year to take charge of

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42 Interview with R.J.H. Kiphuth, Sept. 8, 1958; also notes of interview with Dr. Anderson by B. L. Bennett, March 27, 1947.
the department of physical education. Tait McKenzie's primary responsibility was the presentation of a series of ten lectures on anatomy and physiology—"Artistic Anatomy in Relation to Physical Training."  

Dr. Anderson gave the theory and practice in physical training. In addition, he taught a course in dancing for men. The two teachers attended each other's classes with Dr. McKenzie particularly taking part in the dancing. His grace as a dancer prompted Anderson to urge him to take the leadership of the class. McKenzie's reply was, "I am inflicting myself enough upon the pupils without going to the foot of things."

Each man had the utmost respect for the other's ability. Anderson wrote a "tribute" to his friend in 1914. McKenzie proposed William's name for honorary life membership in the American Physical Education Association in 1929. On that occasion Dr. McKenzie referred to Dr. Anderson's experiences at St. Louis as follows:

As a teacher his magnetic personality always kept his classes full. And I remember at St. Louis, in 1904, how crowded his classes were at the Olympic Lecture course where so many of the other lecturers and teachers demonstrated their work to a handful only.

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145 Ibid.

This was praise indeed, for the fellow "lecturers and teachers" included men such as E. H. Arnold, Jacob Bolin, C. Ward Crampton, G. Stanley Hall, Paul C. Phillips, and Joseph B. Raycroft.17

After the St. Louis success, a shift in emphasis from anthropometric measurements to physical testing was evident at the Yale Gymnasium in 1904-05. Dr. Anderson wished to come into closer contact with individual students via interviews. At the same time, he wanted to give the "American Collegiate Strength Test" a thorough trial. He conducted another inspection tour of management procedures at Columbia, Cornell, Adelbert, Chicago, Michigan, Oberlin, and Wisconsin during the winter. Studying comparative costs of maintaining departments of physical education in colleges, he reported these data to the Treasurer of Yale University. The financial affairs of the bustling department were improved by the employment of George Eldred of Colgate University, a statistical clerk. New dynamometers, spirometers, an ergograph and other devices were added to the medical room. The bowling alleys were overhauled as a result of the wear of constant use. The increasing volume of the self-sustaining towel system was indicative of the heavy usage of the facility.

William Anderson was occupied, in 1905, with plans for a course in gymnastics to be taught in the Yale Summer School. A special faculty of over fifty experienced men and women teachers was secured for the new School of Gymnastics. Specialists came from Germany, Sweden, and England. Classes were arranged in the Y.M.C.A. gymnasium and in Alumni Hall due

to the excessive heat in the Yale gymnasium during the summer months.48

More than sixty teachers were enrolled for the first year's classes.

Officially, this was known as the Physical Education Department of the
Yale Summer School of Arts and Sciences.49 Its appeal proved to be the
undoing of the venture. Running from 1905 to 1907, it "... overwhelmed all the rest of the Summer School in popularity."50 The
basically conservative element of Yale rebelled and the school was
closed. Anderson explained that the "... reason was lack of regard
of other faculty members for the subject. One of them said that they
didn't want such people running around on a college campus."51

In 1905 Dr. Anderson expressed a belief that some of the nega-
tive aspects of college athletics were being curbed. Such things as
betting, over-absorption in contests, neglect of recitations, and
notoriety were cited. He felt that "... organized sport has obliterated old-time carousing in saloons, drinking-bouts and rioting, and has
raised new standards of right and healthy living." The director cate-
gorized athletes by physical characteristics and suggested criteria
applicable to specific sports. He concluded that rational athletics
benefit the student by developing brain tissue as well as making for a
balance between the physical and mental.52

50McKenzie, "Memorandum on Life . . . ," op. cit., p. 496.
51From notes of an interview with Dr. Anderson by B. L. Bennett,
March 27, 1947.
52W. G. Anderson, "Making a Yale Athlete," Everybody's Magazine,
(July 1905), pp. 41-50.
Popular sports at Yale, in 1906, were wrestling, handball, boxing and bowling. Seventy-nine men were taught to swim. Henry Anderson returned from Cleveland to continue as an instructor in gymnastics. A set of unique Muybridge Moving Pictures depicting bodily action was presented to the director and hung in the gymnasium. Large muslin curtains were installed under the skylight so that men could exercise in comfort. A new heating unit improved the winter use of the building.53

The following year Andrew Carnegie donated $40,000 to be used in erecting a new natatorium. Dr. Anderson served on a committee which inspected pools in other institutions. His varied visits were carrying him far afield. He was granted a four months leave of absence to inspect methods of physical training at home and abroad. In June 1907 he reported:

The Director took three months during which he visited the English and Scotch universities and inspected methods in Germany, Italy, and France... In the United States visits were made to all principal universities and colleges this side of the Mississippi River as far South as New Orleans, and as far North as Madison, Wisconsin. One result of these trips will be the preparation of a course of lectures on hygiene to the first-year men in the academic and Scientific Departments.54

By next October the lectures were given to the nearly 400 Academic freshmen by professors from various disciplines. This cross section of faculty invited Scientific freshmen to attend and the faculty voted to make the lecture course a permanent part of the curriculum.


Topics covered in this series included aspects of good health, contagious diseases, work and diet, mental hygiene, and "Physical Efficiency; The Physical Basis of Mental Activity." The latter was taught by Dr. Anderson.

Another result of his investigation of European methods was the acquisition of new pieces of Swedish and German apparatus. The gymnasium's main floor took on the aura of Sweden as two "Serpentine Ladders," six "Stall Bars," and a "Boom" were installed. Other different pieces were six hanging poles and an ingenious American device -- the "Combination Ladder." (This probably refers to the adjustable ladder parallels in use at the Hemenway Gymnasium at Harvard.) A unique addition was a German "rundle or whirligig" which was "... as far as is known the only one of its kind hereabout." In 1907 it could truthfully be said that "... nearly every known form of apparatus for development of the human body ..." could be found on the main floor. 55

Thanks to a gift of money from John Heaton, the roving Anderson inspected large gymnasia and pools along the Pacific Coast from Los Angeles to San Francisco and east to Utah, Colorado, Chicago and St. Louis. So he completed examination of all principal public and private American institutions devoted to physical training and sports.

This year was marked by the visit of the touring Japanese sumo wrestlers at the request of Japanese students at Yale. Led by Taniyemon

55 Yale Alumni Weekly, XVI (March 6, 1907, pp. 54-5; Leopold F. Zwarg, A Study of the History, Uses and Values of Apparatus in Physical Education, p. 80. (The "rundle or whirligig" may refer to Glias' "giant-stride" or "Rundlauf" or to Eiselen's "whipple-ladder" described in this source.); also, D. A. Sargent, Handbook of Developing Exercises, p. 64.
Hitachiyama, they gave an exhibition and followed by challenging the audience. Two members of the Yale wrestling team accepted and met the visitors in both sumo bouts and American catch-as-catch-can style. Hitachiyama concluded this show by presenting three official sumo robes to the gymnasium.

One result of this exhibition was the visit of Higashi, Japan's leading jiu jitsu wrestler. He sought a position as instructor of his style of wrestling at the Yale Gymnasium. This 135 pound wrestler was not employed because he was unable to defeat the members of the Yale team—even at jiu jitsu. Dr. Anderson's belief that one should be able to perform what one teaches was crystal clear in this instance. An added application of this concept was his insistence that each new staff member, in athletics or physical education, achieve a balance of proficiency through on-the-job training. Thus, each new coach served as an assistant in other sports to develop a balance of knowledge and skill.56

An important organizational chance affecting the sports program occurred in late June of 1908. Under Dr. Anderson's guidance all managers of "minor sports" pledged their respective teams to a new organization known as the Yale University Minor Athletic Association. Sports included were hockey, basketball, tennis, golf, swimming, gymnastics, shooting, wrestling, association football and fencing. The purpose of this group was to curb some of the distasteful practices involving expenses or subsidies and to lend unity to what Anderson felt was an

essential part of the program. An advisory committee was established consisting of Walter Camp (leader in the football "reforms" of the late 1890's), Professor Beebe and Dr. Anderson. General affairs were supervised with the committee acting in a consultative capacity. Since Dr. Anderson had introduced basketball, fencing, boxing and wrestling in the Yale program, he felt their plight rather keenly. During his years at Yale he also organized the Yale Gymnastic Association and the Fancy Diving and Swimming Association. Under his modus operandi, unity and progress were essential at any level.

There were several significant events in 1909. A necessary, if mundane, innovation was the installation of a vacuum cleaner in the gymnasium for use on the mats and for air circulation. On a higher plane, Dr. Anderson received his fourth degree, an M. Sc. from Yale University. As usual the ever-curious educator managed a trip. This time it was a winter vacation in Old Mexico which enabled him to conduct research in tests with oxygen. These investigations were financed by the generous gift of a Yale sophomore, Joel Fisher, Jr. As part of this study, Dr. Anderson climbed two volcanic mountains nearly three miles high.

The freshman lecture series continued successfully and became a regular class in the academic curriculum. In February a Visitor's Night was held to acquaint faculty, students and friends of the university with methods adopted by the Department of Physical Education. A program

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of ten numbers was presented before an overflow crowd. This success led to a continuation of the public relations event.

The large numbers of students and athletic teams necessitated an alteration in the teaching methods used. Each piece of apparatus was numbered by Henry Anderson. These numbers were arranged in the Prescription of Exercise manual so that more of a student's individual work could be followed from this source alone.59

In October 1909 the well planned Carnegie Pool was opened. Housed in a two story building directly behind the Richards Gymnasium, this pool facility was the most complete in this country. The graded, tile pool ranged from five to eleven feet in depth and had dimensions of 120 by 60 feet. The large, well-lighted, heated and ventilated building was a welcome addition.

The college year 1909-10, in addition to having the greatest attendance in 18 years of operation, witnessed an advance in the corrective program. Students with marked deformities were photographed so that defects could be more easily and effectively demonstrated. This initially expensive technique eventually became a required part of Yale's entrance examination and has continued to the present.60 There is no question as to Dr. Anderson's firm belief in the values of sound exercises


adapted to individual problems—adaptive physical education. This is illustrated by the account of a former Yale undergraduate, Thomas Means.

Shortly before the turn of the century I had lost a couple of years from over-all tuberculosis, incurring a life-saving operation by the great Charles S. McBurney. In 1906 I put myself entirely in Anderson's hands, for at 16 I weighed only about 120 lbs. For four years he personally supervised, oversaw and co-operated in my body building till I both doubled my entering record, won a 1st in inter-collegiate gymnastics, rowed at Oxford and Henley, and was invited to compete for the U. S. Olympic team in 1916. This I mention as but one of many instances where Anderson developed his proteges. Physically, at nearly 70, I enjoy magnificent health. For which, I shall always be grateful to him.61

In 1910-11 pathological bacteria in the new pool became a problem. Experiments conducted by the Scientific School led to the effective use of chloride of lime. Dr. Anderson inspected the filter systems at several universities to be prepared in case the artesian wells supplying the Carnegie Pool failed. Electric lights were installed in the bowling alleys, altering the old instructions, "Smoking, spitting on the floor are forbidden. . . Turn the gas low on leaving the alleys."62 The Department of Physical Education prepared a complete set of photographs which were sent to the International Hygienic Exposition at Dresden, Germany. These depicted such things as major and minor sports, administration and methods of instruction. Dr. Anderson was proud of this exhibit since Yale was "... the only American University represented."63

The following year the German government wanted to keep the photographic

62 Interview with R. J. H. Kiphuth, op. cit.
display. However, at Yale's request, it was sent to Washington for the 15th International Congress on Hygiene and Geography. Yale's position in American physical education was by now well established.

William Anderson's duties had not permitted him a great deal of time to continue his active physical training. The hectic pace for a period of years had left him "... in a state of near collapse and fatigue." Realizing this, he decided that "... if what he had been preaching all his life was any good, now was the time to put it to use," and he took a partial year off (1911-12) in order to re-build himself. While achieving this goal, William also entered the Harvard Medical School to carry on special studies in new courses in preventive medicine. During this year he returned to New Haven on a bi-weekly and/or weekly basis to keep office hours for those wishing to consult him. Henry Anderson was left in charge of the gymnasium. One added feature to the facility was a roofed structure in the lot to the rear of the Carnegie Pool. This area was used primarily by the baseball and track teams. During this year a total of 1117 students were examined. The personal climax of the college year for Dr. Anderson was the earning (in 1912) of the Harvard degree, Doctor of Public Health (D. P. H.).

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65 From notes of an interview with W. G. Anderson by B. L. Bennett, March 26, 1947.

In 1912-13, Dr. Born of the Gymnasium delivered a course of lectures on first aid to the seniors in forestry. Later he attended clinics in Germany to study physical diagnosis. William Anderson spoke before pupils in high schools and normal schools in New York City, Detroit, Chicago, Springfield (Massachusetts), and at the Hotchkiss School.

