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THE DEVELOPMENT OF THE HEALTH AND PHYSICAL
EDUCATION CURRICULUM IN THE NORTH TEXAS
STATE TEACHERS COLLEGE FROM 1901 TO
1939 WITH A DISCUSSION OF CERTAIN
PHILOSOPHIES THAT APPEAR
TO HAVE AFFECTED
THE CURRICULUM

THESIS

Presented to the Graduate Council of the North
Texas State Teachers College in Partial
Fulfillment of the Requirements

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MASTER OF ARTS

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CHAPTER I

INTRODUCTION TO THE STUDY

The Problem

Statement of the problem.--The problem of this study is the development of the health and physical education curriculum in the North Texas State Teachers College, Denton, Texas from 1901 to 1939 with a discussion of certain philosophies that appear to have affected the curriculum.

Purpose of the problem.--The purpose of this study is to show the development of health and physical education curriculum in the North Texas State Teachers College, Denton, Texas from 1901 through 1939; to discover how certain factors have been instrumental in the revision of the curriculum, the methods of procedure, and in the enlargement of the physical plant; and to determine some results of the development. It is hoped that this study will give impetus to the growing interest in the health and physical education program.

Source of data.--Information for this problem was secured from the bulletins of the North Texas State Teachers College, reports from the State Department of Education, legal bulletins, theses, personal conferences, and philosophical discussions by leading authorities and specialists in the field of health and physical education.

Method of Investigation.--The bibliographical-study method and personal conferences were employed in this study

because they seemed more reliable and adaptable for this type of research than the questionnaire or survey method.

A Brief Overview of Physical Education in America

Physical education owes its development in America to the influence of systems well established in European countries. Charles Follen and Charles Beck, who were refugees from Germany following the reactionary trends of the Holy Alliance, came to America and settled in Philadelphia. They were graduates of the University of Gissen and Berlin respectively. They had come under the influence of Jahn and his system of gymnastics, and had become very proficient in that system.

Beck was soon appointed instructor in North Hampton, Massachusetts. Later Follen introduced the Jahn system of gymnastics at Harvard. He opened the first gymnasium at Boston in 1827.

Francis Lieber, another refugee from Germany, came to America in 1827 and was appointed instructor in the gymnasium opened by Follen. Institutions guided by these three men were the models for similar organizations which were established in several secondary schools.

Until 1828 no work in gymnastics had been offered for women. At this time Catherine Beecher organized Hartford Female Seminary in Connecticut and embodied in its purpose the training of women in higher education, considering the fact that the physical and moral training was equal to the

importance of intellectual training.

Dr. Dio Lewis opened a school in Boston in 1861, which was known as the Normal Institution of Physical Education. The function of this new school was to train teachers to supervise and teach physical education. Included in the curriculum was the study of anatomy, physiology, hygiene, and gymnastics. He advocated that physical training should be included in the elementary and secondary curriculum.

The Swedish system of gymnastics was introduced into America by 1883 and in 1885 Posse came from Sweden to further introduce the system originated by Ling.

The first teacher training in physical education was held in Boston in 1861 and fifty-three years later it was introduced in the North Texas State Teachers College in
¹
 Denton.

Objectives of Physical Education

Well trained teachers of physical education and leaders in the renewed movement of recreation and play are of the opinion that a physical and health education program should have definite objectives and should include activities which are properly graded on the basis of the individual needs, the capacities, and the interests of the student

¹
S. S. Roberts, To Determine Some Educational Factors Associated With the Growth and Development of Health in the Senior Colleges of Texas, p. 2.

served.

Miss Beulah A. Harriss, the first full-time physical educator in Texas, lists the following as objectives in physical education:²

1. To inculcate, improve, and maintain organic health and physical vigor; to give instruction and opportunity for improvements in a variety of schools; to diagnose, improve, and correct remedial physical defects.

2. To give instructions in rules, techniques, values, purposes, history, and theory of a variety of physical activities and suitably adapted to the needs of the individual.

3. To develop health, attitudes, ideas, and habits on the basis of adequate instruction and supervision in all phases of healthful living, including special school safety.

Summary of Chapter

This chapter has introduced the problem under consideration. An effort has been made to state the purpose of the research; to explain the sources and methods of investigation; to give a brief history of physical education in America; and to stipulate the aims of health and physical education in North Texas State Teachers College.

²

Ibid., pp. 3-4 .

CHAPTER II

FACTORS THAT APPEAR TO HAVE INFLUENCED THE DEVELOPMENT OF THE HEALTH AND PHYSICAL EDUCATION CURRICULUM IN THE NORTH TEXAS STATE TEACHERS COLLEGE

The three following factors appear to have influenced the trends of the health and physical education curriculum in the North Texas State Teachers College:

1. Philosophies of education, play and recreation, athletics, dance, health, and social responsibilities.
2. Legislation concerning health and physical education in Texas.
3. Offering of a major, minor, and Master's degree in physical education.

Some Philosophies of Physical Activity

Friedrich Ludwig Jahn.--It is probable that no other person had as much influence on the development of the German program of physical education as Jahn. Leonard says:

It was hardly in Jahn's nature to be systematic, and such a thing as formal school of gymnastics was foreign to his purpose. The essential thing was the active, wholesome, common life in the open air, and especially the games, training the boys to work together in harmony, and he sought also to kindle in them a special opportunity which might someday be of service to the nation.³

3

J. R. Sharman, Introduction to Physical Education, p. 41.

It is said that Jahn began his theory and practice of gymnastics by encouraging school boys in the school at Berlin to engage in exercises and athletic sports. He believed that the indoor gymnasium should have an important place in any school and that the city should provide this facility. It was his plan that on national holidays games should be played, gymnastic sports engaged in, and prizes awarded. He emphasized that only very severe weather should prevent the exercises from being taken in the open.

Per Henrik Ling.--Physical education in Sweden that has exerted much influence on the development of health and physical education in the American schools was originated by Ling. He was stimulated in this work through his devotion to his country similarly as Jahn had been motivated in the development of the Jahn system of gymnastics.

The development of Swedish gymnastics in America had its center in Boston. Mrs. M. Hemenway paid for the training of a large number of Boston teachers who were experts of the Ling system and Nils Posse and Hortvig Nissen were promoters of Swedish gymnastics in America.

Ling's philosophy of gymnastics was based on his belief that the value of gymnastics had been emphasized too little and that gymnastics for the weak should be given as much consideration in the curriculum as gymnastics for the strong

students. He believed that exercise should be prescribed for the individual rather than for a group, and that the system of gymnastics used in the school should be based on an accurate knowledge of the effect of various exercises on the human body. He also believed that teachers should know the purposes and the effects of every exercise and that the aim should be physical harmony and perfection, "the oneness of the human organism; the harmony between the mind and the body."⁴

Since the development of the play ground movement, the increased popularity of athletics and sports, and the educational aspects of physical education, the gymnastics do not occupy the most important place in physical education in America.⁵

John Martin.--A modern philosophy of the dance has been described by John Martin. He says that there is a widespread incomprehension of what is actually taking place in the dance. "Only yesterday it was the last word in frivolity, and no one of serious mind gave it more than passing attention; now it has become the most active and the most serious of American arts."⁶

⁴
E. A. Rice, A Brief History of Physical Education, p. 119.

⁵
Sharman, Op. Cit., p. 44.

⁶
John Martin, America Dancing, p. 5.

The teaching of dance, both in colleges and in the public schools, has become a matter of great interest to those who are known as progressive teachers. There is scarcely a national or a regional convention of the American Physical Education Association or the Progressive Educational Association which does not discuss and emphasize this newest educational medium.⁷

As a result of this new philosophy, courses in dance appreciation are given in various schools in a number of cities so that the public in general is enabled to make an intelligent contact with the dance. Certain people have introduced the medium of dancing in religious rituals, not only for its beauty, but for its portrayal of emotion and for emphasis of a theme; the dance has been applied to therapy; and there is practically no field in which some trace of it cannot be found.⁸

The object of the dance is "not to take off pounds or to keep up circulation, but actually to restore to action the most valuable part of man's native equipment, which he does not even suspect he has."⁹

⁷
Ibid., p. 11.

⁸
Ibid., p. 14.

⁹
Ibid., p. 15.

This new interest in dancing is not due to the fact that we have lifted our hearts higher into the clouds of earthly development, but rather that the dance has come down to earth. It has refused to be a classical art any longer and has made up its mind to be a mass art.¹⁰

It is not generally known to what extent modern education has awakened to the value of the dance, not merely as a kind of cultural touch, but as a fundamental instrument of the learning process. There has been a tendency to break down the dividing line between psychology and physiology. This theory began when Professor Pavlos experimented with the conditioned reflexes. Modern physical education concerns itself with "the integration of the individual rather than the enlargement of his biceps."¹¹ It is evident then that in such a program the dance must take an important place for the creation of expressional movements, with a synthesis of physical and emotional action as the basis of the art. Today educators, especially experts in physical education, believe that the dance must not only exert a strong influence upon the cultural life, but must result in better efficiency in the ordinary business of everyday living, a better understanding between individuals in a society, and a heightening of the potentialities for real internationalism in the world.¹²

Educators believe that it is the function of the arts,

¹⁰ Ibid., p. 16.

¹¹ Ibid., p. 291.

¹² Ibid., P. 293.

as of all other human activities, to contribute to the satisfying of human needs, and the dance is no exception. "One by one the ghost of orthodoxy are being laid, the phantom baracades of cultism razed, and the dance is proclaiming that it has no limits other than those which in-
 here in the nature of man."¹³

The adoption of the folk dance was a most important development of the dance in physical education during the first decade of this century. At the same time the aesthetic, and the ballet dance as mediums of artistic expressions and means of education were originated.

Isadora Duncan revised the classic Greek style which has taken an important place in the arts in education of the past three decades. Her idea was "to seek in nature the fairest forms and to find the movement for expressing the soul of these forms--this is the art of the dancer."¹⁴

Miss E. Colby adapted Miss Duncan's theory in methods of dance to the demands of educational institutions and originated natural dancing. This term came in to being because the movements on which it was based were simple, natural body movements, such as skipping and leaping, running and walking, and because it gave expression to thoughts and emotions in a simple natural way. This dance is regarded as a valuable phase of the physical

¹³
Ibid., p. 299.

¹⁴
 Rice, op. cit., p. 275.

education program in many public schools and many colleges, because of the natural character of the activities involved and because the movements are expressive and prove satisfying to the participant and because it has an objective of securing fine muscular control in order that the interpretation can be given with a still greater degree of satisfaction.

Rousseau.--The educational theory of mind and body being so closely united was conceived of by Rousseau to a greater degree than by most educational theorists. He believed that a sound mind came from a sound body and that the vigor of mind and body could be attributed to gymnastic exercises. He recommended games and outdoor activity for the girls as well as for the boys. He advocated that natural growth in girls produced healthy robust mothers.¹⁵ He repudiated formal education as it existed in his time and insisted that a desirable education procedure would follow nature. He insisted on the education of the whole child as a complete personality, not as a physical, intellectual, or moral entity. He stressed the importance of using the nature interest centers and normal activities of children in their education.¹⁶

Guts Muths.--Because of his valuable literary contri-

¹⁵
Rice, op. cit., p. 68.

¹⁶
Sharman, op. cit., p. 35.

butions, Guts Muths is regarded as one of the founders of modern physical education and the "grandfather" of German gymnastics.¹⁷ From his writings, it is evident that he believed that the theory and practice of gymnastics should be based on a knowledge of physiology and medicine; that games and swimming are important to health; that the nation should promote the physical well-being of its constituents; that the school yards and neighboring fields should be used for gymnastics; that physical education should result in a strengthening and harmonizing of body and soul, and the developing of the complete personality; that nature demands that growth and development of the body must control growth and development of the mind; that girls and women should engage in gymnastics and games; and that "to be refined and pleasing one need not be weak and sickly."¹⁸ His philosophy of physical education included a clear conception¹⁹ of the following: importance of participation in physical education and health practices; scientific investigations; the educational value of playing; the need for the school program providing opportunities that insure satisfaction in games and physical activities; the necessity for the school providing physical education program adapted to the

¹⁷
Rice, op. cit. p. 91.

¹⁸
Ibid., p. 92.

¹⁹
Ibid.

ability, interest, and needs of girls and women as well as boys and men.

Pestalozzi.--Modern pedagogy probably had its foundation laid by Pestalozzi in the beginning of the nineteenth century. His psychology demanded that teachers promote games and physical exercises. He also believed that, in addition to the recreational value, play was a means of accomplishing the harmonious development of the entire personality. He emphasized that strength, skill, endurance, and command of the body was to be derived from physical exercise, and since this was desirable, that physical education had an important place to fill in the general education of the personality. He stressed the fact that physical education should not be separated from other courses in school either in aims or in methods, because the child was a unity and should be educated as such.²⁰

Froebel.--The teaching of Pestalozzi served as a basis of Froebel's educational theories. He was one of the first to accept the theories of organic evolution. He made an effort to apply them to education because he believed that one of the essential and fundamental factors in the evolutionary processes was self-activity on the part of each individual. He believed that play is advantageous in education.

As the most characteristic spontaneous activity of the child, play becomes the basis of the educational process in the early years. Resulting most directly from the native interests of the child, it furnishes the best natural stock upon which to graft the habits of action, feeling, and thought approved by the educator. It is through play that the child first represents the world to himself. Consequently it is through play that the educator can give to the child the interpretation of life which he seeks to impart. Through it he can best introduce him into the world of actual social relations, give him the sense of independence and of mutual helpfulness, provide him with initiative and motivation, and develop him as the individual constituting a unit in the social whole.²¹

Neils Bukh.--A new interpretation of the Ling gymnastics was developed by Bukh in 1921. He aimed to produce a perfect normal physique. He believed that all bad postural habits and occupational deformities could be and should be eliminated as steps toward a perfect physique. He toured the United States with a class in Danish gymnastics in 1923. He created much interest and as a result exerted much influence. The exercises are rather strenuous but they are finding greater acceptance among womens' physical educational classes than among mens' classes. Physical educators however are of the opinion that the future influence of these Danish gymnastics on American physical education is problematical.²²

Adolph Spiess.--The philosophy and efforts of Spiess was responsible for further development and organization of school gymnastics in Germany.

²¹

Ibid. p. 38.

²²

Rice, op. cit., p. 117.

His aim and achievement was securing physical education as a part of the child's education. He believed that one period each day should be set aside for gymnastic work, and that children should be given grades in physical education as well as in other subjects; that physical education exercises should be graded according to their suitability for different ages and sexes; that a special system of exercises for girls should be part of every school's program; and that gymnastics should be recognized²³ and given the same credit as other subjects in schools. He advocated that desirable physical education would produce "bodily perfection, beauty and grace, and weld body and soul into a perfectly harmonious entity, capable of ideal social participations."²⁴

Spieß introduced marching into the physical education program and he appreciated the moral, recreational, and esthetic values of sports and dancing. He believed in the use of music since his rhythmical strokes of marching and free exercise drills were more interesting when accompanied.

He perfected the idea of fostering gymnastics in the public schools. He stressed their importance and attracted the attention of administrators. As a result he is usually

23

Ibid., p. 106.

24

Ibid., p. 108.

called the sponsor of the system of German school gymnastics for girls.²⁵

Franz Nachtegall.--The most outstanding leader in the development of physical education in Denmark was Nachtegall. The government, through his efforts and recommendations, extended the benefits of physical education to the school and encouraged adults outside the military branches to participate. Many modern physical educators believed that civilians being permitted to attend the school and participate in physical education was a development of merit brought about by Nachtegall.²⁶

Archibald Maclaren.--Maclaren established a private gymnasium in England in 1858. He wrote a manual entitled A Military System of Gymnastic Exercises. This book was used in the instruction of a group of officers who were to be trained in the theory and practice of gymnastics when the government decided to recognize and regenerate the system of military gymnastics in 1859.

Maclaren's philosophy was that physical education should be part of the growing period of life; that physical and mental training should be controlled; that health should be the aim of physical education rather than strength and skill; that school games, sports, and pastimes were recrea-

²⁵ Rice, op. cit. p. 110.

