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THE CONTRIBUTIONS OF HANS CHRISTOPHER REUTER
TO PHYSICAL EDUCATION AT LA CROSSE
AND IN THE STATE OF WISCONSIN

DISSERTATION

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

By

Vera Estelle Williams, B.S., M.A.

The Ohio State University
1969

Approved by

Adviser
Department of Physical Education
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VITA

I, Vera Estelle Williams, was born in Hawthorne, Wisconsin, on March 25, 1926. I attended a rural elementary school in Hawthorne and graduated from East High School, Superior, Wisconsin in 1944. After completing two years at Superior State Teacher's College, I transferred to La Crosse State Teacher's College where I received a Bachelor of Science Degree in 1948. I worked my way through college as a railroad telegrapher on the Northern Pacific Railroad. I worked off and on between the years 1944-1954.

My physical education teaching experience includes all levels of public school education—elementary, secondary, college and university teaching. I taught at Portage, Wisconsin, 1948-1951; Sheboygan, Wisconsin, 1951-52; Superior, Wisconsin, 1952-53; Mt. Pleasant, Michigan, 1954-1961; and I came to Wisconsin State University, Oshkosh, Wisconsin in 1961, where I am presently employed.

I received my Master of Arts Degree from the University of Michigan in 1954. I have done graduate work at Wayne State University, Michigan State University, Central Michigan University and The Ohio State University.
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FIGURE 1

HANS CHRISTOPHER REUTER: MASTER TEACHER
CHAPTER I

INTRODUCTION

This study is concerned with the life and contributions of Hans C. Reuter to the field of physical education. Through his heritage and education at The Normal College of The American Gymnastic Union, he typifies the kind of influence which the German Turners exerted on the physical education programs in this country. This study is concerned with one man's efforts and contributions in the field of physical education at La Crosse State Teachers College and in the State of Wisconsin.

The purpose of this study is to record the influence of Hans C. Reuter in the field of physical education at La Crosse State Teachers College and in the State of Wisconsin. Through a biographical study of Hans C. Reuter who had been well indoctrinated by the American Turnverein Movement, this study proposes to show that he was a man of transition. He used his philosophy and training in building a physical education curriculum which was inculcated in a teacher training program.

This investigation uses the biographical approach to the historical methods of research. The original sources investigated are: Books, papers, letters, published and unpublished articles, awards,
course of studies, salary lists, diplomas, catalogs, minutes of faculty meetings at La Crosse, Wisconsin, questionnaires and tape recorded interviews.

The secondary sources are based on materials gathered at the Wisconsin State Historical Archives and La Crosse, Wisconsin Archives, yearbooks, history texts and unpublished master and doctoral thesis.

Hans C. Reuter, Professor Emeritus of Wisconsin State University, La Crosse, Wisconsin, retired in 1956 after spending sixty-six years of his life in the classroom, laboratories of gymnasiums and on the athletic fields. It was here that he taught boys, girls, young men and women some of the valuable lessons of life.

In order to comprehend his philosophy of education and his contributions to the field of physical education, it is necessary to briefly review the history of The American Turner Movement. It is also necessary to view Hans Reuter's father, William, as he was a recognized teacher in the Turner Movement responsible for the transition of this philosophy to the public schools at a time when physical education was in its infancy. Trained and guided by his father in this philosophy of physical education, Hans was able to carry it into a teacher training program.

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1 Formerly La Crosse State Teachers College.
"Mens sana in corpore sano," a sound mind in a sound body, as advocated by the Turner movement, has become a part of our great American heritage in the field of physical education. Although this movement originated in Germany by Friedrich Ludwig Jahn and had political aspirations, it was in America that it achieved its personal liberty and aspired to new heights by introducing physical training into the public schools of this country.¹

As early as 1823, George Bancroft and Joseph G. Cogswell organized an academy, the Round Hill School, at Northampton Massachusetts. These men wished to embody the best known theories of education in this school. They said:

We are deeply impressed with the necessity of uniting physical with moral education and are particularly favored in executing our plan of uniting them by the assistance of a pupil and friend of Jahn, the greatest modern advocate of gymnastics.²

This "pupil and friend of Jahn" was Dr. Charles Beck, who with Charles Follen, had been forced to leave Germany when Jahn was arrested


and a ban was placed on Turners. These prominent German Turners had sought refuge in Switzerland, France and finally landed in America on Christmas Day 1824.¹

Beck was given the position as teacher of Latin and gymnastics at the Round Hill School. This was the beginning of German gymnastics in the United States. It provided an experienced teacher, an outdoor gymnasium and it gave the subject a definite place in the daily program.² A newspaper article copied in the American Journal of Education for July, 1826, states,

... that classes begin at 5.30, others at 6.15, and breakfast comes at 7; from 7.30 until 9 the only exercises are in declamation and dancing, 9 until 12 other classes, 12 until 1 rest, dinner at 1, 2 until 5 more classes, 5 until 7 exercise and amusement. At this time the classes in gymnastics have their instruction when weather permits. The evening meal follows, and devotional exercises are held at 8, after which the smaller boys go to bed, and the rest study for an hour longer.³

In 1828, Beck published an English translation of Jahn's Deutsche Turnkunst, which was the first handbook on physical training in the United States.⁴ "In the preface he tells us that the same courses which occasioned the publication of the original, in Germany, about twelve years ago, render a translation desirable in this country."⁵

¹Ibid., p. 153.
²Ibid., p. 153.
³Leonard, op. cit., p. 238.
⁵Leonard, op. cit., p. 239.
Dr. Beck left the Round Hill School in 1830 to assist in establishing an academy at Phillipstown, New York. From 1832 to 1850 he was active at Harvard University. He became a professor of Latin and gradually his classical studies forced his work as a physical educator to the background. "At the outbreak of the Civil War he enlisted as a private in a company at Cambridge, but was rejected due to his age (sixty-three)."¹

Charles Follen, Beck's companion, secured a position as a teacher of German at Harvard University. He introduced Jahn gymnastics to the students in 1826, and established the first college gymnasium in America. Follen and his students constructed some crude apparatus on a piece of ground called the Delta. They made bars, ladders, horses, suspended ropes, and set places for running and jumping. One of the vacant halls was also used for indoor work. Gymnastics was not a compulsory subject, but it was popular and large numbers took part on the Delta, hikes and cross country runs.²

Dr. John C. Warren, Professor of Anatomy and Physiology at Harvard, led a movement for a public gymnasium to be constructed in Boston. Money was raised to guarantee a salary to Dr. Follen and to buy apparatus. In 1826 the first public gymnasium was opened, and men and boys of all ages came to practice exercises.³ Although widely

¹George Brosius, Fifty Years Devoted to the Cause of Physical Culture, 1864-1914, Milwaukee: Germania Publishing Company, 1914, p. 82.
²Rice, op. cit., p. 154.
³Ibid., p. 155.
publicized, Follen must have felt the success of the gymnasium was only a fad as he resigned in 1827. However, he remained at Harvard as Instructor of German, Ethics and History until 1835.¹

Dr. John Collins Warren, a supporter of physical training, made efforts to induce Jahn himself to come to America and take charge of the Boston Gymnasium. Although he was unsuccessful in securing the services of Jahn, he was able to get Francis Lieber, another prominent figure in the German Turner Movement. In 1827 he accepted the position at the Boston Gymnasium and he opened a swimming school. The swimming school proved very popular, but even the expert gymnast could not keep the Boston Gymnasium alive. The novelty was wearing off. The practice of gymnastics proved to be only a passing interest and by 1830 only military schools were promoting this kind of physical education.

The effort to transplant the alien system of gymnastics without radical alteration failed completely ... As for the Native Americans, it was clear they would have to test and analyze and alter and acclimate the foreign ideas, and add something of their own, before a system of physical education, suitable to the new nation, could be found.²

In 1830 Dr. Warren, who had promoted physical education and health instruction delivered a scholarly address to the American Institute of Instruction. He spoke on the effect of poor ventilation,

¹Ibid., p. 155.
²Ibid., p. 155.
unsanitary school buildings, improper seating, and for directed
physical education in relation of physical exercise to the problems of
general education. He also said,

The establishment of gymnasia throughout the country
promised at one period, the opening of a new era in
physical education. The exercises were pursued with
ardor so long as their novelty lasted; but...they have
gradually been neglected and forgotten at least in our
vicinity. The diversions of the gymnasium should
constitute a regular part of the duties of all our col-
leges and seminaries of learning.1

Although the practice of gymnastics in the literary schools ceased, it
was still felt by eminent doctors and educators that something should
be done for bodily development.

It was not until in the fifties that physical education again
experienced a revival. Perhaps this was due to the fact that we were
maturing as a nation and had more time to spend in doing something
other than extending efforts to maintain a mere existence. The text
books in physiology from 1830 on, contain information on the value
of exercise. An educational leader, Horace Mann, devoted a large
part of his Sixth Annual Report to physiology and hygiene, and
Beecher's book, Physiology and Calisthenics, acknowledged the
association of the two subjects.2 By this time enough progress had

1Ibid., p. 156.

2Deobold B. Van Dalen, Elmer D. Mitchell, and Bruce L.
Bennett, A World History of Physical Education. New York: Prentice
been made to insure physical education a foothold in The American Way of Life.¹

In 1848 revolutionary movements swept over Europe, which resulted in thousands of liberal Germans migrating to the United States. They located, for the most part, in the northern half of the country, and the German gymnastic societies, Turnvereine, soon made their appearance. The Cincinnati Türngemeinde was the first one founded, November 21, 1848. The New York Turnverein came in the same year. The Philadelphia Turnverein was organized in May of 1849, Baltimore in 1849, and Brooklyn in 1850 and a second society was founded in New York City.² These Turnvereins formed a union known as the American Turnerbund in 1850. The first gymnastic festival, Turnfest, took place at Philadelphia, September 29 and 30, 1851, and it was a decided success. New York, Boston, Cincinnati, Brooklyn, Utica and Newark participated.³

The official publication, the Turnzeitung, appeared the same year, and it reported that 11 societies with 1,072 members had joined the American Turnerbund.⁴ This publication devoted much space to the cause of physical exercises, and it used illustrations to accompany the articles. It reported that the larger societies equipped gymnasiums

¹_**Ibid.**, p. 374.
²_Brosius, _op. cit._, p. 83.
³_**Ibid.**, p. 84.
⁴_Leonard, _op. cit._, p. 295._
and introduced the children to the exercises.

Two gymnastic Turnfests were held in 1852, one in Baltimore and the other in Cincinnati. Thirty societies were represented at the convention held in Cincinnati in conjunction with the Turnfest.\(^1\)

Wisconsin responded to this movement as early as March of 1850, when Edward Schultz, a German patriot of 1848, opened a gymnasium on Market Square in Becker's Cafe Francais in Milwaukee, Wisconsin. Two months later the gymnasium moved to Spring Street Hill where an open air place was arranged and gymnastics was diligently practiced. Another refugee of 1848, Fritz Anneke, assisted Schultz in conducting this school. George Brosius, who emerged a leader of this movement, was one of the outstanding pupils. The groups of men associated at this institution proposed to organize a Turnverein, but it never materialized. Another group did form the "Teutonia Turnverein," but it expired within a year. It was not until 1853, when the "Milwaukee Turnverein" was born, that the movement actually got a foothold in Wisconsin.\(^2\) "The aims of the Turnverein were to promote physical education, intellectual enlightenment and sociability among the members."\(^3\)

Since physical education was one of the most important aims of the societies, they were always presented with the problem of acquiring competent physical education teachers. Therefore, when the

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\(^1\) Brosius, *op. cit.*, p. 84.

\(^2\) Ibid., p. 84.

\(^3\) Rice, *op. cit.*, p. 162.
National Convention was held in Pittsburgh, Pennsylvania in 1856, a motion was passed to establish a Turnverein Seminary.¹ The National Executive Committee was made responsible for providing the framework of the seminary.

In 1860 when the National Convention met at Rochester, New York, it was recommended:

That the seminary should be located in one of the larger cities in which the student could work to support himself; that a practical, professionally prepared Turn-teacher should be the director; that, for mental development, the subjects of anatomy, nature study, methods of apparatus, the principles of Turnerism should be made a part of the curriculum; and that every society member in the United States should pay one cent per week for the financial support of the institution and that the director should write articles, both in English and in German for the furtherance of physical education and Turnerism. The recommendations were to be published in the local papers. It was also recommended that the societies should engage the graduates of the course as teachers in their societies.²

These recommendations were accepted, but the Civil War prevented them from being carried out.

The Turners also took an active part in the political life of the country, denouncing slavery and favoring the popular election of Senators. The Know-Nothing Party, which took a stand against foreigners, opposed the Turners and ridiculed them even at their Turnfeste.³ In October of 1860, the Executive Committee at Baltimore


²Ibid., p. 5, 6.

³Rice, op. cit., p. 162.
sent out a letter calling upon the societies to support the Republican platform and vote for Lincoln. "This advice was generally followed, even in the slave states."¹

In April 19 and 20th of 1861 a mob attacked the hall of the Baltimore Society and demanded that the National flag be pulled down and replaced by the State flag. On April 22, the office of the Turnzeitung met a like fate, and the editor and members had to flee from the city.

At the outbreak of the Civil War in 1861, there was a total of 157 societies located in 27 states of the Union, and when the call came for volunteers for the Union Army the Turners joined in such numbers that many societies ceased to exist, and many existed in name only.² "The followers of Jahn who had failed to secure freedom and liberty in Germany fought for the freedom of the slaves in America."³

It was not until near the end of the Civil War in April 3-5, 1865, that delegates from the Turner societies met again to revive the National Union. They named it the Nordamerikanischer Turnerbund (North American Gymnastic Union). They again affirmed the prime purpose was the promotion of physical welfare of men, women and children as advocated by Jahn and Spiess.⁴

¹Leonard, op. cit., p. 298.
²Ibid., p. 295.
³Rice, op. cit., p. 163.
⁴Ibid., p. 166.
At the Cincinnati Turnfest of 1865 the resolutions were again passed to re-establish a school for training teachers to teach both boys and girls. It was at the St. Louis Convention of 1866 that it was decided that this school should be located at New York City. The doors of this school opened on November 29, 1868, with William Hesler and Heinrich Metzner as instructors in physical education.\(^1\) Non-members had to pay $25.00 tuition, and the training was free to members of the Turnverein.\(^2\) Nineteen men enrolled, and at the end of the four months' course, nine men remained and five of them received diplomas.\(^3\) The second course was given in 1869, and then the school was moved to Chicago.

The third course was opened in 1871, and George Brosius, one of the most outstanding leaders in the Turner movement for fifty years, was appointed the superintendent of the seminary.\(^4\) There were sixteen students; six took the final exam, and four were granted teacher diplomas, and two received section leader diplomas.\(^5\) The second course opened in Chicago in the fall of 1871, but ended

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\(^1\) Brosius, *op. cit.*, p. 85.


\(^3\) Rice, *op. cit.*, p. 167.


abruptly when the building and equipment were burned in the Chicago fire of October 6, 1871. "Not only did O'Leary's cow kick over the lantern that set Chicago on fire, it indirectly kicked the seminary out of Chicago."¹

The fourth course was reopened in New York City in 1872 with the same teachers as headed it in Chicago. Although it opened with forty students, it proved to be a disappointment to the Turnerbund as only seven graduated with first class diplomas. This class was given practical experience of actually teaching students in the New York City Schools.²

The National Convention at Rochester, New York in 1874, decided to give the problem of furnishing competent teachers to the societies of the Turnerbund another final try. They decided to transfer the seminary to Milwaukee, and place the schooling under the direction of George Brosius. Instruction began on January 4, 1875 with thirty-five students.³ Two of them were expelled for negligence and four withdrew during the course because they could not support themselves by day and partake in such strenuous schooling at night.

The second term was for 3 months, October 1875 to January 1876. However, during this course it was necessary to devote all their time to studying and practicing, and a student had to be able to have means of support by his society before he came to Milwaukee.

¹ibid., p. 13.
²ibid., p. 14.
³Brosius, op. cit., p. 87.
It was also soon discovered that three months was not enough time to spend in training as the strain was severe on the best qualified of students. The executive board in 1876, therefore, recommended a longer term and granted an increase of funds to carry on the teacher training program.¹

The third course was opened in Milwaukee on October 9, 1876 for four months duration. Eight students enrolled. The fourth course in 1877 was extended to a six months term and it graduated one woman, Miss Laura Gerlach.

In Mr. Brosius' report to the Superintendent of public schools we find some of his ideas regarding training when he states:

In the practice of calisthenics the child is not taught to perform feats, as some persons believe who are unacquainted with the theory and object of these exercises. The avowed object of calisthenics is to exercise each limb with reference to its natural use, in order that the whole body, thus informly cultivated, may obey the behests of the mind; it opens a means of development in bodily culture and training besides affording opportunity for healthful recreation.

The simplest apparatus used consists of wands, dumbbells, light weight clubs, etc. With such instruments a great variety of beneficial, graceful, and interesting exercises can be performed; and when whole classes are exercised simultaneously, there will necessarily be a healthful mental diversion given with the physical training, particularly when the movements are regulated by the rhythm of music or singing, which is usually the case in well organized schools.

¹Ibid., p. 87.