Over a period of nearly twenty years, Anderson continued his quest for knowledge and the spreading of the gospel of physical education. He studied foreign methods at (1) The Royal Institutes of Stockholm and Berlin; (2) Andrew Carnegie College in Scotland; (3) the University of Oxford; and (4) the University of Turin. His organizational talents were applied to the founding of summer schools of physical education at the (1) Universities of Utah, California, Southern California, and Montana State; (2) Agricultural College of Utah; (3) National Y.M.C.A. at Los Angeles; and (4) the Chicago Normal School for Women. In addition, he started the School of Health and Physical Education at Battle Creek, Michigan. 67

Increasing numbers of consultations were conducted with students. For a time local physicians in New Haven strongly resented the medical advice given to the Yale students. 68 Dr. Anderson once told of a doctor walking into his office to make inquiries about Anderson's medical training. When told of his background, the physician asked to see the certificate. Dr. Anderson hauled it out of the safe to convince the skeptic. With grudging acceptance the doctor "... suggested that

67 Bulletin of Yale University, Obituary Record ... , loc. cit.; Report of the President, January 1, 1933, pp. 256-61.
68 Report of the President of Yale University, June 1913, pp. 269-73.
Anderson frame it and hang it on the wall. Not all relationships between town and gown were completely cordial.

In October 1912 Dr. Anderson treated the crew enthusiasts at Yale to a description of sports at Oxford, England. He pointed out that the English had a more universal interest in participation in athletics. It was stressed that they row for sport rather than the American goal of victory. Since English college men were dismissed at one o'clock, Dr. Anderson emphasized that rowing was a major sport with nearly everyone taking part.

Two months later, in answer to students' questions regarding a course in football, Dr. Anderson stated that he knew of no reason for such a program at Yale. At this time the University of Wisconsin had begun a two months' course, The Special Techniques of Football, open to upperclassmen and graduates. The Director's view was, "We are interested in Wisconsin's step... but will await the results and withhold our final judgement."70

In the spring of 1913 Dr. Anderson advocated physical education as a part of the curriculum for all students—including Divinity and Scientific students. He stated:

I believe every first year man in the University should be required to devote a certain amount of his time to a course in physical education to include: (1) lectures in emergencies, (2) preventive medicine, (3) hygiene,

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theory of physical development, and (5) ... a more carefully planned and executed scheme of bodily development for not only Frosh, but Sophomores too.71

A second felt need was for a comprehensive course in hygiene and a unification of viewpoints held by physical educators, students and faculty. Dr. Anderson added:

Our students must understand that it is upon the body they will have to depend for every act of life whether mental or physical, and the better the tools the greater the opportunities ... when the mental educator realizes that without proper knowledge and care of the body a proper mental education is either impossible or useless, then will there be given in every university, a thorough course in the most important, the most far-reaching of all sciences—Right Living.72

The college year 1913-14 was especially valuable from the standpoint of the health of the university family. Students seemed to be taking more interest in individual hygiene and increasing numbers of personal conferences were noted. The School of Forestry requested the expansion of its course in first aid to include public health. This became a yearly feature of the curriculum.

While health aspects of the physical training program were improving, the formality of class gymnastics brought trouble. Dr. Anderson felt that students were a little tired of drills and wanted something more appealing. Consequently, he visited several institutions which had substituted class work in athletics for body building drills. His studies convinced him of the need to associate formal gymnastics with "... supervised squad work in athletics and games." As a result,
plans were made for the fall so that freshmen received training in sports such as track, field, and swimming. This work was to be supplemented by brief drills in body building, poise and balance.\textsuperscript{73}

In February 1914 Dr. Anderson substituted dancing classes for the "monotony" of Swedish gymnastic drills. Dumbbells and clubs were laid aside and replaced by the "dip" as a tango class was taught for the first time in the Yale program. The director's mastery of dance led him to believe that, as a substitute for gymnastics, it gave more enjoyment than the "... tiresome leg and arm exercises."\textsuperscript{74} It was a time when the most popular dances were the (1) hesitation waltz, (2) "maxixe," and (3) "canter or lame duck"—syncopated steps to waltz time.\textsuperscript{75} Dr. Anderson expressed his views as a "physiological psychologist":

The joyousness of play and the untrammeled movements of spontaneous activity are much better for the physical development than the will-less moving of the muscles in formal exercise. ... Dancing teachers should teach their pupils how to stand, bow and walk, as well as to dance.\textsuperscript{76}

A few days later he went on record as advocating a balance of activities so that gymnastics could be used to "... build symmetrical bodies and strength." He added, "Directors of physical training should teach dance movements for poise, balance and grace."\textsuperscript{77}

\textsuperscript{73}Report of the President of Yale University, 1914, pp. 303-307.
\textsuperscript{75}\textit{New York Times}, LXIII (April 20, 1914), p. 9. \textsuperscript{76}Ibid.
Jay W. Seaver presented the department with his collection of valuable anthropometric data to be used for reference purposes. Also, the photographic examination of deformities was improved so that a finished picture was available in three minutes instead of the 2½ hour period previously required. This development, in addition to lower cost, aided the diagnostic program considerably. 78

By the following year (1914-15) more changes had been made in the required program. With the aid of upperclassmen and the regular coaching staff, lessons were given to freshmen in a variety of sports. A short time each period was still devoted to body building. Dr. Anderson was convinced, after careful observations and conversation with students and coaches, that this offered a more effective, appealing program. A new assistant, Robert John Herman Kiphuth, helped in this part of the program. 79

Enthusiasm for sports activities was furthered by the organization of a chapter of Sigma Delta Psi. The charter membership of this honor society in physical development included President Hadley and William and Henry Anderson. With an aim of encouraging all-around physical development and training among college students, 150 men were given the prescribed tests in 1914. Seventeen of this group passed and received their keys. The stiff requirements for admission included events such as (1) 100 yard swim; (2) two mile run under 12 minutes,

78 Report of the President . . . ., 1914, loc. cit.
fifteen seconds; (3) shot put of 30 feet; (4) pole vault of 8 ft. 6 in.; and (5) running broad jump of 17 feet. Sigma Delta Psi stimulated interest and competition among the students. In addition to their local roles, William and Henry Anderson filled the offices of national president and national secretary for fifteen years.  

Personal tragedy marked the close of the college year of 1915. Dr. Seaver died, ending a long association with the Andersons. Then, on July 15, 1915, Grace Lee Anderson passed away.

Dr. Anderson's marriage to this pleasant, heavy set woman had been eminently successful. Married for 34 years they had shared many trips all over the United States and Europe. The couple had watched their son grow to manhood, try his hand in vaudeville as an acrobat and, in 1914, graduate from Tufts College with a medical degree. Grace and William had, on occasion, double-dated with friends like the Wallace Clarks and the George Webers. Often these dates took the form of trips to New York City in the Anderson's Packard. In the hours with friends Mrs. Anderson's good nature and William's keen wit made for pleasant, fun-filled times. Besides the years devoted to the Chautauquas, they spent many summers at fashionable Morris Cove east of New Haven. This summer colony was ruined when the city dumped raw sewage into the bay and the Andersons moved to Silver Sands in East Haven. They attended the United (Congregational) Church of New Haven and reportedly were

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inclined to the political views of the Republicans. Their personalities had meshed well and made for a long, happy marriage. (In 1898 William dedicated a text affectionately "to my wife" and mentioned his indebtedness for her aid.) Ned's presence helped to fill the void of his mother's death, but William Anderson felt this loss deeply for many years.81

It is said that mature personalities meet and handle tragedy successfully. Dr. Anderson met these losses in a characteristic manner. During an 18 month period he studied methods at Harvard, M. I. T., Tufts, Brown, Amherst, Smith, The Springfield Training School, Middletown, Trinity, C. C. N. Y., Columbia, Teacher's College, Syracuse, Princeton, Pennsylvania, Ann Arbor, Battle Creek, University of Chicago, and Northwestern. This exhaustive study coincided with the completion of a card-indexing of all anthropometric data collected on 10,000 Yale men.82

Dr. William L. Anderson aided his father during the college year 1915-16. Ned, an assistant in gymnastics that year, worked closely with his father in combatting the sanitary problems presented by impetigo contagiosa. After carefully observing the programs of other schools in fighting this problem, bathing before entry into the pool became mandatory and a study of personal contact among wrestlers was carried out.83

A stiff criticism of football was launched by Dr. Anderson on December 30, 1916. Speaking at Columbia University, he deplored the overemphasis on football and asserted that it had "... ceased to be a

83 Ibid.; also, Historical Register ..., op. cit., p. 138.
recreation." Although he liked the game, William believed that the way
it was taught and conducted was harmful. His argument contained some
salient points:

Football is a vocation not an avocation. . . Few players
have enough energy left for studying. . . It is safe to
say that if intercollegiate football continues to take a
larger and more important place in college men's time
and thought, it will be doomed.84

As America hastened to enact her role in the "Great War," the
department of physical education continued progress. All R.O.T.C. men
came to the gymnasium for regular exercise and training in aquatics.
Arranged in squads of 30-80 men, they were given exercises of practical
value to the services. On Monday, Wednesday and Friday from four to five
p.m., apparatus, boxing, wrestling, fencing and the use of the bayonet
were taught.

Dr. Anderson supervised all measuring, prescription of exercise
and personal interviews. His days were busy as he served as medical
examiner for the Yale R.O.T.C. unit with the rank of 1st lieutenant.
Out of 1421 examined, 346 were qualified. In addition Dr. Anderson was
Director of Physical Education for the Senior Service Corps of New Haven
during World War I. Other responsibilities that were his in 1917-18
were membership in (1) the National Committee on Physical Education,
whose chairman was P. P. Claxton, U. S. Commissioner of Education, (2)
the National Security League of New York City, (3) the Life Extension
Society of New York City, and (4) the Committee to Study the Tobacco

84"Physical Director Assails Football," New York Times, LXVI
Problem. On one occasion Anderson and Tait McKenzie addressed The Quill Club, an intellectual and critical society of New York. Their persuasive presentations helped to convince the group of the accomplishments and principles of physical education.

The spring of 1917 found Dr. Anderson formulating ideas relative to setting up a University Board of Health. He felt that the work of such a group would be divided into two phases: (1) sanitary or environmental and (2) hygienic or personal. Consistent with his belief in higher hygienic standards, he suggested that (1) two medical examinations be administered to all students—one upon entrance, and a second at the start of the third year, (2) the Board of Health supervise the infirmary, (3) more complete and systematic information regarding personal hygiene be distributed to students, and (4) a preventive, not merely remedial, philosophy be adopted to athletic injuries with strict eligibility examinations. William Anderson concluded his ideas by suggesting an administrative structure for a proposed University Board of Health.

The war had a unifying effect on previously ineffective aspects of the physical education program at Yale. All members of the Sheffield Scientific School were now required to take a thorough medical examination.

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85 Report of the President, August 1917, pp. 331-5; Report of the President, August 1918, pp. 225-7; Bulletin of Yale University, Obituary, loc. cit.


tion upon entrance. Professors from this School gave valuable cooperation in attacking problems of pool purification and sterilization of mats. In the last stages of the war, required physical education was supplanted by competitive sports with special emphasis on out-of-door sports. A talented senior, Albert Sharpe, now headed the athletic program. Interest in basketball grew quickly, and the swimming program under Robert Kiphuth was a valued adjunct. Dr. Anderson felt that the returning veterans would contribute a great deal to the balance of activities.

Cooperative effort and consolidation of administrative procedures were achieved from 1919 to 1922. A. H. Sharpe served as Director of Athletics until 1921. Under Dr. James Greenway, the Department of University Health supervised medical examinations and care, orthopedic examinations and correction of defects, and sanitary conditions. A new advisory committee was established which included the Treasurer of the University, Deans of the College and Scientific School, and the Directors of University Health, the Athletic Association and the Gymnasium. With this closer affiliation, rapid improvement was claimed. All freshmen now had three examinations: (1) medical, (2) orthopedic, and (3) anthropometric. Dr. Anderson supervised the operation of the gymnasium, administered anthropometric tests, and consulted ever larger numbers of students. Permanent bleachers were installed on the main floor, and the roof was finally waterproofed. Multiplying numbers of students were rapidly overcrowding the Richards Gymnasium. A further

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88 Report of the President of Yale University, October 1919, pp. 277-78.
problem was the urgent need of funds for teachers, employees, and appliances. Many of the once excellent appointments were becoming worn and out-dated. The thirty year old wooden lockers were a good example.\footnote{99}

In the fall of 1922 some of the more pressing needs were met. One thousand new, ventilated lockers were installed and a new maple floor replaced the original. Dr. Anderson presented a series of informative lectures on personal health and first aid. This was a part of the curriculum from 1923 to 1926.\footnote{90} During this time the emphasis in physical education was swinging away from the program in vogue at the turn of the century. The apparatus was "... mostly stored away and replaced by games and plays associated with strenuous movements."\footnote{90} Anderson felt that the old "setting up" drills could still be briefly utilized for muscle development. All freshmen now were required to undergo a swimming test. This consisted of swimming 100 yards and executing a simple dive. Under the Kiphuths, the aquatic program grew steadily.

Dr. Anderson emphasized that he "... was avoiding all unnecessary expenses while waiting for a new gymnasium."\footnote{92}

Dr. Anderson observed in 1925 that "... the real standard of the worth of physical training is in the efficiency of the body—not in the number of games won or lost." He stressed that "achievement" is

\footnote{99}Report of the President of Yale University, 1921, pp. 368-70; September 1, 1922, pp. 389-392; also Historical Register ..., op. cit., p. 471.

\footnote{90}Bulletin ..., Obituary Record, loc. cit.; also, Report of the President of Yale University, September 1, 1923, pp. 368-71.

\footnote{91}Report of the President, September 1, 1924, pp. 189-91.

