

A PROPOSED REQUIRED PHYSICAL EDUCATION PROGRAM FOR MEN
IN THE NORTH TEXAS STATE TEACHERS COLLEGE,
DENTON, TEXAS

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THESIS

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TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION	1
The Problem and Its Purpose	
Origin of the Problem	
Sources of Data	
Treatment of Data	
II. A BRIEF HISTORICAL BACKGROUND OF PHYSICAL EDUCATION	4
Physical Education in Greece	
Physical Education in Rome	
Physical Training in the Age of Chivalry	
Asceticism among Early Christians and during the Renaissance	
The Effect of the Reformation on Physical Education	
Physical Education during the Period of Realism and Naturalism in the Seventeenth Centuries	
Physical Education in Germany	
Sweden's Physical Education Program	
Denmark's Physical Education Program	
Physical Training in Great Britain	
Physical Education in Other European Countries since 1800	
America's Physical Education Program	
Summary	
III. PHYSICAL EDUCATION IN ELEVEN INSTITUTIONS OF HIGHER LEARNING IN THE UNITED STATES ...	24
University of Michigan	
Boston University	
University of Southern California	
Ohio University	
University of Wisconsin	
University of Alabama	
University of North Carolina	
University of Oklahoma	
University of Texas	
University of Iowa	
University of Nebraska	
Summary	

Chapter	Page
IV. A PROPOSED REQUIRED PHYSICAL EDUCATION PROGRAM FOR MEN IN THE NORTH TEXAS STATE TEACHERS COLLEGE, DENTON, TEXAS	37
Need for the Proposed Program Objectives of the Proposed Program The Proposed Program	
BIBLIOGRAPHY	59

CHAPTER I

INTRODUCTION

The Problem and Its Purpose

The problem of this study was to formulate a required physical education program for men in the North Texas State Teachers College, Denton, Texas. An effort was made to trace the development of physical education briefly, beginning with activities in Greece and Rome and ending with certain modern-day methods, in order to determine some of the objectives that have been in existence through the ages. The purpose of the investigation, primarily, was to set up a program that would function efficiently with the students in the North Texas State Teachers College.

Origin of the Problem

From the time of the Greeks until 1942, physical education has had a kaleidoscopic existence. No other field of education has seemed to occupy a more changeable position. Its fundamental philosophy, its technique, and its objectives have naturally changed as time passed. Today it is yet in the midst of controversial issues and educators are searching for satisfactory methods of measuring results. The data

in Chapters II and III of this investigation bear out this conclusion.

In the midst of apparent confusion regarding a required physical education program for college men, the writer became interested in formulating plans for such a program. If it is true that satisfying and contributory citizenship, as well as the development of health, is one objective of modern education, then it appears significant that the college should increasingly supply training in social, ethical, emotional, and character values. For this objective, the writer believes that education will find in the foregoing physical education program, a potential agent. This belief was the origin of the present problem.

Sources of Data

Books and magazines dealing with the history of physical education were consulted for data on the historical phase of this subject. Catalogues from eleven representative institutions of higher learning in the United States provided information on the required physical education programs. These data were supplemented by questionnaires sent to the directors of the physical education departments of these institutions. These programs were considered to be a sampling of the required physical education program for men in the colleges and universities throughout the United States. Subtractions, additions, and modifications of these plans were used in the

activities recommended for a program in the North Texas State Teachers College.

Treatment of Data

This study is presented in four chapters. The first chapter includes an introduction to the study. Chapter II deals with the history of physical education from the days of the Greeks to the present time. Chapter III contains information on the required physical education programs for men in eleven representative institutions of higher learning in the United States. The suggested program for the North Texas State Teachers College comprises Chapter IV.

CHAPTER II

A BRIEF HISTORICAL BACKGROUND OF PHYSICAL EDUCATION

Any attempt to trace the development of physical education or to prepare a historical background for the modern movement is a herculean task. Volumes have been written about physical education; many men have come forward to lead in this field, all with similar objectives, but each has introduced many methods of achieving his goal. It is obvious that a detailed discussion is impossible in this short study. The mere statement of objectives and methods at different periods and in several selected nations could grow beyond reasonable size. However, in justice to the conclusions to be drawn from this investigation a brief resume is necessary.

Man's earliest endeavor to perfect the body of the young by means of selected forms of physical activity could doubtless be traced to a prehistoric age.¹ For the purpose of this study, however, it seems sufficient to begin with early Greece.

Physical Education in Greece

Purpose. -- The physical and political status of Greece

¹F. E. Leonard and R. T. McKenzie, A Guide to the History of Physical Education, p. 17.

very largely determined the nation's physical education program. The physiography, with a rugged coast line and a nearness to the sea, encouraged maritime activity and colonization that demanded strength.² No central government was in evidence; Greece was composed of a group of independent states and cities, bound together by ties of common descent, religion and traditional customs.³ Unfriendly neighbors and political subjects surrounded the nations. Self-preservation demanded "a form of training designed to mold every citizen into the best possible weapon of defense."⁴ The welfare of the community superseded the welfare of the individual. The purpose of physical training was to keep Greece for the Greeks.

The physical education program. -- Greece adopted gymnastics as a necessary part of its educational system. Exercises for male youths and grown men in institutions, which were supported and administered by the state, were deemed to be a necessary part of everyday life for free citizens, but no provision was made for slaves or the foreign-born which made up three-fourths of the population. Great national festivals were held, and the chief attractions were contests in physical prowess and feats of endurance. Foremost among

²Emmet A. Rice, A Brief History of Physical Education, p. 14.

³Leonard and McKenzie, op. cit., p. 17.

⁴Ibid., p. 18.

these national activities was the festival held at Olympia in the seventh century before Christ. Games followed the sacrifices on the altar of Zeus, and competitive exercises consumed a large part of the five-day festival. A man's highest honor was to wear the victor's wreath.

In Greece "education was viewed as a function of the state and physical hardihood, skilful use of weapons, self-reliant courage and iron discipline were developed by a type of education which was chiefly gymnastic and military."⁵ Sparta began its efforts to secure a group of citizens with sound bodies by carefully regulating the life of its women, for the Spartans believed that sturdy mothers made a sturdy race. The first precaution was for each new-born child to be brought before a body of old men who decided whether the child should live. They based their opinion upon the child's physical condition, and their decision was final.

The boy baby was kept in the home until his seventh birthday. Then he was taken from his parents and placed in public quarters. Here he was in company with other youths with whom he shared a common discipline at the hands of state officials. The nights were spent in a room open to the sky on a bed of straw and without the benefit of bed clothing. Only the plainest food was served, and this in such scant quantities that only abject hunger was averted. The rod and

⁵Ibid., p. 18.

lash were freely used by the officials and by any offended citizen. This treatment was to accustom the future soldier to endure pain. A part of the annual festivals was the flogging of youths, sometimes until the blood came. Even then, they were not to show any sign of suffering.

The boys' early physical education program included training in wrestling, running, jumping, javelin-throwing, marching, swimming, horseback-riding, hunting, and war dances. At the age of eighteen, the trainees left the common training quarters and engaged in scouting or actual warfare for two years.

In Athens some physical training was imposed upon girls, but most attention was centered on the boys. Games and gymnastics occupied most of the early physical training of the boys, and at the age of eighteen they joined the garrisons for state training in the use of weapons for soldiers. Formal gymnastics were continued in the city gymnasias. These public-maintained institutions were numerous and gradually became the center of Greek social and intellectual life.