²⁶ Ibid., p. 114.

tional; that exercise was good for business men and laymen as well as for children and soldiers; that gymnastics should become a part of the regular educational program; and that gymnastics should

mean a gradual progressive system of physical exercise, so conceived, so arranged, and so administered, that it will naturally and uniformly call forth and cultivate the latent powers and capacities of the body, even as the mental faculties are developed and strengthened by mental culture and exercise.²⁷

Catherine Beecher.--Miss Beecher's philosophy of physical education for women resulted in her founding the Hartford Female Seminary in Connecticut. She emphasized that the physical and moral education were equal in importance to the intellectual. She emphasized the necessity of health preservation and the teaching of hygiene. The exercises which made up her system of calisthenics for girls consisted of simple movements such as skipping by music. The aims of these exercises were to produce grace of motion, good carriage, and health. She said:

When physical education takes the proper place in our schools, young girls will be trained in the classrooms to move head, hands and arms gracefully; to sit, stand and walk properly and to pursue calisthenic exercises for physical development as a regular school duty as much as their studies; and these exercises set to music, will be sought as the most agreeable of school duties.²⁸

Rice says that Miss Beecher did nothing revolutionary

27

Rice, op. cit., p. 130.

28

Ibid., p. 158.

in physical education but that she made an interpretation that was worth while and which exerted much influence when she insisted that no program of education for women was complete until it stressed physical development.²⁹

Dio Lewis.--The organization of gymnastic exercises which appealed to men, women, and children, and not merely to a limited group of enthusiasts, was probably the greatest contribution that Lewis made to the program of health and physical education. He wrote much about the value of physical education, and he made many public speeches throughout the country. As a result, he helped the public to realize the importance of physical education to all children in all schools. He was instrumental in popularizing the idea that the gymnasium and the athletic field were educational laboratories the same as were the school rooms.³⁰

Edward Hitchcock.--Hitchcock is probably most renowned because of his work in anthropometry. He was the first president of the American Association for the Advancement of Physical Education, which was organized in 1885.³¹ Through this organization he contributed to the development of health and physical education programs.

Thomas D. Wood.--Wood was one of the most influential leaders who directed the growth of physical education in

29

Ibid.

30

Sharman, op. cit., p. 48.

31

Ibid., p. 49.

conformity with modern educational philosophy during the last twenty-five years. He prepared and published the Ninth Yearbook of the National Society for the Study of Education. He has had much influence on the development of physical education through his writings, lectures, and through his position as teacher in Columbia University. ³²

Jess F. Williams.--During the past fifteen years, J. F. Williams has had much influence on the development of physical education in the American schools. He has made clear the theory that all programs of physical education are molded by the political, social, religious, and unique ideals and influence of the times. He has stated the aims and objects of physical education in understandable terms. He has helped a number of people to get a keener insight into the values of health and physical education, and he has shown the important place they occupy in the education of individuals. ³³

D. A. Sargent.--The requirement of a physical and medical examination of each student was probably originated by D. A. Sargent. He believed that activities and equipment should be provided which would permit individuals to exercise according to their specific needs. Sharman says that Sargent's philosophy helped to evolve a program of physical

32

Ibid., p. 50.

33

Ibid., p. 51.

education in America which was different from the programs
 that had been borrowed from Germany and Sweden. ³⁴

Clarke W. Hetherington.--A book, School Program in Physical Education, contains statements of the sociological status of physical education plus objectives in this field and criteria for selecting and organizing the activities which are most desirable in the school program. This has
³⁵
 been the greatest contribution made by Hetherington.

Some Philosophies of Education

John Dewey.--One of the goals of education, that of training for democracy, is stated by Dewey as follows:

A democracy is more than a form of government; it is primarily a mode of associated living, of conjoint communicated experience. The extension in space of the number of individuals who participate in an interest so that each has to refer to his own action to that of others, and to consider the breaking down of those barriers of class, race, and national territory which kept men from perceiving the full import of their activity. These more numerous and more varied points of contact denote a greater diversity of stimuli to which an individual has to respond; they consequently put a premium on variation in his action. They secure a liberation of powers which remain suppressed as long as the incitations to action are partial, as they must be in a group which in its exclusiveness shuts out many interests.³⁶

The Commission on the Reorganization of Secondary Education.--This organization presented an interpretation

34

Ibid., p. 41.

35

Ibid., p. 51.

36

L. B. Sharp, Education and the Summer Camp, p. 36.

of democracy which serves as an excellent guide:

"The purpose of democracy is to so organize society that each member may develop his personality primarily through activities designed for the well-being of his fellow members and of society as a whole."

The following definition of education by Dewey has also been influential in the development of health and physical education:

"Education may be defined as a process of the continuous reconstruction of experience with the purpose of widening and deepening its social content, while at the same time the individual gains control of the methods involved."³⁷

Kilpatrick.--The following definition of education by Kilpatrick has been helpful in the development of the school program:

"Education is the process by which the individual comes into continually increasing possession of himself and his powers through continually increased participation in the race achievement."³⁸

Bonser.--The goals of education, as stated by Bonser, give an especially broad interpretation to a well-organized and well-conducted physical activity program:

37

Ibid., p. 37.

38

Ibid., p. 38.

Life is a succession of activities in meeting needs. From earliest childhood to old age there is an urge within us that expresses itself in the form of needs and attempts to satisfy these needs. These needs are of many kinds. Most necessary to life itself are those for food, clothing, and shelter--the material needs. But there are also desires just as urgent for activity which gives its own satisfaction--plays, games, and sports. There is universally a strong desire for communication. In everyone there is some degree of interest in expressing and appreciating feelings of beauty in words, in music, in bodily motion, and in form and color. In each there is some desire to understand the operation of natural forces, and the nature, purpose, history, and destiny of human life. Among all there is a common need for cooperating with others as a means of producing and enjoying satisfactions of all kinds. By reason of the age-long experience of the race, it is possible to help one to much higher measures of success in meeting these various needs than he could accomplish if left to himself. It is just because of this need for help and because much help is available that we have a problem of education and a means of solving it. It is the whole purpose and process of education to adapt conduct to the most wholesome and complete satisfaction of these needs that life itself may be most complete and wholesome.³⁹

Williams.--The aim of physical education stated by Williams was found to meet many of the educational objective of the physical education program. This definition is most helpful, as it gives opportunity for the practical application of modern physical education in physical education, and shows its place in the physical education program. Williams says:

An Aim of Physical Education.--Physical education should aim to provide skilled leadership and adequate facilities that will afford an opportunity for the individual of the group to act in situations that are

physically wholesome, mentally stimulating and satisfying, and socially sound.⁴⁰

Summary.--Modern educational philosophies imply that physical education activities have contributed much to education. Dewey quotes Rousseau in support of this philosophy, "to learn to think we must accordingly exercise our limbs, our senses, and our bodily organisms, for these are the tools of our intellect."⁴¹

Based upon this, it is essential that the physical education program of our public schools give children ample opportunity for vigorous problem-solving activities. One of the places where children have opportunities for interest drives is in games and on the play grounds. With a large number of children attending most public schools, the tendency is to instruct in physical education as well as in other subjects, and to crowd out the driving, vitalizing activities.

Today the question mark which is placed upon all educational theories is, "does it work?" Physical educators subscribe to a program of health and physical education that does work.

Education has been called an organization of conversation in which children learn lessons of life in a natural way, in an atmosphere of freedom, in accordance with their

40

Ibid., p. 38.

41

J. B. Nash, Administration of Physical Education, p. 123.

age, in proportion to their needs, and under friendly guidance.⁴² Modern implications of education include physical education as a process and production, as a going-on process⁴³ and as an activity phenomenon involving the total body. The word education implies behavior changes, and physical education tends to change behavior by means of total body activities. The pupil's driving interest in physical activities make way for changes to come about easily.

Modern educational philosophy emphasizes that children should have a part in the planning of school administration. "In the great democratic experiment of universal education, the home and the school must be coordinated in this gigantic education."⁴⁴

The modern definition of education conceives of the educative process as a sum total of all the experiences of an individual from birth to death. Physical education programs fit in with this definition since a large number of the activities take place on play fields, in swimming pools, in the woods, on streams, and in camps.⁴⁵

The preceding paragraphs have shown the way in which a part of society, at least, looks upon educational philoso-

⁴²
Ibid., pp. 16-19.

⁴³
Ibid., 19.

⁴⁴
Ibid., p. 438.

⁴⁵
Sharman, op. cit., p. 57.

phies. The available objective evidence concerning the values of a well-executed physical education program indicates that such a program is part of the present day educational process. A summary of some of these objective evidence of the values of health and physical education programs indicates that participation in physical activities stimulates growth; that there is a definite relationship between physical proficiency and scholastic achievement; that participation in athletics does not prove detrimental to health; that participation in the health and physical program tends to develop ability or traits not dealt with by the traditional classroom subjects; that physical education improves posture; that unusual possibilities exist in health and physical education programs for effecting normal personality adjustments; and that the most favorable opportunities exist in physical educational activities for developing desirable character traits.⁴⁶

The following statement by the National Committee on Physical Education summarizes some of the needs and values of the health and physical education programs in present day society.

1. Human vitality is partly hereditary and partly developmental. The power of vital organs is therefore dependent upon the development physical

activities of the young. In a sedentary and industrialized society physical education is peculiarly indispensable for the development of the vital organs of children and for the adequate functioning of these same organs in adults.

2. Leisure time has increased tremendously in the last decade, and every indication points to a shortening of the working day. There will be leisure in amounts undreamed of a generation ago! This calls for types of education that will serve the play time of the whole population. Therefore, in our modern world physical education for leisure time becomes indispensable.

3. Physical education is indispensable also for the normal growth and development of youth. When children and young people are denied the growth and health that comes from physical activities in educational institutions or in community life, the saving in such expenditures will be more than offset by the increase of costs for hospitals, reformatories, and jails.

4. At one time education was merely a training of the mind, but the idea is everywhere gaining ground that education must deal with whole man and not with just part of him. Out of this conception has come the conviction that the good life exhibits play, laughter, recreation, and joy, not as competitors with mental accomplishments, but as essential elements in full and fine living. For this physical education is indispensable.⁴⁷

The educational philosophies of modern times may be summarized in the theories of John Dewey, the one man in America whose philosophy appears to have had most influence on the development of education. He has stated that "schools should be life, not a preparation for life". He believes that school should help the population to live most successfully and richest in the present rather than to

47

Ibid., p. 6.

be pressed to meet problems in the future. This philosophy calls for an activity program in the schools with emphasis on health and physical education programs.⁴⁸

Social Philosophies

The Group.--Today wherever and whenever activities are carried on, there are often many in the groups and this brings about a social situation. It means an adjustment of the individual to the group; it means a constant inter-relationship.

How to live successfully among other people is one of the most important things that a person must learn. Man is by nature a social or gregarious animal; in this respect he is more like the buffalo, the wolf, and the sheep than he is like the tiger or leopard. He gets most satisfaction out of living and reaches his highest development when he is conspicuously contributing something to the good of the community, while at the same time, the members of his social group are sustaining and stimulating him in his efforts. These characteristics of human beings have had a great influence in shaping our present society and civilization.

Most of the activities that make up the physical education program by their very nature require group participation and the whole-hearted cooperation and effort of each individual. These activities are intrinsically interesting; they provide for their own motivation; they appeal to the participants as being directly worth while; and pleasure comes from the actual participation itself, without waiting for some delayed possible satisfaction which might come upon the completion of the effort.⁴⁹

City Problems.--Many modern cities have not given

48

Ibid., p. 38.

49

Ibid., pp. 77-78.

children the wholesome opportunities that should be their heritage. This denial has often been caused by overcrowded living conditions.

We must offer a Buffalo Bill if we want to get rid of Jesse James. The substitution must be red blood to us.....Judge Lindsey many years ago stated that the thrill which the boy gets from stealing fruit at the corner grocery store is exactly the same thrill which he gets in trying to steal first base. In each case it is the thrill of being chased, and the thrill is higher by the possibility of being caught. Give children an opportunity for thrills and crime loses its hold.⁵⁰

Immigrants.--Another movement that affected the social life of Americans and, in turn, affected the physical education programs, was the immigration of thousands of people from many nations. Physical education programs which were desirable for Americans were not the type needed by the vast hoard of foreigners. Immigration is a social problem and this makes new and extensive demands on the health and physical education programs of the public schools and play grounds in America.

Industry.--The industrial situation has caused students of social, economic, and industrial problems to believe that people will have more leisure time in the future than they have ever had before. It has thus become the responsibility of the school to educate people in desirable leisure time habits. As a result there has been a vast

and important development in the recreational part of the physical education programs in this country.⁵¹

Schools must provide stimulating experiences that will in turn bring about socially desirable habits in the lives of the people. It seems that physical education activities in the hands of capable leaders are proving to be most effective from the standpoint of emotional development and social development.

Anti-social conduct can no more be combated by praising the offender than air can be tasted out of a tumbler with a spoon.....Cities have become the hot beds of breeding gangs which easily take on the technique of the racketeer.⁵²

Summary.--It is evident that physical education along with all other activities of life has been shaped and will continue to be shaped by the changes in society. The physical education programs must take cognizance of these changes and must seek to help people become successfully adjusted to the social group in which they are a part. In order for this to be accomplished, teachers of health and physical education must plan and adjust their programs to meet the needs of the individuals. This is increasingly important since the social trends indicate that the home and other institutions take care of relatively fewer interests and needs than they did in previous times. In-

⁵¹ Ibid., p. 127.

⁵² Nash, op. cit., p. 133.

dustry has become so highly mechanized and most of the human functions involved in industry are routinized to such a degree that individual workers do not always find satisfaction in their work. It says that their avocations, reasons, and observations must offer opportunities for wholesome self expression and creative activities. ⁵³

Certain Philosophies of Life

Happiness.--The way people think about life, everyday living has influenced the development of health and physical education. Most people believe that happiness consists of challenges which comes from any activity. They believe that one should have sufficient skill to attain success in certain activities; they believe that people should receive social approval for success if the activities they participate in rank high on the social value scale.

Education.--Modern educators and philosophers of life in general, subscribe to the theory that education should consider as one of its prime functions, the enrichment of life. This means that all children should be given opportunities to engage in a wide range of activities, in musical or manual arts, in science, in sports, or in games. It means that they should obtain a sufficient amount of education to insure success. ⁵⁴

53

Sharman, op. cit., p. 302.

54

Nash, op. cit., p. 38.

Some Philosophies of Athletics

Appeal of athletics.--In the United States athletics make a widespread appeal--probably more so than any other part of the health and physical education program. ⁵⁵

As early as 1890 Professor Albert Bushnell Hart, surveying the athletic situation from the vantage point of one of the first faculty investigations, asserted that "Athletic sports and competitions and intercollegiate contests are an established part of the life of the American college." A few years later J. F. Alleyne Adams wrote: This is the day of the "athletic scholar." Physical training is the one essential that will distinguish the twentieth century from the nineteenth in education.

Early athletics.--The following historical review carries with it the philosophy that produced health and physical education in the early days.

The history of track and field athletics for women is obviously anteceded by the history of these activities for men. The earliest known records of ancient competition in athletic events are found in Greek literature, in the "Iliad" and "Odyssey" of Homer, and in Pindar's "Odes of Victory." In the masterpieces of Greek sculpture may be observed the athletic ideal which the Greeks bequeathed to us. ⁵⁶

The Spartan girls had their own exercise grounds, participated freely in athletics, and joined with the boys

55

Sharman, op. cit., p. 262.

56

Frymir, Track and Field for Women, p. 1.

in athletic exercise of all kinds. They learned to leap, run, cast the javelin, throw the discus, play ball, wrestle, dance and sing.

Track.--Harriet Ballantine is authority for the statement that track and field sports for women probably had their beginning at Vassar College in the year 1895. The students organized an athletic association, and in November, 1895, held the first field day for women. Before this time there appears to be no record of girls taking part in such competitive events. In 1896, following a request for such instruction, a course in athletic training was opened to women at the Harvard Summer School. Previous to 1896, a course in athletics had been offered to women at the Chautauqua Summer School. This class was in charge of Mr. James Lathrop. He ordered for Miss Eva G. May, then an instructor at Vassar, the first pair of spiked running shoes ever made for a woman. The Vassar College Athletic Association provided these running shoes for every student who entered field day.

