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### A Study In Physical Education Trends From 1914 to 1939 In Four Selected Schools of Higher Learning

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A STUDY IN PHYSICAL EDUCATION TRENDS  
FROM 1914 TO 1939  
IN FOUR SELECTED SCHOOLS OF HIGHER LEARNING

being

A thesis presented to the Graduate Faculty  
of the Fort Hays Kansas State College in  
partial fulfillment of the requirements for  
the Degree of Master of Science

by

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Fort Hays Kansas State College

Approved

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Major Professor

Date

*July 25, 1940*

*A. E. Albertson*  
Chmn. Grad. Council

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To Dr. Floyd B. Streeter who made available my material, and to all those others who have aided so generously, I express my thanks.

To my wife, who has helped, not only in this investigation, but at all times, for her kindness and helpful suggestions, I dedicate this thesis.

James Thomas Sampson

9-13-40

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## INTRODUCTION

A study of physical education trends for the last twenty-five years is a subject that offers varied possibilities. There are many aspects of the problem, any one of which furnishes a wealth of material. Many reports and articles have been written to show the sociological and physiological benefits of a well-rounded physical education program. Histories on the rise and growth of physical education throughout the nation are studied in many schools of higher learning.

The particular problem of this thesis is, "A Study in Physical Education Trends from 1914 to 1939 in Four Selected Schools of Higher Learning." The limitations to be placed upon this investigation are as follows: first, the student is confined to a curriculum study of physical education with no effort to include sociological aspects or to ascertain what improvements in health or social efficiency have come as a result of an expanding curriculum in physical education from 1914 to 1939; second, the material used in this investigation is confined to four selected schools of higher learning, namely: The University of Missouri at Columbia, Missouri; Denver University at Denver, Colorado; Iowa University at Iowa City; and George Peabody Teachers College at Nashville, Tennessee. The contention is that the trends in physical education in these institutions are typical of what may be found throughout the nation.

The thesis differs from other similar studies in that certain schools have been chosen and the curriculum of each studied step by step to show

the progress made in these particular schools in the field of physical education together with comparisons presented in tabulated form.

In so far as possible data will be presented from the institutions used in the study which may have had some effect upon the expanded curriculum of each school.

Perhaps never before has there been a greater need for a sound educational health program than now. Many factors have contributed to undermine the individual's health. "Economic and social transition, vocational insecurity, national and international strife,"<sup>1</sup> according to one authority, are but a few of the factors to discolor lives in the present day world. The contention is then, that the institutions whose curricula have been studied are aware of this need; and that they by their expanded curricula are serving the needs of the entire student body, not just a few outstanding athletes. Physical education today is a necessity for all.

It is further believed that the course of study in physical education available at each of these institutions is designed to promote health, physical fitness and vitality. "Without which," says Fredrick Rand Rogers, editor of Education, "all else in education or even life itself is just impossible."<sup>2</sup>

The purpose of this study is not only to show that the extended program meets the ever-increasing needs of students, but also to show how recent the development in this all-important phase of education has been.

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1. Bresslin, A. E. "Meeting Association and Club Members Health Needs." Education. April 1940. p. 468.

2. Ibid.



Most of the state legislation requiring pupils to take courses in health and physical education was enacted immediately following the first World War. Throughout this study it is apparent that the school's greatest awakening as to the need for a more effective and inclusive physical education program came after our country was made aware of the findings in the first draft for war service in 1917-1918. This draft brought to light that "approximately one in four of every young man between the ages of twenty-one and thirty was rejected because of physical unfitness."<sup>3</sup> The nation's urgent need for physical fitness in a time of emergency was the principal argument advanced in securing the support of legislators.

The University of Missouri and the University of Iowa, being state supported institutions, were able to expand their programs. Private or municipal institutions such as Denver University kept pace with state institutions in expanding their physical education programs. State legislation coupled with supervision<sup>4</sup> were but two phases of the development of the total program of health, physical education and recreation.

Historically the well-rounded courses in physical education available at any one of the four institutions of this study developed no doubt for different reasons.

To briefly mention the development of physical education, it is generally conceded that although there were a few sporadic efforts to establish courses in physical education in certain schools and colleges early

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3. Cubberley. Public School Administration. 1929. Chapter 10, p. 135.

4. Edgar, W. E. "A Vital Need in Health, Physical Education and Recreation," Education. April 1940. p. 454.

in the nineteenth century, no real progress came about in this direction until after the Civil War.

Prior to this time, extending as far back as colonial days, games were deemed helpful and desirable, but certainly not a part of the school curriculum.

Even during the national period, at the time of the development of the academies, none of their faculties had an accurate idea of the real scope and significance of physical education. Few leaders took seriously the idea that trained teachers should be employed to teach hygiene and bodily developments. Rice says, "The popular conception was that the place for games and physical exercise was after school hours, and that teachers were unnecessary; that the play instinct was a sufficient urge and guide."<sup>5</sup>

The first organized program of physical education appeared in the American colleges between 1850 and 1860.<sup>6</sup> The period from 1850 to 1860 gave decided impetus to principles of physical education. There was an increase in the amount of literature on the subject.<sup>7</sup> Gymnastic and athletic clubs were formed; Harvard College began her history of inter-collegiate sports; the Swedish movement cure began; the invasion into America of Tom Brown books both revealed and encouraged the trend toward school athletics; and finally, the German-American Turners were organizing societies and giving public exhibitions.<sup>8</sup> It is generally accepted that

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5. Rice, E. A. Brief History of Physical Education. Chapter XVI, p. 151. 1926.