\footnote{92}Ibid.
an all-important factor in that it helps impel students "... to develop the neuromuscular system by formal gymnastics." The next few years were typified by growing interest in sports. Anderson believed that a positive value of this enthusiasm was that a "... student pays more attention to diet, rest, avocation and a converted attitude toward sports."\(^9\)

One problem resulting from the enthusiastic reception of basketball was its monopoly of the gymnasium. The director pointed out that the floor space on "main" was 10,000 square feet for all activities. Since basketball courts allowed only ten men at a time, \(6942\) square feet were required for this one sport. This "... plus the 500 square feet taken up by apparatus left only 1258— that's why main isn't used more." Gradually teams from the city and state utilized these facilities.\(^9\)

William and Henry Anderson often performed with dances during the half time of Yale basketball games. The former was occasionally embarrassed by the capricious George Weber. Mr. Weber served as a cashier and secretary at the gymnasium from 1922 to 1931. He delighted in having students "feel Anderson's biceps." The director's muscular tonus was such that he still could perform a vault from a springboard and giant swings on the horizontal bar in his late 60's. Ned appar-

ently followed his father's example, for in his office Dr. Anderson kept a beautiful plaster-of-Paris cast of his son's right arm, flexed—as perfect as any Greek statue. 95

Two significant personal events for William Anderson occurred in the late 1920's. In 1925 he received an honorary M. P. E. from the Y. M. C. A. College, Springfield, Massachusetts. This was his sixth degree. September 15, 1927, he married Effie Adelaide Harmond in New Haven. 96 Little information about Miss Harmond is available except that she was a sister of George Weber's wife.

By 1930 it was apparent that the size of the physical education program had outstripped the facilities. Yale's freshman classes had grown from the approximately 260 Academic men in 1890 to nearly 900 in the common class of 1930. 97 Upperclassmen and faculty members used the facilities in ever increasing numbers. On January 1st Dr. Anderson asserted that it would soon be necessary to tear down the gymnasium. At the same time, he felt that Yale's athletic record was outstanding, and that the "prescription work" was unsurpassed anywhere.

The spring of 1930 brought the conclusion of William's second marriage. Two months after the divorce was final, he married Alice Mann Wheeler Hawley on July 2, 1930. The 57 year old Alice Hawley was the widow of Amos Peck Hawley, purchasing agent for the New York Stock Exchange. Mrs. Hawley, a Smith College graduate, had been married 26

95 Bulletin . . . , Obituary Record, loc. cit.; also, Letter from Thomas Means, October 31, 1959.
97 George W. Pierson, Yale College Educational History 1871-1921, pp. 721-2.
years until the death of her husband in 1928. Although Mrs. Effie
Harmond Anderson brought suit against the well-to-do widow for aliena-
tion of affection, the case was withdrawn. Alice Hawley and William
Anderson were married in Brattleboro, Vermont, as the bridegroom
approached his 70th birthday. 98

In the fall of 1931 Dr. Anderson reiterated a charge made 15
years before. He expressed the belief that football had reached its
peak and would decline as "minor" sports outgrew it. When the director
went to Yale, football, baseball, track and crew were the only sports.
By 1931 there were 16 sports, each having a paid coach. Anderson
asserted:

Football has had 7 fat years, and usually 7 lean years
follow... Like the Greeks and the Romans, the public
likes spectacles. That's why football has grown so
popular... As the minor sports grow in interest, they
will become self supporting. Expenditures for organized
sports will also be less lavish... We are on the
threshold of a new era in athletics. The future will see
less emphasis on organized sports and more attention paid
to physical training of the individual student. 99

At the age of 71 he held definite ideas regarding the role of athletics
and physical education. As a prophet, he was not infallible.

The criticisms of the training of the body by the "intelligentsia," inside and outside of physical education, prompted Dr. Anderson
to state:

It is a good and welcome sign among "physical educators"
that there is a desire to lift up a form of training that

(August 19, 1930), p. 18.

99 "Dr. Anderson Sees Football Doomed," New York Times, LXXXI
(October 28, 1931), p. 27.
for many years has lacked the stimulus of deep thought.

At Yale we are peculiarly fortunate in having three departments that are slowly and surely being led into unity in an effort to improve the body. The Department of University Health, the Board of Control of the Athletic Association, and the Department of Physical Education. All of these will be strengthened by the Institute of Human Relations.\footnote{Report of the President of Yale University, January 1, 1931, pp. 264-68.}

He expressed the hope that students would realize the importance of persistence in securing a good education--including the physical. A revered tradition in the Yale panorama was the Heaton Testimonial and Medal awarded each year to the freshman with the greatest bodily development.\footnote{Report of the President of Yale University, January 1, 1932, pp. 291-94.}

As the nation writhed in the throes of the depression, attendance and income went down. Dr. Anderson's last Report to the President, on January 1, 1933, summarized "... what has been done to develop interest in the proper care of the body in the wide field of somatic training."\footnote{Report of the President of Yale University, January 1, 1933, pp. 256-61.}

He gave credit to the leadership and contributions of Yale men such as Hand, Greenway, the Kiphuths, Gilbert, Richards, Heaton, Seaver, and Henry Anderson. It was proudly emphasized that Henry and William Anderson had administered the Civil Service physical efficiency tests for New Haven policemen and firemen for more than 30 years. The latter had served the community as director of the New Haven Y.M.C.A. and the state as Chairman of the Connecticut State...
Board of Social Hygiene. Henry had been associated with his brother for nearly three decades. The two gentlemen of the "Old School" retired together. 103

As a part of the conclusion of his last report, William Anderson wrote:

The present Director has been officially connected with the Yale Gymnasium for forty years and has held the position of Director since 1903. In closing he will make no attempt to express adequately his high appreciation of the honor conferred upon him by being retained for four decades and by being permitted to remain in the stimulating and uplifting atmosphere of one of the world's great universities. 104

The Yale career of Dr. Anderson parallels the history of the Richards Gymnasium. Physical education was firmly established at Yale under his leadership in this facility. As he retired in 1932, the beautiful, well-equipped Payne-Whitney Gymnasium was ready to be occupied. 105 The director of the new gymnasium, R. J. H. Kiphuth, rose to prominence as a swimming coach under Anderson. Starting in 1915, Kiphuth's career followed Anderson's path leading to retirement in 1959. The mantle of leadership is passed endlessly in the realm of a university. William Gilbert Anderson left a legacy of high standards and dignity for physical education at Yale University. His name is stamped on her rolls for posterity.

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CHAPTER VIII

PRODUCTS OF CURIOUSITY

It is apparent from a careful perusal of Dr. Anderson's annual report to the president of Yale University that his role in research diminished after 1916. From this time on the administrative responsibilities of the rapidly expanding program dominated his time. His contributions, in terms of studies of facilities, equipment, management and curricula, were too multifarious to adequately review. It seems obvious, from the description of events in the previous chapter, that he was kept busy operating an efficient, functional physical plant— as well as a large staff, and a comprehensive curriculum. Kiphuth stated, "Anderson's early experimental work was completed by the time I came to Yale. His very active years before administrative duties must have been 1900 to 1912."¹

Actually, William G. Anderson had begun to apply his inventive bent earlier than this. When he started teaching at the University of Wisconsin in 1878, it had been necessary to "create" fencing sticks—with the aid of a friendly carpenter.² Later, he found that 3/4 in. or 5/8 in. dowels purchased in a hardware store could be cut to size for

¹Interview with R. J. H. Kiphuth, September 9, 1958.

²Anderson, "Early Days in Wisconsin Athletics," The Wisconsin Alumni Magazine (March 1931), p. 2. (From a reprint found in the Fred E. Leonard collection.)
the 4½ ft. and 3 ft. wands in vogue at this time. From these simple improvisations the fertile path led to many inventions, studies and experiments.

While at Adelphi Academy, Dr. Anderson began to be intrigued by possible applications of gymnastics to cases of "weak minded" children. Interpreting the law that "...muscles grow and are strengthened by proper exercise..." as meaning the nervous system is affected as well, he theorized that difficult gymnastic feats are impossible until the nerves are trained. Thus, his approach was to develop self control through giving gymnastics to children who "... have dull minds in weak bodies—or where there is a lack of coordination."

Since there were no established, specific rules, he emphasized the importance of adapting exercises to the patient's condition after a careful diagnosis had been made. Progressive, simple exercises in sitting, standing, walking and talking were given. Music, mimetics, and "tongue gymnastics" became a vital part of this work. Dr. Anderson stated that each lesson had to consider the (1) length of the lesson; (2) amount of rest; (3) number of exercises and (4) elements of sport. He cited a specific case of a boy whose minor defects were cured in this program, and whose schoolwork and writing skill were greatly improved.

In recommending this approach to educators, Dr. Anderson pointed out that a teacher must "...like the work, be interested in the boy, understand her business, and be given plenty of time to work in— even

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3Anderson, Light Gymnastics, p. 29.

up to five years." The reference to a female teacher was in keeping with the times, for the predominence of women teachers in 1890 was well established.

Dr. Anderson was concerned with the development of poise, grace and overall good health among women. He felt, in January 1890, that American women were much inferior to men—in terms of physical fitness. Citing the unwritten social ban against active sports among women, he attacked many feminine practices of the times. In particular, he deplored the use of artificial applications on the face to give color instead of developing better circulation through exercise in the gymnasium.

With females, from misses of five to those over eighty, corseted to produce the "wasp" waist, his plea came at a welcome time. Dr. Anderson referred to the findings of Dr. Robert Dickinson who had investigated the ill effects of tight corsets. Using a manuometer, Dickinson discovered that the maximum pressure at any one point on a woman's body was 1.625 lbs. per square inch. The total pressure exerted by a corset varied between 30 and 80 pounds. It was claimed that the abdominal wall was weakened from the pressure of stays, the liver often displaced, and the thoracic cavity restricted. Dr. Anderson favored a natural feminine silhouette without the deception of corsets.

He suggested that women could learn grace of movement, train their children physically as well as mentally, and achieve a new vigor which could contribute to happier marriages. Stressing the need for systematic

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physical training for all, he concluded, "A healthy body is the best
guarantee of a healthy and active mind; of a true womanly heart and a
well-balanced organization." Small wonder that William Anderson was
popular with both sexes.

A favorite exercise devised for Anderson's class in heavy gymnastics at Chautauqua the summer of 1890 was typical of devices created in gymnasia as teaching aids. In keeping with his belief relative to functional dress, the costume for this women's class was a loose blouse with Turkish trousers which gave considerable freedom of movement. A small bag filled with shot was tied to a long string. With the instructor in the center, the class formed a circle. As the teacher kept the bag whirling about him on the floor, the pupils skipped to avoid it. This furnished a crude but popular means of developing leg muscles.\(^7\) In addition to these activities, some scientific investigation was done at Chautauqua utilizing instruments such as the sphygmograph, the thoracometer, and the scoliometer.\(^8\)

Another simple device was a "throwing machine" in use at the Yale Gymnasium. This consisted of a heavy ball sliding on an inclined rope. It could be thrown with either hand and was useful in developing "... all the throwing muscles." Comparatively few men could make the ball reach the ceiling.\(^9\)

\(^7\) "A Summer at Chautauqua," The Tribune Monthly, II (September 1890), pp. 14-15.
\(^8\) The Gymnasium, VII (May-June), p. 2.
\(^9\) Physical Education, II (December 1893), second flyleaf, ii.
It is probable that while Anderson utilized these elementary devices, he did not introduce them to American physical education. As adjuncts to the corrective program at Yale, he did invent several pieces of apparatus. One of these was a machine into which the subject placed his foot in a shoe, under tension. When the foot rotated back and forth, the arch was strengthened and flexibility developed in the joint. This was similar to Sargent's Flexor, Foot and Ankle Machine. A second device was Dr. Anderson's "wrist roller" designed to develop the forearms. This machine consisted of a long wooden bar mounted horizontally on the wall. The diameter of the bar was varied so that three to four graduated sizes were available to fit any size hand. A set screw tightened or loosened the desired part of the bar. With a continual over and back rotation of the bar, considerable exercise could be given to the wrists and forearms. As far as is known, this particular model did not utilize pulley weights as a part of the machine. In this sense the device differed from Sargent's wrist machine which used weights.

Not all of Dr. Anderson's ideas were a resounding success. Heeding the theory that a man is "taller" in the morning than at night, he invented a "stretching machine." This apparatus had straps which adjusted to any height and fitted under the chin, on the legs, and under the arms. When tension was applied to the straps the torso was stretched --not to the extent of the tortuous "rack," of course. While the hoped for result of adding to the subject's height was not realized, it did prove to be relaxing. Needless to say, this did not supplant the
nautical wheel, neck strengtheners, pulleys and weights and quarter circles already in use in individual exercises. 10

Drs. Seaver and Anderson of Yale were not averse to improving their program by the addition of new ideas. The latter held the many machines of Dr. Dudley A. Sargent in high regard and felt that their physiological basis was unexcelled. Sargent's leadership in the perfecting and invention of American gymnasium appliances was well established. 11 In the spring of 1894, Dr. Seaver announced that a new dynamometer was being installed in the gymnasium. The invention of Dr. Kellogg of Battle Creek, Michigan, this machine was used for "... testing of muscles for reference in prescribing exercise in connection with the system of measurement at the Gymnasium." The invention was valuable in that it was graduated so that the muscular power of groups of skeletal muscles could easily be recorded, and it was adaptable to measuring the strength of the lower extremities, wrists and neck. 12

In the spring of 1894 laboratory studies relative to the psychology of exercise were conducted by Dr. Anderson and Dr. Edward W. Scripture of the Department of Experimental Psychology at Yale. Experimenting with trained fencers, they attempted to determine if their reaction times were quicker than those unskilled in this sport. Preliminary testing showed that "... fencing does not develop mental quick-

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10 Interview with Wallace W. Clark, September 9, 1958; also, Dudley A. Sargent, Handbook of Developing Exercises, pp. 60, 68.