Dr. Harry E. Stewart organized a National Women's Track Athletic Association in 1921. In the same year the Federation Sportive Feminine Internationale was organized in Paris. This Federation held its first international track

57

Ibid., p. 4.

58

Ibid., p. 10.

meet in Paris, August 20, 1922. American girls participating in this meet were sent by the National Women's Track Athletic Association; but they were certainly not a representative team, as the majority of the women leaders in physical education in the United States did not give their support to that organization.

59

Games.--The history of games closely parallels the history of civilization. So close has this relationship been that a very careful history of the play life of a people aids very decidedly in interpreting the religious, philosophical, and economic trends.

Most of the games and sports which we know today have developed over a long period of time--at least their roots reach back to the very beginnings of civilization. The first football was undoubtedly a human skull. Later, inflated balls appeared. We have records of football games played between cities, the object being to kick the ball into the gateway of the rival city. In some instances the games went on for days with probably a hundred or more on each side. It was truly a game of football as it involved a great deal of kicking.

Likewise, baseball, lacrosse, and hockey go back to an early day when the elements of these games appeared at the very dawn of civilization. Tops, marbles, kites and

balls have been found in excavations of primitive life. Figures and sketches on walls of caves, records on pottery and tapestry, give us added light on the play life of children and adults in these early years.

Some Philosophies of Recreation and Play

Joseph Lee.--Recreation consists of activity, either mental, emotional, or physical. Since the pragmatic theory is that learning comes by doing, recreation is valuable as a means of producing situations in which learning takes place.

Man has a biological urge to participate in physical activity, and this urge must be satisfied if his development is to be normal. Mental attitudes are decidedly influenced by recreation therapy.

John Dewey.--Dewey says that education must afford opportunities for wholesome recreation. He also says that suppressed instincts find all sorts of illicit outlets, sometimes overt and sometimes confined to the indulgence of the imagination. Association with a group serves as a means of expressing socializing tendencies.⁶⁰

61

Summary.--Recreation has the following values:

1. Recreation helps the individual develop and maintain a balanced personality.
2. Recreation offers situations in which individuals have an opportunity to make judgments and evalua-

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John Dewey, Democracy in Education, p. 241

⁶¹

Ibid., pp. 48-49.

tions; it helps the individual to overcome inhibitions which slow down the learning process, and it satisfies the biological urge for activity.

3. Recreation has a social value, because it gives a person an opportunity to learn how to react to situations from a group viewpoint.
4. Mental hospitals report improvement of individuals through the use of recreational therapy. If it is profitable with patients who demand hospitalization, it appears that it should be profitable in the schools with pupils who have not reached the point of hospitalization, but who are emotionally disturbed.

From 1910 to 1920, play and recreation movements began to flourish widely because of the efforts of the National Recreation Association, which was organized in 1906. The slogan of this group was "A game for every boy and girl, and every girl and boy in a game."⁶²

Another result of the efforts of this national organization was the establishment of public playgrounds, recreation buildings, swimming pools, and parks. These units are serving a great host of people throughout the country.

Warden Lawes found that ninety-seven of the cases in Sing Sing Prison had never been associated with any form of recreation, boys' groups or girls' groups.⁶³

62

L. K. Bryson, A Comparative Study of the Old Physical Training and Modern Physical Education to Determine the Status of Physical Activity as an Integral Part of the Modern Education Program, p. 44.

63

H. Carlson, Some Significant Aspects of Physical Education, VI (Feb., 1936), 80-82.

A Philosophy of Health and Physical Education

Dr. Eugene Matthias.--In the past few years much has been done to elevate physical education to the same educational plane as other school activities. This elevation has been brought about through the efforts of leading educators and physical education specialist, among whom Dr. Eugene Matthias holds a prominent position. He says that health and physical education, which began so humbly many years ago as a well-intentioned but, probably to many, a doubtful adjunct of what was then a big-muscle and breathe-deeply program, has grown until it occupies a prominent place in the educational scheme of most important schools, large or small, in this continent.

As a result, physical education has, with increasing frequency, been placed in the curricula of the colleges and public schools. This is doubtless due to the fact that the conception of the educational value of physical education is widening. Whereas, older programs of physical training were based upon a recognition of only the value of muscular strength, organic stimulation and growth, and remedial treatment, the modern progress of physical education is based upon a conception that physical education is a way of education.

The extent to which body cultur^e may be recognized as culture of the total personality depends entirely upon the philosophy of life of each individual.

In this realm there can be no controversy.---The human freedom to will, as the highest treasure of mankind, casts, in this question, the final decision...⁶⁴

Between the two current opinions, physical education as an automatically functioning muscle exercise, and physical education as a medium of expression, there is need for a clear vision. Considering physical education first as it affects the body and second as these effects manifest themselves upon the soul experiences of man, we find the analyses which Dr. Matthias prefers to call the "deeper meaning of physical education".

The body movement promotes a more active and increased blood supply, which in turn has a double effect of providing a more vivid blood stream, and affording the source of increased strength. In the latter there are certain specific laws of stimuli effects. The more powerful muscles exert a greater pull. On the other hand, extravagant stretching of muscles may lessen the tension power. Therefore, the selection of the type of exercise for each individual is of definite importance.

Age, sex, and achievement types on the one hand, and achievement extent on the other must be brought into balance.⁶⁵

⁶⁴
E. Matthias, The Deeper Meaning of Physical Education, p. 4.

⁶⁵
Ibid., p. 2.

In discussing the psychical meaning of physical education, Dr. Matthias says:

To carry bodily exercises without experiencing the stirring of one's soul is really quite impossible. To a certain extent man is a "body or physical" mould in which soulful experiences and physical achievements flow one into the other. Only the kind of experiences differ according to the kinds of exercise, and the sort of man.---bodily movement in general is capable of awakening feelings of joy and satisfaction.---It is practically true that when the body is engaged in some form of exercise a joyful note soon finds place in our feelings.⁶⁶

He continues by stating that bodily exercise may divert from worry, labors, and cares---the more psychic or soul effect being measured by the extent and favorableness of the case.

Instinctively every man seeks for those forms, the participation in which nets him the best diversion, the greatest pleasure, joy, and finally inner satisfaction.⁶⁷

He lists these joys as ranging from the swinging, dancing systems to mountain climbing with all forms of activity included. He says,

Physical activities only reach their highest body-sense, when the psychic experience is directed to a joy-awakening, humanly satisfying, yes, soul-liberating goal. The form in which this experience is found, differs from man to man.⁶⁸

66

Ibid., pp. 18-19.

67

Ibid., p. 20.

68

Ibid., pp. 24-27.

In a chapter on achievement stimulus and development needs Dr. Matthias says:

There are people who are fitted for strength, others for speed, and again others for endurance achievements, and who accordingly may adjust and adapt themselves functionally within their form of activity to the highest possible achievement limit.---A second limitation is set by periodic growth.

Form of stimulus, size of stimulus, and development of age must be fitted to each other, if the expected results are to accrue.---Real education, be it physical or mental, must aim to adapt itself to these development periods. Only then, when the selection corresponds to the development need, may the best influence be attained, only then is physical education capable of fulfilling its deeper meaning.⁶⁹

Matthias emphasizes the fact that if physical education is to be man's servant, then it must subject itself in its change of form to the development of sense and rhythm of the human life. Only then will it fulfill its purpose of forming and developing the human "body-soul".

In discussing the problems of physical education during years of development, Dr. Matthias, lists four major division periods; childhood, adolescence, adult life, and old age. He describes the transition from one of these periods to another as a gradually flowing one. During all the period and during the transition, physical education must furnish the adjustment.

69

Ibid., p. 37.

The entire exercise combination of games, athletic fields, and gymnasiums, every part of it is, to a certain extent, self created--an ideal creation of youth. This, his body-soul then, translates into the visual deed.--He finds work that captivates his whole self, mental and physical. His planning, thinking, willing and doing, yes, even dreaming, this most visible expression of striving of the human soul is seized.--These are inner adjustments and educational values for man, that no faded theory nor the most perfect lecturing can transmit so real to life. Although at first unconsciously, youth must fight out in himself, those problems that permeate the history of mankind.⁷⁰

Physical education should be a mental training for the young so that the mind masters the body in carriage, form, in movement, and for vigorous living.

Physical education may serve to spare the naturally gifted and well shaped body to self-under-estimation, and guard it as a precious offering of nature that needs to be nurtured in all its processes and strength.⁷¹

Thus physical education reveals itself as a problem of morals. Whosoever succeeds in solving this problem in himself not only is victor on the field of combat, but also is within and over himself, a whole man of strong personality. Such a man will be called on to lead socially and economically.⁷²

Summary.--Matthias attempts to align physical education with the life of man, with its aims and desires. He says that man needs only to understand how to utilize the possi-

⁷⁰
Ibid., p. 60.

⁷¹
Ibid., pp. 72-76.

⁷²
Ibid., p. 80.

bilities at hand, and fit them to his specific needs in order to derive satisfaction. When the senses and mentality remain experience-receptive, then man in spite of increase in years is young; he remains an active, happy optimist to the end of his days.

Texas Legislation Concerning Health and Physical Education

The public schools.--Health and physical education have so many points of contact with education, are such vital parts of it, and are so intricately related to mental, moral, and social training, that the progressive educators have been interested in fostering legislation in the state of Texas regarding their administration. The general trend in the administration of the health program in schools is toward the recognition that all phases of the school health program have important and indispensable contributions to make to the education of the child, and for that reason all children should have its advantages.

Various phases of health education have gradually gained recognition and place in the school curriculum. In common with the "academic subjects" they have been added because they are of so much importance that society cannot leave them to the individual or family initiative. It is now a prevalent belief that the educative processes involved are evidently more effective when the individual is a member of a group taught by those specially trained

for the purpose.

Legislation, educational theories, and modern philosophies of true life have placed physical education in this important and responsible position in the public school curricula. Laws of many states require the teaching of the subject; only a few are merely permissive, the majority are mandatory.

Early legislation.--In 1892, Ohio passed the first state law prescribing physical education for public schools. Thirty-three states had passed similar laws by 1925, and today practically every state in the Union sponsors some legislation concerning physical education.

The last thirty-one years has witnessed the development of a very important and significant program of athletics in the public schools and in the colleges of Texas. An increased emphasis on the program of interscholastic athletics brought into evidence many perplexing problems. One is that the program was participated in by only a small per cent of the entire enrollment of a give school. Other perplexing problems accompanying this new activity caused many educators to feel that the initiation of a general physical education program which would include all the students of all the schools would probably be the best solution to the situation.

Another reason that educators felt the need of physical education laws in Texas was the belief in the social, moral,

mental, and physical benefits that were derived from such a program. As a result the legislation concerning physical education in the public schools in Texas was passed.

Texas Law.--In 1930, specific acts passed by the Legislature required the teaching of physical education in the public schools.

Physical education is now required by law to be taught in all public elementary and secondary schools of the state. The law merely provides that instruction in physical education shall be established and a part of the course of instruction and training in the public elementary and secondary school of the State by September, 1930. The State Superintendent of Public Instruction shall prepare courses of instruction for the public schools of the state for the purpose of carrying out this act.⁷³

The following paragraphs contain the requirements of the state regarding the teaching of health and physical education in the public schools of Texas:

1. Classroom Teachers

Effective September, 1935, all beginning classroom teachers who direct or teach any part of the health and physical education program must have at least six semester hours college credit in that field, along with the other requirements for their classroom duties. Teachers who have been in service prior to 1935 must meet the above requirements, or they must have been employed as regular teachers of physical education for at least three years prior to 1935.

73

Acts Forty-First Legislature, Regular Session, Chapter 216, 1933-34, School Law.

74

Bulletin of North Texas State Teachers College, (April, 1938), 134-135.

Teachers who have not had regular training in health and physical education are expected to study in this field as they return to school for further work. Colleges are urged to make a clear distinction between the so-called physical training required of all students and the physical education courses for which credit is given toward graduation.

Physical Education 260, 290, and 295 are state-standardized courses offered in the department to meet this requirement.

2. Part-time Teachers:

Beginning with the school year 1935-36, the part-time teacher of physical education must have eighteen semester hours of credit in that field.

For courses fulfilling this requirement, see requirements for minoring in physical education, page 138.

3. Coaches:

A person who coaches the major sports and teaches other physical education activities as a full-time teaching load will be classed as a full-time teacher of physical education.

A person who has no other teaching duties than that of coaching the major sports will be classed as a part-time teacher of physical education and must have the required number of semester hours of credit in health and physical education.

Coaches, as well as other teachers of physical education, who have been in service three years prior to September 1, 1934, will be given three years in which to meet the above requirements, or until September 1, 1937.

4. Full-time or Special Teachers:

Beginning with the school year 1935-36, the full-time or special teacher of health and physical education must have twenty-four semester hours of college credit in that field.

This legislation was sponsored by the Texas Congress of Mothers and Parents Teachers Association, the American

Legion, the State Medical Association, the State Teachers Association, and the Texas Physical Education Association. ⁷⁵

Benefits of law.--The physical education law has had a very beneficial effect. There is no exact data as to the number of schools that have initiated a new physical education department, but there is sufficient information to show that there has been a marked increase in interest and in organization of physical education programs.

In 1934-35, fourteen gymnasiums were constructed in the independent districts of Texas and twenty-two gymnasiums were built in the Common School Districts, making a total of thirty-six in one year. In 1935-36, sixty-five gymnasiums were constructed in the Independent Districts, and eleven were constructed in the Common School Districts, making a total of seventy-six. Thus one hundred and two gymnasiums were constructed for public school purposes within the period of two years. ⁷⁶

Another benefit derived from the passage of the bill was the appointment of a State Director of Physical Education. Courses of health and physical education have been prepared for the use of schools, physical education programs have been surveyed, and teachers have received

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S. S. Roberts, op. cit., p. 14.

76

State Department of Education, Twenty-Ninth Biennial Report of 1934-35 and 1935-36, p. 100.

advice and supervision in relation to health and physical education.

J. D. Foster made a survey of the present status of public school education, in which he found that out of two hundred sixteen schools, only six and five-tenths per cent employed full-time teachers of physical education. Only thirty per cent of those teaching physical education or athletics majored in physical education in college.⁷⁷

In a report of data relating to physical education in Texas given in the State Directory for 1928 the following information was given:⁷⁸

1. Thirty per cent of the physical education teachers receive their training from teacher-training or normal schools, while fifty-four per cent receive their training from colleges or universities.
2. Less than three per cent of the physical education teachers hold a graduate degree, a M. A. or its equivalent.

In 1931 a later study was made, and the following information was revealed:⁷⁹

1. There are approximately four hundred fifty physical education teachers in Texas.
2. Slightly more than one-third of the men and of the women have no college degree.
3. About one-tenth have had less than two years of college training.

⁷⁷
"Survey of the Present Status of Public School Physical Education", Texas Conference on Child Health and Protection, p. 164.

⁷⁸
S. S. Roberts, op. cit., p. 16-17.

⁷⁹
Ibid.

4. About four per cent of the men and fifteen per cent of the women hold a special certificate or degree in physical education.
5. About thirty-one per cent of the men and seventeen per cent of the women have not even had a minimum of eight semester hours instruction in physical education.
6. Sixty-two per cent of the men and approximately forty-nine per cent of the women have had less than a bare minimum of training in health education.
7. Four out of five of the teachers of physical education teach other subjects, and thus the present physical education teachers are part-time teachers.

Summary.--This chapter has contained discussions of certain philosophies that seem to have affected the health and physical education curriculum especially in the North Texas State Teachers College.

CHAPTER III

DEVELOPMENT OF HEALTH AND PHYSICAL EDUCATION IN THE NORTH TEXAS STATE TEACHERS COLLEGE AS INDICATED BY THE COURSES OF STUDY

A Brief History of North Texas State Teachers College⁸⁰

Purpose.--A brief history of the North Texas State Teachers College is given for the purpose of ascertaining some of the factors which brought about the changes in the physical education course of study, and which influenced the trends of present-day physical education policies in the college.