6. Nixon-Cozens. The Historic Background of Modern Physical Education. 1934. Chapter III, p. 36.

7. See Rice. p. 161.

8. Ibid. p. 161.



the history of American organized sports began in this period.

Space does not permit an exhaustive treatment of the American Turnerbund. There is no way to accurately measure how great their influence was on American thought and society, or to what extent they were responsible for the awakening in the fifties.<sup>9</sup>

After the Civil War the growth of physical education manifested itself in an ever increasing practice of gymnastics in the Turnvereine, in athletic clubs, in the Young Men and Women's Christian Associations, and in the introduction of compulsory physical training into the education institutions. Never until this time was it a compulsory subject.

Since these beginnings the development of school and college programs has advanced,<sup>10</sup> steadily keeping pace with our advancement in the philosophy of education and in the biologic sciences, except for the period of the first World War. At this time a tremendous spurt of interest was manifest, as has been pointed out, due to the revelations of the Selective Service Act. This act claimed the prevalence of physical defects among young men of America.

The problem of this research begins chronologically at this point, 1914, and extends to 1939. The physical education curriculum in 1914 at any of the schools of this research, as later charts will reveal, was a far cry from the selective curriculum today, 1939.

In 1914 each of the four schools had a physical examination as the re-

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9. Everts, Edgar W. "Vital Need in Health and Physical Education and Recreation." Education. April 1940.

10. Ibid. (For example, "Instruction in hygiene," says Everts, "is said to have received special emphasis through activities of the W.C.T.U. in 1880.")

quirement for physical education. This examination, no doubt superficial, seems to have been the central core in the development of their programs.

It is noticeable that about 1918-1919, at which time the physical unfitness discovered by the draft was noised around, the physical education program took cognizance of the fact. From about 1920 until 1930 it would appear that we were entering upon a period of experimentation.

From 1930 up until the present writing, observation reveals that great advancement has been made. An examination of the school catalogues from these four schools reveals a decidedly more philosophical, scientific and practical attitude. This attitude, no doubt, is due to the fact that educators have realized that physical education properly organized and conducted has greater possibilities than any other phase of the whole educational program.



## Explanation of Table I

Table I is a chart of the \*required courses for men and women in physical education in George Peabody College from 1914 to 1939, inclusive. Reading from left to right, column "1" indicates the name of each required course; column "2" the number of the course; column "3" the hours credit received for each course, and in column "4" the year in which the course was started and the successive years it was offered. For example, Course 31A,B,C, "Teaching Physical Education" yields one semester hour of credit for each division. This course, as is readily seen on the chart, was first offered in 1915 and continued without a break through 1935 when it was no longer required. Attention is called to one other course since the red line indicating the period of years during the time in which the course was discontinuous is broken. Course 7A, "Elementary Swimming" was first offered in 1916 and continued until 1931, at which time it was discontinued and then revived in 1935 to 1939, inclusive. In column "4" special reference is made to "Physical Education" 1A,B,C, 2A,B,C and also "Physical Education" 5A,B,C. These courses form a block, so to speak, beginning in 1914 and 1915 and continuing to 1920, inclusive, when all were discontinued or combined with some other course. The sudden change in these elementary physical education courses is no doubt an indication of a first major trend in the field of physical education at George Peabody College. Another characteristic of Table I is to be observed, namely, that some courses continued much longer than others. "Teaching Physical Education" 31A,B,C is one of these. This

\*Required courses being those that all students entering the college, regardless of major just take.

course was first offered in the fall of 1915 and continued up to and through 1935, a period of twenty years without a break. The only course or requirement covering the entire twenty-five year period is "Physical and Medical Examination." The reason for this requirement was one of precaution on the part of the college.

### Course Changes

Two courses, "Physical Education" 1A,B,C and "Physical Education" 2A,B,C, were first offered and required in 1914 and continued through 1920. "Elementary Folk and Classic Dancing" 4A,B,C began in 1915 and was discontinued the same year as 1A,B,C and 2A,B,C which was in 1920. "Elementary Physical Education" 5A,B,C was first offered in the year 1915 and continued through 1919, at which time the name and number of the course were changed from "Elementary Physical Education" 5A,B,C to "Teaching Elementary Physical Education" 31A,B,C. Thus it continued under this name and number for one year. In 1920 the course was offered under the original name, which was "Elementary Physical Education." Although the name reverted to the original, the number remained 31A,B,C. In 1921 the number was changed to 41A,B,C. In 1922 the name changed from "Elementary Physical Education" 41A,B,C to "Formal Gymnastics for Men" 41A,B,C. In 1927 the number changed from 41A,B,C to 357A,B,C and continued to 1936 at which time it was no longer required. Course 7A "Elementary Swimming," offering one semester hour's credit, was first offered in the fall of 1916 and continued so until 1920 when it was divided into three separate divisions, namely, 7A, 7B, 7C; each course yielding one semester hour's credit; these courses continued so until 1927, when again the number was changed to 105A,B,C. In 1936 it was given under number 207, "Intermediate Swimming," and offered