Results. -- To summarize, it may be said that the physical education program in Greece was spectacular. Its inception was political. The result was the perfection of bodies, the discipline of minds, and a unity of the politically distinct members of the Greek race in the homeland and in the far-scattered colonies.⁶

⁶Ibid., p. 24.

Physical Education in Rome

Purpose. -- The philosophical contention of the Romans was that the value of bodily exercise lay in the development of robust health for military service. "Parents felt that their first duty was to the nation, and that they were obligated to rear strong children imbued with the ideals of a true Roman."⁷ The children's training was given in the home. It was the father's obligation and privilege to produce in his son "strength, agility, endurance, hardiness, and skill in the use of the sword, spear, shield, javelin, and in horsemanship."⁸ With the heritage of a warlike spirit and a consuming ambition for conquest, the natives regarded physical education a prerequisite to superlative citizenship.

The physical education program. -- In each Roman boy's childhood training, his home played the major role, as previously stated. When he became fourteen, or a few years older, he emerged from adolescence and became a citizen, subject to military call. Training for the defense of the country included exercises in running, jumping, wrestling, riding, swimming, and marching with heavy equipment.⁹

The result of the program was the development of the youths' strength, their agility, their endurance, their hardiness, and their skill in the use of weapons and in horsemanship. Finally, the result was Rome's success in war.¹⁰

⁷Rice, op. cit., p. 42.

⁸Ibid., p. 43.

⁹Ibid., p. 44.

¹⁰Ibid., pp. 43-44.

During the period of expansion, when Rome became the mistress of the Mediterranean world, the prolonged campaigns tended to destroy the citizens' army and to develop a professional standing army. In addition, the growth of luxury and the demand for intellectual training practically destroyed the Romans' interest in physical training. National sports, participated in only by prisoners of war, slaves, or condemned criminals, became popular. Gladiatorial combats debased and destroyed true sportsmanship and were evidence of the decay of physical education in Rome.

A summary of data leads to the conclusion that the Romans' early physical education centered around service to the country. Successful expansion caused military service to cease its performance in national discipline. Wealth from conquests gave rise to brutal and exciting sports which had no educational value, but were evidences of the changed type of civilization and of the decay of athletic professionalism in Rome.¹¹ When physical education was dropped as an organized program, the effect on Roman life was very evident and finally contributed to its decay.¹²

Physical Training in the Age of Chivalry

The program. -- Feudalism, which resulted from the

¹¹Leonard and McKenzie, op. cit., p. 33.

¹²Ibid., pp. 32-33.

Teutonic invasion of Europe, gave rise to knighthood and demanded physical training. When a noble's son reached the age of seven, he was taken to the castle of his father's lord for training as a page. Near the end of a year's training, he participated in the sports of the court. He learned to ride and received training in swimming, running, jumping, fencing, and boxing. When he became fourteen years of age, he was made a squire and was trained in fighting for knighthood. At the age of twenty-one he was made a knight.¹³ These data led to the conclusion that physical education played an important part in a boy's life during the Age of Chivalry.

Purposes of physical training. -- The knight engaged in physical training for self-protection and self-preservation. Participation in the brilliant and fascinating tournaments demanded skill in horsemanship and skill in the use of weapons. The contestants were also required to develop their personal bravery, presence of mind, and the ability to attack and defend. As a result, a knight's physical training served as a training for war. The decline of chivalry was paralleled by a degeneration of the tournaments. Simultaneously, the method of warfare changed. Soldiers no longer needed special training in accuracy and skill in thrusting, striking, and hurling activities, which

¹³Ibid., pp. 57, 61.

were necessary in hand-to-hand and man-to-man battles. Missiles were introduced and war machinery caused former warfare methods to pass into oblivion. For many reasons, feudalism passed, and the aims and methods of military training and physical training increased in divergence.

Asceticism among Early Christians and during the Renaissance

The Teutonic tribes soon yielded to the influence of the early Christian church. The innate depravity of man's human nature was emphasized to the extent that many religious followers beat their bodies, burdened themselves with chains for punishment, and became infested with vermin in an effort to subjugate their passionate flesh and unhamper their souls. As a result, physical education had no place in the life of the Teutons. Later education in the monasteries was dominated by asceticism. The curricula of medieval universities were in accordance with the theology of the period and barred physical training.¹⁴

Humanism partially replaced asceticism in Europe during the fourteenth, fifteenth, and sixteenth centuries.¹⁵ During the Renaissance, institutionalism was replaced by individualism. As a result, the care and development of the body assumed significance. Certain early teachers of the

¹⁴Rice, op. cit., pp. 54-55.

¹⁵Leonard and McKenzie, op. cit., pp. 49-57.

period endeavored to introduce an educational program that was designed to develop the whole man. Among these teachers was Da Feltre, who held the theory that discipline of the body produced health, and that the child's learning ability was partially conditioned by the physical status.¹⁶ Vergio, Pius II, Elyot, Asham, and Mercurialis also were exponents of the theory of physical training for health during the Renaissance.¹⁷ Among the physical education activities participated in during this period were the following: wrestling, running, leaping, swimming, ball-play, calisthenics for developing correct posture, games, tennis, fencing, dancing, archery, riding, and exercises with dumbbells.¹⁸

The Effect of the Reformation on Physical Education

The slight advance which physical education made during the Renaissance was halted by the Reformation. Schools were then organized for the purpose of teaching reading, writing, and religion. Although Martin Luther and other reformers believed that gymnastic exercises were beneficial, no physical education was included in the curricula.¹⁹

Physical Education during the Period of Realism and Naturalism in the Seventeenth and Eighteenth Centuries

The realists were those men who rebelled against formal

¹⁶Rice, op. cit., pp. 67-68.

¹⁷Ibid., pp. 68-72.

¹⁸Ibid., pp. 68, 70, and 71.

¹⁹Ibid., p. 73.

education with its drill on Latin and Greek grammar; they advocated a study of the real things in the world. As a result, they emphasized physical training as a prerequisite to successful living. Among the prominent realists and naturalists who helped to restore physical education and recreation to an important position were John Milton, John Locke, Rousseau, Basedow, Gutsmuths, Fuller, Vieth, Tissot, and Kant.²⁰ These men were antedated by several sixteenth-century exponents of physical training. Among them were Rabelais, De Montaigne, Mulcaster, and Comenius.²¹ The nineteenth-century exponents included Pestalozzi and Froebel, the founders of modern pedagogy.²²

Among the physical education activities participated in or recommended were the following: exercises in the use of weapons, wrestling, playing and listening to music, training in the rudiments of soldiership, swimming, riding, knightly sports, fencing, games, calisthenics, gymnastic exercises, recreation, manual labor, running, jumping, throwing, leaping, high-jumping, balancing, walking, tennis, skating, archery, exercises on the ladder, racing up and down hill, pole-vaulting, climbing, hiking, lifting, and carrying.²³

²⁰Ibid., pp. 76-96.

²¹Ibid., pp. 76-83.

²²Ibid., pp. 96-98.

²³Ibid., pp. 77-96.

Physical Education in Germany

Purposes of Basedow and Gutsmuths. -- Johann Bernhard Basedow opened a private academy, the "Philanthropinum," in Germany on December 27, 1774. The curriculum combined physical and mental training. Among the activities were games, athletic sports, gymnastics, military drill, manual labor, manual training, and school excursions.²⁴ The innovation was short-lived, but its influence was far-reaching. Soon other similar institutions were opened. One of the most important was the "Schnepfenthal Educational Institute," founded by Salzmann and partially directed by Gutsmuth for fifty years.