11 From notes of an interview with Dr. Anderson by B. L. Bennett, op. cit.; also, Zwarg, op. cit., p. 1.

ness more than scientific pursuits, but it develops rapidity of move-
ments." The reaction time required by swordsmen was found to be
greater than that of scientists when mental processes became complicated.
At a Yale Gymnasium Association exhibition in December, fencers were
tested on their swiftness in responding to signals. An interesting re-
sult uncovered was that once the mind was made up to execute a movement,
trained fencers were nearly twice as fast in execution as the unskilled.
One continuation of this research suggested was to determine if the
principles revealed in fencing hold true for other sports and exercises,
or if certain sports tend to train the quickness of mind rather than
muscle. This research exemplified the close working relationship of the
director of the gymnasium and the Experimental Psychology Laboratory.

One study reported by Dr. Anderson dealt with a basic principle
of the Ling system of exercise; namely, "... the quieting of the action
of the heart after violent exercise by slow leg motion and rhythmic
breathing exercises. ..." It puzzled him that exercises were given so
that a series of eight movements might be used to prepare the heart for
jumping and running exercises while only two groups were utilized to
"... normalize its action." As a result, Drs. Scripture, Seaver and
Anderson conducted a research project with the aid of the senior and
junior classes of the Anderson Normal School of Gymnastics.

Using a kymograph, sphygmograph, time indicator, and smoked drum,
the group reached several conclusions relative to the case in question.
Tests were conducted on 120 people. The results showed that"... Slow

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13 Physical Education, III (March 1894), p. 11  14 Ibid.
leg and breathing exercises tend to 'normalize' the action of the heart after running, but this is also true of standing 'in place rest,' and abdominal work. Pupils seemed to prefer the first method. Dr. Anderson added, "The tracings show that 'rest' brings the pulse outline nearer the normal than do breathing exercises and slow leg work."  

In April 1894, Dr. Anderson created one of his most significant gymnasium appliances. He held that too much of the equipment of the times was used on "blind faith" without scientific analysis or thoughtful discussion. The quarter circle was an example of what Anderson considered to be a misused machine. Advertised as a chest developer, this apparatus was made of metal, often upholstered, and on rollers. When in use, its flat side was pushed against the wall between a set of pulley weights. The exerciser was able to lie over the curve of the machine and execute movements. Later machines had a pair of handles in lieu of the pulley weight arrangement. Dr. Anderson believed that this was a clever machine "... for straightening the front and sides of the waist and abdomen ... valuable for some indigestion ...," but much over-rated as a chest developer. In particular, he felt that with emphasis on correct posture in physical education, the abnormal position assumed in using this piece of equipment served as a poor example.

The "intercostal machine" or chest expander was categorized the same way. This relatively simple apparatus consisted of an attachment.

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15Anderson, Best Methods of Teaching Physical Education, pp. 68-9, 74.
for chest weights and a mat. The exerciser stretched out on his back on the mat with his head toward the weights. Reaching over his head to grasp the pulley weights, he could pull them in a forward arc down to his waist.

Both machines were designed to expand the chest. Dr. Anderson believed that the resultant of both pieces was achieved as an effect of the weight used—not by muscular contraction. His theory was that the muscles that should be developed were not drawn enough into action, and those which were developed tended to cramp the thorax by pulling it low. He stated, "To permanently expand the thorax we must develop the muscles which produce this result."17

After a careful kinesiological study he fashioned a machine which was termed a "new chest machine." This invention was "... an inclined board with wheels at the base, so planned that the chest would be properly arched and kept so during the exercise."18 The board was about 15 inches wide and seven feet long. In its original form, it was adjusted to the different heights of persons by a roller placed behind the board. A. G. Spaulding and Bros. held the blueprint for the device which was altered by Dr. Anderson so that a curved board was substituted for the roller. To either side were pulley weights mounted on a board at right angles to the top of the inclined board. Wheels placed on the floor kept the pulling action from below upward. A leather headrest provided a comfortable position for the exerciser leaning back against the board.

17Anderson, Methods of Teaching Gymnastics, p. 142.
William Anderson believed that the values of his machine were that (1) normal posture was maintained since the board's surfaces were molded to spinal curves and the chest arched to the proper degree, (2) muscles compressing the thorax were not brought into action—as with the quarter circle, and (3) where old machines deepened the chest by weights, the muscles now did the work and were strengthened by overcoming resistance from below.\(^1\)

About his creation Anderson added:

I do not say that the new chest machine is the best contrivance in the gymnasium for expanding the thorax... the inverted "intercostal" is preferable... of the two machines for developing the chest, the quarter circle and new chest machine, the latter is better. The research work done by the pupils of the Anderson School of Gymnastics in reference to this subject led me to believe that the principle of continually "pulling down" to increase the thoracic diameter is wrong.\(^2\)

This new device took its place in the Yale Gymnasium along with the other corrective equipment. Some of the more unusual pieces were a suspended strap for treating curvatures of the spine, a device for strengthening the spine, the "Old Arm Chair" leg machine, and the "Ship's Wheel."\(^3\)

The myriad of equipment represented only a part of the effort made to produce fit Yale students. Jay W. Seaver conducted anthropometric tests for more than twenty years. Information was kept of

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\(^{1}\)Ibid., pp. 23-5; also Anderson, Methods ..., op. cit., pp. 137-144.

\(^{2}\)Anderson, Methods ..., ibid., pp. 144-5.

\(^{3}\)Anderson, "Physical Training at the Universities," Cosmopolitan, XXI (May 1896), pp. 61-69. (This article includes pictures of each of the pieces of apparatus mentioned—plus the quarter circle and Anderson's chest machine.)
physical examinations of all students and the individual programs of exercise. These data were used to show (1) how personal hygiene in "prep" schools affected the physical condition of students; (2) the characteristics of a typical student; (3) what might be expected of a student with disabilities; (4) the areas where students need guidance; (5) influences which tend to hamper growth and undermine health; and (6) the values of exercises in bodily development. Study and revision were continuous in this program.22

During 1897-98 six experimental studies were made by Dr. Anderson at the gymnasium. He investigated the effects of physical training -- aided by the elective class. This project involved the use of research devices such as the ergograph, aesthesiometer, and dynamometer. Analysis was completed on weight loss, learning of gymnastics movements and fatigue factors. Anderson reported his conclusions, relative to the "neuro-muscular machine," to the A.A.A.P.E. He observed that students would do better work "... if they pay more attention to physical education. The youth who is healthy, other things being equal, will learn more and better than he who is ailing."23

Seaver and Anderson collaborated on several research studies in 1899-1901. They collected data and carried on "... research work along the lines of corporeal development."24 Members of the elective class


also aided in these studies. A new anthropometric device was developed which aided in the recording of physical conditions tending to produce lateral curvature of the spine. Dr. Seaver stated that, "It measures with fair accuracy any lateral inclination of the pelvis." Dr. Anderson, in referring to another research tool, said, "A new ergograph was invented by the directors of the gymnasium. The instrument has enabled them to settle quite positively some of the long controverted questions about the actual conditions of certain groups of muscles."

In 1901 Dr. Seaver published conclusions of a five year study of 2057 students. This revealed 117 or 5.6% cases of scoliosis. Increased work was done with men having inguinal hernias. It was reported that 70% of the cases at Yale were relieved by support and exercise. Dr. Anderson cited investigations carried out on "The Rise and Fall of Bodily Temperature Due to Exercise," and "Ascertaining of the Centre of Gravity and the Supply of Blood to Parts of the Body by Voluntary and Passive Movements."

Dr. Anderson's creative talent was further applied in the fall of 1901 with the invention of a balance table or "muscle bed." In his own words:

The object of this device is to ascertain the amount of blood sent to parts of the body under the stimulus of motion. A student is carefully balanced on a movable bed that rests on knife edges; the centre of gravity of the

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26 Ibid., p. 88.  
28 Ibid., p. 138.
horizontal body is ascertained before and after exercise of any character. The changing of the centre of gravity is due to the blood supply to parts of the body. 29

This balance table provided varied applications. On one occasion a dancer was the subject. As dance music was played in the background, he was cautioned to lie perfectly still. Nevertheless, blood circulated to the lower extremities tipping the indicator in that direction.

Irving Fisher, American statistician, economist and Yale graduate, was placed on the table and given simple problems to solve. Nothing occurred until several difficult problems were posed. "The resultant passage of blood to the head resulted in the indicator tipping that way." 30

By 1903 Seaver had arranged the anthropometric statistics on 16,000 students in a card form for percentile study. Although hampered by time, funds and lack of clerical help, he hoped to conduct a complete study of Yale records which would serve the college level as the studies of Drs. Bowditch, Peckham, and Porter did for school children. 31 Tables were set up so that by 1906 a student could make comparisons at a glance as to his status. By then, however, Dr. Seaver had left the university, and Dr. Callahan continued the research.

Dr. Anderson utilized the results of his many studies as the basis for an article in Everybody's Magazine in 1905. Written in a narrative style, it was an example of the application of statistics


30 From notes of an interview with Dr. Anderson by B. L. Bennett, March 26, 1947.

computed from thousands of students. Using the anthropometric data, he categorized athletes according to specific sports. As an example, Dr. Anderson asserted that bicycle riders were known by their powerful thighs and calves, while gymnasts were pictured as being large above the waist and having "... slender tapering legs, ... arms and chest ... especially well developed ... with bulging muscles on top of their shoulders." In a similar manner, he described a typical football player, crewman, runner, jumper and swimmer. It was his feeling that a baseball player "... comes in all sizes and all kinds of human packages, ... sound of wind and limb ... with this exception we can tell whether a student will be most successful as a football player, track man, crewman or gymnast."52

The months following inspection trips of 1907 were filled with a flurry of writing and research. Dr. Born, of the Yale Gymnasium, compiled data showing the effects of exercise upon the hearts of athletes. Dr. Anderson presented papers on "The Academic Standing of 'Y' Men in the Four Major Sports," and "Physical Status of the Phi Beta Kappa Men at Yale." As a result of his tests with academic freshmen, an article was published on "The Effect of Thought Upon Gain in Muscular Strength." Periodicals, such as *Mind and Body*, *Dietetic and Hygienic Gazette*, and *American Gymnasia*, published his ideas and investigations. Dr. Anderson also delivered several addresses before learned bodies. One of these, "Diet and Muscular Efficiency," was given before the New York Academy of

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Medicine on April 7, 1908. Two days later he addressed the League for Political Education in New York City on the subject "Human Efficiency."

A report of his investigations with oxygen in mountain climbing was read by Dr. Anderson before the National Convention of the American Physical Education Association in Philadelphia April 9, 1909. This was an intriguing study. After summarizing previous investigations by English scientists into possible uses of oxygen inhalation by skilled athletes, he presented data from his own tests. Anderson mentioned that he had tested runners, wrestlers, swimmers and gymnasts in feats of endurance and holding the breath. The paper offered data collected during December and January of 1908-09 in the added test of mountain climbing. The Mexican mountains scaled in this research were Popocatépetl (17,784 feet), and Ixtacihuatl (17,176 feet).

In his account Dr. Anderson referred to these mountains as "Popo" and "Ixti" and mentioned that it cost $50 and $75 per person to climb these respective summits. Since it took from three to four days to climb each mountain, it was necessary to make a series of camps. During the ascension of "Popo", a variety of tests was conducted each evening and in the early morning. Pulse rates after walking and running were taken and the effects of the use of oxygen determined.

By the time the party reached the edge of the smoking crater of "Popo," it was difficult to take more than two steps without rest. It

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had been necessary to eat chocolate to combat "mountain sickness" resulting from the rarified air. William Anderson described the descent of this peak as follows:

We slid down Popo on rush mats. Angle 30 degrees, distance 3000 feet, time about three minutes. Found the horses, rode to Popo park. Were in the saddle twelve hours that day. In Mexico City the next afternoon. No ill-effects at all save a slight lameness in the left knee which soon disappeared.\(^{35}\)

Less than a week later a similar climb was made to the top of "Ixti" or "The White Woman." Unlike the smouldering Popo, this mountain was covered with deep crevasses and a glacier. After one day's climb tests were made of pulse rates after walking, moving, resting and with or without additional oxygen. Despite the terror of the guides the party cut their way step by step to the top. Anderson's companion on the climb was Joel Fisher, Jr., a Yale undergraduate and trained mountain climber, and the financial backer of the venture. When they finally reached the summit of this formidable mountain, Anderson related:

The guides . . . threw themselves face down in the snow and returned thanks for their safety. It was afterwards learned that this was the first time any of them had ever reached the breasts of Ixti, the highest point. Threatening weather and the rapid gathering of black clouds sent us down almost immediately. There was no toboggan that day, had there been one the listener would have been spared this paper today.\(^{36}\)

This was at least a different way to spend the Christmas vacation!