²Ibid., p. 88.
Another benefit to be derived from the practice of these systematic exercises is the salutary effect upon the discipline of the school. The pupil is taught to watch every movement of the teacher and to readily obey every command given, and in this way habits of promptness and regularity are practically inculcated in every scholar.¹

A fifth seminar course was held in Milwaukee from October 1, 1878 to April 13, 1879. Ten students were accepted, including two women. Seven graduated, including one woman, Miss Bauer.²

There was no course offered in the year 1879-80, but the year 1880 afforded an international opportunity to demonstrate the soundness and efficiency of the methods taught in the Milwaukee seminary. The Turnverein sent George Brosius with a class of seven members from the Turnverein "Milwaukee," including H. Koehler, F. Kasten, W. Wm. Lachenmaier, C. Mueller, C. E. Paul, A. Schaefer, and O. Wagner (and Mr. H. Rathke of "Northside Milwaukee Turner"), abroad to participate in the Fifth German Turners Festival in Frankfort on Main to compete with the Germans.³ To the amazement of everyone, at home and abroad, the American Turners were awarded second, third, fifth, sixth, thirteenth and twenty-first prizes.⁴ Herman Koehler, whose mother was Brosius' oldest sister, won the second

¹Ibid., p. 89.
²Ibid., p. 89.
³Ibid., p. 89.
⁴Leonard, op. cit., p. 303.
prize. Herman later graduated under his uncle in 1882 and was appointed Master of the Sword at West Point Military Academy in 1885.¹

The Milwaukee seminary school was continued until 1888. "In the fourteen years ten courses were conducted and 106 students graduated."² The school was changed from an evening school to a full time ten-month term, which included systematic instruction in the following subjects:

Practical gymnastics, gymnastic nomenclature, the value and use of the different pieces of apparatus, the preparation of series of graded lessons in gymnastics; the history and literature of physical training, including systems and methods, with the special attention to modern times; the history of civilization, in connection with the preceding course, the essentials of anatomy and physiology; hygiene, medical gymnastics, and first aid; the principles of education, and practical hints derived from them; the German and English languages and literature; simple popular and Turner songs; foil, sabre, and bayonet fencing; swimming. There must also be frequent observations in classes in gymnastics, for adults and for school children, and practice in conducting them. It was deemed desirable that every graduate should be able to use the English language in his teaching.³

In addition a system of anthropometric measurement of students was set up, requested for admission and graduation were crystallized and a scholarship fund was established.⁴

The year 1886 is regarded as a turning point in the history of the German American gymnastic societies, as before that date it is

¹Ibid., p. 303
²Brosius, op. cit., p. 90.
³Leonard, op. cit., p. 304.
considered German and after that date it is American. A systematic campaign was now undertaken to acquaint American educators and the public with the German system of physical education. The Turnerbund authorized its executive committee to appoint delegates to the second annual meeting of the American Association for the Advancement of Physical Education. Three papers were presented and an exhibition on German gymnastics was given by classes from New York and Brooklyn societies. William A. Stecher presented a paper at Philadelphia in 1892. A special committee of well-known men (Doctors Hitchcock, Sargent and Hartwell) was invited to attend the national Turnfest in Milwaukee in 1893 as guests.

It was reported:

Milwaukee had scarcely seen such an event as the National Tournament of Turners in 1893. Parades, mass exercises, monster celebrations, and gaily bedecked city astounded the good burgers. Thousand upon thousands of Turners from all over the United States came to the city and put on their demonstrations.

The work at the national Turnfest in Milwaukee, July 21-25, 1893, was typical of the national Turnfest held every four years (formerly every two years). The festivals were held to show what progress has been made by the Union as well as its districts, societies and individual members. The program was arranged to show the physical and intellectual work of the men. The children and women put on a few

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1 Leonard, op. cit., p. 305.
2 Ibid., p. 305.
3 . . . 90 Years of Service The Milwaukee Turner, October 1943, Milwaukee: Milwaukee Turner, p. 29.
exhibition numbers. The work was divided into two groups—Physical Work and Mental Work, and these two groups subdivided into mass and individual exercises. A copy of the Milwaukee program at the Twenty-Sixth National Festival shows the scope of the activities in general.


1. Mass-Exercises with Iron Wands, by young men (under 35 years), over 3,000 took part in these exercises.


5. Mass-Exercises in Calisthenics by the girls of the gymnasium schools of Milwaukee.

6. Mass-Exercises in Calisthenics, by the boys of the gymnasium schools of Milwaukee.

7. Mass-Exercises, Apparatus Work, by the juvenile classes of the gymnasium schools of Milwaukee (14 to 18 years old).

8. Mass-Exercises, Pyramids on 18 ladders, by the active members of the gymnastic societies of Milwaukee.

b. Mass-Exercises for Competition.

1. Male Chorus, eleven societies competing.

   c. Individual Work for Competition.

1. Off-hand Speeches, five men competing.

2. Recitation, seventeen men and two women competing.

3. Essays in the German Language upon the following themes:
   1. In which respect is the German system of gymnastics superior to the Swedish or any other system, (a) in regard to gymnasium schools, (b) in regard to public schools? 2. How can harmony and unity be
preserved in regard to the ethical, social and political efforts of the "North American Turnerbund?" ¹

Dr. Dudley Sargent in writing his critical unbiased report states:

The assembling of three thousand active participants from all over the country, including representatives from states as remote as California, Louisiana and Massachusetts is in itself an achievement which has never been accomplished before in America, and is deserving of highest tribute of praise from all persons interested in the cause of physical education . . .

. . . One of the worst features of all gymnastics or athletic contests is the tendency to reduce the competition to a chosen few, thereby depriving the many of an incentive for which they may work. By the introduction of the group system, and by having the apparatus work so arranged that each man can be working within his capacity, and the expert gymnast still allowed opportunity for his difficult movements, the Turnerbund has, in my opinion, overcome the greatest objection to contests and put the whole tournament on a higher and broader basis . . . .

Another feature of the tournament that was especially interesting to me was "The old men's class," so called.

A notion prevails in our country that men of middle age are too old to exercise in the gymnasium, and that they sacrifice their dignity in engaging in boyish sports. There is no time in life when well regulated and judicious exercise is more serviceable to a man than between forty and fifty years of age . . . .

The practice of having a competition in mental efforts at the same festival with the physical exercises, and the union of the social features with it all, are highly to be commended.

The Germans are the only people who have carried out the Greek ideals in this respect. ²

¹Report of the Special Committee on Observation of the Twenty-Sixth National Festival of the North-American Gymnastic Union July 21st to 25th, 1893, Milwaukee, 1893, p. 2,3.

²Ibid., p. 11, 12, 13.
The Turners also carried their campaign to promote their system of physical education to the Chicago World's Fair in 1893.\(^1\) The monthly periodical *Mind and Body* was started in March of 1894 and was used to enlighten the public.\(^2\) A "Textbook of German-American Gymnastics" was published in 1896.\(^3\) Turner instructors, even went so far in promoting their course, that they offered their services free of charge to schools. "The result was the introduction of German gymnastics into the schools of a number of cities in the Midwest, such as Kansas City, Chicago, Cleveland, St. Louis, Cincinnati, Milwaukee and others. In this respect the growth of the German gymnastic movement was more decentralized than any of the other gymnastic movements. Practically every large city of the Middle West treasures the names of individuals who have given a lifetime of valuable service to the growth of physical education. Among the individuals who were active also in district and national affairs prior to or closely following the turn of the century were George Brosius, Carl Betz, Henry Suder, William Reuter, Karl Zapp, Hans Ballin, Carl Zeigler, Robert Nohr, George Wittich and Emil Rath."\(^4\)

For a brief interim, 1889-1891, the teacher training program was temporarily conducted at Indianapolis, under the direction of

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\(^1\) Leonard, *op. cit.* p. 306.

\(^2\) Van Dalen, *op. cit.* p. 393.

\(^3\) Ibid., p. 393.

\(^4\) Ibid., p. 393.
William Fleck. The program returned to Milwaukee in 1892 and remained there until 1907. George Wittich, a graduate of 1881-82, took over the leadership in 1902 and graduated forty-three students, twelve of whom were female students.¹

On September 23, 1907, the newly christened "Normal College of the North American Gymnastic Union,"² incorporated under the laws of Indiana, was opened in the German House of the Indianapolis Socialer Turnverein.³ Karl Kroh was the head for two years and was succeeded by Emil Rath who resigned in 1934. He was followed by Dr. Carl B. Sputh, who continued to serve until September 1, 1941, when the school was merged with Indiana University, in accordance with a recommendation of the 1940 Convention of the American Turners held at Camp Brosius, Elkhart Lake, Wisconsin.⁴

¹Brosius, op. cit., p. 91.
²North American Gymnastic Union - henceforth will be referred to as NAGU.
³Leonard, op. cit., p. 311.
⁴Rinsch, op. cit., p. 79-80.
CHAPTER III

PIONEER FATHER

Wilhelm Reuter,¹ Hans Reuter's father, died in 1946 at the age of 89.² After thirty-three years with the Davenport Turngemeinde and forty-seven years with the public schools of Davenport, Iowa, he used to say that he taught physical education for a total of eighty years.³

William Reuter was born September 21, 1855, Mequon, Wisconsin, which is just outside of Milwaukee. He was one of fourteen children.⁴ During the Civil War period he attended a country school and then later the public schools in Milwaukee. At age fifteen, he received a free scholarship to Professor Engelman's German English Academy. Unfortunately, just prior to graduation, Mr. Englemann died and the trustees voted to discontinue the scholarship. The family was too poor to pay, so William had to go to work.

The Turners' Normal School of Physical Education was moved from New York to Milwaukee in 1875. William Reuter graduated from

¹Wilhelm changed his name to William and will be referred as within.
²Davenport Democrat and Leader, March 18, 1931.
³Taped Interview with Fritz Reuter, Davenport, Iowa, December, 1968.
the school in 1879 with an A-I diploma. (See Appendix A-I). In was
during this time that he was an understudy of George Brosius.

After graduation, William Reuter accepted a teaching position
in Peoria, Illinois Turverein. At this same time, he also taught at
Pekin, about ten miles away, and at Bloomington, about forty-five
miles away. He traveled back and forth by railroad, and his railroad
fares amounted to quite a bit. Finally, he got a railroad pass from a
newspaper man for making collections for him. William was also able
to add to his income by conducting a Sunday morning class in drawing
and modeling. ¹

Mr. Reuter's stay in Peoria was not very long because he
accepted a call from the Davenport Turngemeinde in late 1879. ² This
was a much larger society, and they offered him $25.00 per month,
plus the dues of children's classes, guaranteeing $600.00 a year.
In addition, on Saturday afternoons he taught at Rock Island, just
across the river, and then he took the horsecar to Moline where he
taught two classes from 8 to 10 p.m. Since there were no cars after
10 p.m. and no trains until the next morning, he walked the six miles
home. He did all this extra work for the sum of $10.00 per month.
Besides his work in the Turngemeinde he accepted a position as teacher
of physical education in the public schools. No systematic drill in

² Davenport Turn-Gemeinde, "Seventy-fifth Anniversary 1852-
1927," Davenport, Iowa, 1927, p. 11.
physical culture was given the children of the schools until 1887. At that date the Board of Education determined to employ a special instructor, and William Reuter, in charge of the Turning school of the Davenport Turngemeinde was secured. The minutes of the Board of Education of January 11, 1887 states:

That Professor William Reuter of this City be employed for the remainder of the current school year as instructor in Physical Culture at a salary of $50 per month, he agreeing to conduct a ten minute lesson in each room instructed at least once a week, and to meet the teachers interested, collectively, for an hour's lesson once in two weeks.¹

William Reuter's work in the public school was of very high caliber and attracted visitors from the surrounding states: he became nationally known in Turner circles for his outstanding work. He was especially noted for his model exhibition numbers at the National Turnfest. His classes won highest honors in every National Turnfest which were held every four years, his first being in 1881 and his last in 1909.²

At the Turnfest in 1881 in St. Louis, Missouri, he put on a number with twelve men using seven pound iron wands, other groups used three pounders. No notes could be used, no coaching, no cues given, only the count in short snappy commands. There was to be no audience applause until all teams finished and the competition was

¹ Minutes of the Board of Education, January 11, 1887, Davenport, Iowa.

completed. Mr. Reuter says, "On the next day when announcements were made and diplomas given, we heard the chairman of the judges call out Davenport Turngemeinde--with Reuter Turnerhouse first place with 100 percent by all judges, I actually wept. So my boys with their black, 7½ pound wands beat all others with their 3 pound wands. We, with only 12 men had outranked even Chicago with 26 men--and members counted. This put Davenport on the map." ¹

The Davenport Turngemeinde, under the direction of William Reuter, were also in competition at the Milwaukee Turnfest of 1893. They were invited to put on an exhibition at the World's Fair in Chicago in the same year. This group was the only class officially photographed at that event. ²

William Reuter attended conventions and meets from Boston to San Francisco, New York to Los Angeles and from St. Paul to Louisville, Kentucky. He was well known and very popular, consequently, he got many job offers. He tells us:

There passed not a year in which one or more offers with good inducements did not come in my mail. All those cities before mentioned, as well as others, wanted me. I turned a deaf ear to them all even to San Francisco offering $100.00 in gold per month when I was getting but $85.00 in silver or greenbacks. ³

² Davenport Turn-Gemeinde, "Seventy-Fifth Anniversary," p. 11.
Major Koehler of West Point, captain and master of the sword and director of athletics and gymnastics, and a former Turner said he would like to have William Reuter as an assistant, but since he was over age, he asked if one of his sons might be interested in a position. Perhaps the best job offered Mr. Reuter, and the most tempting and hardest to turn down, was that of Presidency of the Normal College at Indianapolis, Indiana in 1909. After he declined the position, an article appeared in the newspaper Davenport Democrat and Leader, which headlined: "PROF. REUTER REMAINS HERE." Mr. Reuter remarks of this offer:

After declining by mail, I received a long distance call, saying that secretary Nix would be in Davenport the next day to try to convince me of the mistake I was making. He came and was guest at my house. The gist of our conference was his pointing out that as president of the Normal College—the oldest in the country—I would be a national figure in my profession. Having known me as a member of the technical committee in the executive board of the American Turnerbund, and knowing of my never failing success in the past and with a letter of recommendation of my superintendent in their hands—a letter such as are rarely written—and full knowledge as to my personality, etc., they wanted me and should have me... While proud of being considered, I felt I must decline. After bidding him goodbye at the station with an "Auf Wiedersehn," he turned, while getting aboard and said: "remember the salary is $3,000.00 a year and possible increase. Should you change your mind, wire. We will hold the place open as long as possible," and with another "Auf Wiedersehn" he was off.

1 Davenport Democrat and Leader, March 18, 1931.
Although William Reuter did not accept the Presidency of the Normal College of the NAGU at Indianapolis, this college saw fit to award him the Bachelor Honoris Causa Degree and the Masters Honoris Causa Degree.

In 1931, The American Physical Education Association awarded him an honor award diploma, and he was appointed a Fellow in the Academy of Physical Education.¹

¹Davenport Democrat and Leader, March 18, 1931.
CHAPTER IV

YOUTH AND EARLY TRAINING

An elderly man stood at the counter of a sporting goods store in La Crosse, Wisconsin. He wanted to purchase a bike that had a five-speed shift as this would make it easier to travel the hilly terrain of the area. The salesman asked the man, "How old is your little boy?" He answered, "Eighty-one." The bike was being purchased for the use of Hans C. Reuter, Professor Emeritus, Wisconsin State University, La Crosse, Wisconsin. Hans, a second generation Turner, is truly a "chip off the old block."

In Davenport, Iowa, on December 20, 1885, Johan Christopher was born to Wilhelm and Anna Reuter. Both parents were natural born American citizens of German immigrants. Johan was called Hans until he enrolled in public school. He was called John in elementary and high school, but when he went to work in the jewelry trade, he reverted back to Hans.¹

Hans had one older sister, Wilhelmina (1880) and an older brother, Friedrich (1883). He had three younger sisters, Margareta (1888); Helena, (1890); Anna Maria (1893); and a younger brother, William (1894).²

¹Note—hereafter referred to as Hans.
²Note—All are living at the time of this writing.
Hans began his formal education at the age of five years, in the Davenport Turngemeinde under the supervision of his father, William Reuter. The Turner Hall was a large and spacious gymnasium. It had a visitors' balcony at one end. Near the entrance was a poster printed in German "Man darf," meaning "one may." Under this heading were several captions such as "one may remove his hat upon entering the gymnasium; let your cigar go out; refrain from loud conversation while class is in session, and so on." The gymnasium was equipped with apparatus to accommodate class work and work by squads. Hans describes their gymnasium by saying:

We had at least twelve climbing poles; six horizontal bars; six pairs of flying rings; a series of traveling rings; a dozen balance beams; six ladders adjustable to the vertical, oblique and horizontal; at least a half dozen pyramid ladders. Then too, there were the storming board; the circle swing; the pulley weights; jump stand; shot put; vaulting poles; etc. The vaulting poles were of spruce, no spring to these poles or casts as in present glass poles. We had hand apparatus such as wooden wands, three and seven pound iron wands, wooden dumbbells, wooden barbells, wooden ring, reeds, Indian clubs of various weights, long wooden wands about twelve feet long. These were used by several persons (about four at a time) standing one behind the other, grasping the wands at their sides. For weight lifting we had iron dumbbells. Then there was the Linsenstein, so called on account of its shape, like a lentil pea; lenticular shape. In using this weight in competition it was placed on the palm of the right hand at floor level, raised to chest level and then pushed up to full arms length. When one couldn't push it any more times with the right hand, it was transferred to the left hand without dropping it or letting it touch the floor. Then it would be pushed up with the left arm. ... There were a great number of mats, the wrestling mat, fencing equipment, large medicine balls that we used to toss and exercise with. We had some
smaller medicine balls; we used these in the game of battleball in the junior and men's classes. When basketball and indoor baseball came in, of course, that equipment was added. Also, when the playground movement took hold, playground slides were installed. ¹

The classes were arranged according to age groups. For boys, the first class was from age five to nine years; second class, age nine to twelve; third class, age twelve to fourteen; juniors, fourteen to eighteen; men, eighteen years and over. This last group of men was known as the actives. The senior class was comprised of men over thirty years of age. Sometimes they called themselves the Bear Class. The girls classes were organized according to the same age groups, except that at age sixteen they entered the ladies' class. In later years, classes were organized for married women.