The preeminence of Gutsmuths among pioneers of modern physical education does not rest upon priority in time -- as we have seen, he was not the first, but the fourth teacher of gymnastics in a school open to all classes of society -- but it is due rather to his long period of service, to the character and results of his teaching. . . .²⁵

Purposes of Jahn and Spiess and their successors. -- Friedrich Ludwig Jahn, a teacher in Berlin, encouraged the boys in physical exercises with poles, bars, ladders, giant strides, bucks, and athletic sports.²⁶ Patriotism prompted his physical education work because he believed that national regeneration depended upon physical fitness. His philosophy met with some opposition, but, generally speaking, his

²⁴Leonard and McKenzie, op. cit., pp. 67-70.

²⁵Ibid., p. 71.

²⁶Rice, op. cit., p. 107.

gymnastics met with approval and acceptance throughout the German Empire.

Adolph Spiess successfully developed and organized a system of gymnastics for the German schools. He advocated physical training as a means of securing bodily grace and beauty and as an effective instrument for the preparation of students for social participation.²⁷ Among the physical education activities recommended by Spiess were marching exercises, free exercises, games, sports, dancing, exercises with musical accompaniment, taking excursions, and drilling.²⁸

In 1842, physical education in Germany began a period of stagnation because of the methods of procedure used by those who were trying to continue the program. Eiselen, Massmann, Rothstein, and others, in an endeavor to carry out the Prussian cabinet's orders to include bodily exercise as an indispensable part of each boy's education, made little progress. The playground movement, partially compensated for the lack of progress, but as yet, "the state has not met its responsibility in the matter of building gymnasia, fitting up playgrounds and providing the means for swimming, rowing, and the like."²⁹

²⁷Ibid., pp. 106-108.

²⁸Rice, op. cit., pp. 108-109.

²⁹Leonard and McKenzie, op. cit., p. 147.

Sweden's Physical Education Program

The program. -- Per Henrick Ling was the founder of Sweden's system of gymnastics. In the schools, exercises, supplemented by games, made up the major portion of the program. The activities were not the result of legislation; they came about because the people believed that exercise was beneficial to health and should be a part of each child's general education. Emphasis was placed on curative and corrective gymnastics, partially because Ling improved his arm affliction by exercise.³⁰

Purposes of physical training. -- Originally, Sweden's gymnastics were for military purposes. In addition, Ling's theory was that physical training had a place in medicine, in national defense, and in education. He acted on this belief and offered instruction in the three corresponding branches. When the nation was at peace and felt no fear of foreign attacks, the physical education program was continued as a source of welfare and prosperity for the population with special emphasis on the curative and corrective values. Growth characterized the program during the last half century of the physical training program. A daily period for exercises was required of every state-supported public school. Courses in physical education were offered in many teacher-training institutions. The Swedish

³⁰Rice, op. cit., pp. 118-121.

universities' provision for students' welfare rivaled the provision made by institutions in the United States.³¹ The result of Sweden's emphasis on physical education was her international influence in this field of activity.³²

Denmark's Physical Education Program

The program. -- Europe's first country to include physical training in the public schools' curricula was Denmark. The movement was sponsored by Franz Nachteggall, who directed the program for more than forty years. After his death, gymnastics became practically extinct until the war of 1864 aroused a need for physical training. The interest increased gradually among the populace. In 1904 school physical training was demilitarized and recognition was given to the value of the play-movement. "Denmark's leading position in the field of physical education during the last century has . . . been due . . . to her persistent faith in the value of physical education and the almost universal participation by her people."³³ The result was an increase in her national welfare and prosperity.³⁴

Purpose of physical education. -- Physical training in this Scandinavian country had its origin in national defense. By nature, the Danes enjoyed sports and athletic competition.

³¹Ibid., p. 123.

³²Ibid., p. 118.

³³Ibid., p. 118.

³⁴Ibid.

This inherent characteristic, coupled with a need of national preservation, made Denmark a leader in the growth of physical education.

Physical Training in Great Britain

Sport in England was contemporary with the establishment of the empire. The nation's enthusiasm for play led to the development of the early physical education program. In many instances military drills were included in the schools' gymnastic program, but these drills were soon replaced by the Swedish system.

Previous statements indicated that physical training in the British Isles originated from the native love of sports born in the hearts of the English. The country's isolation made her secure and caused strict discipline and training to be unnecessary. "Britain's free institutions, personal liberty and individualism tended to give free rein to the play and sporting instinct of her people."³⁵ The purpose of the physical education program was to satisfy that innate desire of the masses.

Physical Education in Other European Countries since 1800

Although Great Britain, Germany, Denmark, and Sweden made the greatest contributions of all nations to the development of physical education, other nations participated

³⁵Ibid., p. 124.

in the progress. Switzerland was the scene of many experiments and sponsored a large number of gymnastic societies. France suffered the trial-and-error method of instituting a program, but soon after the First World War, increased emphasis was placed on improvement of training. In Belgium, gymnastics played an important part in youth's education. A continuation of national freedom was sought by Czecho-Slovakia through the development of physical training. People in Holland, Norway, Italy, Austria, and Finland engaged in many outdoor sports and experimented with recreational play. "Nearly every country in Europe has adopted medical inspection in the schools and has required health and physical examinations of the pupils as a logical preliminary to physical education."³⁶

America's Physical Education Program

The program of the colonists. -- The rural population of America was too busily engaged in building their new homes, conquering the forests, and developing agriculture to engage in any organized physical education program. However, from the mother country, these pioneers brought their enthusiasm for sports and their enjoyment of play. As a result, the populace participated in a wide variety of games. In school, play had no place. The curricula did not include

³⁶Ibid., p. 138.

any form of physical education, but the boys participated in swimming, skating, coasting, other sports, and work at home.³⁷

Physical education in the academies of America. -- Emphasis on the students' physical welfare was noted in the program of the academies. The objectives of the curricula included preparation for life, and the administrators reasoned that good health was a requisite. Military academies placed special stress on physical training, although at that time none of the faculty members understood the real scope and significance of scientific physical education.³⁸ However, provision was made for students to participate in the following physical education activities: physical exercises, games, running, leaping, wrestling, swimming, athletic competition, and sports.³⁹

German gymnastics introduced into America. -- Charles Beck, Charles Follen, and Francis Lieber incorporated the German physical education methods into America's educational program. The influence of these men declined gradually and by 1830 few schools included physical training in the curriculum. However, in 1850 a revival of interest in physical education was noted. Dio Lewis introduced his new system of gymnastics, but the Civil War prevented any outstanding progress.⁴⁰ However, this conflict proved to Americans that

³⁷Ibid., pp. 145-148.

³⁹Ibid., pp. 149-150.

³⁸Ibid., p. 151.

⁴⁰Ibid., pp. 152-163.

a need for physical training was in evidence. As a result, military training was adopted by many secondary schools and colleges. Various social and service organizations, including the Young Men's Christian Association, promoted athletic games and contests and the wave of enthusiasm became widespread. Health and physical welfare of the constituents became America's national problem. Within recent years, much emphasis has been placed on health education. In many schools, instruction or supervision is offered in personal hygiene, medical inspection, health habits, nutrition, and other vital phases of life. Playgrounds offer facilities for play to those who need recreational advantages. Teachers have been trained to teach healthful living to their pupils. Compulsory educational laws have been passed. The natural movement in physical education has found much favor, and other new lines of research and methods are still bearing fruit.