one semester hour's credit. Two other courses, "Elementary Swimming" 7S and "Advanced Swimming" 8S, yielding one hour's credit each, were first offered in the spring of 1916 and continued so until 1921, at which time "Elementary Swimming" 7S was discontinued and 8S was divided into course 8A,B,C, each division yielding one semester hour's credit. Number 8A and 8B are prerequisite for course 8C. In 1927 the number of the courses was changed to 106A,B,C and continued so until 1932 when it was discontinued. It was revived again in 1936 under number 208, "Intermediate Swimming for Men," offering one semester hour's credit, and continued so until 1938 at which time it was discontinued.

#### Trends

In 1914 there were six courses offered in physical education at George Peabody College. All these courses continued through 1920, inclusive, at which time they were discontinued. Several other courses were introduced for the first time preceeding 1920. The discontinuing of these courses in 1920 is one of the first major trends in the field of physical education. The apparent trend might have been due to several reasons. The most important seems to be that these latter courses were the minor type of physical education and not capable of producing a sufficient amount of exercise to meet the college requirements. Most of these courses were later combined with more advanced work and offered in another course.

Column 1	2	
Name of the course	No.	
Physical Education	1a	
Physical Education	1b	
Physical Education	1c	
Physical Education	2a	
Physical Education	2b	
Physical Education	2c	
Physical and Medical Exam.		
Elementary Physical Ed.	5	
	abc	
	4	
Elem. Folk and Classic Dancing	abc	
	31	
Teaching Phys. Ed. (Elem.)	abc	
Elementary Swimming	7a	
Elementary Swimming	7s	
Advanced Swimming	8s	
The Dance	65	
Exercise in Pool for Women	6w	
Exercise in Pool for Men	6m	



Table II portrays the undergraduate courses in physical education for men and women at George Peabody College from 1914 to 1939. Similarly as in Table I, columns 1 and 2 indicate the name and number of the course. The number of hours credit for each successive course is indicated in column 3; for example, "Physical Education" 10 is given for one hour's credit. Column 4 indicates the year the course was first offered, the years during which it was continued, for example: "Advanced Swimming" 12, one hour's credit, was offered first in 1916 and has been taught without a break up to and including 1939. The graphic picture of Table II shows that there were several courses offered at various times throughout the span of years which were probably experimental or possibly too specialized for the typical undergraduate. As pictured, such courses were: "Physical Education" 10, 1916; "Advanced Physical Education" 13A,B,C, 1916; "Descriptive Anatomy" 15, 1916; "Anthropometry" 16. All these courses were offered for only one year and then discontinued. It would seem that the year 1916 was one of some experimentation since three undergraduate courses were offered, and not continued. In the case of courses 10 and 13, as shown in the chart, the trend might have been to combine the course with more advanced work, or with some other course. One other conclusion might be that the benefits derived from the courses were not sufficient to warrant the expense incurred. In reference to course number 15, "Descriptive Anatomy," it is possible that with physical education not yet established at a mature stage "Descriptive Anatomy" was an advance course. Course 16, "Anthropometry" was probably discontinued for the same reason. Other courses accounted for in the foregoing chart were taught either two or three years and then discontinued are: "Calisthenics and Gymnastic Drill" 16 given in 1920-1921; "Physiology and

Hygiene" 20 was taught three years, in 1915 and 1916, discontinued in 1917 and taught again in 1921 for one year only; "Special Exercise in the Pool for Men," no credit course, was given for three successive years, 1919-1921, inclusive, and then discontinued. "Physical Education in Elementary Schools" 30A,B,C was taught for four years from 1919 to 1922; "Corrective Exercise" 21 was taught for four years from 1916 to 1920. Further study of Table II reveals that the years 1919-1921 brought forth much interest in an expanding curriculum of physical education. In 1919 nine new courses were added to the curriculum and in 1920, four more new courses were added. Of these courses four remained continuously up to and through 1939, a period of 21 years; namely, "Coaching in Basketball" 27; "The Teaching of Play" 33; "Practice Corrective Gymnastic" 35; and "Football Coaching" 28. "Supervising of High School and College Athletics" 30 also begun in 1919 was taught continuously up to and through 1936, a period of 18 years. It was discontinued in 1936. Course 34, "First Aid to the Injured," was offered in 1919 and continued up to and through 1932, a period of 13 years without a rupture. "Coaching Basketball" 26S was first offered in 1920 and was given up to and including 1931. It was discontinued in 1932 and revived in 1936 and continued through 1939. One other course, "General Gymnastics" 40A,B,C was first offered in 1920, and was taught for a period of 16 years, through 1935. At this time it was discontinued for one year then revived the next year in 1937, and has been taught for the last three years.