As a child, Hans had fun in the turner classes for there was always time for free play before and after the formal activities. Every lesson started with a warm-up period, consisting of running, jumping or hopping activities. Marching tactics, with or without hand apparatus, preceded the free exercise. The men's classes often marched while singing some of the Turner songs. Next came the work on the apparatus. This was done by the entire class working on different apparatus. The lesson usually lasted an hour, and wound up with a game or novelty race. The older boys and girls and adults exercised with wooden dumbbells, wooden and iron wands and Indian clubs.

¹ Autobiographical Tape by Hans Reuter, 1967.
At the age of six, Hans was enrolled in the Davenport Public Schools. Unlike the well equipped Turner Hall, physical culture was conducted in the crowded classroom or in the central hallway, if they had one. When the weather was nice, the class went outdoors. Hans was fortunate to have a class in physical culture in the public schools, as most school systems had not yet recognized this need. William Reuter, Hans' father, had introduced and was teaching this class in Davenport, Iowa, at the time when his children were in attendance. The program was limited due to space and time allotment of not more than fifteen minutes a day. William Reuter visited each school in Davenport once a week to present the lesson and lesson plans to be followed daily by the teacher. The children looked forward to this weekly visit, and would applaud when William Reuter entered the room. They also made up a poem about him. (See Figure 2.)

The subjects taught in the elementary schools were: reading, writing, arithmetic, spelling, drawing, music, physical culture, grammar, geography, history, manual training and cooking. Hans did not like multiplication, addition or subtraction, but when it came to working out problems, such as how many rolls of wallpaper or carpeting required for a room, he was usually the first one finished.

The Reuters spoke German in their home so naturally Hans did pretty well in German in the lower grades. However, when he reached the fifth grade he didn't like his German teacher and got poor grades. His teacher tried to be a strict disciplinarian, and the boys took advantage of her and often misbehaved. One day Hans really aggrieved
FIGURE 2

POEM, COMPOSED BY WILHELM REUTER'S STUDENTS
ERE is the man the school kids know.
He helps each one to stronger grow.
Gives the young blood circulation;
Also aids their respiration.

Counteracts the school position...
Keeps them all in good condition.
Creates love for animation.
Has them march in drill formation.

Each class he will organize:
And their bodies exercise.
Indian Clubs and Dumb-bells light,
They all use in manner right.

'Kids all act when he command.
Little chests he makes expand.
Little hands and little feet,
As he counts the time will beat.

By his calisthenic rules,
He makes better all the schools.
And the children like his work.
From it they will never shirk.

He's for health of every kind,
Health of body; health of mind.
Dormant muscles he makes play;
Does it in a pleasing way.

At his picture briefly scan: —
Do you know this worthy man?
Ask some school boy; he will say:
"That's Professor Reuter, plain as day."
the teacher, and she asked who had a good pocket knife. Hans offered his knife, and the teacher gave it to the boy ahead of him, telling him to go out and cut a switch off the tree outside of the room. As he passed Hans on the way out, Hans told him to cut a great big one. The boy was gone a long while and when he finally came in he had a limb about eight feet long with all the side branches still on it. The fact that the switch was so big and that the class period was almost up, saved Hans from getting a whipping. Hans remarked, "This incident may not be nothing to brag about, but it showed that I used my head."¹

Like most boys his age, Hans had certain chores to perform after school hours. One task was that of shining his father's shoes (it was not the wax polish but the "spit and Polish" kind); mow the grass, chop and pile kindling, carry coal, shovel snow, feed and curry the horse, and hitch her up to the buggy for his father's visits to the schools.

William Reuter introduced physical education to Davenport schools in the horse and buggy era. Fanny, the horse, knew all the schools and the scheduled days of teaching. Fritz Reuter, Hans' brother, recalls that one day his father started out for work and tried to get the horse to turn at a certain corner. Fanny refused to make the turn. Finally, Mr. Reuter realized that the horse was right, and he should be headed for another school.² Another time Hans and Aunt

²Interview with Fritz Reuter, December 30, 1968.
Lizzie were driving down town to call for their father at the Turner Hall. This time they were using the sleigh (cutter), and the runner of the cutter hit the railroad track at a bad angle. Aunt Lizzie and Hans were dumped out. Fanny paused while the cutter righted itself and then continued on an easy trot until she got to the Turner Hall. They found her standing at the hitching post.

All during the period that Hans Reuter was enrolled in the public school system in Davenport, he was also enrolled in the Davenport Turngemeinde. It was here that Hans got most of his training and achieved recognition for his athletic ability. A report card, which was developed by William Reuter for the Turngemeinde, shows that Hans excelled in his work. (See Appendix B-1.) It is interesting to note the criteria on which the grades were based. (Appendix B-2.)

It was the philosophy of the Turners to strive for all-around physical development. Everyone in the various boys and mens classes took part in an annual "Prize Turning" event, usually held in June or July. These were invitational meets. All such contests included events for gymnastic skills, activities for speed, and activities for strength. The participants were judged on a point system. The events varied with each meet. The typical meet consisted of competition chosen from the following activities: high jump; high-far jump; hop, step and jump; three successive broad jumps; running broad jump; shot put; pole vault; javelin throw; and hand-over-hand climbing. Each man competed in all events and his standing was determined on the basis of total points earned. (See Figure 3.)
FIGURE 3

HANS REUTER HIGHJUMPING
Hans Reuter recalls one of the meets held in the Village of Eldridge, Iowa:

When a downpour of rain interrupted the competition just before the last event, the pole vault, was to start. By the time it cleared off so we could start the vaulting, it was growing quite late and because of the surrounding trees, dusk crept upon us. The result was that by the time there were just a few of us still in it, it was so dark we had difficulty seeing the take off and the crossbar. We finished the last few vaults by the light of a kerosene barn lantern in the hands of a man on a ladder and a candle placed at the take off. By the way, our vaulting poles were spruce, no spring in them as in the modern poles.  

In 1905 Hans Reuter and his brother, Fritz, were members of the class that represented the Davenport Turngemeinde at the National Turnfest at Indianapolis. As usual, William Reuter's class received an excellent rating for the model exercises. This was a drill using wooden dumbbells.

This was Hans' first experience at a National Fest. When he arrived at the State Fairgrounds where the activities were held, he found all the participants encamped in army tents, and those tents allocated to his group were not yet set up. Since it was already late evening, they did not have time to set them up that day, so they took the tents to the exhibition hall and placed them on tables and shelves and tried to sleep on them. It proved to be a restless night for no matter which way they turned, they still felt the knots or were tangled in the ropes. They didn't get much rest for the next several days of rough competition.

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The tents were set up the next day, but while the participants were competing in the halls, there was a rainstorm. When they arrived back at the fairgrounds, they found the dirt horse-racing track practically flooded. They had to cross this track to get to their tents. Hans tells us, "to save us the almost impossible task of cleaning up our shoes the next morning, we removed them but kept on our sox. In this way, when we took off the sox the mud clung to them and not to our feet."¹

On the last night of the Festival, the Davenport Turners stayed in the city celebrating at the "German House" which was the headquarters. When they got ready to take the street car back to the grounds, the cars were already so crowded that they would no longer stop to pick up passengers. The only way they could get back was to walk the five miles. This they did, doing fancy marching tactics on the way.

Both Hans and Fritz took part in the Pentathlon (a group of five events) at Indianapolis. To qualify for a place, one had to make at least seven points in each event, and the person getting the highest total was the winner. Six of the Davenport members entered this event. Hans was the youngest member of the group. The event started with hand-over-hand climbing and Hans saw his fellow Turners, one after the other, fail to make the required time in climbing. He felt rather disheartened until he and brother Fritz qualified. They not only

qualified in the other events, but Fritz ranked fifth and Hans ranked fourteenth. (First place awards H. C. Reuter, 1898, 1900, 1906 and 1907 are shown in Appendix A-2 through A-5.)

Hans Reuter reached the pinnacle of his success as an individual Turner when he won the Pentathlon at the next National Turnfest in Cincinnati, Ohio in 1909. Hans tells us,

This pentathlon consisted of the following five events: pole vault, high jump, 100 yard dash, hand-over-hand climbing, and the shot put. You may note that the combination consisted of events of speed, strength, and skill, in various combinations. I qualified in each event and at the distribution of awards, I was naturally anxious to know how many ranked ahead of me. When the winner was announced, I did not catch the name. I asked the gang around me, "Who did they say?" They gave me a good slap on the shoulder and shouted, "You, you, go up there and get your diploma." Needless to say, I was very much surprised and felt pretty good about it. ¹ (See Appendix A-6.)

Hans' sisters, Gretchen and Helen, who also participated in this Turnfest, shared his joy. William Reuter, his coach, was very proud of his son. (See Figure 4 and Appendix A-7.)

The Davenport Turners also came through with highest honors in the exhibition number. Hans Reuter described this exhibition:

This time they used long wands. These were about twelve feet long and about one and one half inches in diameter. They were carried horizontally at our sides, one in each hand. There were about five men between each two wands, one man behind the other. At first thought it might seem that this sort of drill would be easy, each one pulling the other along. More often, the person making a mistake would be pulled off his feet by the other four men. We did our marching drill first and then, in an ingenious manner,

FIGURE 4

PENTATHLON AND OTHER AWARDS
passed the wands, which were lying at the side, over head to each row. This was all synchronized with music. We made quite a hit with the audience as well as being given a high rating by the judges. We were asked to repeat the performance at the downtown exhibit-place and again later for moving pictures.

The Davenport Democrat and Leader headlined "Hans Reuter Captures First Prize in the Big Five Event Contest." It stated, "In the five event contest, second only in importance to the individual contest, Hans Reuter of Davenport was first and Otto Witt, also of Davenport, was sixth. This was in competition with the entire world and is certainly a glorious victory for Davenport." The paper goes on to relate that the Davenport Turners will be returning home on their special train and are scheduled to reach Rock Island depot at 9:30 o'clock. Friends and admirers will accord them a "tremendous ovation at the train."  

In addition to the athletic events in which Hans Reuter so avidly participated in his youth, he also took an active part in the social activities of the Turners. The Davenport Turner Hall was the center of social life for the entire family. There they held the Annual Exhibition, the Christmas Party, Bird-Shooting Prize, Masquerade Ball, the Sylvester Ball (New Years) and Bazaars. It was at the Turner Hall that Hans met Ella Mass, his sweetheart and future wife.

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1 Democrat and Leader, 1909.
CHAPTER V

PROFESSIONAL TRAINING EXPERIENCE BEFORE LA CROSSE

The Cincinnati Turnfest of 1909 was the last Turnfest in which Hans Reuter participated as a member of the Davenport Turners. Although this brought to an end the period of education at the Davenport Turngemeinde under his father, Hans' public school education had already ended in 1902. Hans had quit in his junior year of high school to enter an apprenticeship with M. E. Nabsted in the jewelry manufacturing trade. As an apprentice, he did the work on all of his Turner medals, except the laying out and engraving.

Hans Reuter might have continued to work as a jeweler, but for one incident in 1910, which demonstrates his quality of independent action. He relates,

The circumstances leading to my quitting was the fact that the boss had posted a notice to the effect that anyone not liking the way the shop was run could quit. When I saw this notice, I asked the rest of the employees what they thought about it and what they intended to do about it. They merely shrugged their shoulders and said nothing. Some of the men were married and, of course, it was not so easy to just quit. I told them that I knew what I was going to do. When the end of the work day came around, I remained at my bench and started sorting out my tools from the company tools, wrapped them up in my apron, and got ready to leave. The boss, who was checking over the day's work, was watching me and finally came over and asked what was up. I told him that I was taking his advice.
according to the notice he had posted. He asked whether I did not like the way the shop was run. I told him that was right, whereupon he said, "Well you're cutting your own throat." That was all there was to it. I had no plans for the future. I knew also that, because of the slack season, it would be impossible to get another job at the trade. Also, I would have to go to one of the larger cities because there were no other manufacturing jewelry shops in Davenport or any of the surrounding cities.¹

Fritz Reuter, who was teaching in Cincinnati, Ohio at this time, persuaded Hans to come there in search of work. Nic Seuss, teacher of the North Cincinnati Turnverein and Supervisor of the Park Commission playground offered Hans a job in the Sinton Park Playground. Here he had charge of the boys. (See letter of advice to Hans from his father (Appendix C).

Hans Reuter did not stay very long in Cincinnati because his brother Fritz was able to convince him to attend the Normal College of the American Gymnastic Union at Indianapolis, Indiana to prepare himself for teaching physical education. Fritz promised to help him out financially, and Hans Reuter enrolled in September, 1910. He roomed with Francis Miller of Duwagiac, Michigan and Rudenz Seifert of Detroit Michigan. Miller, later became a teacher of physical education and football coach at Stout Institute at Menomonie, Wisconsin. Seifert contracted tuberculosis and died.

The course in physical education was an intense one. Hans was enrolled, with three other students, in the elementary course

which was primarily intended to prepare teachers for the Turnvereine. The gym courses were conducted in German, but in the other courses they attended classes in English with the rest of the college students. All the floorwork was taught by Dean Emil Rath. Because Hans was somewhat older than the rest (25) they called him "Dad."

The activity program at the Normal College of the American Gymnastic Union (NAGU) followed the pattern of the German system with emphasis on newer trends. Hans Reuter says of his education,

We had more folk dancing as well as aesthetic dancing and classic dance of the Chalif school which were popular at that time. Everything except boxing, wrestling, swimming, athletics and advanced apparatus was co-educational. We did practice teaching with the classes in the Turnvereine and in the public schools. Although I received my formal teacher training here at Indianapolis, I feel that it really started when I was in the boys' classes in the Davenport Turngemeinde. As I progressed to the next higher age group, I would assist father with classes below my age level. I would help him set up the apparatus, get the mats, offer assistance to the less skillful, and sometimes act as squad leader.  

During the year that Hans Reuter was in college, Mr. Robert Nix, the president of the American Turners died. He was also president of the national organization, so appropriate memorial services were held for him in the auditorium of the Athenaeum. Hans was selected to hold the national flag of the Turners. He wore the grey flannel uniform of the Active Turner and he stood on a platform just

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1 Autobiographical Tape by Hans Reuter, 1967.
behind a portrait of Mr. Nix. The ceremony was a rather long one and Hans became weak from standing erect and rigidly at attention for so long. Just as the program ended and he was about to collapse, Dr. Sputh noticed him and rushed to his assistance.

Early in the spring of that college year, Dr. Sputh asked the class members to enter the Indianapolis City Championship Track and Field Meet sponsored by Butler University. Although the class had not started the outdoor program or done any track and field work indoors, they agreed to participate. Hans had to borrow a vaulting pole at the meet, as they wouldn't let him board the street car with his vaulting pole. In spite of this, he won first place in the pole vault. The next day his picture appeared in the newspaper with the caption, "Daddy Reuter Vaults 11 Feet With Strange Pole."

Hans Reuter graduated from NAGU on June 15, 1911, with a one year Elementary Certificate. He was offered a job in Pittsburgh, Pennsylvania with the Turners, another job in Ludlow, Colorado with the Turners and public schools, and a third job in St. Paul, Minnesota. He accepted the position in St. Paul at the Mechanic Arts High School because he thought it would be a better stepping stone for the future. His salary was $1,050.00 per year.

In the spring of 1912, William Reuter recommended Hans for the job opening at the Indianapolis Turnvereine. Hans accepted the position because it would give him experience with all ages of boys and girls, six years old through adolescents and adults. He carried on the usual Turner program plus folk and aesthetic dancing. The
classes were held after school and evening hours. This enabled him
to also teach several classes during the day at the Normal College.

In this first year, 1913, that Hans Reuter was a teacher in
the Turvereine, he was confronted with the task of preparing the active
class for the National Turnfest held in Denver, Colorado in June. He
also had to prepare a model exhibition number for the actives and
ladies.

The trip to Denver was made by special train. Hans Reuter
married Ella Mass on April 28 of that year, and since his work had
prevented him from taking a honeymoon, he looked upon this trip with
about one hundred fellow Turners, as the honeymoon trip.

The Turners from Indianapolis were not very strong in gym­
nastic and athletic competition, but they received highest honors for
the model drill. William Reuter, who was now retired from teaching
in the Turnverein, was watching the Turnfest. It was a great satis­
faction to him to see his son following in his footsteps.

Through associations, Hans Reuter got to know many of his
father's colleagues among the Turners. Many had been teachers in
the Turnverein before becoming supervisors in the public schools.
There was Henry Suder, Chicago, followed by Max Stress and August
Pritzlaff; Alvin Kindervater of St. Louis; William Stecher of Philadelphia;
Carl Ziegler of Cincinnati; Carl Burkhardt of Buffalo; George Wittich,
his brother's teacher, of Milwaukee; George Brosius, his father's
teacher, of Milwaukee; and Emil Rath, his own teacher, of Indian­
apolis. (See Figure 5.)
Front Row: Emil Hocke, Otto Stefans, Andrew Thama, William Nicholi,
Mr. Schorer, Theo Stemphel, Mr. Krinnel, Curt Fall,
William Reuter, ________, Dr. Robert Nohr.

Second Row: ________, Otto Schissel, Carl Hein, ________.