Early history.--In 1899, during the regular session of the Twenty-sixth Legislature, the city of Denton tendered to the State of Texas, for the establishment of a state normal school, the buildings and grounds of the North Texas Normal College. The Legislature accepted this donation with certain conditions, and empowered the State Board of Education to assume control of the property, and to organize and govern the school. Because of the lack of public funds the State Board authorized the College to continue temporarily as a private institution. Two years later, in 1901, the Twenty-seventh Legislature amended the former law and provided an annual appropriation for the

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Roberts, op. cit., pp. 26-27.

support of the school, beginning September, 1901.

The College was admitted to the Texas Association of Colleges in 1919, to the American Association of Teachers' Colleges in 1921, to the Association of Colleges and Secondary Schools of the Southern States in 1925, and as an associate member to the American Association of University for Women in 1928.

In 1923 the name of the North Texas State Normal College was changed to the North Texas State Teachers College by the Thirty-third Legislature.

In 1935 the Board of Regents of the State Teachers Colleges authorized the North Texas State Teachers College to offer graduate work leading to the master's degree.

Physical education was first offered in the North Texas State Teachers College in 1914, but a major was not offered in this field until 1920.

The Harriss gymnasium was built in 1925 for women. It consists of a basketball court, club room, offices, lecture rooms, dressing rooms, and showers.

The men's gymnasium, which was built six years later, in 1931, was originally the Demonstration School, one time barracks during the World War. After the Armistice was signed, the building was used as a gymnasium for men.

The Recreation Park provides ample facilities for football, basketball, track, tennis, field soccer, volley ball, croquet, field hockey, swimming, skating, archery,

and other physical activities and games.

General supervision and direction of intercollegiate athletics is vested in a Student-Faculty Athletic Council. This body is made up of four faculty members and four representatives selected from each of the freshman, sophomore, junior, and senior classes.

The Department of Physical Education in the College is affiliated with the State and National Physical Education Association, and with the State and National Organization of the Athletic Association.

Data on Developments of Health and Physical Education

Source of data.--Most of the data on the development of the physical education courses of study in the North Texas State Teachers College were secured from the catalogues and bulletins of the college. These data appear adequate for the purpose of this chapter since the nature, number, and variety of the courses offered from year to year logically indicate curriculum trends and developments.

However, no bulletin data were available for the early years of the college, and so it was necessary to secure information on this period from personal conferences. The early historical facts were contributed by Mr. J. R. Swenson, present Director of the Department of Geography in the college.

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Normal School.--In the beginning, the North Texas State Teachers College was a semi-private Normal School with about fifteen teachers on the faculty. The town sold scholarships to the students until the college was made a state institution in 1901.

Early physical education activities.--In 1907 Mr. J.R. Swenson came to the Teachers College and was made chairman of athletics. He served until 1911. Miss Manola Boylan, teacher of music and speech, was the other member of the faculty of the physical education department.

Exercises and marches constituted the greater part of the physical training at first. The classes were held upstairs in the old auditorium. Miss Annie Webb Blanton, now a Professor of Education at the University of Texas, encouraged and chaperoned dances for the girls of the college. This was bitterly opposed by a great many of the faculty members.

About five hundred students attended the college in 1907. Three athletics clubs were organized: The Olympians, The Giants, and The Cyclops. Mr. C.A. Bridges, now a member of the History Department in the College, was president of the last-named organization.

Mr. Swenson had played some football at the University of Denver, Colorado and at the University of Texas. He tried to introduce football into the athletic program of North Texas State Teachers College. His plan failed

because there was no money, no suits, and no suitable ground for a field and because some of the best players were very poor academic students.

Finally, Mr. Swenson conceived of another plan to get interest and actions from the students. Basketball teams were organized to play as a group. There were six girl's teams and some boy's clubs. Girls: "The Boylan Ten", who wore khaki; "Dandy Doers", in blue and white; "Hyland Lassies" in plaid skirts; "Haughty Hits" in black and white; "Red Wings" in red and blue; "Orioles" in yellow and blue.

The boy's basketball clubs were "The Senators" and "The High Pockets". Both clubs played twice a week and were refereed by Mr. Swenson. One basketball court was located where the Manual Arts Building now stands, and another court stood between that and the power plant.

Each year on San Jacinto Day, a field day, corresponding to the modern play days, was held. There were contests of running, jumping, tug o' war, and the medicine ball. This was the extent of collegiate and inter-collegiate games.

As the years passed, many improvements were made. A physical education committee was appointed in 1911, of which Mr. J. W. Pender, now Professor of Government in the College, was chairman. In 1914 Miss Beulah Harriss was added to the physical education faculty, having been recently

graduated from the University of Nebraska. It is interesting to know why Miss Harriss came to Teachers College. Miss Bessie Park received her physical training at Chataugua, New York, which at that time was the best school for the training in physical education. Miss Park came to the University of Texas to take Miss Eunice Aden's place while she was on a leave of absence. Miss Clara Parker, from the North Texas State Teachers College, was attending the University at that time, and she and Miss Park in turn became good friends. Miss Park returned as instructor to the University of Nebraska and Miss Harriss enrolled in her class. At this time Dr. W. H. Bruce told the Teachers College faculty that he was going to get a physical education teacher for women and asked if there were any recommendations. Miss Parker suggested Miss Park. Miss Park was not interested and suggested to Miss Harriss that she apply. She did so; however, the board elected another lady, but Dr. Bruce was not satisfied. He was interested in getting "the girl from Nebraska." Accordingly, he made a trip to Nebraska to see Miss Harriss. She carried him out to her brother's farm and "walked him down" showing him around but rewarded him with some delicious cherries.

After seeing and talking to Miss Harriss, Dr. Bruce was more interested than ever in getting her. He asked the Board of Regents to reconsider their action and elect

Miss Harriss. They did so but there was no appropriation for her salary. Dr. Bruce saved enough out of the fuel bill to pay her. He laughingly said, "I got her out of the coal bin!"

In the fall of 1914 the first organized classes in physical education for boys and girls were held in the basement of the library. All the equipment available was two dozen Indian clubs and dumbbells. It was at that time that a physical examination was required for everyone. Miss Harriss did all the required physical education. She worked with boys and girls. Later Mr. J. W. St. Clair was added to the department, and he took over all the work for men.

1914, data from college catalogues.--Beginning with 1914, college catalogues were available, and the information that is contained in the remainder of this chapter was secured from these sources.

The following aim of physical education is found in the college bulletin:

The course in Physical Education aims to maintain and promote the health of the students and to furnish them with the principles underlying this training; to give them practical knowledge of a system of educational gymnastics, and to adapt their work to the varying conditions with which they may meet.

Systematic instruction is given concerning the means for keeping the body in health, for maintaining normal, progressive growth and development, for securing grace in posture, carriage, action and for developing a disposition

to enter, with pleasure and profit, the various recreations so necessary in any place of a successful life.

Free and unrestricted action of the body is essential to good mental and physical development. Accordingly, our young ladies are urged to wear hygienic clothing at all times. In the gymnasium, all students are expected to wear their gymnasium suits.⁸²

Another aim of physical training and athletics is summed up in this paragraph:

It is the duty of every school to provide opportunity for physical, as well as mental, and moral development. The full education of the individual required careful attention to the physical side. The course in physical education and the inter-class and the inter-school contests in athletic sports are aimed to increase the capacity of the student for mental effort and to cultivate and interest in physical development.

A knowledge of athletics and school games and the ability to direct these properly are valuable acquisitions for the teacher.

The school has recently acquired about seven acres of land and prepared it for baseball, basketball, tennis, volley ball, and other games. The athletic interests are safe-guarded by a Committee of the faculty and students, who keep the interest healthy but sane and intelligent. Students are permitted to participate in inter-school contests only on condition that satisfactory work is done in their studies.⁸³

The Department of Education lists Education 6 as

⁸²
Bulletin of North Texas State Teachers College.
(April, 1914), p. 9.

⁸³
Ibid., p.59.

"child psychology", giving one unit of credit, about which the following statement is made:

This course includes a study of the problems which are concerned with the development of the child, mental and physical. A study is made of the problems of heredity, instinct, etc., and how to direct play, imitation⁸⁴, collective and constructive instinct.

The College, 1915.--Bulletin for July, 1915, has the same paragraph about child psychology with an added text, and Kirkpatrick's Fundamentals of Child Study, which contains information about play and the value of physical activity.

The identical aims of physical education as previously stated in the 1914 bulletin were again quoted. Nothing further was mentioned regarding the physical education courses.

1916.--The same paragraphs regarding aims of courses in the department of physical education and athletics were found as they appeared in previous bulletins. However,⁸⁵ four courses were listed as offerings:

Physical Education I--one unit--Swedish best gymnastics, consisting of floor work, games, and folk dancing.

Physical Education II--one unit--German gymnastics, folk dancing, games, such as basketball, soccer, football, indoor baseball, and volley ball.

84

Ibid. p. 35.

85

Ibid., (1916), p. 20.

Physical Education III--one-unit, games as in Physical Education II; lectures on the theory of play and playground supervision. Mastery of the rules and regulations governing games suitable for rural and city schools.

Physical Education IV--one unit; advanced Swedish gymnastics. Training in playground supervision and in the coaching of athletics.

All athletic sports are open to all students registered in the College. First term, football and tennis. Second term, basketball and tennis. Third term, basketball, tennis, and track sports.

It is interesting to note that the requirements are the same in number of units for men and women although the kind of exercises and sports differed.

In 1916 physical education was required of all classes twice a week for a minimum of twenty-four weeks, exclusive of the time devoted to physical examination, the number of weeks depending upon the nature of the work.

The following paragraph appears in the summary of Student Activities:

Athletics.--Since man is body as well as intellect and soul, it is the duty of every school to provide opportunity for physical as well as mental and moral development. It is no new doctrine that a sound mind can dwell in a sound body, hence the full education of an individual requires that careful attention be given to the physical side of his being. Besides the regular course in physical education, the inter-class and inter-school contests are aimed primarily to increase the student's capacity for mental effort, for moral stamina, and for social service. Competitive athletic games with schools of equal rank are made part of the athletic program. But since inter-collegiate games do not afford the opportunity of participation to the majority of students, great stress is laid upon competition between classes and other groups. In this way it is

hoped the entire student body may be reached by the invigorating influence of strenuous play. The school owns about five acres of land prepared for baseball, basketball, tennis, volley ball, and other games. The athletic interests are safe-guarded by a committee of the Faculty and by an association of students. Representatives of both bodies from the Athletic Council, whose duty it is to keep athletic interest in the school, not only alive and healthy, but sane and intelligent as well.

---The student Volunteer Fire Company has on a number of occasions rendered praiseworthy service in the school neighborhood. An equipment of helmets and waterproofs has lately been added to the apparatus supplied by the city. No such student is required or permitted to assume any risks such as entering a burning building, but more take chances that the control for the fire has been credited to the boys by their having a stream of water on the fire several minutes before the city apparatus arrived on the scene.⁸⁶

1917.--Under the heading of Department of Physical Education And Athletics, the following aims are stated:

The course in physical education aims to maintain and promote the health of the students, and to aid them in the formation of habits of hygienic living; to give them the knowledge necessary for intelligent teaching of school gymnastics and supervision of outdoor plays and games.

Systematic instruction is given concerning the means for keeping the body in health, for maintaining normal progressive growth and development, for securing grace in posture, carriage, and action.⁸⁷

86
Ibid., (July, 1916), 63.

87
Ibid., (July, 1917), 55.

In 1917 Physical Education 10 and 20 were required of all classes, and in all courses, for the first two resident years; additional work was elective. Classes met twice a week for a minimum of twenty-four weeks, exclusive of the time devoted to physical examinations.

Students who desired advanced work leading to a certificate in physical education were required to complete four additional units in the advanced courses, one of which was hygiene. The other three courses were to be elected from Physical Education 30, 32, 40, 41, 42, 43, 44, 45.

A certificate as teacher of physical education was granted to those who completed the four-year course in conjunction with the course in physical education which included two years of residential work, and the additional four units of advanced work.

The following courses were offered:

Physical Educational 10--1 unit

- (M) Swedish Gymnastics and Games
- (W) Swedish Gymnastics

Physical Education 20--1 unit

- (M) German Gymnastics and Games.
- (W) German Gymnastics, Folk Dancing, Games

Advanced Courses

- Physical Education 30--1 unit
- Theory and Psychology of Play
- Physical Education 31--1 unit
- Hygiene
- Physical Education 32--1 unit
- (M) History and Literature of Physical Education and Athletics
- (W) History and Literature of Physical Education and Athletics.
- Physical Education 40--1 unit

- (M) Theory and Practice of Football Coaching
- (W) Methods of Teaching Physical Education
Physical Education 42--1 unit
- Theory and Practice of Volley Ball and Tennis
Physical Education 43--1 unit
- (M) Theory and Practice of Baseball Coaching
- (W) Theory and Practice of Baseball (indoor)
Coaching
Physical Education 44--1 unit
- (M) Theory and Practice of Baseball
Theory and Practice of Track Athletics
Physical Education 45--1 unit
- (W) Advanced Folk Dancing

One of the most important developments in the course of study during 1917 was the addition of new courses, football coaching and hygiene, and the offering of a certificate in physical education.

1918.--While former bulletins averaged about seventy pages, it is noted that the 1918 catalogue increased to exactly four hundred pages wherein was given alumni by classes. It was noted also that the college had been rated as a standard college, adding two additional years work.

A historical sketch of the college included this information regarding physical education:

In addition to the preparation of teachers of the so-called literary and scientific subjects, the school is now equipped with buildings, appliances and faculty necessary to apply training in all phases of Home Economics, Manual Training, Public School Music, Public School Art, and also Reading, and Physical Education.⁸⁹

1919.-- In the bulletin of August, 1919, physical

education was listed as a department of the college for the first time. Three teachers were named and the following requirements were stated:

Physical Education

Physical Education.--All students are required to take Physical Education twice a week during the first two years of resident work. Students may elect and count toward a certificate, diploma or B. S. degree; six term hours of Physical Education in addition to the two years required.⁹⁰

It is interesting to note that the aims and objectives of the department were definitely changed in 1919: The course in physical education aimed to maintain and promote the health of the students, and to aid them in the formation of habits of hygienic living. It also aimed to give them the knowledge necessary for intelligent teachers of school gymnastics and supervision of outdoor play and games. In addition, systematic instruction was given concerning the means for keeping the body in health, for maintaining normal progressive growth and development, for securing grace in posture, carriage, and action.

A further development in the course of study was the addition of new subjects. The following courses were offered:

Physical Education 30--Anthropometry
 Physical Education 31--Hygiene
 Physical Education 32--
 (M) History and Literature of Physical Education
 and Athletics
 (W) History and Literature of Physical Education
 and Athletics
 Physical Education 40

(M) Theory and Practice of Football Coaching
 (W) Methods and Teaching Physical Education
 Physical Education 41--Theory and Practice of
 Basketball Coaching
 Physical Education 42--Theory and Practice of
 Volley Ball and Tennis
 Physical Education 43--
 (M) Theory and Practice of Baseball
 (W) Theory and Practice of Indoor Baseball
 Physical Education 44--Theory and Practice of
 Track Athletics
 Physical Education 45--Advanced Folk Dancing

1920-21--Restrictions were made relative to the status of students eligible to represent the college in physical education activities. Any student was disqualified to represent the College in inter-college games or contests, or in any extraordinary student activity, through failure to make a passing grade in at least three subjects of the full regular course in which he was registered; being under discipline; or being the beneficiary in actuality or promise of any financial consideration for participation in such game, contest, or activity. Disqualification under the first and second offenses were recoverable at any time by the teacher or committee responsible for the disqualification, when the occasion giving rise to it had been removed by the student.

In 1920 athletic sports were open to all students registered in the college. The fall term was given over largely to football, the winter term to basketball, and the

spring term to baseball and track. Many students and faculty members played other games such as tennis and volley ball throughout the year.