#### Course Changes

During the foregoing years several changes were likewise affected in the name, number, and hours credit for various courses. "Practice Teaching



in Physical Education," carrying two hours' credit, was taught for four years from 1916 to 1919 as course number 14. The number was then changed to number 18; in 1921, after two years the number was again changed to 118 and yet again in 1927 it was changed to course 430. As course 430 it was continued to 1938, eleven years. "Physiology and Hygiene" 20, yielding four hours' credit, was first offered in 1915. The following year, 1916, it was discontinued until 1921; in this year 1921 it was revived and taught for one year. "Corrective Exercise" 21, a four hour course was first taught in 1916 and continued to 1920, five years. In 1920 the course number was changed from 21 to 35; thus it continued through 1939. "Supervision of High School and College Athletics" was first offered in 1919 and continued for 10 years until 1929 as course number 30, for two hours' credit. In 1929 it was called course 125, and continued under that number until 1936 when it was discontinued entirely. "First Aid to the Injured" 34, offered first in 1919 for two hours' credit, underwent several changes in course number; namely, in 1923 it became number 117, continuing until 1925 when the course was called number 90; in 1927 course number 90 became number 490. In 1933 the course was not offered at all. "Football Coaching" 28, was offered for the first time in 1919 for one hour's credit. The following year (1920) the same course gave two hours' credit. The course underwent no further changes until 1927 when it changed from number 28 to number 422. "Coaching Basketball" 26 which was begun in 1920, two hours' credit, in 1927 was changed to course number 420. Under this number the course continued until 1931 when it was dropped from the curriculum for four years. Again in 1936 it was offered under the same number, 420, and as such continued through 1939.

## Trends

In Table II there is conclusive evidence of courses having a longer life span than was given in Table I. Several courses were given for only one year, for example, "Descriptive Anatomy" 1916. The discontinuing of this course may have been due to the fact that the work included therein was too far advanced for the students in the physical education field. "Anthropometry" 16 was probably discontinued for the same reason. It is believed that the discontinuing of some of the other courses was a process of combination with courses more highly advanced.



Column 1	2
Name of the courses	No.
Physiology and Hygiene	20
Physical Education	10
Advanced Swimming ABC	12
Advanced Phys. Ed. ABC	13
Practice Teaching	14
Descriptive Anatomy	15
Corrective Exercise	21
Anthropometry	16
Coaching in Basketball	27
Phys. Ed. in Elem. Schools ABC	30
Supervision of High School and College Athletics	30
The Teaching of Play	33
First Aid to the Injured	34
Practice Corrective Gym.	35
Special Exercise for Men	
Football Coaching	28
Coaching of Basketball	26
Coaching Track and Field	29
General Gymnastic ABC	40
Calisthenic and Gym. Drill	16

Table III is a further continuation of undergraduate courses because there was not space in Table II for all of them. The courses, in Table III, are all new courses. It is to be observed that eleven of the twenty in this table were first inaugurated in 1920. All but one of the nine other courses were first offered from two to three years later. Five of the courses, begun in 1920, have continued without interruption up to and including 1939. It is hardly necessary to mention each of these by name since the table clearly shows them. Three of the courses began in 1921, but only one of them continued through 1939. In 1922, two new courses were given for the first time but failed to last longer than 1931. In 1923, three new courses were first offered. Of these three courses only one continued in the curriculum through 1938. The other two were discontinued before 1938.

#### Course Changes

In Table III as in the foregoing tables there has been considerable reorganization in course and number. As more courses are added to the curriculum, earlier courses have been renumbered and number of hours given for each course has been changed toward more stabilization. For example: "Folk and National Dance" 44A,B,C which was begun in 1920 as a two hours' credit course, continued as such through 1931; in 1927 the course number was changed to 260 and in 1932, the course yielded one college hour of credit. Course 46 was replaced by "Singing Games" in 1923 offering two hours credit. Number 47 yielding two hours' credit was first given in 1920, discontinued in 1923. Again in 1925 the name of the course was changed to "Indoor Social Activities." The next year it was dropped and was not revived again until 1930, at which



time the name was "Community Recreation" 98. "Corrective Gymnastics" 108 was begun in 1920, was taught as such until 1923, at which time the name and number was changed to "Anatomy and Kinesiology" 120. Thus it has continued through 1939. Course 48A,B,C given first in 1921, a one hour course, has undergone a variety of changes. In 1927 the course became 170A,B,C, and thus it continued until 1934 when it became "Play Leadership." In 1936 the course was numbered 370. Course 101, two hour credit course, was begun in 1921, given but the one year and then discontinued. Seven years later in 1928 the course was revamped and given in 1936 at which time it was combined with "Community Hygiene." The course was discontinued in 1937. "Practical Work for Men" 34A,B,C, begun in 1922, offered two hours' credit, was continued in 1923 as "Recreational Activity." In 1924 the course was given for only one hour's credit. In 1927 the course number changed to 130A,B,C, thus it continued until 1932, at which time it was discontinued for four years. In 1937 it was revived, revamped and offered for men and women. 41A,B,C, given first in 1922 to 1923, dropped for three years, given again in 1927 to 1931, inclusive. Number 38A,B,C underwent a great many changes. Begun in 1923, and offered for two hours' credit, in 1924 the course was reduced to a one hour credit course. In 1927 it became number 135A,B,C, thus it was given until 1932 at which time it was dropped from the curriculum for two years. In 1935 it was returned, revamped and it has continued through 1936, at which time it was again discontinued.