Top Row: ________, William Stecher, Mr. Bachman, Max Straus,
Ernest Klafs, ______, Henry Suder, Hans Reuter, Dave
Henschen, George Brosius, Dr. William Acker, ______,
Mr. Etling, Mr. Hein, ________, ______, ______,
Miss Elsa Hein, Emil Rath,
When World War I broke out in 1914, Hans Reuter could see the chances of building up his classes in the Turnvereine began to fade. Although he continued to teach in the Turnvereine during this period, he accepted a second job as a teacher of physical education in the public schools in Indianapolis. It was at this time that Marianna, his first child was born. His second daughter, Ellen, was born in 1922. Hans Reuter found that he liked teaching in public school as well as he did in the Turnvereine. He was responsible for the physical education program in fourteen elementary schools. However, due to finances, his job was eliminated at the elementary school level, but he was re-hired as a full time physical education teacher at Shortridge High School.

Physical education at Shortridge was alternated with the R.O.T.C. program. Since the R.O.T.C. instructor wanted the classes in freshman, sophomore, junior and senior groupings, the physical education classes were likewise so arranged, which was to Mr. Reuter's liking. Since physical education was compulsory, he was faced with the problem of doctor's excuses for the accommodation of the boys. Mr. Reuter decided to have these boys meet in a special class on Wednesday and do remedial work. He got a stethoscope so that he could listen to the heart beats of those with supposedly "poor hearts." Within a short time, one by one of the "heart" boys came to tell him that they could take the regular gym class. His psychology had worked.
Physical education at Shortridge gained in respect when the basketball coach brought his team in to participate in gymnastic dancing to facilitate their foot work. This also helped to develop a good feeling between the physical education and athletic departments.

Although the high school had limited facilities, Mr. Reuter tried to carry on a good program. He used the State Badge Tests to measure physical efficiency. He took footprints of each pupil and pointed out the anatomical condition of the arches and toes. He graded each pupil objectively and subjectively, and tried to develop a better attitude towards physical education.

Professionally he was interested in promoting physical education at a state level. He was present when Emil Rath called the first meeting on September 29, 1917, for the purpose of organizing an Indiana State Physical Educators' Association. Emil Rath was elected president, Kate Steichman, secretary, and Hans Reuter, treasurer.\(^1\)

After five years of teaching in both the Turnvereine and in the Indianapolis public schools, Hans Reuter resigned his position in the Turnvereine to devote his entire time to his high school work. He remained at Shortridge until 1920, when he accepted a call to La Crosse State Normal, La Crosse, Wisconsin.

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\(^1\)Rinsch, op. cit., p. 138.
CHAPTER VI

PHYSICAL EDUCATION AT LA CROSSE

In order to place Hans C. Reuter in the proper background and setting at La Crosse, it is necessary for us to consider the growth of physical education at the State Normal School and La Crosse State Teachers College. In this chapter we will highlight the changes in the growth of the school prior to 1920, when Mr. Reuter arrived, and consider the changes during the thirty-six years he was on the faculty.

A. Establishment of a Physical Education School

La Crosse was the eighth Wisconsin State Normal School, and it was opened in the fall of 1909.¹ For the first eleven years of the school's history, it had one building, "Old Main," which housed all indoor educational activities. This building was three stories high, about 200 feet square, red brick, and it stood alone on the sand flats in the southeastern part of the city.

The philosophy of the first President, Fassett Cotton, left a lasting impression for the future. He believed "Education must be

for all the people in a democracy, and it should educate the whole person. Cotton believed that in order to achieve this aim, the school must have manual, industrial, agricultural, and physical education.

By the fall of 1909, President Cotton and fourteen faculty members were on hand to instruct the 176 students at the opening of the new school. Four additional teachers, all from Columbia University, opened the "training" school. Six members of that first staff remained on the La Crosse faculty until their retirement from active teaching.

Mrs. Gheodora Youmans, a regent from the Milwaukee area, was another staunch advocate of physical education and did much to promote legislation in this field. She persuaded the Board of Regents to pass a resolution establishing the policy that male instructors be provided for men's physical education classes at the state normals and that women's classes be taught by women. She also introduced a resolution directing the state normal schools to provide courses in physical education at all summer sessions. This resolution eventually led to the establishment of a specialized physical education course at La Crosse. Chapter 228, Laws of 1911, stipulated that courses in

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1 Gilkey, op. cit., p. 278.

2 Gilkey, op. cit., p. 280.

3 La Crosse State Normal School, p. 2-3; Announcement of the State Normal School, La Crosse, Wisconsin.

4 Proceedings of the Board of Regents of Normal Schools of Wisconsin, 1912, p. 12.
physical training be given in the public schools of the state. Therefore, it was necessary that teachers be trained to teach physical education. Since very few colleges offered professional courses in physical education, there was a growing concern as to how this need could be met. In accordance with the board's policy of designating various normal schools to develop specialties, in 1912, the resident regent and the President of La Crosse Normal School were directed to introduce one, two, and three-year courses in physical education at La Crosse and to employ two teachers to carry out the program.¹

Through this resolution, La Crosse became the first normal school in the state to offer a major in physical education. It continued to be the only normal school in Wisconsin to offer a major until 1958.

Carl B. Sputh, M.D., graduate of Butler College and member of the faculty of the Normal College of A.G.U., Indianapolis, Indiana, was brought to La Crosse in 1913 to direct and develop the new course. The course was naturally influenced by his background in medicine and German gymnastics. The program consisted of a combination of educational gymnastics or activity, which took one-third of the day; courses in human science such as anatomy, physiology, histology, diagnosis of disease, which took a similar amount of time; and a final third of the time which was devoted to professional courses and electives.²

¹Proceedings of the Board . . ., 1913, p. 15.

²La Crosse State Normal School, Bulletin of the School of Education, La Crosse, Wisconsin, 1914, p. 33 (hereafter referred to as Bulletin, School of Physical Education . . . with date and page).
Dr. Sputh remained at La Crosse until 1916, when he re­signed to again take up his medical profession in Indianapolis, Indiana. Gustav Heinemann, a graduate of the AGU Normal School and Sputh’s assistant, took over the task as director. Military obligation forced him to resign at the end of the 1916-1917 school year.¹

The physical education department started the 1917 school year without a full-time director. Dr. Sputh agreed to commute between Indianapolis and La Crosse until the new director, Dr. Fredrick Maroney, was employed. He was a former schoolmate of Dr. Sputh’s. Dr. Maroney did not stay long in La Crosse as he resigned in June, 1918 to return to Boston.²

Walter Wittich began his career at La Crosse in the spring of 1917 and was destined to remain for thirty-seven years. He had served as assistant physical education director for one and one-half years before his appointment as head of the department in 1918.³ Wittich, whose father was prominent in the Turnvereine in the public schools of St. Louis and Milwaukee, guided the Division of Physical Education at La Crosse through its developmental years.

The legislature had appropriated money for a new physical education building and construction had begun in the spring of 1917.


²The Racquet (Newspaper). February 12, 1918.

³The Racquet (Yearbook). 1919, p. 16.
However, it was not completed until 1920. The new gymnasium was said to be one of the best equipped in the world.¹ (See Figure 6.)

B. Early Years, 1920-1939

When Hans Reuter joined the teaching staff at La Crosse in 1920, Walter Wittich, Robert Nohr, Raymond Keeler, and Marion Fessenden completed the physical education staff. It is interesting to note that the Turner influence was predominant from the very beginning.

In 1921, Miss Emma Lou Wilder, trained at Posse Normal School of Gymnastics, the University of Pittsburgh and the University of Wisconsin, joined the staff at the same time as Mrs. Leon Berry. The latter was a product of the normal school and Harvard University of Physical Training.²

In March of this same year, 1921, the Regents passed a resolution requesting authority from the legislature to confer a Bachelor of Education degree upon graduates of a four year training course.³

This bill passed the legislature in 1922 and the task of setting up the four-year program began.⁴ In 1924, the Board of Regents passed another resolution which granted a certificate to graduates of the

¹The La Crosse, (Yearbook), 1934, p. 137.
²The Racquet, (Yearbook), 1922, pp. 16-20.
⁴Ibid., 1922, p. 23.
FIGURE 6

ONE OF THE WORLD'S BEST EQUIPPED GYMNASIUMS - 1920
physical education course which entitled him to a license to teach this special subject in Wisconsin for one year and renew it for another. "Upon presentation of satisfactory evidence of good moral character and two years of successful teaching, the graduate will receive an unlimited certificate entitling him to teach Physical Education in the schools in Wisconsin."¹

The name of the Normal School was changed in July, 1926 to LaCrosse State Teachers College.² Now, that the school offered a four-year course, the subject load of the students was reduced from 30 to 18, in line with the requirements of the accrediting agencies.³

With the growing reputation of this school and the growing enrollment, it was necessary for the physical education department to add new teachers. Leon Miller, La Crosse graduate of 1926, joined the staff in that year, and Ross Lyon joined in 1927. George Snodgrass succeeded to the college presidency after President Smith's short term was terminated by his death. This was the same year that Robert Nohr left the faculty to head the department at the University of Wisconsin. Ferdinand Lipovetz came in 1928; Esther Hume in 1929; Howard Johnson in 1930; Elizabeth Rodgers in 1934. Chappell, Lyon, and Hume remained only a short time, and Keeler resigned in 1929. This left

³School Bulletin, La Crosse, Wisconsin. 1926, pp. 64-68.
Wittich, Reuter, Wilder, Miller, Hoff, Rodgers, Lipovetz, and Johnson to carry on the program during the depression years.

A physical education annex was completed and dedicated in March of 1931. This was a solution to the overcrowded facilities, and it also gave the women space for their activities. The structure included a large swimming pool, another gymnasium, and equipment room, orthopedic room, and offices.

The depression years directly affected La Crosse as it was designated as a special school for training physical education teachers. This training was considered by many to be a frill. Many small high schools could not afford to hire a teacher trained in this special subject. As a result, the college approved a new course in 1931 to improve the placement of its graduates. This was known as a major-minor course and enabled students to combine a physical education major with a minor in the academic fields of English, foreign language, history, mathematics, or science.¹

To help alleviate the unemployment situation in La Crosse during the depression, the regents made application for Public Works Administration in 1936, to construct a new training school and a new heating plant.² These buildings were completed in 1939 and the training school was a welcome sight for the student teachers.³ The

¹Bulletin, School of Physical Education . . . , 1931, p. 46.
²Proceedings of the Board . . ., 1936, p. 9,10.
³The Racquet. (Newspaper), February 9, 1940.
new training school housed a junior high gymnasium, a multi-purpose room, locker and shower rooms.

C. The War Years - 1940-1945

"The enrollment in 1931 had been 334; by 1938 it stood at 212 in slow recovery from the depression; and by 1943, it had dropped to 109—the same number that had been enrolled when Wittich came to La Crosse in 1917. Of these 109 students in physical education, all but two of them were women."¹ This drop in the male enrollment showed the effect of the draft on the college program.

Leon Miller, coach of this era, describes his basketball team during the war years by saying, "I had a one armed boy, a diabetic; I had a one eyed boy and a manager of the high school team. We played about a half a dozen games in the season."²

By the close of World War II there was such a shortage of physical education teachers, that it was necessary to grant a thousand permits to teachers not legally qualified to teach. The teacher shortage was so acute that the curriculum committee approved seniors to take jobs mid-year in the public schools.³


²Taped Interview with Leon Miller, January 10, 1969.

³Minutes of the Physical Education Curriculum Committee of November 21, 1943.
D. Transition Years - 1946-1956

With the growing needs of recreation during the war years and upon request of the State Recreation Association, it was arranged for the college to offer a Recreation Major. This enabled a student to accept a position as an instructor of physical education or as a recreation leader. The title of the department was changed in 1952 to the Division of Health, Physical Education, and Recreation.¹

The influx of returning veterans to La Crosse created a crisis of overcrowding and the enrollment had to be limited.² By expanding into the basement and using the fairgrounds in 1949, they were able to enroll 439 students. It was in this period that the graduate program was studied and approved by the Board of Regents, although the first Master's Degree program was not instituted until June of 1956.³

²The Racquet. (Newspaper), May 29, 1947.
³Physical Education Bulletin, La Crosse, Wisconsin, April 1955, p. 3.
A. Contributions to La Crosse

In 1920, President Fassett Cotton of La Crosse State Normal School was looking for a teacher in the Physical Education Department. He was firmly convinced that the real usefulness of a school was measured by the strength of its teaching force, and he put forth great effort to obtain a strong faculty. He was looking for a man who could inspire young men and women to a career of teaching. Dr. Carl B. Sputh, M.D., a Turner and graduate of the NAGU and previous Director of Physical Education at La Crosse, recommended Hans C. Reuter. Dr. Sputh arranged for an interview in Indianapolis, Indiana. After a short conversation, President Cotton said, "I like you, and I will hire you." Mr. Reuter accepted the position and made the move to La Crosse, where he spent the remaining thirty-six years of his teaching career.

At the time Mr. Reuter came to La Crosse there was a dire need for teachers in the teacher training program. La Crosse had been designated by the Board of Regents to specifically fulfill this need in

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1 The La Crosse Tribune, July 29, 1910.


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the State of Wisconsin. McCurdy pointed out in 1919 that the expansion of the teacher preparation schools could not keep pace with the personnel needs of the public schools. There were 4,500,000 students in junior and senior public schools in the United States, and 15,000 physical education teachers were needed (basis of one teacher for each 300 pupils). In June 1916, 1,000 physical education teachers were employed, leaving a 14,000 physical education teacher shortage in the high schools. Thus, the demand for teachers in this field would continue to overbalance the supply for many years to come.¹

Mr. Reuter, himself, was a perfect example of what a physically fit person should be. He had perfect posture. He was tall and straight, and weighed about 155 pounds. He wore a little, well defined mustache, and his physical features in no way gave evidence of his age. When he taught his classes he wore neat dark trousers, white shirt and bow tie. He looked as if he stepped out of a dressing room, and this neat appearance made the students want to emulate him. Mr. Reuter was "Mr. Perfection" himself. He never asked a student to do anything he couldn't do. He was very good at demonstrating and he did so with perfection until the last day he taught, at age 70.²

Ole Jorgenson, Athletic Director of Neenah Public School System, was a student at La Crosse in 1922, and he had classes from


² The above description is a composite from questionnaires and interviews.
Mr. Reuter in those early years. He described his teacher, "He was straight, dignified and always fair. He demanded perfection in all classes. We practiced on the apparatus until our hands were bleeding, and until we reached the perfection needed."¹

Mr. Reuter had a subtle sense of humor. One of his students related, "While working on a dismount, attempting to interpret it from Mr. Reuter's book, I tried to swing forward on the parallel bars and dismount. Somehow, I hooked a foot on a bar and crashed to the mats. The spotter had missed completely. Hans was right there with concern on his face. When he saw that I hadn't been hurt, he straightened up full height and said solemnly, 'Mr. Kime, that dismount isn't in the book!' I could see that he was laughing to himself as he walked away."²

When Hans Reuter took over his teaching position at La Crosse he found the initial course, as set up by Dr. Sputh, almost intact. This was a combination of the German system of Gymnastics and a core of pre-medical academic studies. The physical education curriculum was a two-year course of study. It was expanded to include a third year and a college course. The two-year and the three-year

¹Mr. Ole Jorgenson, Athletic Director, Neenah, Wisconsin, Response to questionnaire which appears in Appendix. A list of respondents appears as Appendix D.
²Mr. Kime, response to questionnaire.
courses were designed for high school graduates, and it qualified the graduates to teach and supervise physical education in high schools, elementary schools and gymnastic societies. The college course was open to college graduates who desired professional preparation in physical education. The college courses were comprised mostly of activity work in physical education and academic courses relating to physical education. Graduates of the course were further qualified to teach physical education in colleges and normal schools. An arrangement had been made with the public schools of La Crosse to allow practice teaching in the elementary schools and in the high schools. There were no public school teachers in elementary physical education hired in La Crosse. The elementary public school physical education program was carried on by the practice teachers under the supervision of the teachers at the Normal School.

From the very beginning the Turner influence was predominant at La Crosse. The men who preceded Hans Reuter on the staff were all AGU trained people. Although Walter Wittich, head of the department, was not an AGU man, his background was with the Turners.

The physical education course of study also reflected the program of the Turners. It included: educational gymnastics (marching tactics, free exercise with and without hand apparatus, apparatus, gymnastic apparatus, dancing, track and field, and games), history of physical education, anatomy and physiology, music, physiology of

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1 Bahr, *op. cit.*, p. 70-72.
exercise, first aid, anthropometry, corrective gymnastics, childhood and adolescence, psychology and pedagogy, hygiene (personal, school, civic, and sex), theory and methods, wrestling and boxing, methods of teaching, construction of equipment and practice teaching. ¹

The classes Mr. Reuter taught in the early years at La Crosse were co-educational, except for gymnastics and boxing. There was a considerable change in 1924, when the physical education program was arranged according to the fall, winter, and spring terms, and greater emphasis was put on the outdoor program in the fall and spring. Earlier, the various phases of the activity courses were taught by the same teacher, sometimes in the same period. Now there was a tendency to become more specialized as the various activities became separate courses. Natural dancing replaced aesthetic dancing. Athletic, English, country dancing and social dancing were added to the curriculum. As fundamental exercises or "primitive exercises" were incorporated in the curriculum about 1928, the exercises with hand apparatus were less emphasized.