The offerings of the physical education department continued to increase. Stress was placed on methods and supervision. The offerings included the following courses, with a description of each:

For Men

Physical Education 10--Elementary Exercises and Games
Fall term:

Physical examinations, first month
Setting up exercises and drills, some month
Games, one month

Winter term:

Games, two months
Drills and setting up exercises, one month

Spring term:

Drills and setting up exercises, one month
Games suitable for playground work, as
volleyball, indoor baseball, and
basketball, two months

Physical Education 20--Advanced Exercises and Games
Fall term:

Physical examinations, first month
Setting up exercises and drills, two
months, conducted by members of
each class under supervision of
instructor

Winter term:

Lectures and application of theory and
psychology of play

Spring term:

Games. Students taking physical education

may with the consent of the instructor,
elect tennis the spring term.

For Women

Physical Education 10--Elementary Floor Work
Fall term:

Physical examinations, first month
Floor work composed of marching and
a full Swedish day's order of
simplest exercises, two months.

Winter term:

Continuation of floor work with more
advanced exercises and games
suitable for indoor work.

Spring term:

Floor work, one month
Outdoor games suitable for play-ground
work, such as volley ball, indoor
baseball, etc., two months.

Physical Education 20--Advanced Floor Work and
Theory

Fall term:

Physical examinations, first month.
Floor work, completing advanced day's
order, two months.
Each class is closed by game or folk
dance suitable for intermediate
grades in public school work.

Winter term:

Lectures and application of theory and
psychology of play.

Spring term:

Floor work, using hand apparatus such
as Indian clubs, wands, and dumb-
bells, one month.
Outdoor games, two months.

Physical Education 30--Anthropometry.

Methods for measuring and testing the body: Examination of special senses; anthropometric charts. Application of simple home and school emergency treatments. This course is given for women.

Physical Education 31--Advanced Physical Education. In this course methods are given for handling classes in the different phases of work. A critical study is made of tactics, gymnastics, folk dances, games and hand apparatus work, and their relation to the school curriculum. Given for men and women.

Physical Education 32--History and Literature. Some time is devoted to the study of the origin and introduction of the different systems of physical education into the United States, and the trend as shown by its recent introduction into many of the colleges and public schools. Articles are read by many of the leading educators on the subject.

Physical Education 40--Methods. Methods of teaching physical education is a critical study of methods of teaching the different systems of physical education in the classroom; also a thorough course in the supervision of games and folk dances. Given for men and women. Offered in the fall and winter terms.

Physical Education 41--Basketball Coaching. Theory and practice of basketball coaching, using official basketball guide as foundation for theory work. This course is given during the season, and may, with the permission of the instructor, be taken in place of Physical Education 10 or 20. Given separately for men and women.

Physical Education 42--Psychology and Supervision of Play. A lecture and library course. The first half of the term deals with the psychology of play and how to plot, equip, and supervise the work of a playground; the last half deals with the practical application of theory on the Training School playground.

Physical Education 43--Baseball Coaching. Theory and practice of baseball;

given during season, and may, with permission of the instructor, be taken in place of Physical Education 10 and 20. Indoor baseball for women. Given separately for men and women.

Physical Education 44--Football Coaching.

Theory and practice of football coaching; given during season, and may with permission of the instructor, be taken in place of Physical Education 10 or 20. Given for men.

Physical Education 45--Folk Dancing.

Advanced folk dancing, using group and solo dances suitable for classroom and exhibition work. Given for Women.

"NOTE.--All students are required to take Physical Education 10 and 20 during the first two years of their residence, unless already credited with the work, for satisfactory reasons, excused. Excuses are granted only by permission of the President or on recommendation of the department to the President."

It is interesting to observe that the development of health and physical education in the North Texas State Teachers College was a gradual evolution. It took nineteen years of growth before a major was offered in the field.

Students majoring in physical education in the college curriculum are required to elect courses numbered 38, 50, 51, 52, in Biology and course numbered 42 in Economics and to confine their work in Education 44 to teaching physical education. A certificate in physical education is granted on completion of the prescribed work in the college curriculum.⁹²

Physical Education 10 and 20 became Physical Education A and B. Physical Education 30 was changed to 31, 101 to 111, 32 to 220, 40, to 121, 44 to 133, 43 to 123, and 41 to 122.

Textbooks used were listed in the bulletin as follows:

Physical Education:

- 101--Slade: Physical Examination
- 111--Handbook of Physical Training
- 122--Jones: Basketball from the Coaching Standpoint
- 121--Camp: Football Without a Coach
- 123--Clark and Dawson: Baseball for Coaches
- 133--Murphy: Athletic Training
- 143--To be supplied.
- 142--To be supplied.
- 200--Lee: Play in Education
- 201--Enebuske: Swedish Day's Order
- 220--McKenzie: Exercise in Education and Medicine

To secure a certificate in physical education, a student was required to major in biology, minor in physical education and confine his work in Education 44 to the teaching of physical education.

To minor in physical education, a student was required to select nine term hours work from the following courses: Physical Education 111, 200, 210, 220.

A group of interested physical educators from Dallas and Fort Worth organized the T. I. A. A. in 1922. It had twenty-two charter members, and was sponsored by the Dallas Physical Education Association. This group is affiliated with, and meets with a section of the Texas State Teachers

93

Association.

When the North Texas State Teachers College accepted membership in the organization, membership on any team representing the college was governed by the eligibility rules of the state organization.

In the college bulletin for July, 1923, the following entrance requirements were stated:

Vaccination: Each application for admission must present a certificate signed by a physician in one of the forms given them, that he has had smallpox or been successfully vaccinated.⁹⁴

1923-24.--First mention of the college sanitarium and college physician is made in a paragraph of the college bulletin for 1923.

The school maintains, on the campus, a sanitarium in charge of a matron and a force of capable nurses, to which students have recourse in case of sickness. Besides attending to bed-patients sojourning there for longer or shorter periods of time, the nurse administers also "First Aid" and advice.⁹⁵

Mention was made of the increase in number of the Faculty Committee on Athletics in the bulletin of June, 1924. This advisory and administrative group included

93

Ibid., (June, 1923), 3.

94

Ibid., p. 30.

95

Ibid., p. 41.

96

eight members.

The school owned approximately ten acres of land prepared for baseball, basketball, tennis, volley ball and other games. The athletic interests were safeguarded by a committee of the faculty and by a student-faculty athletic council. The duty of these two organizations was to keep athletic interest in the school not only alive and healthy, but sane and intelligent as well.

First appearance of elasticity in the course of study was shown in 1924 when it was ruled that a major sport, baseball for example, might with the content of the director of the department, be offered in lieu of two-thirds of Physical Education A or B. In order to satisfy the requirements of Physical Education A or B, the student was required to take two major sports or in addition to one major sport, one team's work in the gymnasium. No student was given credit for more than three term-hours of Physical Education A or B for the nine months session, nor more than two term-hours for the summer term.

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Students majoring in physical education were required to take, in addition to Physical Education A and B in the regular organized classes, thirty-six term hours in the physical education department, twelve of which were in Physical Education 301, 302, 211, 403. Requirements in

96

Ibid., (July, 1924), 53.

97

Ibid., (June, 1924), 120.

other departments were Biology 101, 102, 103, 211, 212, 213, 311, 312, 313. Education 310 was required to be done under the supervision of the physical education department.

Students minoring in physical education were required to take twenty-seven term hours in the physical education department, since then, nine of which were in Physical Education 301, 302, 313.

1925-26.--In the college bulletin for June, 1925, the following phases of physical education were emphasized:

1. Eight faculty members composed the Athletic Committee.
2. Among the student organization, this one was listed: "The Blue Bonnet Citizen Scout Troop of the Physical Education Department."
3. In the Point System, for the first time, the president of the Physical Education Club, along with others previously honored, was given four points for such honor.
4. Two years of physical education, unless reprieve, was obtained because of physical disability, were required to obtain a Bachelor's degree in any department of the college.
5. In the course of study under Physical Education Department, there appeared this new paragraph:

Students majoring in physical education are required to take, in addition to physical education A and B, thirty-six term hours, twelve of which must be Physical

Education 310, 320, 340, 410. Students offering physical education as a major must use biology as a first minor. Courses should be selected as follows: Biology, 101, 102, 103, 211, 212, 213, 311, 312, 313. A first minor in Physical Education must include 310, 320, 340.⁹⁸

There were no other important changes listed in the 1925-26 catalogue of the college except in the following educational purpose of the College:

The North Texas State Teachers College was established for the purpose of preparing men and women for the profession of teaching; it is being maintained for this purpose. It is the ambition of all those who are connected with the school to make the work of the institution for such a nature that students of serious purpose and pronounced ability will be attracted to it, and through it be bound into the teaching profession. All the activities of the plant are directed to this end, for in this way the school can best serve the state and nation. Better teachers in the public schools, mean better schools, and this school is committed to the task of preparing better teachers for the children of the commonwealth.

1927.--In the summer bulletin of 1927, it was found that the sanitarium was growing, as evidenced by the following paragraph:

The college maintains a sanitarium in charge of a matron and a force of capable nurses. The building is in the heart of the campus, being within easy distance of the athletic park, the gymnasium, and the class rooms. Students have the privilege of the sanitarium both as bed patients and as first aid patients. The sanitarium has done much to keep down epidemics by making it possible for sick students to be isolated from roommates. It also ministers greatly to the health of the student-

body by furnishing advice and first aid. Those who are confined to beds are required to defray expenses of meals prepared by the sanitarium, also charges of a physician if one is necessary. The cost of meals in the boarding houses from which patients come is remitted for such time as students are thus confined.⁹⁹

Among the new student organizations in 1927 were Green Jacket Club and The T Club. The Green Jacket Club was not primarily a physical education organization but included many physical education students and majors as it was composed of young women elected from the major organizations on the campus. The purpose of the organization was to support activities of the college, to aid in establishing a wholesome spirit of loyalty among the students, and to assist any organization which might call upon it for service, especially in the athletic pep squad. Each member was required to accept her responsibility for the promotion of the policies of the institutions as set forth by the Administration.¹⁰⁰

The T Club was really organized in 1925, but reached a higher degree of efficiency in 1927. It was composed of men and women who had lettered in athletic events in the college. The purpose of the organization was to bring together the athletics of the school with

⁹⁹
Ibid., (June, 1927), 32.

¹⁰⁰
Ibid., p. 33.

the object of promoting loyalty to the institution, of establishing clean sportsmanship on the field of play, and of stimulating good fellowship throughout the college.¹⁰¹

The only changes in the course of study noted were these additions:

Advanced swimming instruction in life saving methods, and the requirements as prescribed by the American Red Cross Life Saving Association are incorporated in this course. The prerequisite is two terms of elementary swimming. Given separately for men and women.

Physical Education 350 is a theoretical and practical course for prospective scout and campfire executives and others. Offered separately for men and women.

It was also noted in this bulletin of 1927 that the faculty members of the physical education department had decreased to four.

1928.--The student organization were enlarged by one group from the physical education department known as "The Women's Athletic Association". This organization was a phase of the physical education work. Its purpose was primarily recreational, but at the same time it afforded an opportunity for students to learn new sports as well as to specialize in those of greatest interest to the girls. The W. A. A. program featured archery, tennis, paddle-tennis, basketball, baseball, volley ball, track and field, swimming, soccer, and a number of minor sports. It also sponsored an

101

Ibid., (September, 1927), 32.

annual play day. The Association was opened to all girls
 of the college and to women of the faculty. ¹⁰²

Delta Psi Kappa installed its Rho Chapter in the North Texas State Teachers College on March 31, 1928. This was the first Teachers College in which Delta Psi Kappa had installed a chapter, other chapters being in universities and physical education schools. The object of the Delta Psi Kappa was to advance thought into ideals, to promote fellowship, and the best interests and welfare of physical education among women in that field of activity. The requirements for membership were: the student must be a major or a minor in physical education; must have a sophomore standing; must have a "B" average in all academic work; must have complete three numbered courses in physical ¹⁰³ education; and must have a character above reproach.

1929.--Physical education goals for students were stated. Requirements for physical education majors included the following:

Students majoring in physical education are required, in addition to two years work in required physical education, to be able to swim and to take thirty-six term hours physical education, twelve of which must be in Physical Education 310, 320, 340, 410. Students offering physical education as a major are required

102

Ibid., (September, 1928), 30.

103

Ibid., P. 33.

to use Biology as first minor. Courses were selected as follows: Biology 211, 212, 213, 221, 222, 223, 311, 312, 313. Physical education majors are also required to take Chemistry 101, 102, 103, 221, 222, 223. A first minor in physical education included Physical Education 310, 320, 340.

Required physical education for men and women remained the same but were listed as "first and second year" instead of "A" and "B".¹⁰⁴

1930.--The course of study of the physical education department listed seven teachers, and the listing of the courses and full descriptions required eight pages in the bulletin.

Students were required to take, during their six terms of required physical education, one term of athletics, one term of dancing, one term of games, and one term of gymnastics. For the remaining two terms, they were privileged to select courses in the activity in which they were more interested. The courses for the six terms could be taken in the order desired by the students.

"Physical Education 141, 142, 143, 151, 153, 161, 162, 163 may be offered in lieu of required physical education."¹⁰⁵

1931-32.--By 1931 the original campus of ten acres had been enlarged to thirty-five acres. Six of the buildings of the plant were located on the original plot and the

¹⁰⁴

Ibid., (1929), 56.

¹⁰⁵

Ibid., (September, 1930), 165.

additional land was devoted to sites for other buildings, athletic fields, and a recreational park. "Native oaks provide shade and add beauty to the campus. Ornamental shrubs and flowers also add beauty, to what is usually called a campus, but somewhat, in this instance is really a very lovely park."¹⁰⁶

The athletic grounds provided facilities for extensive training in physical education. The Denton Teachers College was one of the first teacher training institutions to recognize need of such training and to engage a adequate and competent teaching staff for the work. The action of the Forty-First Legislature in making physical education compulsory in the public schools of the state proved the wisdom of the college in taking the forward step.

Additional paragraphs in the 1931 bulletin stated that the North Texas State College had been chosen as the place of meeting for the Interscholastic League Contests of Class B Schools.¹⁰⁷

A new course, Physical Education 22, entitled "Foundation of Health" was added. This course, taught by the college physician, was recommended for all sophomores.

Students majoring in physical education were required

106

Ibid., p. 66.

107

Ibid., (September, 1931), 30.

to take sixty term hours in the department. A maximum credit of sixty-three term hours was allowed. ¹⁰⁸ The men students were required to take all the courses offered in the department for men with the exception of the course, Physical Education 271, which was elective. The women students were required to take all the courses offered in the department for women with the exception that a choice could be made of two of the following three courses: Physical Education 271, 280, 290.

All majors were required to be able to swim and to pass the test given by the physical education department before graduation.

Instruction was given in the theory of coaching of soccer and hockey. It included organization of the games for physical education classes and intra-mural athletics, officiating, and the conducting of athletic programs in general. One term of coaching was required of majors.

In 1932 a Life Saving course was offered. It was devoted to developing the skills and knowledge required in the Red Cross Life Saving tests. Tests were given by Red Cross Life Saving Examiners and life saving certificates were received when the student passed the test.

The elements of the pageant and festival, their organization, setting, costuming, and presentation were

included in Physical Education 280.

A course was offered in camp leadership in which preparation for camp councillorship was given through presentation of the underlying principles of camp education, and through actual experiences in camp activities. The course consisted of both lecture and practical work. Students enrolled were required to attend those practical presentations of the course which were scheduled outside of class hours.

A course in the scope of health service with emphasis on health examinations, their practical use and procedure in elementary and high schools was given for men and women in Physical Education 325.

1933.---The aims of athletics were stated in following paragraphs:

The College aims, primarily under competent supervision, to prescribe training necessary for the students physical, mental, and moral development. Many forms of intra-mural contests are fostered to encourage universal participation in athletics.

The Recreation Park, which is composed of fifteen acres, provides ample facilities for football, basketball, track and field, tennis, field soccer, volley ball, croquet, field hockey, swimming, skating, archery, and other types of organized games.