#### Trends

In 1920, eleven new courses were introduced into the physical education curriculum of which only five survived through 1939, leaving six that had

fallen by the wayside because of reasons unknown. Several courses were offered for a few years, dropped and then revived in later years. Five courses were given for two or three years then dropped and were never revived. From reading the changes in Table III it will be noted that course numbers have enlarged from below one hundred to above one hundred. This seems to indicate that the courses are becoming more stabilized.

Physical Education	100
The American Flag	101
Community Organization	102
History and Philosophy of Physical Education	103
Physical Education	104
Physical Education	105
Physical Education	106
Physical Education	107
Physical Education	108
Physical Education	109
Physical Education	110
Physical Education	111
Physical Education	112
Physical Education	113
Physical Education	114
Physical Education	115
Physical Education	116
Physical Education	117
Physical Education	118
Physical Education	119
Physical Education	120
Physical Education	121
Physical Education	122
Physical Education	123
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Physical Education	185
Physical Education	186
Physical Education	187
Physical Education	188
Physical Education	189
Physical Education	190
Physical Education	191
Physical Education	192
Physical Education	193
Physical Education	194
Physical Education	195
Physical Education	196
Physical Education	197
Physical Education	198
Physical Education	199
Physical Education	200



Table III. Undergraduate Courses in Ph

George Peabody College

Column 1	2	3	4
Name of the course	No.	Hrs. Cr.	1914/ 15/ 16/ 17/ 18/ 19/ 20/ 21/ 22/ 23/ 24/ 25
Folk and National Dance ABC	44	2	
Plays and Games	45	2	
The Dramatic Club	46	2	
Community Recreation History and Principles of Physical Education ABC	47 102	2	
Phys. Ed. in High School	103	2	
Advanced Dancing ABC	105	2	
School Drama and Festival Kinesiology and Corrective Gym	107 108	2 3	
Athletics for Women ABC	110	2	
Adv. Phys. Ed. for Men ABC	113	1	
Play Group ABC	48	1	
Recreational Supervision Advanced Physical Education for Women ABC	101 112	2 4	
Practical Work for Men ABC	34	2	
Elem. Phys. Ed. for Men ABC	41	1	
Developmental Ath. for Girls	17	1	
Self Testing Activities	23	2	
Indoor Athletics for Women ABC	38	2	
Practical Safety Education	443	2	

Table IV is a continuation of undergraduate courses from Table III. It is to be observed that all the courses are new ones, because in this table no course was offered before 1923. It is to be noted that twenty-one courses were offered for the first time between 1923 and 1932, a period of nine years. Of the twenty-one courses, eight were taught for the first time in 1924; of these eight courses, two continued without interruption through 1939. In 1926 five new courses were offered for the first time with only one course surviving up to 1939.

#### Course Changes

In this table several courses were revamped in name, number and hours' credit. For example, Course 114, "Physical Diagnosis, Growth Divergencies, Examination and Physical Therapeutics," was first taught in 1923 and continued so until 1927 when the number was changed from 114 to 330. In 1932 the number of hours' credit was reduced from four to two hours for this course. Other courses that had similar changes were numbers 115, 116, 39, 55, 60, 62, 80, 85, 86, 10M and 10W, 43, and 106A,B,C.

#### Trends

From the year 1923 to 1932 there were twenty-one new courses introduced into the curriculum at George Peabody College. 1939 found only six of the original twenty-one courses still being taught. From 1922 and 1923 to 1932, a period of eleven years, the span of life for most of the courses offered in Table III is represented. One might wonder why so many courses were discontinued by 1932. Careful observation and study of the school catalogue for George Peabody shows that there was a tendency to



reduce the number of courses for men as well as women by the late twenties or early thirties. Probably the chief reason for the discontinuing of so many courses was economic conditions in the school.

Table IV. Undergraduate Courses in PE

George Peabody Coll

Column 1	2	3	4
Name of the course	No.	Hrs. Cr.	1914/ 15/ 16/ 17/ 18/ 19/ 20/ 21/ 22/ 23/ 24/ 25/
Physical Diagnosis, Growth Divergencies, Exam.	114	5	
Phys. Exam., Growth Diver.	115	2	
Adm. of Phys. Ed. Program	116	2	
Tennis	39	1	
Program of Phys. Activities for Rural Schools	55	2	
Field Hockey	60	1	
Soccer Football	61	1	
Developmental Athletics for Boys	63	1	
Organization and Leadership of Girl Scouts	80	2	
Boy Scout Course for Ex.	85	3	
Scout Mastership	86	2	
Methods of Teaching Swimming	10m	1	
Methods of Teaching Swimming and Life Saving	10w	1	
Character Dancing	43	2	
Advanced Dancing AB	106	2	
Organization, Adm. of Phys. Ed. in Normal School	215	2	
Physical Therapeutics	375	4	
Recreational Rhythmics	220	1	
Self Testing of Informal Gymnastics	340	1	
Gymnastic and Intramural Games	357	2	



Table V is a continuation of the undergraduate courses in physical education at George Peabody College. A record of all courses begun in the last seven years. Of the twenty courses recorded in this chart exactly three-fourths were begun in 1936; of this number ten continued through 1939, namely: courses number 360, 301, 120, 245, 306, 362, 404, 405, 414B, and 425B. Three of these courses were taught two years, namely: courses number 120, 315, and 345. The other three courses introduced in 1936 were offered for but one year, and then discontinued.