The preceding data led to the conclusion that the development of health and the perfection of the body have been objectives of the physical education program from early times down through the ages. Therefore, they were considered desirable objectives for the proposed program in the North Texas State Teachers College.

Summary

It was found that self-preservation and national defense were the two major objectives of the physical education program adopted and developed by the Greeks and Romans. The

media for accomplishing these objectives included games and other sports, national festivals, and required military training.

Subjugation of the flesh and its carnality was an objective of the early Christians. This was accomplished, or at least attempted, by disregarding physical education and by punishing the body. Conversely, the nobles spent much time and money training their sons for knighthood. This training required much physical exercise, court sports, and body care.

Development of the whole personality had its inception during the Renaissance, when much emphasis was placed on this development as an objective of physical education. However, the Reformation brought about a halt in this program and supplanted physical education with reading, writing, and religion.

Corrective and developmental exercises were recommended as objectives of the physical education program by the Realists. In addition, recreation was deemed highly valuable and was suggested as a method for accomplishing the objectives.

Physical-mental development, the development of body, grace, and beauty as instruments of social participation, patriotism, and national regeneration were the Germans' objectives of their physical education program. They engaged in games, athletic sports, gymnastics, military drill, manual labor, manual training, and school excursions for accomplishing the objectives.

The Danes and Swedes had as their objectives of the physical education program the promotion of health, the perfection of the body, and the preservation of the nation. Methods used for accomplishing these objectives included participation in exercises, games, gymnastics, and various play activities.

The English and the early Pilgrims participated in sports and play as methods of accomplishing their objective of satisfying the desire of the populace for games and recreation. Later, students in the American academies included physical exercises and military training as activities in their preparation for life.

Physical fitness and body development for military service were the objectives of the physical education programs in many American schools during the Civil War. After the war, the objectives that prepared students for military service were supplanted, to a large degree, by objectives for health and physical welfare. Methods used for accomplishing the latter objectives included instruction in personal hygiene, health habits and nutrition, health inspection, playground activities, and teacher-training in health education.

CHAPTER III

PHYSICAL EDUCATION IN ELEVEN INSTITUTIONS OF HIGHER LEARNING IN THE UNITED STATES

Preceding data in this study have depicted the status of physical education in Europe and America from the early days, showing that, through the ages, the development and improvement of health have been objectives of the programs. The discussions that follow describe the present-day status of required physical education in eleven institutions of higher learning in the United States. Data used as the basis of these discussions were secured from the most recent college catalogues of these institutions. They emphasize the requirements and objectives of the required courses and activities in physical education for men.

University of Michigan

At the University of Michigan, all entering freshmen are asked to complete a minimum non-credit, one-year requirement in physical education. This course is taken through the first year, subject to academic regulations in regard to absences and quality of work. The nature and number of additional physical education courses needed by the student are determined by the Health Committee. An additional requirement

of all freshmen is the completion of a non-credit course of six lectures and demonstrations and a final examination on personal hygiene, health promotion, and disease prevention. Deferments of any required physical education under special conditions are granted for one semester.

Transfers who have attended other institutions of higher learning two years or more, and who have fulfilled the one-year physical education requirements, are not required to enroll for physical education. If they have not fulfilled the requirement, they are expected to register for the required courses.

Boston University

A physical education course, Orientation in Physical Education, is required of all freshmen and others beginning training in the special field of health, physical education, and recreation. The course is offered the first semester and carries two hours of credit. In addition, all freshmen men in the New College Curriculum (high school graduates who have not met the traditional requirements for entrance to the College of Liberal Arts) are required to enroll each semester in a course called Physical Education. One-half hour of credit is allowed.

The objectives of the preceding required physical education courses are two-fold: first, to give an introduction to education, especially the problem of study habits among

students; second, to provide beneficial exercises and recreation for all freshmen, including restricted and remedial activities for those who have remediable physical defects or specific handicaps.¹

University of Southern California

When a student enters the University of Southern California, he is given a medical examination and assigned to the classes and sport activities to which he seems adapted. Restricted and corrective activities are provided for students with physical defects or handicaps.²

The objective of the required physical education program is the development of recreational habits that will continue to be a part of the student's life after he has been graduated from college.³

Ohio University

The general graduation requirements in Ohio University include four semester hours of required courses in physical welfare or military science. Students with serious physical defects file an excuse or a substitution obtained from the director of the Physical Welfare Department. In addition,

¹Boston University, Boston University School of Education, Catalogue Issue for the Session of 1940-41, No. 15, XXIX (March 14, 1940), 87.

²University of Southern California, The University of Southern California Bulletin, Circular of Information, XXXIV (August 15, 1939), 99.

³Ibid., p. 98.

a student who is thirty years of age or over may be permitted to make a substitution for the physical education requirement. A transfer student from another institution who is classified as a senior is required to complete only two semester hours of work in physical education unless the institution from which he transfers requires four semester hours of physical education for graduation.⁴

The objective of the required physical education is to provide a planned program of physical activity for all students of the University. An extensive program of sports and recreational hobbies is provided, with instruction in desired activities, thereby enabling the less proficient students to develop skills and master game techniques.⁵

University of Wisconsin

All freshmen are required to participate in some specific physical activity for three hours weekly throughout their first year in the University of Wisconsin. Men students may elect military science, band instruction, or physical education. In addition, each man is required to be able to swim fifty yards by the end of the year.⁶

⁴Ohio University, Ohio University Bulletin, Catalogue Number, 1941-42, pp. 56-57.

⁵Ibid., p. 106.

⁶University of Wisconsin, Bulletin of the University of Wisconsin, General Information, 1941-42, Serial No. 2523, General Series No. 2307 (January, 1941), p. 32.

Students who enter the University of Wisconsin as sophomores and those who are physically unfit to participate in any of the physical education activities may secure an exemption. Mature special students who are not working toward a degree and students who present required physical education credentials from other colleges may also be exempt from the required physical activities. Students who work for self-support, and others, upon whom the required courses might work a temporary hardship are permitted to secure deferment for one semester.⁷

The objectives of the required physical education participation are to stimulate and maintain interest and participation in physical education activities, with a "sports-for-all" program promoted for the men students. Simultaneously, the objective of instruction in military science is to train men for commissioned officers in order that they may efficiently lead units of the army in the event of a national emergency.⁸

University of Alabama

All students who enter the University of Alabama as freshmen or sophomores are required to complete two years of physical education or military training, regardless of

⁷Ibid., p. 33.

⁸Ibid., pp. 33-34.

whether the students are candidates for degrees.⁹ A basic course in the Department of Military Science and Tactics is required of all freshmen, sophomores, and special male students under twenty-six years of age at the time of entrance to the University, if they are able-bodied citizens of the United States.¹⁰

The objective of required military training is "to give the students a practical working knowledge of military materials and methods."¹¹ The objective of the required physical education is to meet the physical and moral needs and interests of the student body in the University.¹²

University of North Carolina

Two one-year courses in physical education, Personal Hygiene and Physical Education, are required of all freshmen in the University of North Carolina. The former is required for one hour each week and the latter is required for two hours each week.¹³

The objective of the course in hygiene is to ". . . acquaint the student with the fundamental facts of personal hygiene so that he may keep his body at its highest efficiency. . . ." ¹⁴ The objective of the other required course

⁹University of Alabama, University of Alabama Bulletin, No. 212 (May 15, 1940), p. 69.