The College is a member of the Lone Star Athletic Conference; and membership on any team representing the school is governed by the eligibility rules of this association.

General supervision and such direction of inter-collegiate activities for men is vested

in the Student-Faculty Athletic Council, made up of five faculty members and four student representatives selected from each of the four classes. Athletic awards for varsity letters are given in the five major sports, football, basketball, track and field, cross country, and tennis.

The College maintains a local organization of the Women's Athletic Association, and every attempt is made to encourage intramural athletics for women.

The department of physical education is affiliated with both the state and national physical education associations as well as with the state and national organizations of W. A. A.

A local chapter of the Delta Psi Kappa, national athletic sorority for women, is open to those students who complete the requirements. This society promotes the interest of physical education among women.¹⁰⁹

1933-34.--In the course of study the physical education requirements for women no longer included Natural, Swedish, and Danish gymnastics, but a semester's work had to vary to be elected in the required activity in which the student was most interested.

In 1933-34 term hours were changed to semester hours. Under the new system, the courses for majors in physical education became forty semester hours instead of the sixty term hours.

Women students majoring in physical education were required to take all courses with the exception that a

109

Ibid., (September, 1933), 42.

choice might be made between Physical Education 215 or Physical Education 265; a new course "Methods in Dancing" was offered; men majors in physical education were required to take all corrections in the courses offered in the department, including a new course, "Physiology of Exercise".

In the bulletin for June, 1934, new requirements for physical education majors included forty semester hours and six of these credits were to be taken from Physical Education 190, 220, 260, 295.

Two new courses appeared: "Community Hygiene" and "Health Education in the High School". Community Hygiene was designed to acquaint the student with the hygiene of living conditions in the city, rural districts, schools, and other public places. Health Education in High Schools included a presentation of underlying principles of health education, methods of teaching health, and the administration of the health programs in the junior and senior high school.

Required work for students not majoring in physical education included two years of physical training for all students not excused because of disability.

Women students not majoring or minoring in physical education were required to enroll for a semester each of the following divisions, (a) soccer, basketball, baseball, volley ball, tennis, track and swimming; (b) folk, natural, clog, tap, and character dancing; (c) organized games.

In addition they must elect a semester's work in the activities listed above in which they were most interested.

Men students not majoring or minoring in physical education included during their first year, games such as, volley ball and basketball. During the second year, same type (but of more advanced character) were offered. ¹¹⁰

1935-36.--Nine physical education faculty members were listed and the following enlarged purpose was quoted:

The purposes of the courses in physical education are the furtherance of the education of the individual through physical activity, the promotion of vigorous mental, emotional, social, and physical health, the development of motor skills, and the preparation for leisure time activities. Definite instruction is given in class periods and students are graded on accomplishment determined by knowledge and skill test. The work of the physical education class period is supplemented by a broad intra-mural program for men and women, which gives opportunity for further participation in any activity if the student so desires.

All students enrolled in freshman physical education given by the college physician who is a member of the health and physical education department. Students who, because of a disability, are limited in their participation in physical activity are enrolled in classes suited to their needs. The content of such classes includes activities requiring little physical demands. In some cases an hour of complete rest, supervised by the physical education department, is substituted for activity. Corrective classes are conducted for students with postural and foot defects. ¹¹¹

110

Ibid., (September, 1934), 70.

111

Ibid., (June, 1935), 72.

1936-37.--Physical education requirements demanded that all students earn four semester hours credit in physical education. Students of the long session enrolled in these courses during their first and second years of residence.

One semester hour credit is given for each course. This credit counts toward a degree, but not toward certification. No student is given credit for more than two semester hours in these courses for the nine months session or more than one semester hour for each six weeks of the summer session.¹¹²

Each student, in order to fulfill the requirements in physical education, was required to pass three out of the four required courses. These courses had no prerequisites, and might be taken in any order. Elective activities were open to students who had completed all tests exacted of them in the required activities.

1938-39.--The developments in the college bulletin for April, 1938, set forth the state standards for teachers of health and physical education.

Women students not majoring or minoring in physical education, with no physical disability were required to take one semester of dancing and one semester of sports.

The bulletin stated that all physical education majors were to take Education 432 (Methods in Physical Education)

in addition to thirty-three hours in department; men minoring in physical education were required to take two courses in the coaching of athletics, but women minoring in physical education were required to take only one coaching course.¹¹³

Summary.--This chapter contains some of the major developments in health and education as indicated by the courses of study in the college bulletins. No effort has been made to enumerate all the courses added from year to year or to describe in detail every development. However, the writer has sought to show the major trends and developments that have culminated in the health and physical education program now offered in North Texas State Teachers College, Denton, Texas.

CHAPTER IV

SOME RESULTS OF THE DEVELOPMENT OF HEALTH AND PHYSICAL EDUCATION IN THE NORTH TEXAS STATE TEACHERS COLLEGE

Influences are often so intangible, indefinite, and indescribable that they cannot be measured. This is true of some of the results of the development of health and physical education curriculum in the North Texas State Teachers College. However, certain results are discernible and will be discussed in this chapter. Among them are the following:

1. Hospitalization
2. The recreation program
3. The new stadium
4. Athletic publicity for the college
5. Increased number of physical education graduates and majors
6. Enlarged physical education staff
7. Additional offerings in the physical education department

Hospitalization

First college sanitarium.--The first college sanitarium was opened in 1918-19. Beginning at that time nominal medical fees were charged the students as part of the optional activity fee. Money received from this source was placed in a building fund which became sufficient to finance the erection of a new hospital in 1932. This building was com-

pleted in 1933 and provided for an enlargement of the health services of the College.¹¹⁴

Since September, 1930, the college had on its health staff a full-time physician and two graduate nurses. The curriculum on health education and physical education have been broadened so as to include not only the course-requirements of the public schools of the state, but additional courses that deal with the fundamental problems of personal and public health." The physical education equipment for carrying forward the health and physical education work has been materially increased during the past year, and new courses are now in preparation."

The college maintains a sanitarium in charge of a graduate nurse and employs a college physician. The office of the college physician is in the sanitarium and his services, as well as the services rendered by the sanitarium, may be had by all students who pay the medical fee and optional fee.

In emergencies the college physician may be called for visits at the various boarding houses, but students who are ill enough to remain away from classes must go to the sanitarium for treatment. Bed patients may remain for a period of one week, which period may be extended to ten days upon the recommendation of the college physician. If patients remain ill for more than one week, they must make arrangements to go to the Denton County Hospital, or any other hospital preferred, as the college sanitarium is not equipped for taking care of patients during protracted or serious illness, nor does it have the necessary finances.

Students who wish to call a physician other than the college physician may do so with the understanding, of course, that they bear the extra expense.

¹¹⁴

R. L. Higginbotham, A History of the North Texas State Teachers College, p. 50.

No relatives of students are provided with meals or rooms at the sanitarium. All bed patients are required to defray expenses of meals prepared by the sanitarium. The cost of meals in the boarding houses from which patients come is remitted for such time as students are thus confined.

Students who make use of the sanitarium without first paying the medical fee and optional fee are charged \$2.00 per day exclusive of meals.

Students who remain in the hospital ten days are charged \$2.00 per day thereafter, exclusive of meals.

Patients must pay for ambulance service and for all drug supplies on prescriptions.

The college physician vaccinates students, charging only for the cost of the vaccine.¹¹⁵

In the bulletin for June, 1933, a new description of the physical education department under the heading of "Health Service" appeared:

To provide health service for the students, the college maintains on the campus a newly equipped modern hospital constructed this spring with examination and treatment rooms, X-ray, and laboratory facilities, an office for the college physician, quarters for the nurses, as well as rooms for the patients.

The hospital staff includes the college physician, a graduate nurse, an undergraduate nurse, and a housekeeper and cook.

The health service provided by the College consists of the following:

1. Care of students as patients in the hospital.
2. Visits by the college physician to the boarding house in case of emergencies.

¹¹⁵
Bulletin of the North Texas State Teachers College,
 (October, 1931), p. 40.

3. Treatment at the hospital of injuries and other conditions requiring medical care.

4. Health examinations required of all students who take physical education or who do student teaching.

5. Supervision of the health of students who need medical attention and advice.¹¹⁶

A second P. W. A. project made possible an addition to the hospital in 1936. A west wing was added at a cost of \$12,222 and was formally opened June 20, 1936.¹¹⁷

Dr. J. Waddell was added to the hospital staff in 1939. The same group of instructors and administrators were carrying on the health and physical education activities when this study was concluded in June, 1939.

Increase in the Health and Physical Education Staff

Early faculty.--According to information secured from Mr. J. R. Swenson, he and Miss Manola Boylan composed the physical culture faculty from 1907 to 1914. Mr. Swenson also directed and taught in the geography department. Miss Boylan taught music and speech, along with physical culture. In 1913 she was replaced by Miss Margaret Price who taught speech and physical culture. In 1914, according to the college bulletin, Miss Beulah A. Harriss was added to the faculty. Two years later, J. W. St. Clair was elected

¹¹⁶

Ibid., (June, 1933), 42.

¹¹⁷

Higginbotham, op. cit., p. 42.

to direct the men's physical education.

Changes in the staff.--The names of Miss Beulah A. Harriss, J. W. St. Clair, and S. S. McKay were listed as the physical education faculty in the 1916-17 college bulletin but the next year, McKay was replaced by Price.

St. Clair, Harriss, and Clark directed the college physical education in 1918. The following year, Clark's name did not appear in the college bulletin, and Isensee was added.

In 1920-21 Mr. T. J. Fouts was an addition to the physical education faculty, taking over a portion of the work done by Mr. J. W. St. Clair. Miss Beulah A. Harriss continued to direct the women's work, aided by Miss Ellie Virginia Broadfoot. These four members carried on the physical education activities in the college until 1924-25, when Mr. J. W. St. Clair resigned. The college bulletin for 1920-21 listed the physical education faculty as Fouts, Giesecke, Harriss, and Reid. The following year, the four faculty members were supplemented by the addition of Miss Edith Kubeck.

In the 1928-29 college bulletin, two additions were listed, Mr. Terrance Myracle and Miss Donnie Cotteral. This enlargement gave the physical education faculty six members.

In 1929-30, the name of Mr. John Reid did not appear on the faculty list, but two new members were accepted, Mr.

Jack Sisco and Mr. Charles C. Sportsman. This increased the physical education faculty to seven members. The same group served the college until 1932-33, when the college physician, Dr. L. O. Hayes was made a member of the physical education department.

The 1933-34 college bulletin dropped the name of Myracle from the physical education department and the faculty was thereby reduced to seven members. However, Mr. W. S. Knox was added to the department the following year, making the physical education faculty number eight members again.

Mr. Henry G. Shands joined the department as a coach in 1935-36. The faculty then numbered nine members.

Athletic Publicity and Developments

1914-17.--In the fall of 1914, when Miss Beulah A. Harriss arrived at the North Texas State Teachers College and took up her position as professor of physical education, there were only two sports offered for girls, intercollegiate basketball and tennis. The gymnasium was in the basement of the Library building.

1918-19.--About 1918, when the colleges of Texas organized the Women's Intercollegiate Athletic Association, a new sport was introduced for competition. It was track. Old score books preserved by Miss Harriss show that the Denton Normal girls' athletics ranked high in competition with other colleges, and that for three years the basketball team,

118
coached by Miss Harriss, was undefeated.

1920, T. J. Fouts.--Mr. T. J. Fouts, who had been coaching at Burleson College, in Greenville, Texas, was added to the physical education staff. Mr. Ike Emory was coach of basketball.
119

1921-22.--First Eagles Team won basketball championship in 1922 and the boys were declared T. I. A. A. Champions.

The new cinder track was being built in 1922. Coach Fouts, who had charge of the track team, devoted himself to the completion of the track.

This was the first year the Normal entered into inter-collegiate meets,
120 and the boys won the track championship.

1923.--The half block directly east of the college ball park was purchased and plans were made for it to be converted into a park and picnic grounds for the students. The park was to be known as "Christal Park" complimentary to Mr. J. R. Christal of Denton, who was helpful to the college authorities in securing this lovely wooded lot.

The new girls' gymnasium on West Chestnut Street neared completion.

The basketball court will have a seating capacity of 3,000 persons and the gymnasium will be one of the best buildings for its purpose in the State. It will contain two practice courts and one court for match

118
Personal Conference with Miss Beulah A. Harriss.

119
Campus Chat, (October 7, 1920).

120
Ibid., (March 9, 1922).

games. Until the completion of the new administration building, it will be necessary to use the gymnasium for classrooms, and for this purpose ten classrooms have been partitioned off in it. Classes will not be held there until after the holidays, it is understood. After the new administration building is completed, which will be sometime near September 1, 1924, the partitions will be torn out and a hardwood floor laid and bleachers set up in the gymnasium. The name for the new building seems favorable to "Harriss Hall".¹²¹

1924.--The final plans for field equipment of the athletic field included the men's and women's gymnasium, a circular track, a straightaway, eight tennis courts, three or four volley ball courts, a baseball field, which also was to be used in season for practice football gridirons, and a regular football field for intercollegiate games, a complete field equipment of hurdles, a boy scout hut and a girl scout hut.

When the present athletic park is completed, I believe we will have one of the finest in the South, said Coach T. J. Fouts, recently, while discussing the plans now contemplated. Messrs. Fouts and St. Clair, along with the efforts of the Athletic Council and others in charge of the construction work, have been directing the erection of the North Texas College athletic park, situated southwest of the campus.

Mr. Fouts says that they have finished the dirt work on the football field and they are now laying a two inch water main around the gridiron in order that they may have the ground water seasoned by the opening of the football training camp. The gridiron will be regulation size and surrounded by a cinder track. The grade and dirt work on the track will be finished

121

Ibid., (December 6, 1923).

in about two weeks, but there still is a doubt as to the time when they will produce the cinders necessary, as it is difficult to obtain the proper quality needed for the entire oval. It is hoped, however, that a sufficient amount can be had to cover the 440 yard straightaway on the east side of the field. This will make a track that is unequalled in Texas and will rank above similar stretches in the universities of the state, S. M. U. being the only one that has a straightaway that can rival in length the one now under construction here. A set of bleachers will be built upon the escarpment along the west side of the gridiron and it is believed that in a few years a permanent construction of concrete bleachers with concrete walk-way may be erected. The baseball diamond has been in a state of completion for a year and was first used during the collegiate season last spring. However, a layer of dirt is being added to the west side so that the water will drain to the southwest corner and side of the field in order to obviate washing and draining upon the gridiron.

Before the building program now under contemplation is completed, a grandstand will be erected along the north side of the diamond and it is thought that later on, advantage will be taken of the slope of the northwest corner, constructing a sort of natural amphitheater of bleachers. The entire park is now surrounded by a seven foot steel wire fence and on the inside of this is to be planted a hedge greatly enhancing the beauty of the grounds.

The college can well be proud of the new athletic park and it will rank alongside of any that is now in our state when the present work is completed.¹²²

J. B. Reid, all southwestern end, was added to the coaching staff of the college in 1924. He is a graduate of Baylor University and filled a vacancy created by the resignation of J.W. St. Clair. T.J. Fouts who had

122

Ibid., (July 22, 1924).

been in the physical education department since 1920,
 became Director of the Department and continued as head
 123
 football coach.

The Physical Education Club was open to men and
 women of the college who had won a letter in some branch
 of athletics, or who had done special work in physical
 education.

Physical Education Directors of the State Teachers
 Colleges of Texas formed an association known as the
 Association of Physical Directors of the Teachers College.
 T. J. Fouts, Head of the Department of Physical Education
 at North Texas State Teachers College, was elected presi-
 124
 dent.

1925.--The North Texas Teachers College was in the
 midst of an era of improvement in the way of athletic
 grounds and buildings in 1925.

During the last two years, \$15,000 has been
 spent to improve the athletic facilities and the
 work was only about half done. A new gymnasium
 has been built. A baseball field has been hewn from
 a hillside, the football field has been improved
 a great deal, six tennis courts have been sur-
 faced, and a first class track constructed.