#### Course Changes

"Methods of Promoting Intramural Activities" 360, begun in 1934, continued so until 1936 at which time the number changed from 360 to 460 and continued so up to and including 1939.

#### Trends

From 1932 through 1939, twenty new courses were offered for the first time. Of these twenty courses, sixteen begun in 1936, 1939 found only twelve of the original twenty courses still being taught. Careful observation and study of the catalogue for George Peabody shows that from time to time, courses were introduced at different intervals to meet the need of prospective teachers. After a year or so enrollment in these classes was too scattered and overhead expenses for instruction and equipment so great that the work of these various courses was combined with other classes. Probably another reason for the discontinuing of so many courses was the period of experimentation.

George Peabody College

Column 1	2	3	4
Name of the course	No.	Hrs. Cr.	1914/ 15/ 16/ 17/ 18/ 19/ 20/ 21/ 22/ 23/ 24/ 25/
Advanced Swimming and Life Saving W	400	2	
Advanced Swimming and Life Saving M	401	2	
Dancing ABC	305	2	
Application of Phys. Ed.	315	3	
Methods of Promoting Intramural Activities	360	2	
Personal Hygiene of Teacher	301	2	
Health and Food	102	2	
Recreational Act. W	268	1	
Recreational Act. M	120	1	
Athletics for Women	245	2	
Home Hygiene and Care of the Sick	305	4	
Construction of Equip. and School Supplies	306	4	
Water Games and Stunts	315	1	
Mental Hygiene for Teacher	345	2	
Physiology	362	4	
Field Problems in Health Education ABC	370	2	
Applied Anatomy and Kinesiology	380	4	
Preventive Medicine and Public Health Admin.	404	4	
Orthopedics and Physiotherapy	405	2	
Leisure Time Activities in Physical Education	414	2	



Table VI is a continuation of the undergraduate courses in Table V. Three of the four courses offered in 1936 were discontinued in 1937. The table is read in the same manner as Table I, that is from left to right across the page. This is the last chart of undergraduate courses in George Peabody College.

#### Course Changes

"Visual Aid in the Physical Education Program" 490, offered two hours' credit when first given in 1937. In 1938 the number of hours' credit was increased from two to four hours.

#### Trends

A bird's eye view of Table VI suggests that a number of new courses have been introduced in the curriculum, to help the students in preparing themselves for leisure time activities; for example, course number 211, "Horseback Riding," and course number 418, "Officiating Athletic Sports." Special courses have been introduced in the curriculum for men; they include all phases of dancing. These courses are taught by Mr. Ted Shawn, a world renowned dancer and instructor in the dance for men. Mr. Shawn joined the faculty at George Peabody College in 1938.

George Peabody College for Teachers

Column 1	2	3	4
Name of the course	No	Hrs. Cr.	1914/ 15/ 16/ 17/ 18/ 19/ 20/ 21/ 22/ 23/ 24/ 25/ 26/
Principles of Phys. Ed.	425	4	
Principles and Methods of Health Education	445	2	
Bacteriology	430	4	
School Plant Hygiene	462	4	
Organization of School Health Program	480	2	
Minor Problems in Physical and Health Education	480	2	
Athletics for Men	230	1	
Fencing for Men and Women	417	2	
Officiating Athletic Sports	418	1	
Visual Aid in the Physical Education Program	490	2	
Advance Swimming	307	1	
Construction and Use of Instruments for Rhythm	308	4	
The Dance for Men	475	3	
Advance Dance	476	3	
Theory and History of the Dance	417	3	
Instruction in Dancing	478	1.5	
Horseback Riding	211	1	
Folk Arts; Lore, Music, Arts and Dance	426	4	
Self Testing and Athletics for Girls	441	2	



riculum in 1937 where it now remains. In 1926 the graduate school took a rapid stride, and nine new courses were added to the curriculum. Each course carried two hours' credit. All courses offered for the first time in 1936 continued up to and including 1939. In 1939 three other new courses were added to the graduate division. All three are advance courses in the dance, offered by Mr. Ted Shawn.

### Course Changes

Comparatively few changes have been effected in the graduate division. Course 190 in 1927 was changed to 510; course 210 became 195 in 1926, and again in 1927 the course number changed to 440. Course 300 was changed to 500 in 1927 and remained so through 1939.

### Trends

George Peabody was rather slow in introducing new courses for graduate work. It is to be observed that the first courses in the graduate school were offered in 1923. Only three other courses were offered before 1936. In 1931 six courses were offered for graduate work, this being the only year, (from 1923 through 1936) that more than four courses were offered in a single year. Of the eighteen graduate courses offered from 1923 through 1939, nine were offered in 1936. No specific reason is given for the sudden expansion in the graduate school; one reason might be the requirement for the B.S. Degree in Physical Education.