\(^{35}\)Ibid., p. 284.  
\(^{36}\)Ibid., p. 287.
As a result of these experiences he demonstrated that the administration of oxygen lowered the pulse more rapidly after exercise. Dr. Anderson asserted, "Without doubt the dyspnea is due to oxygen starvation as only a few breaths are necessary to retard the quick action of the heart and lungs."\(^{37}\) At the high altitudes, when oxygen was not taken the heart rate quickened and did not return to a normal beat as quickly. Dr. Anderson mentioned that his pulse rate was quite low, "... often beating as low as 58 when seated."\(^{38}\) A report of the tests was given to Dr. Chittenden of the Scientific School.\(^{39}\)

On many occasions Dr. Anderson utilized the campus daily paper, *Yale News*, as a medium for communicating his concepts of physical education. A Dr. H. S. Lewis once stated that "... proper development is primarily and almost exclusively a matter of Nitrogen Nutrition," and thus, "... there is no basis for physical training having anything to do with the normal course of nature." In refuting this argument, Dr. Anderson stated that there were two essential elements to be considered; namely, "... an inherent tendency to develop," and "... means for making this development possible." His statements were fortified by statistics comparing growth of men who exercised regularly and those who did little, if any. The first group outgained the second by 15 pounds in weight, 1.8 inches in breadth of shoulders, three inches in chest girth and 1.8 inches in the right biceps. Dr. Anderson concluded

\(^{37}\)Ibid., p. 286.  
\(^{38}\)Ibid., p. 283.  
that these data revealed "... cases which show the physical department is vitally touching the life of the general student."^10

This ability to defend against attacks made on his chosen area was characteristic of the director of the gymnasium. Perhaps recalling his early experiences in the field, he substantiated his reasoning with the results of countless studies. Another illustration of this was provided in an article published February 13, 1912. Discussing the problem of longevity of athletes, Anderson used data based on Yale graduates from 1855 to 1905 and the actuarial data of insurance companies. The total number of deaths among "Y" men in that period was 58 out of 807. Based on an overall sample of more than 10,000 students, he showed that there had been 12.5% deaths among non-athletes compared to 7.2% deaths among varsity men. These figures refuted some assertions of the times that heart disease and lung trouble were shortening the lives of athletes.

A firm belief in statements based on fact is revealed in part of his conclusions:

I am interested in anything that will be for the good of the Yale Man. If athletics do cause harm, I hope to be the first to change them. If comparative sports coupled with modern methods of training cause heart disease, I want to know it... but I feel sure that comparative positive information coming from an examination of these and similar data is of greater worth than the isolated and rather heated statements that often come from sources where exceptional conclusions are drawn from limited data.41


Still, J. F. McCurdy felt that this study was based on invalid reasoning since "... these athletes probably in the majority of cases were a very select group at the start in organic vitality."\textsuperscript{112} Contemporaries did not always agree with Anderson's conclusions, but his arguments were solidly based and persuasively presented.

William Anderson worked closely with his son Ned during the latter's year on the gymnastics staff. One study on which they collaborated dealt with breathing and rebreathing lung air, supplied with pure oxygen. On April 17, 19 and 23, 1913, Ned and his father made fourteen tests upon themselves. Conclusions reached in the brief investigation were (1) sensations of asphyxia were apparent after rebreathing lung air in excess of one minute; (2) one and one-half minutes constituted the " quitting" point; (3) oxygen supplied during this type of breathing extended the time to from five to twelve minutes; and (4) apparently asphyxia was caused by the lack of oxygen. These results were read before the Society of the Directors of Physical Education in Colleges at New York, December 31, 1913.\textsuperscript{115} One further product of the father-son team was A Manual of Physical Training, published in 1914.

By 1916 the card indexing of all anthropometric data referring to measurements and personal histories of 10,000 Yale men was completed. A medical assistant at the gymnasium developed a glass table top with a reflecting mirror underneath. With the aid of an electric light the

\textsuperscript{112} McCurdy, The Physiology of Exercise, p. 225.

condition of the feet could be clearly studied and tracings of the feet were improved. As a result of the invention, the feet of 390 students were examined. One hundred and ten of them had foot faults of some form. Ill fitting shoes and improper lasts were given as the major causes.

Formal, basic research and inventing of gymnasium devices were completed by 1916—as far as Anderson was concerned. From this time on he continued to study teaching methods, evaluate gymnasiums, attend graduate and foreign schools, maintain a heavy speaking schedule and devote increasing effort to administrative responsibilities. He had made something of a mark in research. However, William Anderson's fortresses were still leadership, teaching and counseling.

CHAPTER IX

A SYSTEMATIC ECLECTIC

A work of art, to be appreciated, must be displayed in a proper setting. Similarly, the concepts held by a personality should be evaluated in terms of the "scenery" in which he lived and worked. In the case of a teacher the motif is educational. If the teacher were an advocate of physical education and active during the period from 1880 to 1910, it can be assumed that he was influenced by the differences among the systems which ran rampant in these years. Such is the case with William G. Anderson. The role he played in the "battle of the systems" needs to be understood. It is hoped that, after a brief review of the "war," his basic writings may reveal tenets formed from the currents of controversy.

A. The American System Unfolds

There is general agreement that physical education in the United States passed through a series of "systems of exercise" or methods of teaching gymnastics. Remembering that American schools did not contain gymnasiums or facilities for exercise for the greater share of the 19th century, it is easier to understand the problems involved in establishing functional, acceptable programs.

By the 1840's four systems of physical training were identifiable in America. These were "... the drill and discipline of the military
academy, the Jahn gymnastics, manual labor on the farm or in the shop, and "calisthenics" for girls and women.\(^1\) Jahn's gymnastics were spread by the rapid formation of turnvereines by German immigrants at mid-century. In the 1860's, personable, energetic Dio Lewis established his "New System." Although short-lived, his normal school set precedents for teacher education later in the century. The Lewis scheme was followed in turn by a period of "health lifts" or heavy weight lifting which was carried on in homes and offices. This phase went hand-in-hand, according to Dr. Sargent, with a period of spectacular gymnastics, or the "acrobatic stage" in vogue in the 1880's. He stated, "This in my opinion was the golden age of physical education."\(^2\)

Dr. Sargent's approach to a methodology of physical education is sometimes described as the "Sargent System." Coming into prominence in the 1880's, it encompassed features of other methods and stressed individual work with his many inventions. Another important influence made its American debut in the latter part of the same decade. This was the Swedish or Ling system prominently displayed in Boston by Baron Posse and Claes Enebuske in 1889-90.\(^3\)

During the last decade of the century two other systems were introduced. Although their fame was fleeting, they were popular for a time. These were (1) the Delsarte system, originally concerned with

\(^3\) Leonard and Affleck, ibid., pp. 331-3.
training in the art of pantomime and (2) the Emerson School of Oratory which stressed graceful movements and gestures as a basic aid in speaking. Thus, one author stated concerning the period from 1850 to 1900, "... four systems of gymnastics and two or more of physical culture were introduced."  

In the first twenty years of the 20th century a system known as "natural gymnastics developed. This movement was started by Thomas D. Wood and furthered by leaders such as Jesse F. Williams, Clark W. Hetherington, and Rosalind E. Cassidy. The "natural" approach "... stressed recognition of individual differences and sought to measure a child's progress in terms of his own growth." Essentially, it was based on individual acquisition of fundamental skills.  

A final system appeared on the American scene after the controversy had subsided. This was the gymnastics taught by Nils Bukh of Denmark which was designed primarily to give "... a thorough working and toning up of the whole body." Its popularity in this country was concentrated in the period from 1924-29, and centered in women's departments in colleges.  

Among these early systems which contributed to the confusion, Dio Lewis, relying on Catherine Beecher's earlier writings, furnished

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4Dorothy Ainsworth, *Physical Education in Colleges for Women*, pp. 8, 9, 27.  
6Nils Bukh, *Primary Gymnastics*, p. 3.  
7Ainsworth, *op. cit.*., p. 11.
some significant ideas. He did not believe in the old-time German heavy gymnastics. As a result, his method emphasized musical accompaniment for exercises, coeducational activities, and light apparatus used within the classroom. Lewis' aim was all-around development of varied parts of the body. He served as a living example of the importance of motivation in successful teaching of physical education.

Dr. Sargent did much to popularize the concept of physical exercise based on a thorough physical examination and detailed measurements of the body. As he conceived it, the aims of physical education were (1) hygienic, (2) educative, (3) recreative and (4) remedial. His approach was essentially a composite of the various methods in addition to the use of his many unique inventions.

Under the guidance of men such as George Brosius, Carl Betz and W. A. Stecher, the German-American gymnastics flourished. They emphasized:

(1) tactics and marching;
(2) free exercises with short and long wands, dumbbells, rings and clubs;
(3) "dance steps" for girls;
(4) apparatus work using balance board, buck, horizontal bars, long and side horse, ladders, parallel bars, poles, ropes, round swing, suspension rings and vaulting box, and;
(5) games and play—a graded set as developed by Guts Muth in 1793.

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9 Ainsworth, ibid.; also Van Dalen, Mitchell and Bennett, op. cit., p. 389.
10 Rice, Hutchinson and Lee, op. cit., p. 217.
Late in its American form, this "pure" system was supplemented by the addition of "popular gymnastics." These were track and field athletics, and many sports such as swimming, skating, fencing, boxing, etc. The German system, by 1892, differentiated gymnastics as applicable for schools, the army, associations, adults and the sick. Work was further divided into male and female classes, and those for adults and children.\(^{11}\) Despite the addition of "popular gymnastics," the German-American system was primarily aimed at individualised development.

While vigorous attempts were being made to promote the German system in the schools of this country, the Swedish approach was introduced in America in the '80s. The Swedes placed great emphasis on insuring health through exercises. Their specific aim was to "... develop the heart and lungs through a series of movements of the voluntary system— which brings about a healthy response between muscles and the will.\(^{12}\) Led by men such as Baron Nils Posse, Hartvig Nissen, Jacob Bolin, Claes Enebuske and Tell Berggen, the Swedes thoroughly believed in the "Day's Order." This was "... composed of a certain number of movements succeeding each other in a well-defined order calculated to produce certain effects in a certain succession."\(^{13}\) This systematic progression was sighted on hygienic and educational goals. All movements in this system were executed by command. Apparatus such as

\(^{11}\)A.A.A.P.E., "Physical Education, I (May 1892), p. 50.


\(^{13}\)Enebuske, ibid.
as "... the high and low boom, swinging ladders, swinging and traveling rings, climbing ropes, bar stalls, rope ladders and vaulting box ...." gave a distinctive flavor to the Swedish work in relation to the Germans. Their free exercises did not have musical accompaniment.\(^{14}\)

The movement called "Delsarte Culture" never approached the Swedish systematic method. Many sources express the opinion that the Delsarte failed because its aims were not clear, it was unscientifically based and too esoteric. One of its leading American proponents was Emily M. Bishop—who had charge of this phase of the Chautauqua curriculum. While she was criticized for straying from Francois Delsarte's original "pantomime" training, she did express her views in a cogent manner. She held that the "... body should be a temple for the indwelling soul."\(^{15}\)

Her teaching emphasized that movements come from within outward. Exercises in this system were usually arranged in a series of three. For example, the series might consist of exercises for muscular freedom, invigoration and harmony of movement. Only one series would be concentrated upon at a time—usually on a daily schedule of 10 to 30 minutes practiced over a two week period. In this respect the program complemented the Swedish progression.

Emily Bishop stressed relaxation and the natural use of all parts of the body. Further, it was pointed out that movements are related to the emotional status of an individual. For these reasons, the Delsarte

\(^{14}\) Rice, Hutchinson and Lee, op. cit., pp. 218-19.

\(^{15}\) Emily Bishop, Self Expression and Health, Americanized Delsarte Culture, p. x.
approach was often referred to as the "gymnastics of expression."16 It was particularly appropriate for summer school programs.

These approaches or systems were discussed at the Boston Conference on Physical Training in 1889. Held at M. I. T. on November 29 and 30, this meeting was important since it brought the problems of the profession into the open. Among the two thousand people attending each session were college presidents, educators and the newly appointed Commissioner of Education, Dr. William T. Harris. William Anderson was one of the 33 people who addressed this assemblage. In his brief presentation he affirmed his belief in the necessity for an American system based on the best points in each foreign method. Other major tenets set forth by Anderson were as follows:

The system itself will not produce the results, but the way the system is taught.

If a mental branch requires an hour a day, then why not give the same to corporal education.

I am an American. . . The so-called American system is as scientific as Ling. Why should it not be? We begin where he stopped; we have his experience.

I believe in music.

I believe perfection exists only in the mind.17

At the age of 29 Dr. Anderson presented the conclave with cogent ideas regarding physical education. At the same time he made statements which may have been resented by elders in the field. Few young men

16Ibid., pp. 23-29.

17Isabel C. Barrows, Physical Training. A Full Report of the Papers and Discussion of the Conference Held in Boston in November, 1889, pp. 54-6, 133.
could speak to such a distinguished assemblage, making positive, un-
equivocal statements regarding their own experience and ability, and
escape unscathed. Anderson asserted, for example:

For six years I have given all my time as a physician
to the physical training of school teachers and chil-
dren. . . This has given me an opportunity to make ob-
servations that no other American physician has had;
in fact, I do not know of another doctor of medicine
in this country who can make the same statement.18

A notable peak in the "warfare of the systems" was reached in
1892. Virtually the entire agenda of the A.A.A.P.E. meeting in Phila-
delphia that year was given to an often heated discussion of the
systems. (At this time Anderson's father, brother, sister and son were
members of this group.)19 Some of the debaters were Georges Demeny,
William T. Harris, D. A. Sargent, F. H. Sargent, Emily Bishop, Eliza
Mosher, W. A. Stecher, Claes Enebuske, Baron Nils Posse, E. Hermann
Arnold and William G. Anderson. The balance of representation is
readily apparent. A particularly sharp exchange of views occurred when
Enebuske replied to Stecher's paper on "The German System of Physical
Education." The Swede concluded his forceful extemporaneous remarks
with the admonition that "... some of us should make a distinction
between practical pedagogics and practical picnics."20 With the Swedish
and German factions leading the way, the debate brought the issues of
the "war" into the open.