As courses were added to the elementary physical education program, they had to be organized and developed. In this area of course development, Mr. Reuter was a master. He organized and prepared detailed outlines for every course he was scheduled to teach. During his tenure, he organized and taught, at one time or another, the following courses:

(1) Free exercises (at various times going by the terms Calisthenics, Body-Building, Body Mechanics)
(2) Exercises with wand and dumbbells
(3) Clubswinging
(4) Marching Tactics
(5) Apparatus
(6) Tumbling, Stunts and Pyramids
(7) Track and Field Athletics
(8) Speedball
(9) Soccer
(10) Swimming
(11) Folk Dancing
(12) Games of Low Organization
(13) Tap (Clog) Dancing
(14) Gymnastic Dancing
(15) Locomotor Rhythms
(16) Self Testing Activities
(17) Wrestling
(18) Organization and Administration of Physical Education
(19) Child Rhythm and Singing Games
(20) Hygiene
(21) History of Physical Education
(22) Making Archery and Games Equipment

In addition to the course work, Hans Reuter coached the gymnastic team, was a critic teacher in the campus and public schools of La Crosse, and he did student teaching demonstrations. As the college enrollment increased and more faculty were added, he was given fewer subjects to teach. However, during his entire career at La Crosse, he continued to teach a course in apparatus, free exercise, some form of dancing, and he was a critic teacher in public school practice teaching.¹

In the 1920's, it was the responsibility of each member of the faculty to supervise practice teachers in addition to their course

¹Autobiographical Tape by Hans Reuter, 1967, p. 34.
work. However, it seemed that Mr. Reuter was taking on more and more of the responsibility as the school grew in size. By the time that a four year course and a degree was offered in 1924, Mr. Reuter was considered the Director of Teacher Training. Although the school had never appointed a director or coordinator of student teaching, he had more or less recognized this need and had moved into that slot. As the college expanded, all teachers worked with student teachers, but Mr. Reuter supervised the training teachers and developed a uniform program.

As an outgrowth of this program, Mr. Reuter developed a syllabus for the elementary teacher in La Crosse Public Schools to use as a guide in continuing the physical education program on days when the student teacher was not in the school. This syllabus also served as a guide to the practice teacher in developing a progressive well-balanced program. Every La Crosse graduate was equipped with this syllabus as a guide when he went forth to teach. When the original State Curriculum was constructed, this syllabus was used as a basis for construction. It was revised for use in the La Crosse Public Schools in 1954, and again Mr. Reuter's ideas were reflected through his students who served on that committee for revision.

1 Interview (taped) with Glen Smith, Director of the Division (1954-56) at La Crosse, Wisconsin, March 24, 1969.

2 Interview (taped) with Beatrice Baird, 1969 Chairman of Women's Physical Education at La Crosse, Wisconsin, January 10, 1969.

3 Interview (taped) with Leon Miller, Retired: January 9, 1969.

4 Interview (taped) with Ann Thomas, Associate Director at La Crosse, Wisconsin, January 10, 1969.
In the fall of 1954, Hans Reuter had a conference with Dr. Smith, Director of Physical Education at La Crosse, and Mr. Reuter pointed out that the school had never had a coordinator of student teaching. Without the title, he had more or less recognized this need and attempted to fill it. He received no credit for it, but he had assumed this responsibility with Mr. Wittich's blessing, however, not in official capacity. He had taught a full load in addition to strengthening the teacher training program. At this time Mr. Reuter explained the need for a full time coordinator of Teacher Training. Dr. Smith related,

We talked at some lengths about this, and made the title official so that he could be free to begin to formulate some of the ideas that had been used in the last decade. As a result of this, we studied Mr. Reuter's program after his leaving in 1956, and we appointed two full time coordinators for student teaching. Much of what Mr. Reuter suggested is still in effect. He wrote a student teaching handbook which was actually a curriculum guide, used not only in the public schools in La Crosse, but I personally have sent out many of these throughout the country. It was very well recognized. If I had to pick one thing that Mr. Reuter contributed to La Crosse, it would be the start of our present day professional student teaching semester.¹

Since the program at La Crosse was based on Turner tradition, annually, like the Turner exhibitions, each school year concluded with a gymnastic demonstration in which every student in physical education took part. This demonstration consisted of floor drills with dumbbells, wands and Indian clubs; apparatus exercises; aesthetic dancing; aesthet...
and games. (See Appendix F.) The purpose of the demonstration was to portray regular classwork activities. These demonstrations were continued each year until 1949, when they were voted out by the faculty because public attendance dropped and the students and faculty lost interest. ¹

The first year Mr. Reuter took part in these demonstrations in 1921, he was responsible for a performance that the mid-term freshman class was to present. This class had entered in February and everyone was curious as to what a new teacher and his one semester students would produce. They had prepared a drill to phonograph music, using long wooden barbells for the women and wooden dumbbells for the men. In the middle of the presentation, all the lights went out. Mr. Reuter called to the group to keep going, which they did. It was a bright night, and the moonlight shone through the translucent windows upon the performers, creating a beautiful lighting effect. Although the power was off, the wind-up phonograph continued to play, and the group received a big hand for their performance. ²

This new teacher was also soon applauded for his excellent gymnastic team. This athletic activity under his direction experienced a tremendous growth and gained recognition. In 1926, "Six men represented Class B for La Crosse, and won first place, being the

¹Faculty Minutes at La Crosse, Wisconsin, 1949.
only group to defeat the St. Paul Turnverein for eight years."¹

William Pickett, Supervisor of Physical Education at Appleton, was a member of that early team, and he says of his teacher, "Hans Reuter had a tremendous ability to impart his teachings to individuals. He could demonstrate any phase of gymnastics and it appeared so easily executed that all of his pupils at least tried. He would say, 'Make it look easy, Bill. Make it look effortless.' His presentation made it interesting. To me, he was one of the most dedicated teachers with whom I have ever come in contact. If Hans Reuter were teaching today, he could step right in and teach practically the same course that he was teaching in those days and it would be a very acceptable course in modern day standards."²

It was also through Mr. Reuter's efforts that La Crosse never eliminated apparatus, marching and gymnastics, but merely changed the courses. He pulled gymnastics through a very low ebb until the revival of the movement took hold in Wisconsin and in the State University System. At one point Milwaukee and La Crosse were the only two with gymnastic teams. Hans Reuter was not content to see this activity die, and he had as many meets as he could arrange. Dr. Smith says, "Today, as a result of his staunch beliefs, we now have every state university competing in gymnastic meets. We would have to give him credit also with the revival at the high school level.

¹The Racquet, (Yearbook). 1926, p. 66.
through his teachers in the State of Wisconsin."  

Since La Crosse was founded on the principles of the Turners, the faculty believed that the students should have a well-rounded social life as well as academic. There were social mixers, dances, operettas, pageants, masquerade balls, Christmas programs and picnics. It became traditional for Mr. and Mrs. Reuter to lead the grand march, for they were a very graceful couple.

Mr. Reuter was chairman of the social committee in his early years at La Crosse, and it was during this period that the annual picnic was instituted. The first school picnic cost the students twenty-five cents, and they had to buy their tickets in advance so that adequate preparation could be made. This first menu included charcoal broiled beef tenderloin steak, salad, ice cream, cookies, tomatoes and coffee. Mr. Reuter and Mr. Leon Miller broiled the steaks. The highest number of steaks they ever broiled at a picnic was 325. During the war years they had to substitute Kraft Macaroni and Cheese Dinners or hot dogs and baked beans.  

For many years Hans Reuter played Santa Claus at the all-school Christmas party as well as at the faculty party. It was at one of these faculty parties, just after the Board of Regents had decided to classify personnel by professional rank, that a comic skit was

1 Interview (taped) with Glen Smith, Director of the Division, La Crosse, Wisconsin, March 24, 1969.

2 Interview (taped) with Leon Miller, January 9, 1969.
presented, and it was recommended that Santa Claus be made a full professor. A short time later he was made full professor (1954), and "Santa" wondered if Dean Graff had already known this was to transpire.

Mr. Reuter was also active on the Athletic Board for many years. It was through his influence that a budget was set up for each sport. Previously the athletic director used the money as the need arose. Consequently, very often in the spring, they were hard pressed for funds. Arguments frequently arose in the matter of the budget, because Hans Reuter was primarily a physical educator, and his interests leaned towards physical education as opposed to athletics. He looked at athletics for what they could accomplish for physical education. He was more of an educator than a coach. He held that the philosophy of La Crosse should be to produce physical education teachers first and coaches second, and money should be appropriated with this emphasis in mind.²

"Hans Reuter was not a controversial figure. He was a quiet man. His quietness does not imply meekness. Where there was a philosophical issue at stake, he could be as stubborn as any German you've ever seen. He was not a militant type of individual, for he

1 Interview (taped) with Floyd Gautsch, Athletic Director at La Crosse, Wisconsin, March 24, 1969.

2 Interview (taped) with Beatrice Baird, Chairman of Women's Physical Education at La Crosse, Wisconsin. January 10, 1969.
had an open mind, and he was perfectly willing to look at the other side of the question. If you presented your arguments, they had to be documented, and if convincing enough, he would change.¹ He was a very reasonable man, and he was constructive in his criticism. Mr. Reuter was involved in several arguments in staff meetings. He and Mr. Wittich were very good friends and saw eye to eye on most things, but he did debate with him in support of student activities on the campus, and as a result contributed a great deal to the social program of the school.² At another faculty meeting, he argued in favor of keeping Girl's Track and Field in the curriculum. He lost the argument and the course was dropped. However, the course is back in the program today.³ At another time he came home very perturbed over an argument he had with a member of the faculty who was at La Crosse for a short period of time. He respected this staff member's training and research ability, but in this case he felt that she was not practical, and she couldn't convince him. He did not usually make comments to the family, but in this instance he remarked at home that he felt this teacher was educated beyond her intelligence.⁴

¹Interview (taped) with Glen Smith, Director of the Division, 1954-56) at La Crosse, Wisconsin, March 24, 1969.

²Interview (taped) with Ann Thomas, Associate Director at La Crosse, Wisconsin, January 10, 1969.

³Interview (taped) with Beatrice Baird, Chairman of Women's Physical Education at La Crosse, Wisconsin, January 10, 1969.

Everything Hans Reuter taught was so tremendously interesting that students looked forward to his classes. In spite of this fact however, the students returning to La Crosse after World War II had been so strictly regimented, that they objected to subjects with a formal approach and specifically to the class in Marching Tactics. The students staged a rebellion in class which was put down by Mr. Wittich and Mr. Reuter. The veterans demanded that the program be re-evaluated, and as a result newer courses were added and some were consolidated. The co-educational courses began to diminish until the only ones left were dance classes.\(^1\) Mr. Reuter felt this sting of rebellion. He rolled with the punches and came up with new ways. The marching tactics presented was more like that of marching bands today, and it was done to music. The purpose was more that of self discipline and was used to get groups to an area in an orderly manner and under control.\(^2\) His marching tactics class had never been on a military basis, and the students that staged the rebellion held Mr. Reuter and Mr. Wittich in highest regard upon graduation, for then they could see value and purpose in such a course.\(^3\)

Hans Reuter was dedicated to his profession, and he indoctrinated his student teachers with the philosophy that Physical

\(^1\)Interview (taped) with Ann Thomas, Associate Director at La Crosse, Wisconsin, January 10, 1969.

\(^2\)Interview (composite of tapes), Mixal, Potterton, Nevers, Gershon tapes.

\(^3\)Interview (taped) with John Nevers, Supervisor, Oshkosh Public Schools, January 12, 1969.
Education was the greatest profession of all, and its benefits to boys and girls from a good course are unlimited. "He believed that the teacher was the major vehicle of education, and he knew of no greater role than to be identified as a teacher of physical education. He believed that physical education was a means to an end, a way of enriching life and contributing to the self-concept."¹ He advocated that "Physical education is education of the physical which is basic to all productive outcomes resulting from the many forms of education. For example, regardless of special skills in music, art, etc., the end result is governed by one's physical condition."² Mr. Reuter practiced the philosophy he preached, and he has kept himself in such good physical condition that he still comes back to college at age 83 to demonstrate Indian club work.

Mr. Reuter encouraged his students to promote physical education through professional organizations. He was instrumental in organizing the local NU Chapter of the Phi Epsilon Kappa Fraternity at La Crosse, which is a professional organization for Men's Physical Education. Mr. Reuter belonged to the Alpha Chapter of this organization in Indianapolis, Indiana. (See Appendix A-8.) He was also an advisor of the "L" Club, which was the athletic letter club.

As a teacher Hans Reuter was a master. He was strict but always fair. The students respected him. He didn't demand respect;

¹Mr. Fred Lengfeld's response to questionnaire.
²Emma Lou Wilder Letter.
he earned it. His diagnostic ability was exceptional. He could always tell what went wrong when one attempted something and it didn't work out right. When the bell rang for class the students were ready for action as he was punctual and well organized. The students were so busy working the whole class period that there was no time for discipline problems. He was a real professional, and he got the most out of every one of his students. He thought everyone should be able to do everything within his limitations. He showed no favoritism. His daughter, Mariana, was his student in apparatus in her junior year. She had to have her appendix removed that year, and when she returned to class she had to make up a test. She had done her pole and rope climbing, but somehow there was no record of it so she had to do it again.

As students, the juniors and seniors felt closer to Mr. Reuter. It seemed through growth, they had to prove their worth to him. When they went to La Crosse as freshmen, he didn't seem to pay much attention to their name, and he would order them around and work them hard. By the second year, he would call a student by his last name and the third year by his first name. The fourth year the student went by a nickname. He just didn't accept you as belonging to the higher echelon of aspiring physical educators until you earned a place.

1 Above description is a composite of questionnaires.
2 Interview (taped) with Marianna Reuter Moe, Black River Falls, Wisconsin, March 23, 1969.
3 Above paragraph documented by tapes and questionnaires.
Hans Reuter taught the model class at Washington Elementary School. He was full of all kinds of tricks in handling elementary children, for he was a master with them. He revealed these techniques to his student teachers. He showed them how to work in the most inopportune places—like in rooms with desks. He demonstrated how to get the most out of children in the least amount of space and with little equipment. This master teacher also proved to his students that they didn't have to scrap their program just because they didn't have commercially made equipment, for they could build equipment. The small children loved to use the pendulum timer and the percussion starter that Mr. Reuter invented. It gave them a feeling of really participating, for the act of taking the time was an important factor involved in the learning process.

Mr. Reuter understood the psychology of learning, for he knew that students are motivated by success. He employed this method in his teaching, especially in archery. The pupils started working close to the target—10 - 15 feet away—so that they got the feeling of success. Then they moved back further and further. Using this method, the pupils liked archery rather than dislike it as they had experienced success in the very beginning.¹

The methods Mr. Reuter used were wide and varied, depending upon his objectives. He like to use problem solving or demonstrations. In problem solving, he let the children experiment with the

equipment to see what they could accomplish naturally, and to see if
they needed further instruction. When exposed to a rope ladder the
child might try to climb with both hands and feet on the same side.
He would find this difficult and might discover if he put his toe on one
side and heel on the other side and hand on each side, the ladder would
remain erect and it was easier to climb. If he didn't discover the
easier method, Mr. Reuter would suggest that maybe there was a better
way to do this. He thus imposed a new problem and didn't destroy the
child's initiative. This was in contrast with the formal Turner training
where one was told exactly what to do.¹ He was also a great believer
that the demonstration method is the quickest way to learn. Bill Otto,
a student in one of the last classes Hans Reuter taught at La Crosse,
states, "We had to do things we thought were impossible, and then
we would see a 70 year old man jump on the equipment and make com­
plete fools out of a bunch of youngsters. He didn't do this with this
idea in mind, but to show us that it could be done. He was modest
and silent about his abilities."²

Professor Reuter could switch from the formal to the informal
in his methods, depending on the material to be presented. With his
gymnastics, it was formal. In presenting tumbling and stunts, it was
informal. He would say to his class, "Let's make this up to music."³

¹Interview, (taped) with Ernest Gershon, Graduate Director,
²Interview (taped) with William Otto, Physical Education
³Interview (taped) with Ann Thomas, Associate Director,
La Crosse, Wisconsin, January 10, 1969.
Much of his activity was done to music, even archery. In elementary rhythms, the exercises were done to "Mule Train"—jump hops, side movements and straddle hops.

This master teacher was a scientific thinker, and he believed there was a definite association in whatever you did. He analyzed movements continually, and he broke them down into parts. Each dance was broken down into separate components and put back into the whole. He taught skills the same way. He would analyze every movement of throwing a ball, and he would break it down into the most infinitesimal part and then do it as a whole. In his teaching he realized that there are certain movements that women can do and certain movements that men can do. He recognized the difference in bodily structures and abilities. "He chuckled when he saw this new movement education coming in and he said, 'Gymnastics, ballets--there's all our German gymnastics! I can see them all right out there coming to life.'" However, in contrast to the static and formal movements of the German Turners, Mr. Reuter stressed informal and free flowing, natural fluid movements. (See Figure 7.)

After training and observation under the master teacher, the practice teacher was armed with the syllabus and expected to go out

1 Interview (taped) with William Pickett, Supervisor, Appleton Public Schools, January 17, 1969.

2 Interview (taped) with Ann Thomas, Associate Director, La Crosse, Wisconsin, January 10, 1969.

3 Interview (taped) with Ernest Gershon, Graduate Director, La Crosse, Wisconsin, May 22, 1969.
FIGURE 7

MOVEMENT EDUCATION 1930
into the La Crosse Public School in his senior year and practice teach. He had to make out specific lesson plans, stating the objectives to be attained. Mr. Reuter felt that things had to be pointed somewhere, and if you were not striving to arrive you ought not to be striving at all. The objectives should be clear and within grasp. He worked with his practice teachers religiously asking them, "Why do this? Why do that? What is the objective?" However, he was very democratic in that the student was free to develop his own techniques.

It was not until the last part of their teaching experience that Mr. Reuter scheduled his practice teachers to do tests and measurements. He felt that it was first necessary for them to understand something about teaching to make the best use of tests and measurements. Then the student teacher could give tests and check results. He did not believe in using children for guinea pigs to collect statistics. He believed that children should enjoy activities and have a broad wholesome experience.¹

This teacher training program was a very effective one as determined from the feedback from the superintendents who hired La Crosse graduates. They kept coming back to hire the graduates, and they kept commenting: "They do not teach like beginning teachers! They know when and how to do the job. It's quite a load off a superintendent's mind not to help solve new teacher's problems."²

¹Interview (taped) with Ann Thomas, Associate Director, La Crosse, Wisconsin, January 10, 1969.