George Peabody Colle

Column 1	2	3	4
Name of Courses	No.	Hrs. Cr.	1914/ 15/ 16/ 17/ 18/ 19/ 20/ 21/ 22/ 23/ 24/ 25/
Physio Therapy	190	4	
Special Problem in Physical Education	210	2	
Seminar in Phys. Ed.	300	2	
Research in Phys. Ed.	520	2	
Test and Measurement in Health and Physical Ed.	515	2	
Seminar in Health Ed.	501	2	
Trends in Physical and Health Education	502	2	
School Health Service	503	2	
Advanced Individual Physical Education	505	2	
Supervision of Phys. Ed.	530	2	
Methods of Teaching Health in Secondary Schools and College	595	2	
Scientific Study in Physical Education	600	2	
The Professional Preparation of Teachers in Phys. Ed.	605	2	
Major Research in Physical Education and Health	680	2	
Rhythmic Analysis of Visualization	516	2	
The Dance for Men	575	3	
The Dance in Education	576	2	
The Dance	577	3	



Table VIII presents the required courses in physical education from 1914 to 1939 at the University of Missouri, Columbia, Missouri. In 1914 through 1920 three required courses were offered for men and two for women. In 1920 all but one of these courses were discontinued. The only one to be continued through 1934 was "Recreational Activities for Men" 9, 10, 11, offering one-half hour's credit for each course number. That is, courses number 9 and 10 were not prerequisite for number 11. "Required Course for Seniors" was the only course to offer more than one hour's credit; in 1915 "Physical and Medical Examination" was required for all students entering the University, and has remained a requirement for the last twenty-four years. Attention is called to the number of courses that were introduced for the first time in 1924 and have continued up to, and through 1939. After 1920 only two courses were required of women. From 1935 through 1939 there were six required courses for men.

#### Trends

In 1920 most of the foregoing courses were dropped from the curriculum. The reason is not known. From 1920 through 1923 only one course was required of men. This might be suggested as the reconstruction period following the first World War. Another suggestion for the answer is that the students were permitted to register in undergraduate courses to satisfy the required semester hours' credit for graduation. From 1924 through 1939 we find few changes in the required courses. Table VIII when compared with required courses at George Peabody reveals sufficient evidence to place the University of Missouri inferior as to required courses from 1914 through 1923.

University of Missouri

For Women									
Physical Training and Practice Course ABC	1	1							
General Course in Physical Education	10a	1							
Required Course Freshmen	4F 5F 6F	1 1 1							
Recreational Athletics	12 13 14	1 1 1							
Required Course for Soph. Physical and Medical Examination	7F 8W	1 1							



Table IX represents the undergraduate and graduate courses in physical education offered by the University of Missouri for men and women from 1914 through 1939. The University of Missouri, it must be noted, makes no distinction in the courses for men or women, nor in the ones intended for graduate or undergraduate work. With special permission from the head of the department students are allowed to substitute some of the undergraduate courses for required work in physical education; likewise does the head of the department specify the courses for graduate work. All work numbered 200 or above is specified for graduate work. In 1914 the only courses offered were required courses. In 1914 six undergraduate courses were given. Of these six courses only one was offered through 1939. Three of the six original courses were discontinued in 1920. Three of the twenty-four courses shown on this chart were discontinued and then revived again in later years. In 1924 seven new courses were added to the curriculum of these seven; five continued up to and through 1939. Courses numbered F and W are offered in the fall and winter; for example, "Principles of Physical Education" 100F will be taught in the fall only. Course number 117W is taught in the winter (or spring) semester.

#### Course Changes

Several courses were changed in name, number and hours' credit. For example, "Baseball, Basketball, Track and Field Athletics, and Football for Men" 103W was offered for the first time in 1918, carrying two semester hours' credit, and continued so until 1924 when the name was changed to "Coaching Major Athletics" 103W, which continued to 1931 when the number was changed

to 104, and continued to 1935; the course was revived again in 1936 and continued through 1939. Other courses that underwent similar changes were: numbers 120, 11F, 108F, 109F, 28W, 29F, 30W, 33F, and 36W.

### Trends

Previous to 1915 no undergraduate work was offered in physical education at the University of Missouri. 1915 marks the beginning of undergraduate work. Although there were six courses introduced in the curriculum in 1915, only one of the original six continued up to and including 1939. One of the original courses was discontinued in 1933, another in 1931, and the remaining three were discontinued in 1920. From 1915 to 1923 could be considered the experimental stage of this new curriculum. The year 1924, it would seem, marks the real beginning of sound curriculum in physical education at the University, as thirteen new courses were introduced that year. A logical reason for this trend for a bigger and better school of physical education could be attributed to a reconstruction movement after the first World War.





Table X is a continuation of undergraduate and graduate courses in Table IX. Table X completes the tabulated courses which were offered at the University of Missouri from 1914 to 1939. All courses numbered above 200 are graduate courses, although they are not separated into a graduate division in the school catalogue. Six new courses were introduced in 1924. This number added to the seven courses shown in Table IX makes a total of thirteen courses offered for the first time in 1924. It would then seem that from the year 1924 on, the physical education program was looking up. The other six shown in Table Y, all but one, namely, "Kinesiology" 111F, three hours' credit, have been given continuously through 1939. The above course was discontinued for the years 1935 and 1936, after which time it has been taught. In 1929 seven more courses were added. Of these courses all but two have carried through 1939. "Applied Anatomy" and "Kinesiology" 112S, yielding three hours' credit, was taught two years and discontinued, while "Athletic Training and Conditioning" 105W, yielding two hours' credit was taught six years, through 1934. In 1936 and 1937 seven other courses were added to the curriculum and continued through 1939.