William Anderson had been inextricably involved in the battle
since his 1885 move toward unity. He rose to the defense of summer

18 Ibid., pp. 55-56.
schools in the midst of the harangue of '92, and plunged into the battle. His remarks reveal (1) key concepts in the controversy, (2) personal beliefs relative to teaching, and (3) a liberal, eclectic philosophy.

In defending the comparatively brief periods of study common in summer schools, Dr. Anderson asserted that their value came from being a forum. Here, he felt, was the place for opinions to be exchanged, comparisons made, and contacts established with other systems. He held that ideas could be obtained here in a few minutes which might prove of great value for life.

Dr. Anderson firmly believed that "... a system is valued by what it does in practice, by its actual results, not by how it sounds on paper." He believed that the value of each system would be proven by the experiences of teachers having broad preparation and varied professional associations. This was his reasoning in stating, "This being the case we teach Swedish, German, Delsarte and the so-called American system..." at Chautauqua. If students wished, in his conception of liberal training at this summer school, they could specialize in one system—as did the directors of each discipline. Anderson stated:

There are many teachers of gymnastics in this country who are making vigorous efforts to teach medical, educational, aesthetic, and military gymnastics. It is a positive fact that to-day there are a large number of teachers who are instructing the pupils in our land who cannot tell the difference between the Swedish and the German gymnastics, and who have a wrong idea of Delsarte.22

21 Ibid., p. 198.  
22 Ibid., p. 199.
In a rather direct slap at the rabid protagonists of one system, Dr. Anderson confessed that he thought the profession should be rid of men who proclaimed their system to be the best for all. (Oddly enough, in 1896 he selected as the title of a text, Best Methods of Teaching Physical Education.) He believed that a devotee of one method, who refused to consider the ideas of others, was too narrow in viewpoint. His own liberal concepts supported this. He stated, "The Methodist might as well say that the Baptist can never get to heaven because he prefers going some other road, by water route, for example."23 Because of this tenet, and his faith in summer schools, he advised his students in the Normal classes at Brooklyn and Chautauqua to "... attend as many schools as you can, in order that you may be in a better position to advance the cause of physical education."24

The close contacts with leaders of each of the systems left Anderson with definite personal evaluations. He believed that the Swedes had made a fine impression in this country, and yet he felt that "... Swedish practice in summer schools is not popular." The Germans, in his opinion, had more interest and variety combined with their work.25

Despite the lack of appeal attributed to the Swedish gymnastics, its scientific foundations were reinforced in 1892. Baron Posse reported the development by the Swedes of the new science of kinesiology. Since its fundamental principles applied to the laws of physics and

23 Ibid., p. 201.
25 Ibid., pp. 200-201.
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physiology inherent in the motions of exercise, the followers of Ling
felt that they had a more solid basis for their beliefs.26

Anderson observed in 1896 that "... representatives of the
Ling system do not agree upon many of the details in the system." At
the same time, he definitely admired this system and went on record as
follows:

The Swedish theory is, perhaps, more nearly perfect than
that of any other system of gymnastics. The American
ideas have been modified and influenced more by the views
of the Swedes than by the opinions of any other people.
It is not probable that the Swedish system, as it is,
will be universally adopted in this country, but there is
no question the influence that it will have upon our
methods.27

Years later he reaffirmed the belief that the Swedish gymnastics
were "excellent in theory but not carried out in practice." Dr. Ande­
son felt that its primary appeal to educators was due to the fact that
the Swedish gymnastics "... could be given in classrooms or street
clothes."28

In keeping with his own eclectic philosophy, Dr. Anderson re­
tained what he considered to be the best parts of each system. Since
he began his gymnastic training under the Turner influence of Brosius
and his father—and the eclecticism of Roberts—he maintained a love for
the "form" emphasized by the Germans. Anderson thought that an exercise

26 Baron Nils Posse, "Modifications of the Swedish System of
Gymnastics to Meet American Conditions," Physical Education, I (November
1892), p. 169.


28 From notes of an interview with Dr. Anderson by B. L. Bennett,
March 26, 1947.
in gymnastics should always be done gracefully with the proper start, execution and finish. He once said, "We Americans are apt to spend too much time on the performance itself, and to slight the beginning and the end."\(^{29}\)

This stress on perfection or attention to detail was typical of Anderson's approach to teaching. He believed that a teacher must be able to "...do what he says he can well—very well; not 'after a fashion.'"\(^{30}\) The emphasis of the Germans on excellence in gymnastics was apparent in his own style on the apparatus. Too, he felt that it was necessary for a teacher to gain and hold a student's respect. Thus, he remarked, "Beauty in any work is admired. Skill in any performance will give power to the teacher...the man who is willing to be accurate in gymnastics will not be satisfied to do poor work in anything else."\(^{31}\) An additional German influence was the use of the whole-part-whole method of teaching gymnastics. Anderson used this basic approach in his classes with a teacher demonstration, followed by an explanation of the parts and execution of the movement.

To the influences of the Swedes and Germans was added the Delsarte. Dr. Anderson's liberalism and appreciation for the aesthetic point of view insured the presence of the Delsarte at each of his schools. He believed, as did many of his contemporaries, that each system could benefit from the others. He applied Delsarte to posture work with


\(^{30}\)Anderson, Ibid., p. 109.

\(^{31}\)Ibid.
children. Together with Ellen LeGarde, he felt that posture training was important to the young. Like the French, he held that the shoulders were the "... thermometer of the feelings." 32

The various systems exerted their sometimes subtle and often bombastic effects on physical educators of the 1890's. At the annual meeting of 1892 several men voiced the belief that the formation of an American system would only be realized if a new foundation were laid in lieu of remodeling another system. 33 Whether this was ever realistic is debatable.

One of the major problems faced was that of terminology. This was a particular bone of contention with William Anderson. On many occasions he urged that a uniform system of terms be established. This was the case at the initial meetings of the A.A.A.P.E. As late as 1897, he suggested to the New England Section that the "... subject of a uniform system of terminology and nomenclature for the use of American teachers of gymnastics ... " be considered. 34 Once he flatly stated, "In our American system of gymnastics there is no nomenclature." His point was that the Germans and Swedes had terms which had universal meaning in all sections of the country. This was not the case with the American system. 35 The group in '92 decided after exhaustive study that


names used in this country "... should be of motions and positions of the body rather than the arbitrary names of various movements." 36

In order to promote a systematic terminology, Anderson published a practical, illustrated pamphlet in October 1896 entitled Gymnastic Nomenclature. He acknowledged the terms supplied by Dr. Gulick's Y.M.C.A. committee and the German and Swedish systems. These supplemented some of the principal movements of the "Light Gymnastics Alphabet" used by Anderson and described in his texts. The alphabet included sixteen movements, each with its own name and special purpose. These were used by Anderson in adapting exercises to children with physical defects. This was a concrete, simple approach toward avoiding repetition and obtaining a recognized system. 37

Dr. Anderson's faith in an American system, representing an eclectic approach, led him to state, "The advocates of Delsarte, Jahn and Ling believe that grace and self-control are desirable and sure results of their work. Yet, I know that the so-called American system will produce these very results." 38

An 1891 review of his text, Light Gymnastics, stated that Dr. Anderson's method exemplified "... The American System of Gymnastic Training." 39 The same year the advertisement for the Chautauqua School of Physical Education heralded, "The System offered is the Eclectic

37 Anderson, Gymnastic Nomenclature, 29p; also, Barrows, op. cit. p. 56.
38 Proceedings of the A.A.A.P.E. 1892, p. 201.
System. It contains the best points in the various known methods of teaching. On the other side of the picture, E. M. Hartwell criticized this approach in these words, "It is in a sense eclectic, and yet it does not furnish a well reasoned basis for anything that could properly be termed an American system of gymnastics." As in any human endeavor it was difficult to please each person.

One contemporary description of the American system contains several distinctive points:

If we have not a system as yet, we will have... we are a composite... we are bound to elect from all previous systems... and make one of our own... It must have music; Chautauqua has demonstrated that. It must have apparatus... It shall have discipline, the German Turn Vereins long ago showed us the value of that to our much indulged youth. In short, it will be eclectic, not following any one model or leader, choosing from the tenets... in the consistent execution of the best means to the best end.

It seems obvious that in the American "melting pot" the influences of the other, older systems were inescapable. There should be no doubt as to Dr. Anderson's role or tenets in relation to the development of a native system. He told the Convention of 1892, "Physical education in this country is too young to make the statement that we know what is best and what is right, and I believe we should be liberal in our opinions until we have fairly tested what has been presented to us." It

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40 Ibid., p. 9.
43 Proceedings... 1892, op. cit., p. 201.
was his hope that the barriers between the different systems could be lowered, and "... a broad field would be open into which any educated man or woman could enter."\(^44\)

William Anderson's basic beliefs were embodied in Edward Hartwell's admonition of 1898:

We cannot pass to the stage of constructive development unless accurate knowledge, clear ideas, definite aims, thorough training, and the capacity for sustained effort shall become more general than is yet the case.\(^45\)

In describing the American system Anderson stated:

Progression is a part of our methods. Variety is essential. We try to make the work pleasing. We borrow and modify, if necessary, ideas from other systems. We believe that training is beneficial to both mind and body.\(^46\)

Thirty years later a description of the American system which had evolved was given by C. L. Brewer. He believed that the Germans gave us mass drills, and heavy apparatus for developing large muscle groups. The Swedes laid the groundwork for corrective and remedial gymnastics. They also aided in the work with adolescents and with girls in developing "... poise, grace, suppleness and physical control..." rather than physical capacity. Brewer "modestly" asserted, in 1922, that America had "... the wisest, most comprehensive system of physical education that any country has ever had."\(^47\) He believed that this


\(^46\) Barrows, loc. cit.

American system was based on "... a sound vision of physical growth, a keen analysis of our people as social beings and the tenacious belief that training the body is a legitimate part of our educational scheme." Mr. Brewer cited characteristics of our system as being a love for (1) competition, (2) play, and (3) freedom. He felt that our dislike of discipline and the loss of individuality brought on "... the development of games, athletics, group and mass competition and general play and reaction ... which most typifies our American work."

In keeping with the movement known as developmentalism, Brewer stressed the importance of recognizing realistic student needs and establishing a curriculum to meet them. At the same time he felt that this system had too much "... of the group idea and too little of the individual." He concluded, "Let us not say we are doing some Swedish, some German, and some that we do not know what to call, but let us say we are teaching the American system to American boys and girls."

The tenor of this analysis reveals that the currents and backwaters of the "battle" carried on for at least forty years. Starting in earnest in the early 1880's, and continuing through the sporadic, short-lived Danish influx of the 1920's, the systems strove for their place in the sun. Eventually it was apparent that the liberal, eclectic viewpoint was to be the predominant one. In 1944 Dr. Anderson recalled that the early organizational leaders in physical education created the "... American methods, plans and system." He referred to these pioneers as "... the iron men in wooden boats ...," and asserted that

\begin{itemize}
  \item \textsuperscript{48} Ibid.
  \item \textsuperscript{49} Ibid., pp. 459-60.
  \item \textsuperscript{50} Ibid., p. 460.
\end{itemize}
rational physical education in this country is less than sixty years old." Vestiges of the "warfare" are still identifiable in the methods taught to elementary and secondary teachers in varied sections of this land.

B. Developmentalism and a Master Teacher

Dr. William Gilbert Anderson's professional activities spanned the years of controversy. The effects of the conflict were evidenced in his principles and philosophy of teaching. He possessed sound and sensible ideas about education which should be valuable to any true teacher. His permissive personality, love of children and practical approach are apparent in his major literary works. Two of the most detailed and revealing of his efforts are Best Methods of Teaching Gymnastics (1896), and Light Gymnastics (1898).

Like so many of us he had a tendency to reiterate his basic ideas. They represent techniques of teaching to which many people in education give lip service, but fail to practice themselves. Anderson's record and the accounts by his students and contemporaries seem to indicate that he was able to "practice what he preached."

William Anderson's philosophy of education was based on an obvious permissiveness with children. He had the intangible something by which a great teacher communicates both respect and love to a class. His basic axiom was that a child learns best by doing things for himself under careful guidance. This, in his opinion, represented desirable education.

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Many of his ideas on classroom management and teaching techniques were expressed in a chapter called "A Few Suggestions to Teachers." He felt, for example, that the attention of easily distracted young people could be maintained by eliminating unnecessary objects in a classroom and by raising the classroom's curtains from the bottom. Since the attention spans of the young are short, he planned for brief lessons which became longer as pupils progressed.

William Anderson believed that an important supplement to effective teaching was the ability to place students in a teachable "attitude." To secure proper motivation he held that a teacher should have a fund of illustrations and anecdotes which appeal to youngsters. One approach that he used was to relate stories of strong, historical figures like Washington, Lee and Lincoln. If properly applied, these could gain pupils' good will, confidence and respect.

This was a highly polished skill with Dr. Anderson. His articles, books and lectures reveal a fine wit and appreciation for the humorous aspects of life. He often used short illustrations such as the anecdote about the mother who described the discipline of her sons as, "I raised them boys with a barrel stave and I raised them frequent." Again, he referred to himself as "... a member of the Prime Division of Crustaceaens, which means in the vernacular 'an old crab!'"

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Dr. Anderson was particularly adept at using parodies and poems. He once quoted President Wilson's limerick:

There was a young girl from Missouri
Who took her sad case to the jury;
She said, "Car twenty-three
Has injured my knee."
And the jury said, "We're from Missouri!"