²Ibid.
Hans Reuter was a ravenous reader and he never stopped learning. He saw some of the trends before they were recognized. He was continually studying and suggesting to his students to try new methods. "He was instrumental in retaining the best of the 'old' to balance the best from the 'new.'"^1 Often times he jolted his practice teachers by telling them that they were the ones that didn't like to change and wanted to continue doing things the same way.

Upon his retirement from La Crosse State College in 1956, President Mitchell said of Hans Reuter, "I am impressed to this day with the spring in his step, the smile on his face, and the bounce of his spirit. I am impressed most of all, however, with the contribution he has made to the educational program of the college, to the students of La Crosse State College and, through them, to young people everywhere."^2

B. State Contributions

Hans C. Reuter's philosophy that physical education was the greatest profession of all, and that one must get involved and be active in promoting this profession, was demonstrated by his participation in activities throughout the State of Wisconsin. When he first came to Wisconsin in 1920 as a physical education instructor, he was vitally interested in the revival of gymnastics as a competitive sport. To

^1Emma Lou Wilder Letter.

stimulate state-wide interest, he traveled with his team to present workshops and demonstrations. Through the teachers that he trained and sent out into this field, he was able to build up the gymnastic program, and arrange for meets. Since the Milwaukee Turnverein team was the only challenger in Wisconsin, the La Crosse gymnastic team took part in the Northwest Gymnastic meets at Minneapolis, Minnesota and with Luther College, Decorah, Iowa.¹

In 1920, the Wisconsin Physical Education Society was interested in the inauguration of a state physical efficiency testing program. Since Hans Reuter had already done some work with a testing program in Indianapolis, Indiana, it was only natural that he should succeed to the chairmanship of the Wisconsin State Committee, formulated in 1920 to develop the state-wide program. In 1928, Mr. Reuter gave a report on tests to this state committee which shows his analytical ability and his practical approach to a problem.

To the Physical Education Association of Wisconsin:

As chairman of a committee on physical education tests, it is my view that before such a committee can properly function it should first have a clear conception as to the desires of this association in respect to such tests. That the purposes and aims in giving tests are manifold. I am sure we all agree. For example, it may be our desire to give tests in connection with research along certain lines. It may be that we desire to conduct tests to establish individual championships in certain activities. It may be that we wish to test the general health and physical condition of our pupils. It may be that we wish to test the motor ability of our pupils as a basis for prescribing or grading the various types of work presented. Besides these there are many

¹The Racquet (Yearbook), 1925, p. 65.
more aims, all of which would undoubtedly be interesting and may serve a useful purpose. It is self-evident, however, that such a multiplicity of tests could not be carried out at the same time with the expectation of getting the best results.

It is my personal opinion that we select just one aim to begin with. In this selection we should consider both the pupil and the teacher. As far as the teacher is concerned, we should consider whether or not our project is going to be a help to her in her general program of physical education. As far as the pupil is concerned, we should consider whether or not he is being benefited physically by increased capacity or mentally by stimulation of interest, self-interest. I believe that only too often in our effort to provide facilities for physical education, whether it be equipment, choice of types of work or lesson content, we often lose sight of the fact that in order to get the best results from our teaching, be it health methods or simply promoting physical activities that have a bearing on health and character building, it is very important that the child is interested in himself or herself.

The committee adopted his recommendation that the Society go on record as favoring the Playground Athletic Badge Tests and that these tests be conducted on a statewide basis.¹

Hans Reuter became president of the Wisconsin Physical Education Society in 1931.² This Society later became known as the Wisconsin Association for Health, Physical Education and Recreation (WHPER).³ In 1953, Mr. Reuter received a citation from this association


³This referred henceforth as WHPER.
for his contributions to the work of his professional field, particularly through the areas of teaching, coaching, writing, invention, teacher training and curriculum planning. (See Appendix A-9.)

Orlo Miller, State Coordinator of Physical Education, worked closely with Hans Reuter on developing the state curriculum. Mr. Reuter's syllabus was used by the committee as a basis of construction. He also cooperated with the state department in presenting workshops and clinics throughout the state.

Mr. Reuter was a regular participant at the State Conventions. His former students would look forward to these conventions because it gave them an opportunity to see the Master Teacher again demonstrating or lecturing. Even as late as 1960, over 200 of his former students attended a dinner in his honor, which was held at the time of the National Convention at Minneapolis, Minnesota.

Although Hans C. Reuter was an active participant at the state level, his greatest contribution was his teachers who carried the Reuter philosophy throughout the state of Wisconsin. Professional people at the administrative levels tell us:

Graduates of La Crosse spread all over the state, the Midwest and the nation. His impact is still being felt by the many graduates who are actively teaching, and perpetuating his methods and philosophy to untold numbers of youngsters all over the United States.

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1Interview (taped) with Leon Miller, Retired, La Crosse, Wisconsin, January 9, 1969.

2Interview (taped) with Glen Smith, Director of the Division, La Crosse, Wisconsin, March 24, 1969.

3Mr. Robert Kime, response to questionnaire.
His outstanding contribution to the state was no doubt the unusual preparation of students for their tasks and roles in physical education in the many school systems which were privileged to hire La Crosse graduates.  

He turned out fine students in physical education that eventually taught throughout the State of Wisconsin.  

His impact in the state was felt most strongly through his teachers. I have a master's degree from the University of Wisconsin, a doctorate from Indiana University, and one year as a post doctoral student at the University of California. I have also attended countless clinics, conventions, symposiums, etc. Hans Reuter taught me more, and has had a greater influence on my professional life than any other individual with whom I have come in contact. 

I feel that his greatest contribution to the State of Wisconsin was through the development of good teachers which followed his methods, teaching, aims, principles, and philosophy. 

The Wisconsin State Board of Regents recognized Hans C. Reuter as an outstanding educator. By Resolution 1304, the first men's dormitory at La Crosse was named in his honor. Governor Vernon Thompson presided at the dedication ceremonies on October 14, 1958. 

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1 Mr. Lloyd Johansen, response to questionnaire.  
2 Mr. John W. Borchardt, response to questionnaire.  
3 Mr. Robert A. Carey, response to questionnaire.  
4 Mr. Julius Juel, response to questionnaire.  
5 Proceedings of the Board of Regents of State Colleges, Madison, Wisconsin, April 26, 1957.  
6 La Crosse Sunday Tribune, October 12, 1958.
The Phi Epsilon Kappa Fraternity presented a portrait and a plaque inscribed:

Hans C. Reuter  
Instructor  Author  
Master Teacher of Physical Education  1920–1956

This Master Teacher also gained some national recognition. He was asked in 1927 to teach at Chautauqua, New York, during the summer session.\(^1\)

March 29, 1963 the American Association for Health, Physical Education, and Recreation awarded him a certificate in recognition of fifty-one years of loyal membership to the Association. (See Appendix A–10.) As recently as 1967, Professor Emeritus Reuter contributed a historical tape for the AAHPER Archives. He related his experiences in the early German Turner movement and in the growth and development of the teacher training program in physical education.

C. Contributions to Literature

Hans C. Reuter was a prolific writer, but many of his manuscripts remain unpublished. His objective in much of his writing was to develop the teacher training program. He worked out extensive outlines for the activity courses which he taught at La Crosse. "An Outline of the Activity Program in Physical Education for the Elementary

\(^1\) Faculty Records for Members of Instructional Staff of Wisconsin State Teachers Colleges, 1929.
Grades of the La Crosse Public Schools, "known as "The Syllabus," has often been referred to as, "My Bible for teaching in those first years."¹

In 1923, H. C. Reuter and Robert Nohr, Jr. published three compositions entitled "Free Exercises," "Free Exercise Drill," and "Wand Drill."² These were called Exhibition Drills, which reflect the Turner training of these two men. However, the purpose of the compositions was to help future teachers in preparation for the annual demonstrations. Specific instructions were written for the execution of exercises to music.

Hans Reuter co-authored a text with Walter Wittich in 1925, entitled Exercises on the Apparatus. Carl L. Schrader, State Supervisor of Physical Education of the Commonwealth of Massachusetts, wrote the introduction for this text:

...The particular merit of this book does not lie so much in the compilation of technical material, of which there exists abundance, but rather in the various methods of procedure in teaching material.

The many men teachers in physical education who have had little or no training in this particular field, and who find themselves confronted with the problem of teaching these exercises and stunts on apparatus, will find in this book a helpful guide which will enable them to conduct this type of teaching, both more safely and more intelligently than is possible from a mere pick-up experience.

¹ Mr. Frank H. Martin, response to questionnaire.

² Faculty Record for Members of the Instructional Staff of Wisconsin State Teachers Colleges, 1929.
The book does not attempt to exhaust the subject, but rather aids to stimulate toward originality and initiative, thus retaining an element of freedom and of play in the performance of difficult stunts.¹

This text received recognition outside the State of Wisconsin as well as within the State. Daniel Chase, of the State Department of Education, Albany, New York, recommended this text:

There is a strong appeal for this form of activity and unfortunately too many of our physical directors and leaders of physical activity are not well enough acquainted with the fundamentals. Your book provides a real training in the fundamental procedures and should be welcomed by all members of our profession.²

Dr. Ernest Gershon was so impressed by the text, Exercises on the Apparatus, that he was determined to come to La Crosse to study gymnastics under these men.³ Dr. Gershon not only became Hans Reuter's pupil, but he remained at La Crosse as Professor Reuter's office partner. Ten years after retirement, Hans Reuter and Ernest Gershon published, A Primer of Apparatus Gymnastics. This book is designed as a self-testing manual. It permits the learner to teach and test himself in apparatus gymnastics.⁴


²Culver, op. cit., p. 128.

³Gershon, op. cit., tape.

Although most of his manuscripts are unpublished, he did publish "Climbing Exercises on Apparatus" and "Two Original Clogs" for the Journal of the American Association for Health, Physical Education and Recreation. Most of these unpublished manuscripts could be classified as definitive writings. Through his articles and speeches he was continually responding to current literature and current trends in the field of physical education. "He never stopped learning, and he wasn't fooled by fads or any gilded approach." ¹

Hans Reuter took the same stand in his writings on "democratic education" as his friend, Dr. Charles McCloy of Iowa in that the word democratic as used in education is often times confusing. McCloy's letter to Hans Reuter, dated June 22, 1955 states:

I ran across a phrase the other day relative to another phase of "education" in some of the teachers colleges that I think you may appreciate. The individual was discussing—in a not very flattering way—the so-called "democratic education." He made the statement that "people should remember that this needs not only to be democratic, but it must also be education." I think that a good many of the writers, as you and I would have no trouble identifying, are being much more interested in being democratic (which to them frequently means sub-mediocre). It is good to know that there are still some of us around who believe in doing a thorough job.²

Professor Emeritus Reuter did not stop writing after his retirement. In 1965, he translated from German "A Report on the Convention of the National Education Association in 1892." He did this to

¹ Mr. Robert Synovitz, response to questionnaire.
point out and to preserve for history the position of the German Turners towards public education.

D. Inventions

Hans Reuter was a philosopher with a practical mind. He was always looking for ways to implement his philosophy. He tried to impress upon his student teachers that a good physical education program need not necessarily be scrapped because they lacked commercially sold equipment. They could build and improvise.

One of the early teaching aids that Mr. Reuter invented was the Pendulum Timer. One day as he passed the towel-room, he noticed that the padlock on the door was swinging to and fro. There was no one around, but apparently someone had just snapped the lock and left. The continual swinging forth and back intrigued him, and he watched it for some time. This gave him the idea of using this principle of the pendulum swinging, for some sort of timing device. Since the time in the swing of the pendulum depends entirely on its length, he experimented until he found that by using a two ounce lead sinker at the end of a chain about nine and one half inches long, it took just one second of time for the pendulum to swing over and back. This timer was used in place of a stop watch. (See Figure 8.)

The percussion starter, a simple arrangement constructed of two blocks of wood hinged together, could be used instead of a gun. The pendulum timer and the percussion starter are still in use in the public school systems throughout the state.¹

¹Composite of Questionnaires.
FIGURE 8

INVENTIONS - BOW SEAT, TIMER AND MANIKIN
To demonstrate the proper lifting techniques and to demonstrate the law of opposition in walking, Professor Reuter constructed jointed manikins. He used these models in his teaching to demonstrate movement.

The Lazyman's Marker was a simple innovation, consisting of a chalk on the end of a stick. It enabled the teacher to swing an accurate concentric circle without stooping over. With this marker, one could do an efficient job in marking the floor or hard surfaced playground for various games and contests.

In connection with archery, Hans Reuter invented "The H.C.R. Type A Target Stand," "The Reuter Appear-Disappear Target Base," and the "Quiver Seat." The "A" type target stand was a portable stand constructed in an "A" frame, and it was used to hold the target. It was sturdy, economical, and simple to put up and take down. The Appear-Disappear target was so arranged that the target, in the form of a cut-out deer silhouette, was mounted on a stand so that the edge of the target presented itself to the viewer. When placed in this position, with woods and shrubbery background, it was hardly discernable to the archer. Upon pulling the attached rope, the target would swivel on its base to present a full broadside view for shooting. The Quiver Seat was designed to hold six arrows, and on to this was pegged a folding seat. The whole device was attached to a web-strap belt which the wearer put around his waist. The hunter could sit on this seat in the woods while he watched for his games. This invention received recognition in the National Bow Hunter Magazine.¹

¹La Crosse Sunday Tribune, October 9, 1955, p. 25.
Hans Reuter received a patent on May 13, 1933 for his combination "Folding Platform and Blackboard" to be used in the gym. This was made so that it could be moved about easily on rollers and still be solid when used as a platform. To use as a blackboard, you tipped up one side so that the blackboard underneath became exposed. This blackboard could be adjusted to various heights. The idea behind his invention was to figure out some means of enabling the instructor to demonstrate an activity so that those in the rear of the class could see what was going on.

Some of his other inventions were the "Mailbox Monitor," "Bird House and Feeder Combination" and "Garage Door Opener." For devising one or more meritorious inventions, or by rendering other valuable service in behalf of inventive progress, Mr. Reuter was admitted as "A Lite" member of the Chartered Institute of American Inventors on May, 1936. (See Appendix A-11.)
CHAPTER VIII

ACTIVITIES AND INTERESTS

"Artist, craftsman, naturalist, sportsman, gardener, inventor, designer, teacher—each title describes some aspect of H. C. Reuter's personality."

Many of his activities had an early origin and are being carried through into retirement years.

In 1933, Hans Reuter, together with a group of men, formed a "sketch Club." It provided an opportunity for men in the community to get together and work with painting, drawing and sculpturing. Mr. Reuter held the offices of secretary, treasurer and president at various times. Mr. Rudolf Kvelve, a long-time member of this club says,

"The meetings were held at the Teachers College and later the meeting place was changed to an upstairs room downtown--above the S & H Cigar Store. As to Mr. Reuter's style of painting, I am happy to say that he never went much for the 'modern' style, though he experimented with it. His still life arrangements and color were excellent as were his landscapes and portraits."

Mr. Reuter did a portrait of his father which hangs in the family home in Davenport, Iowa. He contributed

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2 Letter from Rudolph Kvelve, February 1, 1969.
many paintings to the La Crosse Campus, one of which hangs in the physical education building and another in Reuter Hall. (Figure 9.)

In connection with his painting, Hans C. Reuter continued the hobby of his father, that of egg painting. William Reuter began this hobby in 1880, when he decided to paint an egg for each of his children on their first Easter. His work has been carried on by Hans so that now the collection contains about fifty eggs with the names of the Reuter family descendents inscribed on them. William Reuter sent an "Ostrich Easter Egg" to President Theodore Roosevelt, and received a letter complimenting him for his fine work.¹

Soap carving has been another area of interest, for which he has received recognition. The figures that he has carved are life-like.

Professor Emeritus Reuter was a key figure in starting the Blackhawk Archery Club in 1939. He was secretary-treasurer for many years. He's the oldest member of the club who still shoots in the club tournaments.² (See Appendix G.) His wife, Ellen, was also an active member. Her interest stems from her Turner background, as she won many medals in this field.³ Mr. Reuter had carried his interest in

²La Crosse Tribune, 1966.
³Interview (taped) with Anna Reuter, Davenport, Iowa, December 30, 1968.
FIGURE 9

HANS C. REUTER, ARTIST
making archery equipment to the classes he taught at La Crosse. Each student constructed bows and arrows before they developed the skill of shooting. (See Appendix G.)

Another title fitting Hans Reuter is "the Grand Old Man of Curling." He has curled for over forty-four years, and is still curling, at the age of eighty-three, on two teams. He plays "skip" or Captain of these teams. He has served as a member of the board of directors for many years, and he has been club secretary and president. Mr. Reuter was a Charter Member of the La Crosse Curling Club, and is now an honorary life member. Dr. Gershon tells us that after retirement Mr. Reuter returned to the University to assist him in teaching a course in curling. The ice was not ready, so Hans Reuter proceeded to teach the fundamentals of this game by using lawn bowling balls on mats placed on the gym floor. By the time the ice was ready, the students knew the terminology, the strategy, and the skill of releasing the rock so they were able to play immediately.

Hans Reuter is also an avid gardener, noted for "Reuter's Red Raspberries." The soil of the coulee, where he resides, produced a record sized muskmelon, weighing 14½ pounds. "Reuter...said the


2Interview (taped) with Ernest Gerson, Graduate Director, La Crosse, Wisconsin, May 22, 1969.
FIGURE 10

GRAND OLD MAN OF CURLING

(Hans Reuter and 3 veteran curlers)
melon is 33 inches in circumference and is almost as large as an inflated basketball.\textsuperscript{1}

Hans Reuter's interests are only limited by the seasons. He and Mrs. Reuter reside in a one-story home, designed and partially constructed by them, overlooking the Coulees. The one and one-half acre site was chosen because of its beautiful view from their picture windows, and because the spaciousness of the country enables them to continue their hobbies.