About a year ago a new gymnasium was built,
 partly from the material from the old main building.

123

Ibid., (August 5, 1924) .

124

Ibid.

The estimated cost of this building was \$10,000. Three years ago, what is now the baseball field, was a forested hillside with weeds and high grass on the entire lot. Now rocks have been removed and a turtle backed diamond built. With the coming of spring, bleachers will be constructed on the banks which were formed by leveling the land and the college will have a very good baseball park. By closing a street, tearing down the old grandstand and doing more moving of dirt, the football field was lengthened and a track was built. The cinder track is one-fourth mile around and with the extension of one side, a 220 yard straightaway was built. In the near future, when the track has thoroughly settled, it is to be curved in order to give proper drainage. The cost of these improvements was \$4,000.

Last spring, the tennis courts were a mixture of sand, rocks, and clay. During the summer, however, at the cost of \$1,500, each court was dug down to a depth of about a foot, rocks put where the dirt had been, and a chat surface placed over the rocks. With the winter rains and the work that will be done on them, the courts will be very hard and smooth by spring. With all these improvements the college is expected to turn out first class teams in every line of athletics.¹²⁵

The roof of the Harriss Gymnasium was re-tarred in 1925. Rows of bleachers were erected on the east and west sides of the gymnasium to furnish adequate seating room for those who attended the basketball games and other contests. The bleachers were boxed in on all sides and the space underneath was used as dressing rooms for the team. The floor space was covered with hardwood flooring. The additional

two rooms were built over the classrooms at the rear of the gymnasium. One of these rooms was equipped for corrective work, which met one of the greatest needs of the department. The other room was made into rest rooms for the girls.¹²⁶

1926.--Concrete was poured for a new pool in 1926. "With electric lights flaring, one man singing and many yawning, the work of pouring the concrete walls for the swimming pool is coming along fine."¹²⁷

The pool which is one hundred feet long and fifty feet wide is shallow at the west end and slopes to the east. There is a sharp decline at the bottom, making the end deep enough for high diving. The west end of the pool, when full of water, will not be over six feet deep or less than three feet.¹²⁸

The long looked for and eagerly welcomed college swimming pool was formally opened Friday afternoon by Dr. Marquis, President of the College, and Mr. T. J. Fouts, of the Physical Education Department, with some 2,000 teachers, students, and citizens witnessing.

"This is a culmination of a dream," Dr. Marquis expressed.¹²⁹

1927.--Tumbling and speedball were introduced as

126

Ibid.

127

Ibid.

128

Ibid., (November 26, 1926).

activities for the girls in gymnasium classes.

"Speedball, which is a combination of football, basketball, and soccer is a new sport, which rose to universal popularity in 1921. Since that time, it has been perfected so that it is of interest to girl players. It was introduced in Denton last year by Coach T. J. Fouts and is being taught for the first time by Miss Edith Kubeck."¹³⁰

An appropriation of \$20,000 was made for this College when Governor Dan Moody signed a bill for the extension and improvement of the recreation park east of the track field.

The construction of the new \$10,000 steel bleachers, located on the west side of the athletic field, was well under way in 1927.

"They will give a seating capacity of 2,400, but will seat 3,000 without great over-crowding. The lowest row of east seats will be seven feet above the level of the cinder track, affording an excellent view of the field. The highest row will be approximately thirty feet above the level of the track.

The stand will be three hundred feet long, with two entrances, one from Chestnut Street and one from Prairie Street. When finished, the steel frames will be painted black, and the seats of wood painted gray.

In front of the bleachers, quarters for the players, officials, and visiting letter men are fastly being built. The plans include the construction of a band stand immediately in front of the fifty yard line.¹³¹

130

Ibid., (April 16, 1927).

131

Ibid., (August 12, 1927).

1928-1939.--Immediately after the football season in 1928, improvements were started on the gridiron. The shaping was in the hands of contractor Jim Goode and was practically finished by Mr. Goode in March. All of the soil within the track oval was leveled, and a perfect turtle-backed football field built. Cottonseed hulls were spread over a large part of the field, and it was sodded to a depth of about six inches. Jumping pits were constructed on the west side of the playing field directly in front of the stands. The work was finished at a cost of about
 132
 \$1,500.

Improvements totaling over \$4,000 were begun at Eagle park after the close of 1928 football season. Among the major improvements were the construction of the open air theater and the building of one of the best football fields
 133
 in the Southwest.

Appointment of the two new members of the coaching staff of North Texas State Teachers College was made to replace John B. Reid, head football and basketball mentor, who resigned. The new coaches were Jack Sisco, freshman football and basketball coach at Baylor University, Waco, and Terrance Myracle, freshman basketball coach at the Teachers College
 134
 in 1928.

132
Ibid., (March 10, 1928).

133
Ibid., (October 5, 1928).

134
Ibid. (March 8, 1929).

The following improvements were made in 1929-30:

While students have been away this summer, the campus has been repaired and improved. A summary of the work done includes:

1. Track constructed at athletic park.
2. New ticket booth and entrance added to athletic field.
3. Studio built for Yucca in the park.
4. Lights placed around gridiron for night football.
5. Minature golf course constructed and lighted at night for summer students.
6. New Philco radio placed in press box.
7. Pits for pole vaults, high broad jump constructed.

New Lone Star Conference formed.--In 1931 a long standing association existing among the schools of the old T. I. A. A. was eliminated by the formation of this Lone Star Conference comprised of Denton, Commerce, Nacogdoches, Sam Houston, and San Marcos.

The Eagle football team won four conference championships, beginning in 1931.

From a position in the cellar of the T. I. A. A. Conference, of which the Eagles were then members, Sisco's 1929 squad was vaulted into third place with only one loop defeat scored against their record. The Eagles were strong again in 1930, finishing in the upper bracket.

135

Ibid., (October, 6 and 25, 1930).

136

Ibid., (March, 1931).

Took T. I. A. A. in 1931

The 1931 season lived up to tradition when the Eagles came through with a perfect conference rating to cop their first T. I. A. A. championship under their new mentor. In 1931 the College withdrew from the T. I. A. A. conference to join the Lone Star Conference, and annexed the championship with another perfect season.

Eagle conference stock dropped 1933, but the loss was ameliorated by a 7-0 victory over the S. M. U. Mustangs. The 1934 season found the Eagles in a tie for second place and the 1935 championship in a triple tie for top honors.

---He has uncovered two all-Americans in his eight years at Denton. Ted Wright, placed on Grantland Rice's all-American "Forgotten Man" team, has shown up well in professional football circles since his graduation. Johnny Stovall, flashy Eagle back was named on the A. P. all-American team last season, a distinction never held by any other minor conference player, and starts this season already being considered as an all-American prospect.¹³⁷

The Eagle Field House beneath the grandstand in the athletic park was completed in 1933. It appears to be one of the best equipped and best arranged houses of that type in the state.

The Campus Chat printed a series of articles summarizing the Eagles' athletic history.¹³⁸ The following data were included:

137

Ibid., (November 25, 1936).

138

Ibid., (June 25, 1937),

1. April 13 Texas Relays at Austin:

North Texas, represented by twelve varsity men and seven freshmen, finished first in the college division and second to Rice in all entries in the meet.

The North Texas relay, composed of Delmer and Elmer Brown, Johnny Stovall, and Alvin Chrisman, won the 880 relay.

Chrisman, Stovall, Johnson, and E. Brown tied the meet record of three minutes and twenty-one seconds to win the mile-relay.

A sprint medley team composed of H. Vick, Johnson, Kinder, and H. Morgan set a new record in this event with a time of three minutes and twenty-two seconds.

Blaine Rideout defeated Gene Venzske in the mile run with the remarkable time of four minutes and twenty seconds.

Wayne Rideout finished second to his older rival, Don Lash, in the two-mile event.

2. April 9--NTAC, TCU, NTSTC (triangular meet) at Fort Worth:

Finishing first in every event except the 120-yard high hurdles, the North Texas Freshmen nosed out NTAC by a score of 62 to 60 while TCU finished at third place with twenty-three points.

3. April 10--SMU, TCU, NTSTC (Triangular meet) at Denton:

This was a meet which included both varsity and freshmen.

The varsity won 102 points while TCU and SMU came second and third with thirty and twenty-seven points, respectively.

Probably the outstanding performance was by Ewell Titus who threw the javelin 208 feet and seven inches while his mother sat in the grandstand and smiled with pride at the good work.

Henry Morgan ran the half-mile in 1:55.8 but in a few minutes, Wayne Rideout won his

half-mile in 1:55.7.

Stovall, the Brown twins, and Kinder ran the 440 relay in 42.1 seconds.

Elmer and Delmer Brown smashed the LSC record in the 220 dash when they finished in dead heat in the time of 21.9 seconds.

4. Delmer Brown of the Eagles famous Brown twins Saturday afternoon turned in one of the greatest performances in the history of North Texas athletics, when he bested a select group of quarter milers to win first place at the Princeton Invitation track meet in New Jersey. His time was forty-eight seconds flat, the race having been slowed considerably by a damp track and a strong cold wind.

Additional athletic victories of the Eagles in 1938 which gave favorable publicity to the North Texas State Teachers College included the following:

139

1. Browns and Rideouts set new world record at the Millrose games in New York City.
2. Eagle Cagers won first Lone Star Conference basketball championship.
3. Blaine Rideout placed third in track meet held in Germany.
4. Rideouts cracked worlds record on three quarters mile at Princeton, June 18, 1938.
5. North Texas Eagles won Lone Star Track Meet. (1938)
6. Eagles swept tennis matches to take Lone Star Conference crown Tuesday, May 10, 1938, for the first time since 1931.

139

Ibid., (February 10, 1938).

7. Eagles won first intersectional game played with Pittsburg Kansas Teachers. December 3, 1938.

8. Eagles took two crowns at Pennsylvania Relays May, 1938.

In the past three years, North Texas has emerged as a nationally known athletic power in track, particularly in distance and relay competition.

In 1937 a new brick entrance was added to the athletic park and walks that led to the west stadium were paved.

In 1938 the physical education department joined with.

The recently expanded music department of the college and speech department in presenting the world premiere of "Cynthia Parker," first opera to have its premiere in a Texas college or university. 140

New Recreational Program

Mr. T. J. Fouts.--The director of the athletic department and director of football coaching is largely responsible for the development of the superior recreational park that is maintained by the college.

Figure 1 shows an outlay of the park as it was in 1925. Figure 2 shows the improvements that were added up to 1930, and figure 3 is a sketch of the park as it appears in 1939.

Due largely to the vision and foresight of one man, T. J. Fouts, the Denton Teachers College is the possessor of what is termed "the best recreation park in America". For many years Mr. Fouts, director

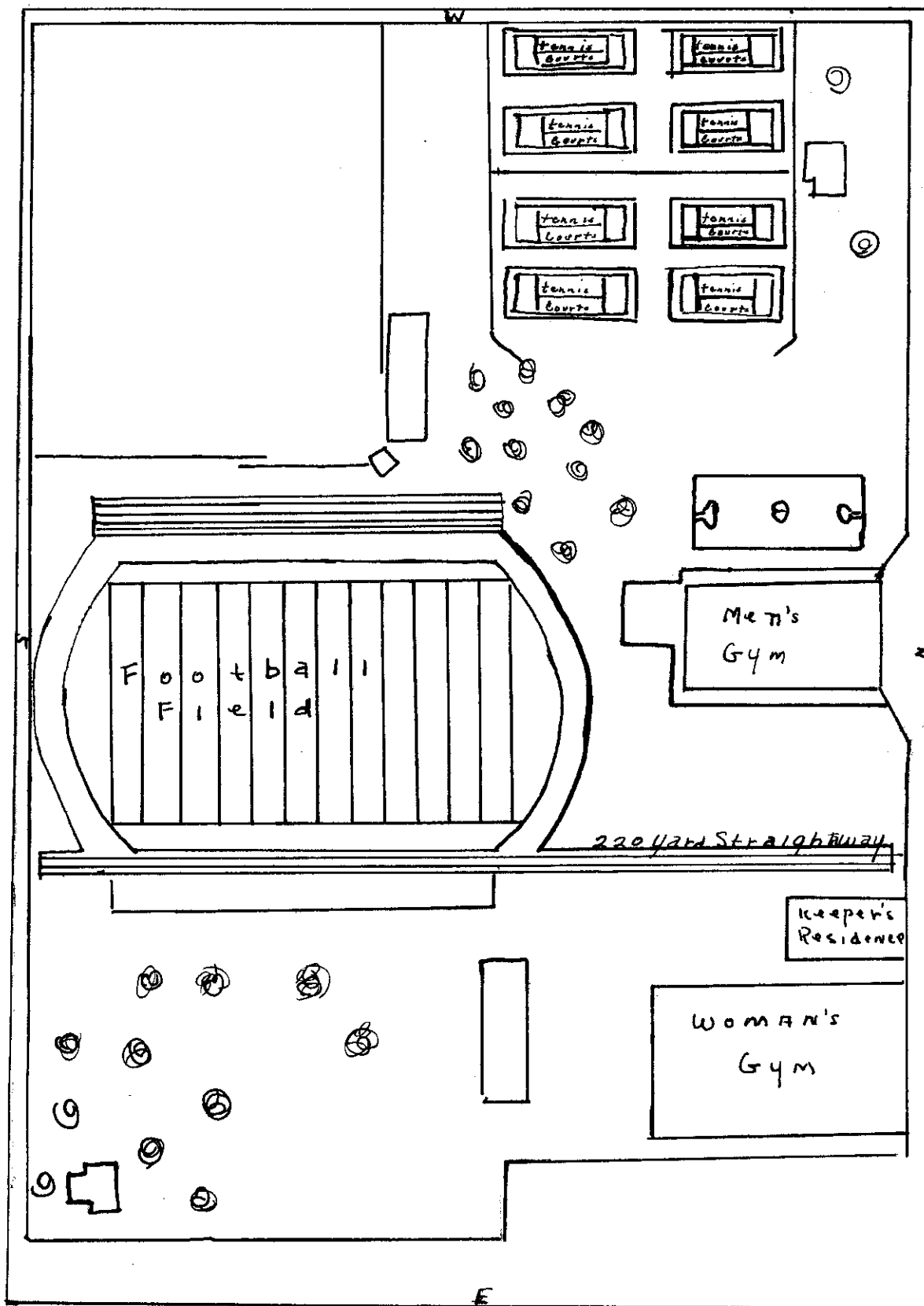


Figure 1, Recreational Park, 1925.