Anderson wrote a humorous parody of Whittier's "The Barefoot Boy," called "To the Flapper." Naturally, his similes, metaphors and more detailed illustrations were adapted to the specific group, and were always in good taste. His sharp wit and appreciation for humor contributed to his success in teaching and speaking. His philosophy is reflected in the statement, "Fun is a good weapon to make use of in teaching boys. Make the lesson lively, start the pupils laughing. A good joke does no harm." He did not suggest that a teacher sacrifice dignity or his respect for humor. He did feel that the students should consider him to be "human."

While these ideas were intended as elementary advice to young teachers, they represented only the surface of Anderson's teaching techniques. His thorough and varied education left him with more than a passing acquaintance with the great writers, teachers and philosophers of history. He believed that teachers of gymnastics should be intimately familiar with their subject, various methods of teaching, and be widely

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55 Ibid., p. 701.
Additional fundamentals for successful teaching included (1) the ability to project enthusiasm and excitement, (2) simplicity and clarity of presentation, (3) a controlled positive voice—capable of explosive qualities, and (4) a friendly manner. Two of the men who utilized their voices especially well were R. J. Roberts and Dr. Edward Hitchcock. Dr. Anderson recalled that much of Roberts' success was due to a fine, energetic voice. He was amazed that Hitchcock could make the same dumbbell drill interesting for four years with a continually enthusiastic voice and minor variations in technique. These "little things" were vitally important to Dr. Anderson.

While the trained voice had its place, Anderson advised teachers to "... not talk too much. A child does not come to the gym to be preached to for three quarters of its lessons." He believed thoroughly in action-filled classes as shown by the following statement:

If he could go before a class of little children, make them happy and joyous at their play, he was successful, but that if the children kept wishing for the hour to close, that they might leave the gymnasium, he should consider himself a failure.

Balancing Dr. Anderson's belief that physical education should be contagious in its production of joyful activity was the necessity for discipline. In keeping with the times, he held that the rules governing conduct and formal activities in the gymnasium should be

58 Anderson, Best Methods ..., op. cit., p. 93.
59 Ibid.
60 Ibid.
conducive to the development of self-control among youngsters. Since his approach to mental training was based on preventive discipline, mass punishment was not a part of his technique. He once stated, "A child will work fearing punishment, or he will work because he loves the teacher. Of the two forms, of course, the latter is preferable."\(^62\)

Dr. Anderson felt that the few rules set up should be followed. He claimed that he had never had to whip a boy and said, "If you cannot deal with or punish your own pupils, do not teach gymnastics."\(^63\)

Techniques which created disciplinary problems, in his mind, were the use of sarcasm and a lack of tact in interpersonal relationships. Dr. Anderson firmly believed that a teacher should exercise good public relations in dealing with parents. He asserted that a teacher should avoid losing his temper with these adults. His advice to neophyte educators was, "Remember that the interest of the parents in the school is in proportion to the love they have for their child."\(^64\)

Other techniques deemed important for a teacher were such things as the thorough practice of movements prior to demonstrations. Dr. Anderson also felt that emphasis on key words in gymnastic commands was very desirable. He urged teachers to use effective gestures and to be always aware of personal mannerisms which might detract from a presentation. He wrote, "Let the teacher make a study of herself, and she need not call on any of her friends to criticize her."\(^65\) Self criticism was a definite factor in developing teaching skill.

\(^{62}\)Anderson, Best Methods . . . , op. cit., p. 82.

\(^{63}\)Ibid., p. 100.  \(^{64}\)Ibid., p. 109.  \(^{65}\)Ibid., p. 214.
Throughout his own personal life and professional teaching life, William Anderson was a believer in gracefulness and harmonious movement. He appreciated and loved good music and often used it in teaching gymnastics. In his early years of teaching he wrote, "To keep up interest and make the work more attractive good music is well nigh essential."66

There is little doubt that Dr. Anderson was greatly influenced by the educational movement popularly known as "developmentalism." His comprehensive education and leaning toward this psychological approach to child development were reflected in the scope of the sources in his writings. Writers he often quoted or made reference to were men like Froebel, Pestalozzi, and Rousseau—each an early proponent of this concept.67 As mentioned previously, Anderson presented papers and lectures on programs with G. Stanley Hall. The latter, along with William James and Edward Thorndike, spearheaded the developmentalist movement in America.

Dr. Anderson suggested that successful teachers must know the "... nature of child development."68 This, to him, was necessary to plan effectively, and to know why children prefer specific classes of activities and pieces of apparatus at certain phases of their lives. In particular, he believed that a teacher should be aware of the basic needs of children. These needs were (1) better health, (2) greater strength of body, properly distributed, (3) better physiques, (4) grace of move-

68 Ibid., p. 80.
ment, (5) self control, (6) self-reliance, (7) nerve and brain training, (8) memory exercises, (9) mental rest, and (10) recreation.\textsuperscript{69}

When one considers the points emphasized by Anderson as being essential, they closely parallel these felt needs. If the comparison is continued and applied to the educational principles stemming from the thoughts of the developmentalists, the Anderson "mold" is even closer. According to Elmer Wilds, five basic principles of teaching were derived from this educational approach. These were the principles of (1) pupil or self-activity, (2) motivation or interest, (3) apperception or preparation and mental set, (4) individualization or adaptation for individual differences, and (5) socialization or developing responses in natural, social settings.\textsuperscript{70} While Anderson's points are couched in simpler terminology, the parallel relationship seems to be evident.

It is a fundamental fact that developmentalism "... was felt first and foremost in the elementary school." Much attention was devoted to the study of children and to the primary years of their development. This school of thought held that, "Since education was a process of development, the earliest stages in this development were of the greatest importance."\textsuperscript{71}

Further, in most of his teaching experience, William Anderson worked with all age groups, but especially youngsters. This was true in his Y.M.C.A. work, the country school at Clayton, in Brooklyn, the

\textsuperscript{69}Ibid., pp. 115-121.
\textsuperscript{70}Elmer H. Wilds, Foundations of Modern Education, p. 492.
\textsuperscript{71}Ibid., p. 456.
Anderson Normal School, New Haven and his many summer schools. The little people were his favorites. They appeared in the exhibitions at Adelphi, New Haven and Chautauqua.

One of Dr. Anderson's pet projects was in keeping with the concepts relating to youngsters. A contemporary at Yale relates, "He favoured the complete suspension of all academic work during a certain small number of years in a boy's development." While this hypothesis was not put into practice, it provided ample fuel for debate— which Anderson loved to do. The theory does relate to Hall's belief that educators should "... construct the curriculum and so build methods that the growth of the child will be in accord with the order of development."

Dr. Anderson's education and experience qualified him to theorize regarding pedagogical matters. On the basis of the evidence it can be said that he was (1) permissive or had a "guidance point of view," (2) a liberal eclectic in philosophy—relative to methods of teaching, and (3) influenced by the strong developmentalist movement which crystallized during his most productive years. Finally, he knew and practiced the techniques or "fine points" which often mean the difference between dynamic inspiration or monumental boredom in the classroom. A fellow staff member said of Anderson that, while his gymnasium voice was excellent, in a lecture it was only average. However, his presence and skill in techniques made him a commanding, master teacher.

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72 Personal correspondence with Thomas Means, August 22, 1959.  
73 Wilds, op. cit., p. 473.  
74 Interview with R.J.H. Kiphuth, September 9, 1956.
CHAPTER X

THE GOLDEN YEARS

As 1932 drew to a close the United States entered a period of national economic and social trial. The bank holidays of the summer were followed by the national elections in November, and Franklin D. Roosevelt took his place on the American political stage. With 1932 marking the depth of the agricultural depression, the experiments of New Dealism were about to unfold. Americans were shortly to be alphabetized by the N.R.A., T.V.A. and the C.C.C. ¹ By January 1933 the banking collapse in the country was well under way and unemployment totaled 13,100,000. An ominous figure appeared on the international scene as Adolf Hitler took over the reins of authority in Berlin.²

William G. Anderson submitted his last report to the President of Yale the same month—January 1933. He now became a respected and beloved emeritus professor and consultant in matters pertaining to physical education at Yale and in the U.S.A. It was hardly a propitious decade in which to retire.


As Director Emeritus of the Yale Gymnasium, Dr. Anderson probably found it a little difficult to cut down the pace he had maintained for so many years. With his third wife, Alice Hawley Anderson, he enjoyed the stimulation of being close to his beloved campus and students. The last seven years of the decade he lived quietly in the warm richness of a full life. Nevertheless, he kept many of the habits of the past. "Jerry," the newsboy at Yale (now in his seventies), remembers:

I can see him right this minute. He was very dignified, had regular habits of eating and going to work. He was quiet and nice. Always wore blue suits. In later years he sometimes walked with a cane, but seldom wore glasses on the street.3

Much of Anderson's time in the 1930's was devoted to cultural pursuits. The wealth of reading revealed as early as his texts of the 1890's now could be increased even more. The study habits and intellectual curiosity developed in his years of scholarly pursuits were now honed to a fine edge. His life-long love of good music could be indulged in more than was hitherto possible. Dr. Anderson lived the role of a physical educator outlined in his 1926 challenge to the profession, "Cultural Considerations."4 His ability to express himself so cogently, as witnessed in his writings and speeches spanning 50 years, was improved. One contemporary, writing about Anderson, remembers that "... he used the striking phrase 'somatic hedonism.' I wonder how

3Interview with "Jerry" at Yale Station, September 8, 1958.

many alumni knew what he was talking about. . . I cite this phrase as but one example of his broad and accurate vocabulary."^5

In 1936 he was awarded an LL.D. degree by Battle Creek College. This was his seventh college degree. One source stated that "Anderson had over a score of academic degrees, some earned, most, however, Honoris Causa."^6 Anderson himself wrote in October 1916, "I know what it is to prepare a thesis. I have nine degrees, five from Yale and Harvard and among them three Doctorates M.D., Dr. P. H. and LL. D., The rest Masters, etc. I mention this because I had to work on my theses and nearly went to the insane asylum on that account."^7

William Anderson had outlived most of the early pioneers in physical education who had been involved in the turmoil at the close of the 19th century. In 1935 the organization which had strangely shunted him aside during his career, approached him to record the early days of the Association. The result was "The Early History of the American Association of Health, Physical Education and Recreation, then called The Association for the Advancement of Physical Education." Printed in four parts, it appeared in The Journal in January, March, April and May 1941. While the last three articles are proceedings of the meetings, the first one again revealed his ability to express himself in a fluent, exciting style.8 His fine mind was alert and razor-sharp at the age of eighty.

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5Letter from Thomas Means, August 22, 1959.  
6Ibid.  
7Letter from Dr. Anderson to B. L. Bennett, October 14, 1946.  
8Anderson, "The Early History . . .," XII (January 1941), pp. 3-4, 61-2; XII (March 1941), pp. 151-3, 200-1; XII (April 1941), pp. 244-5; XII (May 1941), pp. 313-15, 340.
On August 11, 1941, his third wife passed away and Dr. Anderson moved to the Taft Hotel where he lived the rest of his life. (After the death of his first wife in 1915, he lived for some years in a suite of rooms on the fourth floor of the Hotel Duncan in New Haven.)

In June 1945 William Anderson was granted the Luther Halsey Gulick Award by the A.A.H.P.E.R. for distinguished service in physical education. The brief notation accompanying this award stated: "He has been a teacher of countless leaders, and a living example of the Greek concepts of symmetry of body and saneness of mind. His whole life will inspire generations to come." Ben W. Miller, writing in 1959, stated that Anderson "thought it was a beautiful award, symbolic of what he had cherished for a lifetime."

By October 1946 Anderson's correspondence had become so voluminous that it was difficult for him to keep up to date. The larger proportion was from physical educators and graduate students seeking information only he could supply. He personally answered much of his correspondence on his typewriter which he referred to as "the machine."

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11Letter from Dr. Anderson to B. L. Bennett, October 30, 1946.
By the following spring he realized that his days were numbered. On March 18, 1947, he wrote, "Wanted at hospital; cut possible to remove ... carcinoma." On March 24, 1947, he stated:

I must be at the hospital for a 'cutting conference' this Saturday the 29th. They will decide whether or not to use a scalpel. My son and wife (his son's second wife) will come up for that occasion. The neck is very painful, swollen, but I feel an operation won't do a bit of good. Too Late."

On March 26th Bruce L. Bennett interviewed Dr. Anderson at the Taft Hotel in New Haven. He reported:

Dr. Anderson, though he was born in the year Lincoln was elected president and is 86 years old, looks much better than many men at 60. He stands erect with shoulders back, is very active, has a good head of white hair, is clean shaven and his weight is down except for a slight stomach pouch. He however, is beginning to show the effects of his cancerous condition in the side of his neck which is malignant and he is already losing control of his right hand. He is cheerful and resigned to the fact that an operation would probably kill him and there is no other way to stop the growth.

Ben Miller, relating a conversation with Anderson during these months, recalled Anderson's state of mind.

With the usual twinkle in his eyes he said, "The old gentleman who carries an hour glass in one hand and a scythe in the other peeps at me around the corner and murmurs to himself, 'How long! Oh Lord, how long!'" Failing rapidly in the following weeks, his savings depleted in this last illness, Dr. Anderson succumbed to the cancer. He died

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12 Letter from Dr. Anderson to B. L. Bennett, March 18, 1947.
13 Letter from Dr. Anderson to B. L. Bennett, March 24, 1947.
14 From notes of an interview with Dr. Anderson by B. L. Bennett, March 26, 1947.
15 Miller, op. cit., p. 56.
July 7, 1947, at the Taft Hotel. His ashes were interred at the Green-Wood Cemetery in Brooklyn, New York. He was survived by his son, daughter-in-law, grandson, and his sister, Kate Anderson Ellsworth, of Quincy, Massachusetts. All are now dead except Ned's second wife. In the fall of 1958 she still lived in seclusion in Debary, Florida. The Anderson saga is over.