\textsuperscript{1}La Crosse Tribune, "Melon Reportedly Tops 14 Pounds," Sept. 18, 1963, p. 11.
CHAPTER IX

SUMMARY

The entire aim, purpose and object of Hans C. Reuter's life is demonstrated in his role as a master teacher. This role is reflected both in his work and in his recreation. He was proud of his profession, and he was dedicated. He had a tremendous ability to impart his knowledge to aspiring students in the teacher training program at La Crosse. He made his contributions in an era when formal programs and demonstrations were in full bloom. His teachers were well trained in fundamental skills and armed with The Syllabus so that they had something concrete to use as a basis on which to build their own programs. State and college administrators honored him, for he was recognized as a great teacher educator.

Training for this life work started in the Davenport Turngemeinde at the age of five, under the capable hands of Hans' father, William Reuter. Training was continued in the public schools of Davenport, Iowa, where his father was instrumental in introducing one of the first elementary physical education programs in the United States. Hans' training culminated in his graduation from the Normal College of the American Gymnastic Union at Indianapolis, Indiana, where he studied under some of the outstanding Turners of history.

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Hans Reuter carried the Turner philosophy to La Crosse in 1920, where he used his philosophy and training in building the teacher training program. A dire need existed for physical education teachers. La Crosse was the only teacher's college in the State of Wisconsin designated for this specific type of training between the years 1912-1958. Mr. Reuter's greatest contribution to the State of Wisconsin was his teachers carrying out the Reuter Philosophy of physical education: "The education of the physical" or like the Athenian philosophy—"blending the man of action with the man of wisdom."

In addition to the training of teachers, Hans Reuter's influence was felt in the State through his publications, curriculum building, lectures, demonstrations, inventions, and professional leadership. He has also had some impact in the Midwest and on the physical education profession in general.

Hans Reuter realized his limitations, and he never ceased learning. He was cognizant of educational trends, and he continually analyzed them for practical application. He believed in hanging on to the good of the old and accepting the good of the new. Professor Emeritus Reuter does not believe in remaining static, and as a guide to the teachers of tomorrow he says: "In your desire to become a better teacher keep one eye on the top level of development in research, in philosophy, in methods, in techniques, and one eye on the job to be done." The impact of his influence through his teachers is still felt today in the public schools of Wisconsin.
Although Hans Reuter is an octogenarian, his age in no way gives way to his youthful spirit. His whole life has typified the slogan "Mens sana in Corpore Sano"—a sound mind in a sound body.
APPENDIX A - AWARDS AND DIPLOMAS

Appendix

A-1  Wilhelm Reuter's A-1 Diploma
A-2  Turner First Place Award, 1898
A-3  Turner First Place Award, 1900
A-4  Turner First Place Award, 1906
A-5  Turner First Place Award, 1907
A-6  Hans Reuter's Certificate of Award - Pentathlon
A-7  Explanation of Awards
A-8  Phi Epsilon Kappa Fraternity Membership
A-9  Citation from the Wisconsin Association for Health, Physical Education, Recreation
A-10 Emeritus Membership
A-11 Lite Membership in Chartered Institute of American Inventors
Explanation of Awards

Identification

1. Free for All Volkstumen Davenport Turngemeinde 1906.
2. Free for All Volkstumen Davenport Turngemeinde 1909.
3. Oak Leaf Wreath Pentathlon National Turnfest Cincinnati, Ohio, 1909.
4. Ribbon attached to wreath (3) 1909.
5. Ribbon attached to wreath first place in High Jump National Turnfest Cincinnati, Ohio 1909.
6. Free for All Volkstumen Davenport Turngemeinde 1905.
8. Free for All Volkstumen Davenport Turngemeinde 1908.
10. Volks and Geraetturnen II Stufe Davenport Turngemeinde 1907.
11. Free for All Volkstumen East Davenport Turnverein 1906.
12. First place of Davenport Turngemeinde at Eldridge, Iowa 1906.
13. Second place High Jump City Championship, Indianapolis, Ind. 1911.
15. First place of Davenport Turngemeinde Volkstumen Eldridge Turnverein 1909.
17. First place Davenport Turngemeinde Eldridge, Iowa 1908.

This collection of medals represents various awards given by the several local branches of the American Turners in and around Davenport,
Iowa. The Wreath, and the Ribbons originally attached to the wreaths are from the National Turnfest at Cincinnati, Ohio. District, Circuit, and National Festivals did not award medals, only wreaths and diplomas.

It may be noticed that some medals are engraved "Volksturnen" while others are for "Volks und Geraetturnen." Volksturnen indicates Track and Field events including hand over hand climbing. Geraetturnen indicates Apparatus Gymnastics. It may be further noted that there are some medals in each category and some in the combination of both.

Volksturnen usually consisted of a group of four or five events from the following: High Jump--Running Broad Jump--Pole Vault--Hop, Step and Jump--100 yd. Dash--Shot Put--Javelin Throw--Hand Over Hand Climbing. Each competitor participated in all four or five events which were selected for the particular meet. Each performance was rated on a point scale. The individual having the highest total points was the winner. The Awards were all for the men's division. In some instances diplomas accompanied the medals.
This is to certify that
Hans C. Reuter
is a member of the
E
Alpha Chapter, Eta Kappa
Phi Epsilon Iota, Alpha Fraternity
Phi Epsilon Iota, Alpha Fraternity
This is to certify that
Hans C. Reuter
is a member of the
E
Alpha Chapter, Eta Kappa
Phi Epsilon Iota, Alpha Fraternity
Phi Epsilon Iota, Alpha Fraternity
WISCONSIN ASSOCIATION
FOR
HEALTH — PHYSICAL EDUCATION — RECREATION

Citation

THIS CERTIFIES THAT
Hans Reuter

HAS BEEN SELECTED AS A RECIPIENT FOR AN HONOR AWARD BY THE WISCONSIN ASSOCIATION FOR
HEALTH, PHYSICAL EDUCATION AND RECREATION. SPECIFICALLY, THE CITATION IS MADE FOR:

His contributions to the work of his professional field particularly through the areas of teaching, coaching, writing, invention, teacher training, and curriculum planning.

DATE 11-5-53

Ruth E. Palmer
CHAIRMAN, AWARDS COMMITTEE

Robert J. Francis
PRESIDENT

Herbert M. Hinder
SECRETARY
Hans C. Reuter

EMERITUS MEMBER
American Association for Health, Physical Education, and Recreation
A DEPARTMENT OF THE NATIONAL EDUCATION ASSOCIATION

This certificate is presented in recognition of 51 years of loyal membership in the American Association for Health, Physical Education, and Recreation, and in appreciation of sincere efforts during that time in behalf of the programs and ideals of the association. Holder of this certificate is entitled to all the privileges of Emeritus membership in the association.

A. W. Albright
President, AAHPER

Carl A. White
Executive Secretary, AAHPER

Mar. 29, 1963
Date
Chartered Institute of American Inventors

This certifies that

Dr. C.H. Neuter

has duly qualified for membership in the

Chartered Institute of American Inventors, Washington, D.C., through devising one or more meritorious inventions, or by rendering other valuable service in behalf of inventive progress, and has been admitted as a Life member of the said Institute on the day hereinbelow written:

In testimony whereof I, Charles Beard, Secretary of the Chartered Institute of American Inventors, have hereunder set my hand and affixed the seal of the said Institute, at the City of Washington, D.C., this Sixth day of May, A.D. 1936.

[Signature]

Charles Beard
Secretary
APPENDIX B - REPORT CARD

Appendix

B-1  Hans Reuter's Report Card, 1900 (in German)
B-2  Translation of Report Card
Zur Beachtung.


2. Turnschüler sind berechtigt um Gesangsunterricht teilzunehmen ohne extra Beitrag.

3. Ehe die Aufnahme erfolgen kann, hat sich das Kind mit einem paar lebhaften Turnschule (keine Gummihüte oder Solole) sowie Turnanzug, -hose und -hemb oder -hüte von hellem graven Panell zu versehen; die Mädchen baldigst mit Turn - Kleid (getreuer Rock und Bluse) nach Vorschrift.

4. Schon Anstandshalter sollten Fehlen, Verpätungen oder gar Auftreten aus der Schule schriftlich gemeldet werden.

5. Es wird dringend ersucht, Kinder nicht zu früh zum Haupte gehen zu lassen, da der Verzüge nicht eher als eine halbe Stunde vor der Turnzeit zugänglich ist.


7. Unordentliches Auftreten läßt auf unordentliches Innere schließen; deshalb achte man auf Feinheit der Perlen sowohl in der Kleidung.

8. Gemäße Flaggen und Besucherweisen müssen erst beim Turnlehrer peräulich und schriftlich gemacht werden, widerrufenfalls keine Beachtung geschenkt werden kann.


Der Vorstand.

Frisch & Frei

Turn-Schule

Davenport Turngemeinde.

Beugnis für

Hans Reuter

No. 1 4. Klasse

Deutschnisch Schule No.

Wohnung.

Straße

Aufgenommen

Um die Eltern.


Eine gesättigte Beachtung der Rückseite dieses Beugnisses mag dazu beitragen.

Der Vorstand.

Stark & Frei
<table>
<thead>
<tr>
<th>Monat</th>
<th>Zahlen</th>
<th>Abtrag</th>
<th>Schluss</th>
<th>Empfänger</th>
<th>Unterzeichnet von</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan.</td>
<td>10</td>
<td>der</td>
<td>10</td>
<td>A. Rentier</td>
<td>A. Rentier</td>
</tr>
<tr>
<td>Feb.</td>
<td>de de</td>
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<td>1</td>
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<tr>
<td>März</td>
<td>de de</td>
<td>de de</td>
<td>10</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>April</td>
<td>de de</td>
<td>de de</td>
<td>de de</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Mai</td>
<td>de de</td>
<td>de de</td>
<td>de de</td>
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<tr>
<td>Juni</td>
<td>de de</td>
<td>de de</td>
<td>de de</td>
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<td>12</td>
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<tr>
<td>Juli</td>
<td>de de</td>
<td>de de</td>
<td>de de</td>
<td>13</td>
<td>13</td>
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<tr>
<td>Aug.</td>
<td>de de</td>
<td>de de</td>
<td>de de</td>
<td>14</td>
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<tr>
<td>Sept.</td>
<td>de de</td>
<td>de de</td>
<td>de de</td>
<td>15</td>
<td>15</td>
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<tr>
<td>Okt.</td>
<td>de de</td>
<td>de de</td>
<td>de de</td>
<td>16</td>
<td>16</td>
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<tr>
<td>Nov.</td>
<td>de de</td>
<td>de de</td>
<td>de de</td>
<td>17</td>
<td>17</td>
</tr>
<tr>
<td>Dez.</td>
<td>de de</td>
<td>de de</td>
<td>de de</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>

Erklärung: Die Gesamtschulden sind auf den beteiligten Schulen auf den betreffenden Monaten. Es werden aufgrund der Regelungen und Pünktlichkeit der Schulen die Noten sehr gut, gut, mittelmäßig und schlecht ermittelt.

<table>
<thead>
<tr>
<th>Unterzeichnet von</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will Rentier</td>
</tr>
</tbody>
</table>
FRONT

Vitality (full of vigor) Free

Davenport Gymnastics Brotherhood
Report for Hans etc.

To the Parents

A report in order to be of value must be signed at regular intervals and returned as soon as possible. Please try to keep it (the report card) clean. In order to achieve the desired success, it is necessary that the parents work hand in hand with the school.

An obliging look at the reverse side might help to achieve this (parent-school cooperation).

The Board of Directors

Strong Loyal

INSIDE

Columns across - Gymnastics / Diligence / Ambition / Absent / Tardy / Day report given out / Day report returned / Signature of parents

At bottom - Clarification: The grade is limited to application, and skill in gymnastics. It will be given at regular intervals and punctually. The grades --very good, good, average and poor will be received.

BACK

Notice

1. Gymnastics should and may not be childish amusement (frivolity) - therefore no children can be taken on a trial basis. A term lasts three months and costs 75 cents dues for the first and second child for the term. The 3rd and 4th child pay only 30 cents for the term. All remaining children are free (pay no dues). Members of the gymnastics brotherhood need pay for only one child. Gymnastics pupils are entitled to take part in instruction at no extra fee.
2. Before the enrollment can be completed the child must have a pair of leather gymnastic shoes (no rubber shoes or soles), a gymnastic suit, knee stockings, and shirt or blouse of light grey flannel; the girls as soon as possible after registration with gymnastics dress (divided skirt and blouse).

3. For the sake of propriety absences, tardiness or skipping school will be reported in writing.

4. It is urgently requested not to release the children from the house too early because the gymnastics area is not opened earlier than 1/2 hr. before the appointed time.

5. Purely out of interest for cleanliness gymnastic shoes should not be worn en route. There is also danger of colds in so doing.

6. Disorder - (Untidiness) outside leads to untidiness insider therefore one should give attention to the cleanliness of the person as well as to his clothes.

7. Possible complaints or grievances must be made in person or in writing first with the gymnastics teacher - otherwise they can be granted no attention.

8. Visits by parents are of great interest for them as well as for the children. They are therefore sincerely invited to honor us very often.

Respectfully,

The Board of Directors
APPENDIX C - LETTER OF ADVICE FROM HANS' FATHER
Excerpt from a letter from my father June 18, 1916.

This was after my first letter home after hearing Left

blurred out to go to Cincinnati, Ohio.

(My translation from the German. [N.R])

My dear Hans:

It pleased me to hear from you. I see from it that you
are busy. Make it a point to do your duty in all respects and do not

leave the opportunity to learn from good people, wherever the learning exists.
Do not limit this to the field of Physical Education, but on all occasions
where respectable people gather, you must keep your eyes and ears open.

Association with well-mannered people is an enabling influence.

It is true however, that to be successful one must associate with all
kinds of people. Even if one must occasionally swim with the wolves, one
I pleased me to hear from you. I feel from it that you are busy. I like it a point to do your duty in all respects and do not lose the opportunity to learn from good people. Wherever the opportunity exists do not limit this to the field of Physical Education but on all occasions where respectable people gather your must keep your eyes and ears open.

Association with well-mannered people is an enabling influence. It is true that one must be associated with all kinds of people. Even if one must occasionally share with the wolves one needs not to eat the meat.

Always be on guard. Go along as far then let that be enough.

In this manner one's character is strengthened and helps the weaker ones to put him on his feet. Keep within bounds in all eating drinking amusement and passions.

Use must chew your time between work recreation study enjoyment. Do not confuse enjoyment with purely physical pleasures and questionable entertainment.
You know that I never intended or encouraged you to be stingy or miserly. Do not be so now but that keep in mind the future. Save your money whenever you can. (destitute) without being a miser.

It is time to go to work.

Your father, W.R.
APPENDIX D - QUESTIONNAIRES RETURNED FROM GRADUATES OF THE
LA CROSSE DEPARTMENT OF PHYSICAL EDUCATION
1920-1956
<table>
<thead>
<tr>
<th>Name</th>
<th>Present Position</th>
<th>Student in</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ansorge, Les</td>
<td>Ass't. Director of W.I.A.A.</td>
<td>1927</td>
</tr>
<tr>
<td>Bahr, Gordon</td>
<td>La Crosse School District Audio-Visual Director</td>
<td>1932</td>
</tr>
<tr>
<td>Barth, John</td>
<td>Phy. Ed. Teacher Cedarburg</td>
<td>1940</td>
</tr>
<tr>
<td>Batchelder, Robert</td>
<td>Teacher, La Crosse</td>
<td>1947</td>
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<tr>
<td>Borcherdt, John</td>
<td>Asso. Prof. Univ. of Oregon Eugene, Oregon</td>
<td>1936</td>
</tr>
<tr>
<td>Boylan, John</td>
<td>Teacher, Minneapolis</td>
<td>1922</td>
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<tr>
<td>Bridge, Jean</td>
<td>Housewife, Columbus, Ohio</td>
<td>1945</td>
</tr>
<tr>
<td>Brown, Donald</td>
<td>Business Manager - School District, South Milwaukee</td>
<td>1946</td>
</tr>
<tr>
<td>Carey, Robert</td>
<td>Coordinator of Grad. Studies, Teacher Eastern Ill. Univ., Charleston, Ill.</td>
<td>1939</td>
</tr>
<tr>
<td>Christensen, Arnold</td>
<td>Retired Teacher, Beloit</td>
<td>1921</td>
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<tr>
<td>Clausen, Jane</td>
<td>Phy. Ed. Teacher, Lake Geneva</td>
<td>1939</td>
</tr>
<tr>
<td>Cobligh, Gwen</td>
<td>Phy. Ed. Teacher, Wis. Rapids</td>
<td>1935</td>
</tr>
<tr>
<td>Ferry, Ruth</td>
<td>Women's Intramural Director, Marquette Univ., Milwaukee</td>
<td>1932</td>
</tr>
<tr>
<td>Godleski, Edith</td>
<td>Ass't. Prof., Intramural Director, Indiana Univ., Terre Haute, Indiana</td>
<td></td>
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<tr>
<td>Gustin, James</td>
<td>Ass't. Dean, Graduate School, UW-M</td>
<td>1932</td>
</tr>
<tr>
<td>Name</td>
<td>Position/Role</td>
<td>Year</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Hussey, Bob</td>
<td>Teacher, Charleston, Ill.</td>
<td>1946</td>
</tr>
<tr>
<td>Johansen, Lloyd</td>
<td>Director, Racine Title III Program</td>
<td>1946</td>
</tr>
<tr>
<td>Juel, Julius</td>
<td>Phy. Ed. Teacher, Superior</td>
<td>1929</td>
</tr>
<tr>
<td>Kidd, Frances</td>
<td>Consultant in Health and Phy. Ed.</td>
<td>1925</td>
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<tr>
<td>Kime, Robert</td>
<td>Assoc. Prof. Univ. of Oregon</td>
<td>1948</td>
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<tr>
<td>Klein, Walter</td>
<td>Health and Safety Education Teacher, Godfrey, Ill.</td>
<td>1933</td>
</tr>
<tr>
<td>Koch, Edward</td>
<td>Executive Director of YMCA Eau Claire</td>
<td>1948</td>
</tr>
<tr>
<td>Kraeft, Armin</td>
<td>Prof., Phy. Ed., UW-M</td>
<td>1927</td>
</tr>
<tr>
<td>Martin, Frank</td>
<td>Director of Health, Phy. Ed., and Athletics, Kenosha</td>
<td>1940</td>
</tr>
<tr>
<td>Monteith, William</td>
<td>Ass't. Principal, and Phy. Ed. Teacher, Appleton</td>
<td>1925</td>
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<tr>
<td>Nelson, Emogene</td>
<td>Prof., Wis. State Univ. River Falls</td>
<td>1945</td>
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<tr>
<td>Novak, Robert</td>
<td>President, Orange County Community College, Middletown, New York</td>
<td>1941</td>
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<tr>
<td>Piskula, Grace</td>
<td>Phy. Ed. Consultant, Racine</td>
<td>1944</td>
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<tr>
<td>Rieff, Janan</td>
<td>Phy. Ed. Teacher, Northern Ill. Univ., De Kalb, Ill.</td>
<td>1944</td>
</tr>
<tr>
<td>Ripple, Kenneth</td>
<td>Supt. of Schools, Superior</td>
<td>1948</td>
</tr>
<tr>
<td>Roth, Richard</td>
<td>State Supervisor, Guidance Services, Madison</td>
<td>1946</td>
</tr>
<tr>
<td>Sauer, Ray</td>
<td>Math Teacher, LaCrosse</td>
<td>1946</td>
</tr>
<tr>
<td>Shoman, Alice</td>
<td>Ass't. Prof., Dept. of Health, Phy. Ed., and Rec., Univ. of Utah, Salt Lake City, Utah</td>
<td>1945</td>
</tr>
</tbody>
</table>
Smith, Clyde  Chairman of Health, Phy. Ed.
and Rec., Director of Athletics
Arizona State Univ., Tempe, Arizona
1938