¹⁰Ibid., p. 403.

¹¹Ibid., p. 402.

¹²Ibid., p. 60.

¹³University of North Carolina, The University of North Carolina Record, No. 353 (March 11, 1940), pp. 241-242.

¹⁴Ibid., p. 241.

is ". . . to develop the fundamental skills. . . . Games of a low and high organization, seasonal sports and individual corrective or remedial work are used in the course."¹⁵

University of Oklahoma

All male students under twenty-five years of age¹⁶ are required to enroll for physical education unless they take military or naval science. Exemptions because of physical defects or handicaps may be secured from the committee on military and naval training.¹⁷ Basic military-science work is required of all physically-fit men students during the freshman and sophomore years. Exemptions may be secured because of physical disability, over age, military service, or membership on the regular university athletic teams or squads.¹⁸

The objective of required physical education for men is to provide recreation in sports, games, and exercises and to develop efficiency in techniques.¹⁹ The purpose of military science is to provide training in leadership and to prepare students for commissions in the Officers' Reserve Corps of the United States Army.²⁰

¹⁵Ibid., pp. 241-242.

¹⁶University of Oklahoma, University of Oklahoma Bulletin, Catalog Issue for 1940-41, pp. 48 and 306.

¹⁷Ibid., pp. 48 and 303.

¹⁸Ibid., p. 49.

¹⁹Ibid., pp. 304 and 306.

²⁰Ibid., p. 48.

University of Texas

Physical training is required of each man with credit for less than sixty semester hours in all branches of the Main University, unless the student has credit for two years of physical training. This requirement may be waived by the student's dean, provided that the student is over twenty-three years of age. A temporary excuse from meeting the requirement may be secured in case of outside employment, illness, or other exceptional conditions. All required courses must be repeated if a student fails to pass in any semester. In order to receive credit on two courses in physical training at the same time, a student must have a rating of "A" on the health examination and permission of the director. In addition to the preceding requirements, attendance of three hours a week is necessary in all the required courses.²¹

The purpose of the required courses in physical training is to meet the needs of the following five types of students: (1) those who have no physical defects; (2) those who must participate in a restricted program because of some cardiac or pulmonary condition; (3) those who have abnormal skeletal development or who need muscular development or posture correction; (4) those who have infectious diseases;

²¹University of Texas, Catalogue Number, Part V: General Information, Main University, for 1940-41, No. 4016, (April, 1940), p. 56.

and (5) those who have chronic disorders, or who are recovering from operations, or whom the medical staff wishes to interview each week.²²

University of Iowa

All freshmen males, except those who register for military courses, are required to participate in physical education three periods each week. Freshmen taking military training are required to take a physical education course to develop skills in various activities, to overcome physical defects, to stimulate interest in gymnastics, and to develop self-control. Sophomore men are required to register for military drill three periods weekly and physical education two periods weekly. A remedial program is administered to those whose physical condition is below par. Some form of activity for health and recreation is provided especially for upper-class students. In addition, the physical education department in the University of Iowa encourages athletics as far as is compatible with educational principles and offers intramural programs that furnish exercise to those who do not enter intercollegiate competition for the purpose of developing strength, endurance, and agility.²³

²²Ibid., pp. 57-58.

²³University of Iowa, Catalogue Number for the Sessions of 1939-1940, New Series No. 1138, (June 1, 1940), pp. 101, 248-249, 253.

University of Nebraska

All freshman men in the College of Agriculture and all students excused from military science because of physical disability are required to enroll in physical education classes. Physical disability may permit deferment of the required courses until the junior or senior year by permission.²⁴

The objective of the physical education program is to provide a wide variety of activities for physical recreation, to promote social and moral values of games and sports, and to establish high ideals of sportsmanship. In addition, the aim of the program is to develop sufficient skills so that the students will enjoy games and other recreation when they have completed their college training.²⁵

Summary

As has been noted above, an investigation was made to determine the objectives and methods used for accomplishing them in eleven institutions of higher learning in the

²⁴University of Nebraska, Bulletin of the University of Nebraska, Catalog Issue, Complete Record, 1938-39, Announcements 1939-40, p. 181.

²⁵Ibid., p. 182.

United States. Data were secured on the institutions in the following states: Michigan, Massachusetts, California, Ohio, Alabama, Wisconsin, North Carolina, Oklahoma, Texas, Iowa, and Nebraska.

An analysis of the objectives of required physical education in the universities indicated that physical activities and sports which would benefit the students while they were in college was the major goal in a majority of the institutions. In a few instances this objective was extended to include the development of recreational habits that would function in after-college life. In addition to the major objective stated above, other objectives were noted. Below is given a list of the additional objectives:

1. Remedial and corrective courses.
2. An introduction to education, with special emphasis on students' study habits.
3. Military training for commission in the army or navy.
4. Military drill.
5. Acquaintance with the fundamental facts of hygiene for the purpose of developing physical fitness.
6. Provision for meeting the moral needs of students.

7. Development of athletics as far as such development was compatible with educational principles.

8. Promotion of the social value of games.

9. Establishment of high ideals of sportsmanship among students.

10. Enjoyment of games and other recreation in after-college life.

11. Presentation of techniques essential to successful teaching.

Methods used for accomplishing the preceding objectives of physical education in the various institutions included the following:

1. Requirement of basic courses in the Department of Military Science and Tactics.

2. Remedial courses for the physically handicapped.

3. Lectures and demonstrations.

4. Final examinations on hygiene, health promotion, and disease prevention.

5. Participation in some specific activity.

6. Substitution of military science or band instruction for physical education.

7. Exemptions and substitutions for students who were unable to meet the physical education requirements.

8. Requirement of certain physical education courses for all students.

9. Repetition of courses by those who made a failing grade.

10. Attendance of three hours each week in all required courses.

CHAPTER IV

A PROPOSED REQUIRED PHYSICAL EDUCATION PROGRAM FOR MEN IN THE NORTH TEXAS STATE TEACHERS COLLEGE, DENTON, TEXAS

Need for the Proposed Program

The war emergency has awakened some Americans, at least, to the fact that the development of physical fitness of the civilian population is essential to victory. Military leaders have discovered that a large part of initial military training is necessarily spent on improving the physical condition of the men inducted into service.¹ A great number of volunteers and draftees have been rejected for military service because of physical disability. The same condition existed during the First World War. At that time, one-third of the men examined were not fit for active service. It was later announced that most of the defects were remedial and that a large number of them could have been prevented by adequate physical education training. The physical disability of such a large percentage of volunteers and draftees resulted in the nation's turning to recreation, exercise, and other body-building media. Soon, however, the

¹Texas Health and Emergency Medical Service, Victory Physical Fitness Clubs, Instruction Manual, p. 1.

war and its accompanying problems were overshadowed by reconstruction activities and in less than thirty years, a similar low physical status is found to exist among the men who have been called again to defend their country.² The fallacy of our sedentary existence and of our physical training programs was emphasized when General Lewis B. Hershey, Selective Service Director, estimated that 200,000 to 400,000 of the 900,000 men rejected in the 21-28-year-age group for physical reasons might have been made fit for general military service.³ This probably could have been accomplished by the initiation of a physical fitness program in the colleges and in various community recreational agencies.