By the close of 1947 those in the profession of physical education who had worked with Anderson prepared a fitting tribute. This appeared in The Journal in January 1948. The eulogies of these friends, in a real sense, provide some of the necessary conclusions to any biographical study. Charles W. Savage referred to Anderson's enthusiastic leadership and called him a "great pioneer." Mrs. McCurdy stated that, "Such a person as he did a great deal towards giving an ideal of gentleness and a polite approach to society that the early days of physical education needed and an approach which modern society needs also."

R. J. H. Kiphuth praised Anderson's scholarship and continual striving to raise the academic position of a young profession. He added, "By his gentlemanly appearance, manner and action, he was a tremendous influence."16

In 1949 the American Association for Health, Physical Education and Recreation took a final step which did something to recognize the

16 "In Memoriam," loc. cit.
role Dr. Anderson had played in its development. It established an award named for him. This is stated as follows:

In tribute to the founder of the American Association for Health, Physical Education and Recreation, the William G. Anderson Merit Award honors those persons who best exemplify Dr. Anderson's philosophy of service to his profession and to mankind.17

A few years later this award was changed to honor those persons outside the A.A.H.P.E.R. who have contributed significantly to the field of health education, physical education or recreation."18 Since the award now includes people in medicine, science or education, the real spirit of Anderson's service to his chosen field has been captured. His varied interests and talents, his quest for status for physical education, and his multitude of friends outside of the field whom he favorably influenced, make this a fitting tribute. William Anderson's guiding hand will now be forever in evidence in the profession he loved and served so well.

Like the journey through life, the perusal of a man's life is often less than anticipated. Nevertheless, on the basis of the data gathered and presented, it is the writer's feeling that some personal evaluation and summation should be permissible. In fairness to Dr. Anderson, it is hoped that this final chapter does credit to his intriguing life.

One inescapable observation is that William Anderson had a great love for physical education—as a profession and as an essential in what he termed "Right Living." He devoted at least 64 years to this cause: few men have given more. There is little question that Anderson was the spirit which led to the founding of the profession's chief organizations. The fact remains that, while he did serve in some official capacity in both the AAAPE and the CPEA, his official role never could be compared to that of Gulick, Hartwell, Hitchcock, McKenzie or Sargent, who, with others, led these groups once Anderson's initiative got them underway. The author did not have ready access to the early proceedings of the CPEA. However, Dr. Anderson's role in the AAAPE deserves added comment.

It is apparent that as early as the Brooklyn meeting of 1885 he desired recognition in his new field. This may have been the reason for his proud claims of 1889 pertinent to his experience and the results of
his teaching. After 1900 this verdant tendency disappeared, to be re-
placed, it would appear from the reports, with quiet but articulate con-
fidence. That Anderson had "arrived" was evidenced by his presidency of
the CPEA in 1900.

The problems which arose during William Anderson's early years
in the profession indicated that he was subject to human error. There
may have been some lack of congeniality at the 1893 session of the
AAAPE which alienated Anderson's family enough to withdraw from the
organization. Perhaps he was defeated in an election. If a change in
the qualifications for membership was the cause, it is not apparent.

Dr. Albert Sharpe referred to the "unpleasantness" over the
firing of J. W. Seaver from the Yale staff. He stated that there was
some ill feeling and that the matter was best forgotten. Anderson's
high standards and drive may have accounted for some of this. The
true facts are lost in the past.

Ben W. Miller has pictured Anderson sympathetically, clearly
and objectively in his recent article in the *Journal of AAHPER*. He
emphasizes that Anderson was an inveterate talker. Certainly Dr.
Anderson was a master of platform techniques, commanded a comprehensive
vocabulary and utilized his broad background of education and travel.
A polished public speaker on a variety of subjects--in and out of physi-
cal education--he reached every corner of this country. Early in his
career he lived in the shadow of the profession's elders--D. A. Sargent,
Edward Hitchcock, etc. Nonetheless, like the immensely talented R. Tait
McKenzie, he grew in stature over the years.
It should be realized that Anderson served his profession in many ways besides organizational leadership. Although there is little information available about his activities in the State of Connecticut, he is said to have initiated physical training in the state's public schools and served as the State Director of Physical Training in 1892. This, plus his own reference to being chairman of the state's Social Hygiene Board indicates that he did serve at the state level.

His service on the local scene was well known in New Haven. He was a Director of the Y.M.C.A., aided the firemen and police, cooperated in the programs of schools in and around New Haven, worked with the local plants in teaching first aid and hygiene, cooperated in student teacher programs, held service programs for the university faculty, and because of his strict upbringing and high personal standards, probably was active in local religious activities. His membership in anti-liquor and tobacco groups indicates that he held to his principles of the good life.

Anderson's service was expanded to the national scene as well. It has been said that he and McKenzie spoke before intellectual bodies in New York and at St. Louis in 1904. The fact that Anderson established summer schools all over this country and in Canada lends validity to this claim. It indicates his faith in physical education, and a love of country. Although he never served in the active military, he did examine the R.C.T.C. men of Yale in World War I and held the rank of lieutenant. He was chairman of the Board of Trustees of (1) the Savage

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1Physical Education, II (May 1893), p. 46. See bibliographical reference to Gymnastics Lessons for Connecticut Public Schools.
School for Physical Education in New York City, and (2) the Junior College of Physical Therapy in New Haven. In addition, he was a trustee of the Posse-Nissen School of Physical Education, Boston.2

His dedication to the task of raising the standards and status of his profession is revealed in his texts and his handbook on nomenclature. He actually put physical education on the educational map at Yale and caused this ultra conservative administration to concede to having a summer school for a time, and to allow graduate women on campus for instruction. His popularity with the faculty of Yale was a sure indication of his ability as an ambassador extraordinaire.

Perhaps the most unique thing about Anderson's professional personality was his insatiable quest for new ideas. He constantly studied management methods, gymnasium facilities and teaching techniques over America and Europe. Few men have devoted as much time to academic pursuits of such variety. It was claimed that he actually visited every college having a program of physical education in the country. For his time, this must have been remarkable.

Anderson saw a real need for developing skilled teachers for physical education. His establishment of teacher education curricula at his Normal schools at Adelphi, Yale and Chautauqua broadcast his high standards and teaching skills over the nation. Along with the Harvard Summer School, his teachers staffed many of the women's colleges at the turn of the century. When he introduced rhythms and dance into the curriculum to give the classes more "life," this once controversial

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aspect soon came to be accepted as basic to the curriculum. He felt wholeheartedly that youngsters—and adults—had to be placed in a "teachable attitude" before effective learning could take place. At a time when discipline tended to be strict, this was a noteworthy concept. He believed, before the theory became popular, in developing intrinsic motivation in youngsters. No techniques of classroom management were considered to be too minute. He stressed proper ventilation, seating, use of window shades, lighting, etc. His advice to young teachers to (1) be humorous, (2) know their subject, (3) avoid distracting mannerisms, and (4) be able to do what they wanted the class to do, was based on things he practiced daily.

William Anderson set his standards high, but not out of reach. While he had high ideals, he is described by many contemporaries as a "doer"—an expert gymnast, a graceful dancer, an interesting speaker and a magnetic personality. These qualities describe a man of action who could climb a mountain looking for adventure and facts, cross a continent on many occasions to establish a new summer school, evaluate a new technique, or more aptly, who could teach youngsters tricks on the apparatus in lieu of dumbbell drills. An active man throughout his life, Anderson's muscular tonus was that of a man years his junior. This might have indicated a discontinuation of cultural pursuits to satiate the physical demands of aging. With Anderson, the intellectual curiosity nurtured in foreign study and graduate work done for years in obtaining his collection of professional degrees, gave him the quality of self-discipline as well as an appreciation of fine music and literature.
His amazing foresight was demonstrated on many occasions. He had the courage and acumen to call the organizational meetings which did so much for the status of health education, recreation and physical education. He also believed enough in the real value of preventive medicine that he took a partial year off to earn a D.P.H. degree. This knowledge was applied skillfully in the organization of an effective Yale University Board of Health. In addition he turned his attentions to the preventive aspects of athletic injuries which were so prevalent in the late 19th and early 20th century. Anderson kept abreast of the times and was sometimes far ahead.

His reported experimentations and inventions have been detailed. While they were not as great as those of Sargent, his contributions to the scientific knowledge in the field were substantial. His close, coordinated efforts with the men of the Experimental Psychological Laboratory at Yale were indicative of an ability to work harmoniously with personalities and in other disciplines.

Dr. Anderson contributed his share to the professional literature. The writer was able to locate eight books authored by Anderson, as well as three substantial pamphlets. A prolific contributor to periodicals from 1879 to 1914, he wrote at least forty articles. Many others, no doubt, have been obscured by time. It is interesting to note that his first literary effort, at the age of 19, pertained to Indian mounds he had observed during his residence in Wisconsin and Quincy, Illinois. This report was for the Smithsonian Institute. He wrote for a wide variety of magazines—the Ladies Home Journal, professional journals, the Temperance Encyclopedia, Popular Educator, Munsey's Magazine,
Cosmopolitan, The Medical Times, Outing, Mind and Body, and many others. His writing appealed to both sexes and to all age groups. This tendency to author a variety of works is understandable. Dr. Anderson was articulate and loved to debate a topic thoroughly. The field was wide open for articles which could help to promote "Right Living." Also, his grandfather, Rufus Anderson, had written at least 17 texts in the course of his world travels with mission work. This was quite a legacy.

William Anderson's ability as an administrator is borne out by his retention and promotion at Yale over the span of forty years. His skill in inter-personal relations, his courtesy, manner and poise contributed to his unparalleled successes at Chautauqua also. Few men could put on a two and one-half hour exhibition with 150 participants—ranging from little tots to elders—before thousands of people in an open amphitheater, without creating chaos. Still, according to contemporaries, Anderson did this at least once each summer for nearly twenty years. The fact that he drew teachers from all over the nation and other countries to his summer schools—and to Yale—indicated his universal appeal and excellent stature.

Years before the terms counseling or guidance became popular in America, Anderson was practicing now accepted principles in this area. He interviewed thousands of students on an incidental and systematic basis covering personal, health and physical problems. Records were carefully kept on each student who used the gymnasium at Yale or Chautauqua. There is no question as to the sincerity of his relationship

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3Catalog of Books Represented by Library of Congress Printed Cards (Issued to July 31, 1942), IV (1942), pp. 625-26, 613-14.
with students. At Yale he addressed each man as "Mister" as a token of respect, and men came to him for help on many matters. His was a sincere, genuine personality. With his many talents and the initial "pangs" of a young educator anxious to achieve success, his shyness was a strange and unproven facet. Friends and co-workers speak of his conviviality and warmth in dealing with people. His shyness may have been apparent to only a very few—or it may have been a necessary reserve against repetition of earlier unpleasant experiences.

His first marriage of 31 years and his third of eleven years seem to indicate he possessed personal charm and an ability to meet the exigencies of successful marriage. Little is known about his brief second marriage.

A necessary conclusion to this study is that Anderson gave long and illustrious service to the cause of physical education in America. Although his organizational service is slight, his contributions in counseling, in teacher education, in study, experimentation, administration, and as a speaker seem to have warranted recognition long before the profession tendered any genuine respect for this pioneer.

No profession is stronger than the people who comprise it. Deeds in 1885 were done by human, distinct personalities—with strengths and weaknesses. The deeds of 1985 will be done by leaders now being educated. A better knowledge of people past and present is needed—if we are to have a continuity—if we are to sidestep the flaws of the past—if we are to keep growing and expanding. We need to find firmness of spirit, and clarity of purpose by examining the lessons of bygone times.
Though we dare not live in the past, we can honor the men and women who lived it. This is an important and necessary way to better understand the problems of leadership and administration. William Anderson is one part of that heritage that should not be forgotten. His quest for excellence is our torch.
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3. Related Research:


I, Harold Lloyd Ray, was born in Buffalo, New York, in 1929. My first six years of schooling were received in a one-room school at Cone­wango Valley, N. Y. In 1940 I entered Cherry Creek High School, Cherry Creek, N. Y., from which I received a State Regents Diploma in June 1946.

In September 1946 I was admitted to Syracuse University. After two years at the branch college in Endicott, N. Y. (now known as Harpur College), I moved to the main campus and entered the School of Education as a major in physical education, receiving the A. B. degree in June 1950. The following September I entered Graduate School where I majored in administration, receiving the M. S. degree in June 1951.

One month later I entered the U.S.A.F. and until 1955 was stationed at Sampson A.F.B., N.Y., an Air Training Command base. My assign­ment was the training of instructors in the General Instructors School.

Upon my discharge in 1955, I moved to Mentor, Ohio, where for two years I taught mathematics and coached in the public school system.

Awarded a teaching assistantship in the Department of Physical Education at The Ohio State University, I enrolled in Graduate School the summer of 1957. For two years I taught service classes while com­pleting graduate studies. In August 1959 I accepted the position of Director of Smith Hall—a new 500 man residence hall in which my wife and I live. We have a son, Andrew Lee, born in Columbus February 5, 1959.