Synovitz, Robert  Prof., Western Illinois Univ.,
Macomb, Ill.  1949

Vanderpan, Lester  High School Principal,
Sheboygan Falls, Wis.  1925

Wangerin, Chester  Retired Teacher, Whitefish
Bay  1921

Winiarski, Ed  Ass't. Principal, Athletic
Director, Fort Atkinson  1954

**Questionnaires from Faculty Associates at La Crosse College**

Cartwright, Edith  Dean of Women, Wis. State
Univ.  1925

Rodgers, Elizabeth  Retired Physical Education
Teacher, Wis. State Univ.  1934

Rovang, Theodore  Retired Biology Teacher
Wis. State Univ.  1927

Walters, E. L.  Retired Secondary Ed.
Instructor  1920
APPENDIX E - QUESTIONNAIRE FORM ON CONTRIBUTIONS OF HANS REUTER
I am working on a biographical study of Hans Reuter for my doctoral dissertation at The Ohio State University. Since you are acquainted with him, I would like to ask some questions which will aid me in the completion of my study.

Feel free to make any other suggestions or comments that might occur to you. I shall be grateful for any help that you might give me. I need your viewpoint to help me see all phases of Hans Reuter as a teacher and a man. A self-addressed envelope is enclosed for your convenience.

Sincerely yours,

Vera Williams
Albee Hall

Name ___________________________ Date ________________

Address ____________________________________________

Occupation __________________________________________

1. During what years did you attend La Crosse? ______ to ______

2. What was Hans Reuter's relationship to you?
   ( ) a. Colleague
   ( ) b. Teacher
   ( ) c. Coach
   ( ) d. Turner
   ( ) e. Hobbles
   ( ) f. Fraternity Advisor
   ( ) g. Others

3. Check the classes you had that were taught by Mr. Reuter.
   ( ) a. Apparatus
   ( ) b. Archery
   ( ) c. Critic for student teaching
   ( ) d. Free Exercise
   ( ) e. Folk Dancing
   ( ) f. Gymnastic Dancing
   ( ) g. Games of Low organization
   ( ) h. History of Physical Education
   ( ) i. Locomotor Rhythms
   ( ) j. Organization and Administration
   ( ) k. Speedball and Soccer
   ( ) l. Track and Field
   ( ) m. Wrestling
4. Check the intercollegiate activity that you performed under his coaching.
   ( ) a. Gymnastics
   ( ) b. Soccer-Speedball
   ( ) c. Track and Field
   ( ) d. Sports _____________________________
   ( ) e. Others _____________________________

5. What were his outstanding traits as a teacher?

6. What was his relationship with his students?

7. Was he a different man when coaching in contrast to teaching?

8. Comment on his coaching in relationship to:
   a. Traits of leadership

   b. Quality of leadership

   c. Success

   d. Lasting impact on you

9. Can you relate any incidents that happened in your class which would show Hans Reuter's personality or philosophy?
10. Did you use his elementary course outline in your teaching? If so, how did it help you?

11. Which of his inventions did you use in his teaching?
   ( ) a. Archery Stand  ( ) d. Lazyman's Marker
   ( ) b. Pendulum Timer  ( ) e. Others
   ( ) c. Percussion Starter

12. Do you agree with his teaching methods?

13. What do you recall about his classes?

14. What do you consider Hans Reuter's contribution to physical education has been?
   a. At La Crosse State University
   b. In the State of Wisconsin
   c. In the Midwest
   d. At the National Level
15. In your opinion, is he a man who changed with the times? ______
    Why or why not?

16. Do you have any objections to being directly quoted? ______

Additional comments.
Our Health Code

He whose blood is red, whose muscles are hard, whose sleep is sound, whose digestion is good, whose posture is erect, whose nerves are steady, has a good bank account in life. He possesses that which contributes to happiness, to accomplishment, to service, to society, to state, and to country.

—Calvin P. Kendall.

ANNUAL

Physical Education Demonstration

GIVEN BY

School of Physical Education

La Crosse State Teachers College

NEW GYMNASIUM

Tuesday, June 5, 1928

at 8:00 P.M.
PROGRAM

I. Grand March .................. All Classes

II. Developmental Exercises on Apparatus—Sophomores Women
     ------------------------ Senior Women Directing

III. Country Dancing ............... Freshman Women
     a. Pop Goes the Weasel (American)
     b. Gathering Peas Cods (English)
     c. Come Let Us be Joyful (German)

IV. Tumbling and Stunts ............... Senior Men

V. Athletics Review ................ Senior Women

VI. Gymnastics and Clog Dancing .... Sophomores

VII. Games ......................... Freshman Men

VIII. First Aid Demonstrations .... Sophomores

IX. Free Exercises ................... Seniors

X. Pre-Baseball (Giants vs. Midstates) . Freshman Women

XI. Group Apparatus and Pyramid Building . Senior Men and Gym Team
     ------------------------

XII. Dancing

1. Class Work

2. a. The Frolic
    b. Bant
    c. Jacked Sa Janoska (When Johnny Laid for War)
    d. Kukachka (The Cuckoo)
    e. Sateeok (The Handkerchief)
    f. Royale
    g. Wood Sprites
    h. Irish Washer Woman
    i. Irish Lilt
    j. The Girl I Left Behind Me
    k. Autumn
Reuter was not only a tournament shooter but also hunted many years with a bow. He says he hunted the first year that Wisconsin held an archery season for deer. With the limitations of the equipment at this time, it took him a few years to achieve the extraordinary feat of bagging a deer with an arrow. On November 8, 1947, Hans shot his first deer with a bow and arrow that he had made.

Hans did not end archery with the close of hunting season each year. He taught archery to interested persons at Longfellow, Logan and Vocational School.

Bows in 1930's and 40's weren't as sophisticated as they are today, and few companies manufactured them. Hans, as did most of the archers at this time, made his own bows and arrows. According to Hans, osage orange and lemon wood were the most popular types of wood used because of their flexibility.

A bow was made out of two pieces of osage orange which were used as nothing more than fence posts in some parts of the country. The two halves were hewn out of billets, carefully following the grain, and then were spliced together at the handle.

Arrow shafts were two pieces of port orford cedar spliced together for strength. These shafts were usually purchased and then the archer could paint them and put on points, nocks and feathers.

Eventually it was discovered that yew wood was superior to osage orange and lemon wood. This yew wood could be steamed and the ends bent to form a recurve bow. This became the elite in bows for quite a while. They did have a bad side though. They had to be kept in the shade because of their loss of cast with the absorption of heat.

Hans has many samples of his experiments with more modern techniques such as wood laminations, rawhide backing and cloth backing. He also made his own strings, first of linen thread and then advanced to a fortisen type material.¹

I. Primary Sources

A. Unprinted

1. Hans Reuter's papers at La Crosse State University.

   These papers include correspondence, unpublished articles, clipplings, and other miscellaneous items related to Mr. Reuter's contributions as a physical educator.

2. Collected Documents

Brochure of Sinton Park Grand Field Day and Playground Demonstration, September 3, 1910, under Direction of Playground Director, Mr. Hans Reuter, Cincinnati, Ohio.


Brochure of "Exhibition of Physical Training," Director, H.C. Reuter, (With the cooperation of the Normal College of the North American Gymnastic Union, under the direction of Emil Rath). Indianapolis, Indiana, February 5th, 1917.

Certificate of Birth, Davenport, Iowa, December 20, 1885.


Certificate for First Place in Apparatus, Track and Field, Davenport Turngemeinde, Davenport, Iowa, August 26, 1900. (4th Boys Class)

Certificate for First Place, 3rd Boy's Class, Apparatus, Track and Field, Davenport Turngemeinde, Davenport, Iowa, August 28, 1898.
Certificate for First Place, Combination Apparatus, Track and Track Work, Davenport Turngemeinde, Davenport, Iowa, August 26, 1906.

Certificate of William Reuters Professional Training at The American Gymnastic Union Normal, Milwaukee, Wisconsin, April 7, 1878.

Certificate issued by the Chartered Institute of American Inventors, May 6, 1936. Washington, D.C.

Certificate of Award, First Place Pentathlon, National Gymnastic Meet, Cincinnati, Ohio, June 23-27, 1909.

Certificate Award of Merit from The Wisconsin Association of Health, Physical Education, Recreation, March 31, 1958 for service as President.

Certificate of Citation from the Wisconsin Association of Health, Physical Education, Recreation, for Hans Reuter's contributions to the work of his professional field particularly through the areas of teaching, coaching, writing, inventions, teacher training, and curriculum planning. November 5, 1953.

Certificate of an Emeritus Member of The American Association for Health, Physical Education, and Recreation, for 51 years membership, March 29, 1963.


Certificate of Membership of the Alpha Chapter of the Phi Epsilon Kappa Fraternity, August 1, 1924.

Certificate of Twenty-Five Year Membership Award in the Phi Epsilon Kappa Fraternity, April 12, 1956.

Certificate of Membership in the Alpha Phi Omega, National Service Fraternity, Kappa Gamma Chapter, May, 1952.

Certificate of completion of The Rounseville Archery Methods Course, July 1, 1934.

Patent for invention of folding platforms and blackboards, May 13, 1933.

Report Card of Hans Reuter given to him by his father, William Reuter, Davenport, Iowa, 1900.
3. Correspondence

a. Letters to the author from the following people:

Dr. Alf Harrer, December 10, 1969. Editor of the Wisconsin Association for Health, Physical Education and Recreation Newsletter, Beloit, Wisconsin.

Dr. Robert Francis, March 12, 1969. President of the Wisconsin Association of Health, Physical Education and Recreation in 1953 when Mr. Reuter received a citation from this organization. Now at Auburn University, Auburn, Alabama.


Mr. Rudolf Kvelve, April 2, 1969. Long time member of the La Crosse Sketch Club. La Crosse, Wisconsin.

Mr. Harold Kaiser, April 2, 1969. Superintendent of Schools, Davenport, Iowa.

Miss Emma Lou Wilder, January 1, 1969. Chairman of the Women's Physical Education Department at La Crosse for thirty five years. Worked closely with Mr. Reuter as co-worker and personal friend. Retired and living in Uray, Colorado.

b. Other letters made available to the author by courtesy of the Reuter family.

Numerous letters sent to Mr. Hans Reuter upon his Retirement in 1956.

Dr. Charles McCloy, June 22, 1955. State University of Iowa, Iowa City, Iowa. A reply to Mr. Reuter's letter to Dr. McCloy on an article he had written in the Physical Educator. A remark relating to "democratic education."

Mr. William Reuter, June 18, 1910. Davenport, Iowa. Translation from German by Hans Reuter of a letter written to him by his father.

Eugene R. McPhee, May 1, 1957. A letter from the Board of Regents notifying Mr. Reuter of the State Resolution 1304 naming Reuter Dormitory in his honor.
4. Unpublished Manuscripts

An Outline of the Activity Program in Physical Education for the Elementary Grades of the La Crosse Public Schools

Body Building Activities With Apparatus

Creating Interest

Developmental Activities in Physical Education

Exhibition Drills

Exhibition Drills With Reeds

Forward-March! Keep in Step

H. C. Reuter an Autobiography, April 1962, 1966

Leisure

Leisure Time Activities For Our Children

Main Aim of Physical Education—Health

Marching Drills

Numerous Free Exercise Drills and Gymnastic Dancing Drills

Objectives of Physical Education

Physical Education and Health

Physical Education and Inter-Scholastic Athletics

Physical Education As An Occupation

Physical Training For Men in Normal Schools

Report on Tests

The Handicaps of The Twentieth Century Child

The Importance of Play and Developmental Activities in Education
What About A Bit of Body Building

Wrestling Outline

5. Unpublished Reports of Hans Reuter

A Report on the National Convention of the National Education Association in 1892. (A translation from German, December, 1965.)

For What It's Worth

Physical Education A Necessity (August 21, 1933).

The Resurrection of Apparatus

History of Physical Education of The American Turners (Early 1930's).

6. Oral Interviews

Personal interviews with people who knew Mr. Reuter (date first associated with him) and relationship.

a. Taped interviews with Faculty Associates of Hans Reuter at La Crosse, Wisconsin.

Dr. Beatrice Baird, January 10, 1969. Chairman of Women's Department. (1946-1956)


Dr. Ernest Gershon, May 22, 1969. Chairman of Graduate Studies. Student, co-worker, office mate, and personal friend of Mr. Reuter. (1933-56)

Floyd Gautsch, March 24, 1969. Athletic Director, student and worked with Mr. Reuter on Athletic Committee. (1931-56)

Leon Miller, January 9, 1969. Retired. Long time associate of Mr. Reuter. (1926-56)

Dr. Glen Smith, March 24, 1969. Dean of the School of Health, Physical Education and Recreation at La Crosse. (1954-56)

Ann Thomas, January 10, 1969. Associate Director of The School of Health, Physical Education and Recreation. Student, co-worker, and long time associate. (1931-56)

b. Professional Physical Education Associates - State Level Former Students


Marie Potterton, January 17, 1969. Reading Consultant Winneconne Public Schools, Oshkosh, Wisconsin. (1948)


Gretchen Siebert, April 10, 1969. Retired Physical Education Teacher, Oshkosh Public Schools, Oshkosh, Wisconsin. (1925)


c. Faculty Associates of Hans Reuter not in Physical Education. Interviews were all at La Crosse, Wisconsin.

Maurice Graff, March 8, 1969. Dean of Instruction. (1941-56)

Rexford Mitchell, January 11, 1969. President Emeritus, Wisconsin State University. (1939-56)

Elizabeth Pollack, March 8, 1969. Secretary to the Registrar. (1936)

Anna Wentz, March 8, 1969. Retired Anatomy Instructor of Wisconsin State University. Came the same year as Mr. Reuter. (1920-56)

d. Family


II. Secondary Sources

A. Periodicals

1. Articles


90 Years of Service The Milwaukee Turners 1943, Milwaukee: Milwaukee Turner, p. 29.


2. Newspapers

Numerous articles. Not a complete list.

The Davenport Democrat and Leader. March 18, 1931, June 29, 1909.

B. Books


C. Miscellaneous

1. College and University Catalogs


   La Crosse State Teachers College. Bulletin of the Department of Physical Education. 1928-1932, 1955-

   The Health, Physical Education and Recreation News, W. J. Wittich Editor. Published variously from April, 1946 to March, 1953.

   Wisconsin State College, La Crosse, Annual Catalog 1952 to 1958.

2. Year Books


3. Reports

   Curriculum Committee Minutes of the Division of Physical Education of La Crosse State Teachers College, 1942-58.

   Faculty Record for Members of Instructional Staff of Wisconsin State Colleges, 1929, 1937, 1946.


Minutes of the Faculty Meetings of the Division of Physical Education, La Crosse State College, 1949-1958.

Minutes of Faculty Meetings 1909-1962, Board of Regents of State Colleges, Wisconsin State University of La Crosse, Series No. 56/5/3/1/1 Box No. 1. State Historical Society, Archives.

Minutes of the Wisconsin Teachers College Athletic Conference Faculty Representative Meeting, March, 1949, March 1953, and September 14, 1956.


Resolution Adopted By American Turners in Convention, Elkhart Lake, Wisconsin, June 27-30, 1940.

4. Thesis and Unpublished Materials