Because of the existing conditions described in the preceding paragraph, it is believed that the immediate required physical education program in the North Texas State Teachers College should center around developing physical fitness. Many others have used the same objective with satisfactory results. The nature of the program relates to the ability of the individual to perform activities requiring muscular effort with ease, efficiency, and to a strenuous degree without undue fatigue. It involves more

²Agnes R. Wayman, Education through Physical Education, pp. 20-21.

³The Dallas Morning News, (April 22, 1942), Part I, p. 7.

than simply strong muscles. The physical fitness program should not be used as a big muscle program only but rather as a program for the promotion of health and fitness to fight, to labor, and to maintain high morale.⁴

As previously stated, the present emergency demands an "all-out" preparation for winning the war. This is one objective of the proposed required physical education program in the North Texas State Teachers College for the duration of the war. It is believed that the present physical unfitness of many men for military duty should challenge our country's educators and laymen to demand and to initiate a physical education program for colleges that would make unfitness impossible within the coming years. It is also quite possible that the physical unfitness for military service indicates some degree of unfitness for abundant living, which is an objective of education.

Objectives of Proposed Program

Generally speaking, the purpose of every college is to train the youth of America for more satisfactory living than they could achieve without that training. If this thesis is true, it would seem logical that the objectives of the proposed program should relate to the "good life" and that their achievement should tend to increase the satisfactions

⁴Texas Health and Emergency Medical Service, op. cit., p. 2.

of life. Simultaneously, then, the aims of required physical education for college men should coincide with the general objectives of education, which have been defined as growth and adjustment.⁵ Therefore, the first objective of the required physical education program is to motivate students to perform those physical activities which will lead to their adjustment and physical fitness in an ever-changing social order. A program of sports adapted to the interest, capacity, and need of the student conforms to the accepted principles of learning.⁶

The second objective of the proposed program is to provide all students with a variety of satisfying physical activities. It has been previously stated that physical fitness is the first aim because of the present emergency. Required physical education, which once was considered a matter of a few competitive sports or gymnastic exercises, now involves a broad range of human experiences and activities. The more physical activities offered to students, the more opportunities they will have to broaden their interests, discover new abilities and capacities, develop new skills, and secure new knowledges. All of this may be summed up in one objective -- the protection and development of health, physical, mental, and emotional.

⁵Jackson R. Sharman, The Teaching of Physical Education, p. 9.

⁶George T. Stafford, Sports for the Handicapped, p. 60.

According to Staley:

From a physical health standpoint, physical education training results in a general heightening of activity in all the vital mechanisms -- circulatory, respiratory, eliminatory, digestive, etc. It also results in a general heightening of all the vital processes, that is, of the metabolic or nutritive processes. The activation of these mechanisms and processes results in developing and maintaining a good functional condition of these mechanisms and processes. A good functional condition of the organism . . . is the foundation of health.⁷

Mental and emotional health can be conditioned, at least partially, by physical education. Physical activities, particularly for those who participate in them with a moderate degree of effectiveness, provide joyous and at the same time wholesome experiences which it is commonly agreed have a most beneficial effect on the emotional and mental life of the participant.⁸

The third objective of the proposed required physical education program is to train public school teachers and recreational workers. This objective is four-fold. First, students should be taught the fundamentals of physical education activities so that they may effectively direct recreational programs in their positions as teachers. This does not apply only to teachers of health and physical education, but to all teachers. Few public school positions

⁷ Seward C. Staley, Sports Education, The New Curriculum in Physical Education, p. 169.

⁸Ibid., p. 170.

are limited to classroom teaching. Practically all teaching positions include playground supervision, either to a large or a small degree. Regardless of the extent, it is expedient that teachers be trained to carry on the work effectively, because it is a part of the school program and should be as well directed as the classroom activities. In addition, it seems logical that when students go into communities as teachers, they should go in as leaders, particularly in the field of recreation. Their contribution to the community is heightened by their ability to guide its citizens in a worthy use of leisure time.

The second phase of the objective of training public school teachers is a continuation of the first phase -- to equip them, along with recreational workers, to direct playgrounds. It is imperative that children, youths, and adults participate in recreation according to approved social standards if its effectiveness is to be superlative.

If, as we have previously pointed out, character traits are the products of repeated and continued experiences, then the sporting life of an individual, providing as it does repeated and continued experiences, must have a marked character training value. The kind of character developed, of course, will depend on the manner of participation.⁹

The third phase of the teacher-training program objective in required physical education is to teach the

⁹Staley, op. cit., quoting Clark W. Hetherington, School Program in Physical Education, pp. 87-88.

students skills in order that they may participate in the activities which they learn about in college and which they may later teach or which they may be expected to participate in as citizens in the community. It is important that students in college participate in physical education experiences and perfect skills because the kind of activities engaged in and the manner in which they are participated in influence or determine the health of the participants. The extent of participation generally depends on the degree of skill, thus the perfection of skill and the development of health are intertwined.

There is a tendency to perform the same sport. In general the tendency to perform a sport rises in proportion to the ability to perform that particular sport. This means, therefore, that a program of instruction in sports appreciation which contributes to improving performance automatically contributes to increasing participation.¹⁰

For teachers, it is important that skills in physical activities be perfected in order that the teachers may participate in the activities with the pupils. Other things being equal, the teacher who has many contacts exercises a greater influence than the teacher who has only limited and casual contacts.¹¹ There probably never has been a time in the history of physical education and recreation when the right kind of teachers were as necessary as they are now.¹²

¹⁰ Ibid., p. 287.

¹¹ Ibid., p. 144.

¹² Wayman, op. cit., p. 35.

As a citizen, it is desirable that a teacher perfect some skills in physical activities in order that he may participate in desirable community recreation and thereby fit himself into the social life of his associates. Staley justifies this concept in the following excerpt:

Playground workers and recreation leaders are constantly confronted with the fact that many individuals would like to engage in some type of active recreational activity, but are reluctant about doing so because they have little or no experience or ability. This condition, as a matter of fact, constitutes one of the greatest obstacles to organizing and promoting effective programs in recreation.¹³

The fourth phase of the teacher-training objective is to teach appreciation of physical activity in order that the students in college, and in later adult life, may enjoy sports as spectators.

Sport, or more precisely the subject of sport, is accorded a prominent place in life entirely apart from actual performance. It is, for example, a common practice with a large share of the population to watch others participate in sports, to read about sports, and to converse about sports. As a matter of fact, a moment's reflection on the matter leads one to the conclusion that the average individual spends far more time contemplating sports (that is, talking about sports, reading about sports, observing sports, thinking about sports, etc.) than in participating in them. The area of human behavior devoted to thinking about sports may be appropriately designated as sports appreciation. . . .¹⁴

The fourth objective of the proposed required physical education program for men is to provide a carry-over of

¹³Staley, op. cit., p. 112.