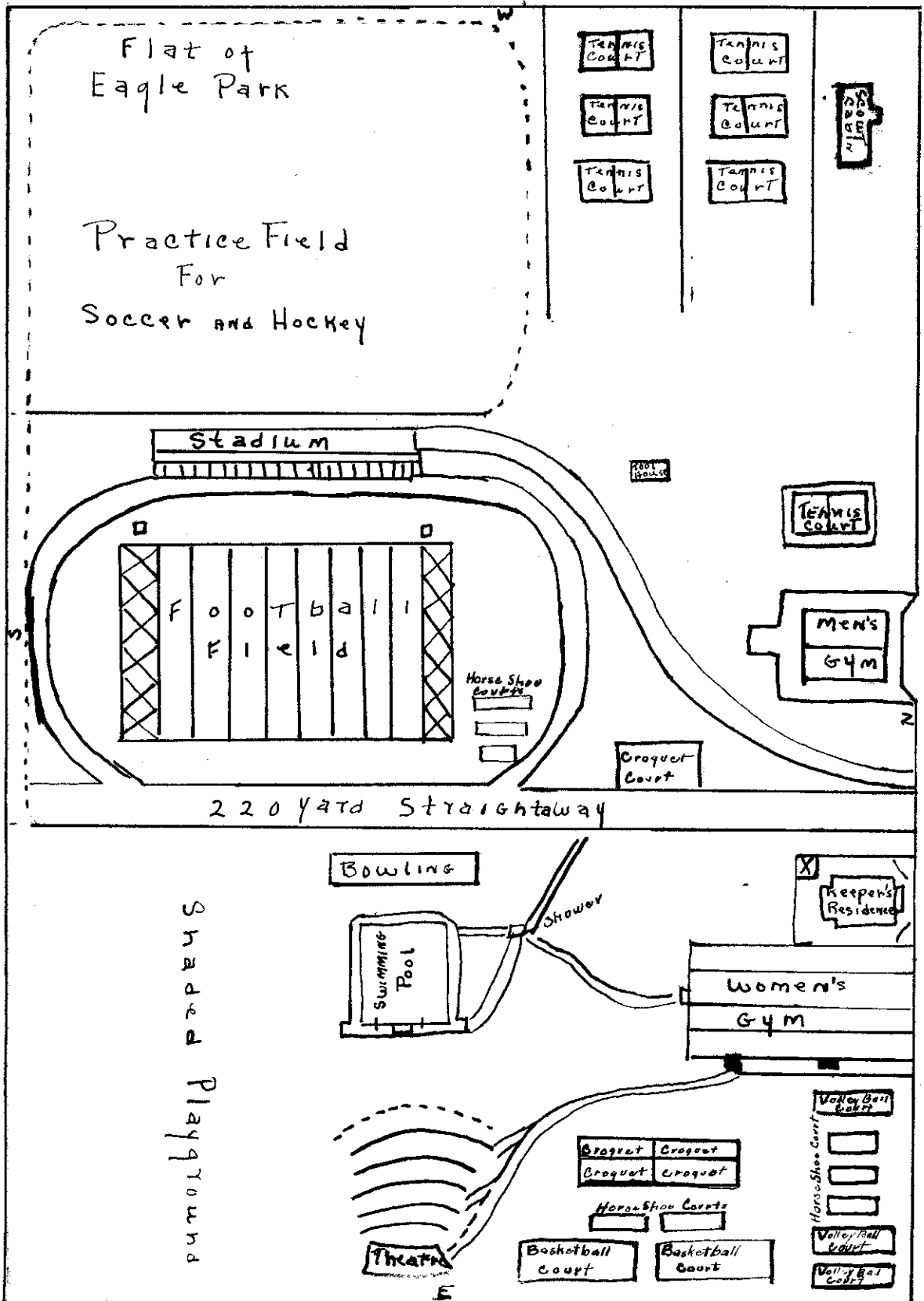


Figure 2, Recreational Park, 1930

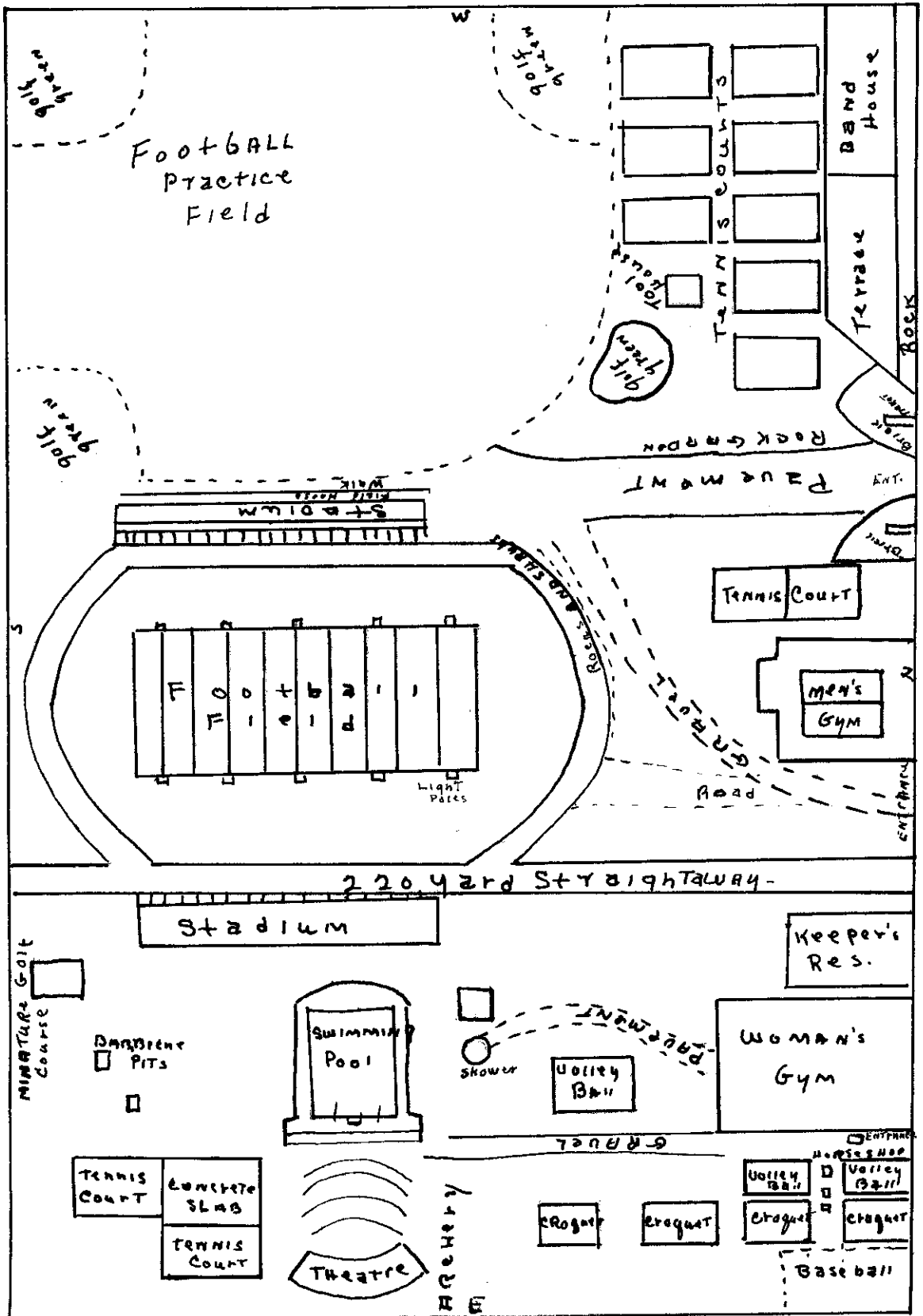


Figure 3, Recreational Park, 1939

of the department of physical education, as well as athletic director, dreamed of installing at this college a recreational system that would provide entertainment and healthful recreation for every student in the college. Untiringly Mr. Fouts worked out his plan for the park and finally got his idea approved and appropriations made that made the park possible some four years ago. Work was seriously begun upon the entire plot of ground, known today as the Recreational Park.

With the aid of all the members of the physical education department, Mr. Fouts set out to devise a program for the system. Three years ago this program was "inaugurated and it has become a great success. The plan included recreation for every student in the college; no matter what his interest might be, he could find some sort of recreation and incidentally, exercise that would appeal to him. The program was worked out to provide entertainment for every night of the week, except Sunday. Special features were offered each night, and the program so arranged that other social engagements would not disrupt the plan, for Monday night was left practically open to those who had club meetings to attend. Today the program is essentially the same as it was the summer of its inception, but it has been enlarged and improved each year, and this summer finds the program at the park at its best.¹⁴¹

The College has long pioneered in college recreation work, and its summer program particularly has placed it ahead of other schools in the United States. The park is completely equipped for activities in swimming, skating, ping-pong, softball, tennis, badminton, miniature golf, archery, volleyball, golf, and many other sports. Shows are available on certain nights at the open air amphitheater preceded by a half hour of dancing on the slab.¹⁴²

¹⁴¹

Bulletin of the North Texas State Teachers College,
(July, 1932).

¹⁴²

Ibid., (July, 1938).

The "Recreation building", former men's gymnasium, is the center of a six-nights-a-week winter play and dance program which has marked the North Texas State Teachers College as one of the undoubted leaders in college recreation.

The evening recreation supplements an outdoor schedule which includes skating on the slab, A. W. A. A. program for women and an intramural program for men, as well as the regular comprehensive athletic schedule for intercollegiate competition.

The entire athletic park is surrounded by a non-climbable fence, has a total of about twenty acres with an estimated value of \$50,000 not including about \$83,000 worth of im-
143
provements.

The approximate values of the improvements on the park are as follows: the two gymnasiums \$30,000, the open air theater as it now stands \$4,000, the swimming pool \$24,000, the steel constructed stadium and boxes \$10,000, the draining and sodding of the two fields and track \$10,000, and the tennis courts and other outdoor courts \$5,000.
144

The whole of this park and its improvements is devoted to the play and recreation of the college students. The

143

Ibid., (November 24, 1928).

144

Ibid.

east side including the wood lot in the southeast corner of the park in well lighted with about thirty large street lights which are admirably adapted to parties and picnics for small groups of students.

There are now seven new tennis courts for the college and one for the training school. These courts are equally as good as any in the state. They are made of a rock base and a clap-fireday surface and are to be enclosed in netting. These courts were constructed at a cost of about \$15,000.¹⁴⁵

The swimming pool is one of the latest athletic acquisitions of the college.

It is of regulation size, fifty by one hundred feet. It tapers from ten feet at the deepest depth, to three feet at the extreme west end. As its depths indicate, it is not intended for children but for college students. There is no wading pool in connection with it. The pool is equipped with two regulation low spring diving boards and a ten foot tower spring board. During the swimming season a competent life guard is on duty at all times.

There are dressing rooms for the men and women underneath the pool. Special walks are provided to accommodate persons wishing to dress in either of the gymnasiums also.

The health side of the swimming pool is not neglected. Every week during the swimming season a health officer tests a sample of the water from the pool and the reports from the tests are gratifying according to authorities. A sanitary trough reaches entirely around the pool and drains off all surface filth. Being an open air pool, it is bothered with moss somewhat, but health officers

say that the moss is merely an algae growth no more harmful than common bermuda grass. Swimmers are required to take a physical examination before receiving permission to use the pool.

The pool is surrounded on two sides by trees. More trees are to be planted to provide shade for swimmers and hedges have been set out.

Adjacent to the swimming pool is an outdoor auditorium which accommodates several thousand spectators. The stage which is of concrete is suitable for any type of outdoor theatrical or musical entertainments. A picture screen and two alternating projector machines provide movies during suitable weather and in the summer many exercises and assemblies are held in the open air by means of the outdoor auditorium. The stage is built to amplify sound.

Immediately east of the Harriss gymnasium is a set of range where students may chase arrows to their hearts content. More croquet courts are to be constructed because of the enthusiasm shown for the game during the preceding summer.

One corner of the park is devoted to picnic and barbecue grounds. Water, benches, and tables are provided and pits are to be provided for weiner roasting and other forms of primitive cookery. Many large trees shade this part of the grounds.

An outdoor bowling alley is provided for those fond of the sport. Horizontal bars and fixed parallel bars are provided outside the gymnasium to facilitate breathing exercises.

A flag pole stands in the center of the Recreation Park at one corner of the football field. On it wave the trophies won by Eagle athletes and many flag raising ceremonies take place there to the tune of "Singing Glory to the Green".

The Recreation Park is equipped with

two well-cared-for gymnasiums. One of these, the boys' gymnasium, is a practice gymnasium devoted to intra-mural games and physical training classes. The other, the Harriss gymnasium is of standard size and in it the regular varsity basketball games are played. The Harriss gymnasium is used for girls physical education classes also. Both gymnasiums are equipped with showers and dressing rooms as well as basketball courts and practice goals. The Harriss gymnasium seats about 1500 people and has special hardwood maple floors.

With the erection of floodlights at Eagle given field, night football became a reality for the Teachers College. Five fabricated still towers ranging from fifty to fifty-four feet in height are located on each side of the field, making a total of ten towers. Four lights of fifteen hundred watts are placed on the top of each tower making a total of 60,000 watts. Due to the way the towers are situated there is no shadow upon the field.

In keeping up with the modernistic movement started by the erection of the Kleigs, a new Philco radio is placed in the press box in order that other night games of interest might be picked up and announced to the spectators at the field. The press box is also lighted insuring the scribes perfect vision at the nocturnal games.

These lights were installed at an approximate cost of \$3,500.¹⁴⁶

Additional improvement.--The Campus Chat gives the following account of the new stadium:

NEW GRANDSTAND TO BE COMPLETED FOR COMMERCE GAME. \$10,000
STRUCTURE DOUBLES STADIUM'S SEATING CAPACITY

Work has begun on the college's new east grandstand in Eagle stadium. The structure doubling the present seating capacity of the field will be erected directly opposite the present stands and will bring the capacity of the stadium to approximately 7,000. The grandstand of seventeen seat tiers will be a duplicate of the one on the west division except that the new stand will not have a press box or press seats. Then new stands are being constructed of concrete footing and columns with seats of redwood and steel frames. The footing will extend eight inches above the present track level. The seats are of two inch redwood and are being cut in California. The approximated cost of the seats and steel is estimated at \$8,700. The foundation will probably cost \$1,500.¹⁴⁷

Increased Offerings in Physical Education Department

1938-39.--The college bulletin for 1938-39 listed forty-five courses as offerings in the physical education department. Five courses were specified as offerings for men, six as offerings for women, and thirty-three as offerings for men and women.

This increase in offerings is especially significant and indicative of the development of the health and physical education program when compared to the first offerings listed in the college bulletin of 1915, which included four courses.

Physical Education Graduates and Majors

Increased number of majors.--From 1925 to 1931 twenty-three men and forty-five women majored in physical education at the North Texas State Teachers College.

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Ibid., (September 23, 1937).

From 1932 to 1939, sixty-eight men and eighty women had majored in this department. From 1925 to 1939, a total of ninety-one men and one hundred twenty-five women had received their degrees with majors in physical education. This makes a grand total of two hundred sixteen majors
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in the department.

Graduates.--In 1936 one man received a Master's degree in physical education. In 1937 six women and no men were graduates in the department. In 1938 three men and three women received Master degrees in physical education. This made a total of thirteen graduates in the department.

Physical Education enrollment.--The enrollment in the health and physical education department has steadily increased until it totalled two hundred twenty-three students
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in 1938-39.

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Data from the office of Mr. E.H. Farrington.

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Figures from office of Miss Beulah A. Harris.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary

The development of the health and physical education curriculum in the North Texas State Teachers College from 1901 to 1939 has been discussed under four headings: (1) introduction to the problem; (2) factors that have influenced the modern trends in physical education; (3) developments and changes in health and physical education in the North Texas State Teachers College as indicated by the college courses of study; and (4) certain results of the development.

Conclusions

1. The laws of the state have affected the growth and development of physical education in the public schools and these, in turn, have stimulated the work in the North Texas State Teachers College.

2. The development of health and physical education has been influenced by the three following factors: (a) philosophies of education, recreation, physical education and athletics; (b) Texas legislation relative to health and physical education in the public schools; (c) the offering of a Master's degree, major, and minor in the health and physical education department of the North Texas State

Teachers College.

3. Some tangible results of the development of health and physical education in the North Texas State Teachers College are:

- (a) Hospitalization
- (b) Increased enrollment in the physical education department.
- (c) Enlarged physical education staff
- (d) Increased number of graduates, majors, and minors in the department
- (e) Increased number of offerings in the department
- (f) Recreational program
- (g) New stadium
- (h) Athletic publicity for the college
- (i) Athletics

4. Health and physical education contribute effectively toward the well-developed personality.

5. Although legislation concerning physical education in the State of Texas has been pronounced inadequate by many, it is at least a definite move in the right direction.

6. The new plan of physical education in public schools functions in a wholesome way. It does not appeal to a select few who are inclined toward athletics, but it appeals to all the group in a given situation. The athlete is not neglected; ample provision is made for students who are interested in interscholastic competition;

provision is made for students who are interested in interscholastic competition; and provision is also made for the student who is not interested, or who is by nature so handicapped that he cannot participate in physical activities.

7. There has been a greater demand for physical education teachers following the passage of the state laws and the rulings of the State Department of Education in Texas regarding physical education.

8. The physical education curriculum is based upon scientific objectives of value in life, and attainable in school.

9. Since only three college instructors in Texas hold a Ph.D. degree in physical education, it will be imperative that the school's rating be raised in order to maintain an equal ranking with other college departments.

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