¹⁴Ibid., pp. 263-64.

functional health knowledge and recreation into life after college. Educators, almost without exception, agree that education is related to life. The curriculum, as a result, should be an organized program of instruction in activities which are participated in, in life out of college. The modern mode of living has resulted in an increase of leisure time. Both society and individuals should be desirous of perpetuating leisure-time activities that are valuable. In 1933 the National Recreation Association made a survey of leisure-time tendencies of over 5,000 individuals. The ten most popular activities, in order of frequency of participation, are listed below:

1. Reading newspapers and magazines.
2. Listening to the radio.
3. Reading books -- fiction.
4. Conversation.
5. Reading books -- non-fiction.
6. Auto riding for pleasure.
7. Visiting or entertaining others.
8. Attending the movies.
9. Swimming.
10. Writing letters.¹⁵

Practically all of the preceding leisure-time activities require little or no physical activity. If exercise

¹⁵Ibid., pp. 100-101.

is necessary to health, and if the leisure-time pursuits of five thousand people can be used as a representative sampling of the problem in general, then it appears that social welfare on the whole is affected. For this reason it is believed that the required physical education program for men in the North Texas State Teachers College should provide a functional carry-over of health, knowledge, and recreation habits into after-college life.

The fifth objective of the required physical education program for men is the development of endurance, accuracy, teamwork, strength, muscular control, and sportsmanship. This objective can be accomplished by the students' participation in many physical activities and sports, particularly basketball, volleyball, softball, tumbling, track, golf, and swimming.

The Proposed Program

The formulating of a curriculum is of preeminent importance in conducting an effective program in physical education. Research and experiences have resulted in the development of the following practices which appear to be media for achieving the objectives previously stated.

1. Every man who has passed a physical examination shall enroll in a physical education course for one hour daily throughout his college career. This requirement is justified on the principle that:

Health can be gained and maintained only through the constant and repeated performance of healthful activities. Character can be gained and maintained only through the constant and repeated performance of character-producing activities.¹⁶

Remedial courses shall be provided for those students who can be physically rehabilitated.

The newer trend in many schools is away from the correction of the physical defect by formal exercises and toward the provision of the advantages and opportunities available through games and sport activities properly supervised and adapted to the need of the atypical student. This newer trend takes the physically handicapped individual as he is with respect for what he may become, helps him to help himself, and contributes to the outer health and efficiency of the whole individual.¹⁷

2. One hour of credit shall be allowed for completion of each required physical education course. This plan results in an increase of eight additional hours, making a total of 128 hours required for graduation.

3. The same regulations regarding absences, passing grades, and tardies shall be required as pertain to academic courses.

4. Students shall do more than merely attend class and participate in the activities. In addition, they shall be given opportunities to explain games, give demonstrations, and discuss knowledges. At the same time, they may be asked to review a book, read a magazine, analyze certain rules, or

¹⁶ Ibid., p. 28.

¹⁷ Stafford, op. cit., p. 4, quoting H. G. Metcalf, The Establishment in the Public Schools of Educational Procedures for Children with Physical Defects, p. 299.

observe a particular game. All of these out-of-class learning activities are deemed highly valuable, and "the teacher of sports in failing to adopt this practice is not only neglecting to use a standard educational procedure, but as a result is not securing all of the learning the situation provides."¹⁸

5. One man shall be in charge of all required physical education classes and shall be responsible for the success or failure of the program. It is believed that a coach is too busy to assume this responsibility. He is generally out of town much of the time because of the present inter-collegiate and international athletic competitive setup. The man who has charge of the required physical education classes shall check roll, validate absences, stay on the floor during class activities, and direct the program of all groups. In most cases, each class enrollment demands a division into groups. Although no two groups engage in the same activity at the same time, it seems expedient that the director spend a few minutes with each division, suggesting, supervising, and stimulating the program. The important thing is that he have a plan for each group, and that he make the program interesting and worthwhile for each participant, yet remain somewhat inconspicuous in the class scene.

¹⁸Staley, op. cit., p. 260.

In a class conducted along informal lines, . . . the instructor and students conduct themselves as they do outside of class. There is no feeling of artificiality, no strain. These conditions favor learning.¹⁹

With the setup described in the previous paragraph, it is necessary that assistants be used to help execute the program. It is believed that only advanced students should be employed in this capacity.

6. Each student shall participate in a different sport each six or seven weeks for the first three years of college, in order that he may have experience in at least fifteen or sixteen different activities. During his senior year, he may choose one or more of the activities in which he is most interested and may spend all available time in participation and the perfection of skills. It seems highly important that each student be provided with wide range in physical education activities in order that he may broaden his interests, discover new capacities, perfect new skills, gain many knowledges, and participate in various kinds of exercises.

Certain studies have proved that many people express a wish to participate in physical education activities but for various reasons, their leisure-time activities are of a sedentary nature. Regarding this condition, Staley makes the following comments:

¹⁹Ibid., p. 237.

The mass of people demonstrate a tendency to engage in certain types of activities but at the same time express a desire to participate in certain other types of activities. They have the time to engage in the desired activities and they are free agents, at liberty to do as they wish. Why do they not put their wishes into effect?²⁰

The answer to the above question is given by the one who asked it:

The mass of people have not talent or ability in performing the desired activities. . . . The mass of people want to use their leisure or at least part of it in active and worthwhile pursuits, but many are deterred from doing so because of a lack of knowledge or skill. It is easier and less embarrassing to read the newspapers, drive an auto, listen to the radio, or watch the movies. There is every reason for believing that our schools might do a great deal toward improving the current situation.²¹

If we are guided by the expressed leisure-time interests of the public, gathered from the samplings in certain surveys and studies, there is no alternative except to make provision for each student's participation in a wide variety of physical activities in order that in after-college life he may be prepared to continue participation.

Modern developments have brought a third stage in which leisure is coming to be recognized as having great potential values for its own sake, not only for character and personality but for general culture and abundant living. . . . Consequently, there exists a heavy responsibility for educators to guide wisely the activities which are to prepare for a wider and finer use of increased leisure.²²

²⁰Ibid., p. 110.

²¹Ibid., pp. 112-113.

²²Stafford, op. cit., quoting F. W. Thomas and A. R. Lang, Principles of Modern Education, p. 322.

7. The first few minutes of each class period shall be given over to calisthenics, which is interpreted as free exercise.²³ The total available time apportioned to the various aspects of the program will depend largely upon the exigencies of the situation and the personal opinion of those responsible for the content and the achievement of the program. The proposed plan of including calisthenics in the required program is justified by Staley in the following excerpt:

It is generally agreed by biologists, physiologists, medical authorities, hygienists, and other authorities who are in a position to know the facts, that body exercise is desirable. As a matter of fact, it is only through body exercise that we can actually "develop" health. It has been demonstrated over and over again, however, that the average individual will not engage in exercise for exercise's sake, that is, for the sake of health alone, in any case not for long.²⁴

8. The following sports shall be included in each student's experience: basketball, volleyball, ping pong, handball, tennis, softball, touch football, boxing, wrestling, tumbling, badminton, track, golf, and swimming. In general, all of these activities are justified by Wayman in the following lines:

In the first place, institutions and organizations must realize that athletics, that all sports and games, are a part of physical education, and should be a part of the physical education program -- not a separate program to be controlled by a separate set of

²³Sharman, op. cit., p. 208.

²⁴Staley, op. cit., p. 58.

individuals, those individuals often students of immature age and without much experience, or biased and one-sided coaches; secondly, this physical education program must be a part of the regular program of the institution, on a par with the other departments, subject to the same rules and regulations as other departments. It wants and needs this educational supervision because of the educational possibilities inherent in the conduct of sports and games. Thirdly, students' assistance and cooperation should be encouraged and utilized in every possible way under proper guidance. The modern trend is for the sensational, there is a desire to play, uncontrolled by the proper leadership. Therefore, the training and development of student leaders is a positive educational procedure, and will do much toward developing the right student consciousness and the right attitude on the part of the public.²⁵

In the present emergency, participation in sports is highly valuable:

The curriculum in sports, if carried on effectively, will result in the learners participating in sports outside of school during the balance of life. This participation will have the effect of developing and maintaining a host of general qualities -- strength, agility, endurance, courage, resourcefulness, loyalty, health, etc. -- qualities which are universally recognized as being of great importance in warfare. The curriculum in sports thus contributes materially to preparing individuals for war. This constitutes the basis for argument that military preparedness is an objective of the curriculum of sports.²⁶

In addition to the physical benefits to be derived from participation in sports, other social values are concomitants. For that reason, it seems justifiable to include sports as a part of the proposed physical education program for men.

²⁵Wayman, op. cit., p. 174.

²⁶Staley, op. cit., p. 62.

The qualities of loyalty, courage, courtesy, and a number of other similar qualities, all of which are commonly known as social qualities, are relatively recent additions to the list of objectives of the sports curriculum. These qualities, or to be more exact, a scattering few of them, were occasionally mentioned at an earlier date, but it was not until about 1910, when the concept of the program was definitely expanded to include social values and outcomes and the program of activities started to shift from formal activities to play activities, that these qualities were given serious consideration. During the past three decades these qualities, at least some of them, have been included in most if not all lists of objectives that have appeared in the literature and are generally held to be important objectives today.

The question before us is, Should these qualities be considered as objectives of this curriculum? The answer is undeniably, Yes. This affirmative answer is drawn from the following line of reasoning: In the first place the several qualities here under discussion are commonly known as social qualities or social standards. We have previously taken the position that it is an objective of this curriculum to teach the student to perform the activities included according to social standards. This means that the program of instruction, in addition to including instruction in the technics, strategy, rules, etc., must also include instruction in the courtesy standards, honesty standards, perseverance standards, and other standards that are involved in the performance of the sports covered. The engenderment of these qualities is thus a definite objective of the teaching program.

Then too, it will be noted that these qualities constitute the essence of character; they are known as character traits. Truthfulness is a character trait; reliability is a character trait; and so are each of the other qualities. Character, as a matter of fact, is nothing more than the totality of these several qualities or traits. We have previously taken the position that character is an ideal objective of the curriculum in sports.²⁷

A boy who is courteous in playing baseball, in playing volleyball, in swimming, in skating, in fishing, in roller skating, and in the dozen other sports

²⁷ Ibid., pp. 67-68.

in which he participates, will without doubt develop a pattern of conduct that will predispose him to courteous behavior in the field of sports and in all probability predispose him to courteous behavior in most if not all other human relationships.²⁸

"As a matter of fact, it might be argued that a properly conducted curriculum in sports may make some contribution to most if not all phases of life."²⁹

The educational contribution of sports is summed up in these lines:

Careful analysis of the matter shows that activities introduced into the curriculum may contribute to the learner's education in one or more of four relatively distinct ways: 1. An activity may be carried over directly into out-of-school life. 2. An activity may make an immediate contribution to learning another activity. 3. An activity may make a remote contribution to learning and performing another activity. 4. An activity may make a general contribution to learning and performing other activities.³⁰

Social development through sports is quite pronounced. Students learn to accept victory and defeat with equal poise. The timid have an opportunity to grasp opportunities and the bully learns self-restraint. The most important training that comes through games is the development of self-control. The players must give challenges or take risks in playing ball games as in life. It is believed that in obeying the rules, a foundation is laid for better observance of civic and moral law.

²⁸Ibid., p. 70.

²⁹Ibid., p. 71.

³⁰Ibid., p. 191.

Basketball, volleyball, and softball call for endurance, accuracy, teamwork, strength, muscular control, and sportsmanship. Handball, ping pong, badminton, and tennis are essentially games of skill. They can be indulged in by people of all ages with pleasure, and, although they do not require a large number of participants, they contain the essence of social development. Touch football, boxing, and wrestling are more restricted games than some of the other physical education activities. They are not participated in during after-college life by as many people as are some of the simpler games. However, they fill an important place in the curriculum because they demand the perfection of skill, the employment of social rules, the development of self-control, an attention to rules of health and safety, and the development of moral character. Tumbling, track, golf, and swimming are ideal activities for securing muscular development and exercise, in addition to possessing certain desirable characteristics of other sports. Golf and swimming, in particular, may be enjoyed by practically all ages with similar healthful benefits. Therefore, the possibility of after-college carry-over is high, and is a desirable feature of both activities.

Born³¹ investigated a class in Yale University for four

³¹Gatewood Newberry, Objective Evidence of the Value of Physical Education, p. 11, quoting J. F. Born, "The Physical Growth of the College Man," Yale Alumni, (May 6, 1921).

years, from freshman to senior year. By means of anthropometric measurements, which denote change in physique of men who were active in some form of exercise and those who had little recreation during four years, he found that the former group showed a great gain over the latter in weight, in lung capacity, and in six other anthropometric measurements.

In 1928, Dublin analyzed available data on the longevity of college athletes in which he found that they showed a better mortality through their life span than did non-athletes accepted for insurance. He also found that men who won two letters or more in sports were better, as regarded mortality, than men who had not won so many letters or taken part in so many sports.³²

To summarize, it may be said that in establishing the need for required physical education for men in the North Texas State Teachers College, it was shown that the present war has awakened many people to the realization that physical fitness is essential to victory. It was also shown that many draftees and volunteers were rejected because of physical disability, but it was also indicated that most of the defects were remedial and could have been prevented by adequate physical training. It was further shown that a

³²Newberry, *op. cit.*, pp. 33-34, quoting L. I. Dublin, "Longevity of College Athletes," Harper's Magazine, LXI (July, 1928), 6-7.

large part of the initial military training is spent on improving the physical condition of men inducted into service. These data indicated the necessity of provision for the development of physical fitness among college students as an emergency measure for the present time and as a health and happiness measure after the war.

The objectives of the proposed physical education program include the following:

1. The development of physical fitness during the present emergency and after the war.
2. The provision for a variety of satisfying physical activities for all students.
3. The training of public-school teachers and the recreation of workers in health education and recreation.
4. The provision for a carry-over of functional health knowledge and recreation into after-college life.
5. The development of accuracy, endurance, teamwork, strength, muscular control, and sportsmanship.

Methods for accomplishing the proposed objectives include the following:

1. Every man who is physically fit shall enroll in a physical education course for one hour daily throughout his college career.
2. One hour of credit shall be allowed for the completion of each required physical education course, making a total of 128 hours required for graduation.

3. The same regulations regarding absence, passing grades, and tardies shall apply in physical education courses as apply to academic courses.

4. Students shall do more than attend class and participate in the activities. They shall be given opportunities to explain games, give demonstrations, discuss knowledges, review books and magazines, analyze rules, observe games and many out-of-class activities.

5. One man shall be in charge of all the physical education classes. This person shall not be the coach, since the coach is too busy to assume the responsibilities.

6. Each student shall participate in a different sport each six weeks for the first three years of college in order to have experience in at least fifteen or sixteen different activities. During his senior year, he may choose one or more activities in which he is particularly interested and he may spend all of his available time in participating in and perfecting his skills.

7. The first few minutes of each class period shall be spent in calisthenics, which is interpreted as free exercise.

8. The following sports shall be included in each student's experiences: basketball, volleyball, ping pong, handball, tennis, softball, touch football, boxing, wrestling, tumbling, badminton, track, golf, and swimming.

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