#### Course Changes

A number of courses underwent several changes in name, number and hours' credit. For example: "Teaching Health" 160F offered for the first time in 1929 was changed in 1931 to "Fundamentals of Health Education," and the hours' credit was changed from three to two. In 1935 the name was changed again to "Health Education" and continued so through 1939.



## Trends

New courses were added in 1924, 1929, 1930, 1931, 1936 and 1937, building what is now recognized through the country as a well balanced physical education program.

Column 1	2	3	4
Name of Courses	No.	Hrs. Cr.	1914/ 15/ 16/ 17/ 18/ 19/ 20/ 21/ 22/ 23/ 24/
History and Principles of Physical Education	52F	3	
Athletics and Recreation for Men	55	2	
Kinesiology	111F	3	
Teaching Phys. Ed.	119W	3	
Organization and Administration of Phys. Ed.	120W	3	
Coaching Major Athletics	121	2	
Minor Sports for Men	56	1	
Applied Anatomy and Kines.	112S	3	
Kinesiological Analysis	200F	2	
Teaching Health	160F	3	
Physiotherapy	230W	4	
Special Problems in Phys. Ed.	250	2.5	
Athletic Training and Conditioning	105W	2	
Seminar in Administration of Physical Education	260	2	
Administration of Intercol- legiate and Interscholastic	220S	3	
Philosophy of the Dance	235F	3	
Camp Counsuldarship and Craft	140W	2	
Technique of Basketball, Track and Field for Women	159	2	
Applied Anatomy	175S	3	
Body Mechanics	180	4	
Remedial Gymnastics	215F	2	
Scientific Study in Physical Education	240	3	
Test and Measurements	170F	3	
The High School Curriculum in Physical Education	165S	2	
Intra Mural Sports	166W	2	



Table XI represents the required courses in physical education at the University of Iowa, Iowa City. Table XI is read in the same manner as the previous tables. That is, reading from left to right, column 1, 2 and 3 indicate the name, number and hours of credit for each course. Column 4 indicates the number of years a course was offered at the University. In 1914 the only course offered in physical education was "Recreational Sports" 7(8). "Physical and Medical Examination" was first adopted by the University in 1914 and continued through 1939. In 1915, three new courses were added to the curriculum; namely, "Swimming" 1, offering one hour's credit; "Elementary Gymnastics" 1 and "Physical Education" 1(2), offering three hours' credit. Attention is called to courses that have one number in the parenthesis and one outside the parenthesis. For example, "Physical Education" 1(2) is offered each semester. Number 2 signifies that it is offered in the spring semester and is a continuation of course number 1. From 1914 to 1918 eight new courses were added to the curriculum. Of these eight courses six continued through 1939.

#### Course Changes

Two courses were changed as to the number of hours' credit. They were "Physical Training" 1(2) first offered in 1917 for two hours' credit and continued so until 1929, at this time the hours' credit were reduced from two hours to  $\frac{1}{2}$  hour credit. The only other course to reduce in hours' credit was "Physical Education" 21(22), reduced from two to one-half hour credit.

## Trends

In 1914 only one course was required, that was "Recreational Sports." 1915 marks the first real trend for a substantial physical education curriculum. In 1917 four more new courses were added and in 1918 one other course was added. Probably the chief reason for the increase in the number of courses from 1915 to 1917 might be the results of the physical and medical examination of prospective American soldiers in 1914. In which "one in four of all young men between the age of twenty-one and thirty was rejected because of physical unfitness."<sup>11</sup>

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11. Cubberley. Public School Administration. 1929. Chapter 10, p. 135.

Table XI. Requirements to 1939

Column 1	2	3	4
Name of Courses	No.	Hrs. Cr.	1914/ 15/ 16/ 17/ 18/ 19/ 20/ 21/ 22/ 23/ 24/ 25/ 26/ 27/ 28/ 29/ 30/ 31/ 32/ 33/ 34/ 35/
Physical and Medical Exam.			
Recreational Sports	7-8	1	
Swimming	1	1	
Elem. Gymnastics	1	1	
Physical Education	1(2)	3	
Physical Education	3(4)	3	
Recreational Work	2(3)	1	
Freshman Swimming Test	1	1	
Physical Training	1(2)	2	
Folk Dancing	5(6)	Cr.	
Physical Education, Theory and Practice	21 (22)	2	



continued to add new courses to the curriculum and in 1939 offered a total of eighteen undergraduate courses covering all phases of minor work in the field of physical education. In 1924, nine new courses were offered for the first time; this marks the greatest number of courses introduced in one single year. Eight of the original nine courses offered in 1924 have continued through 1939.

Column 1	2	3	4
Name of Courses	No.	Hrs. Cr.	1914/ 15/ 16/ 17/ 18/ 19/ 20/ 21/ 22/ 23/ 24/ 25
Folk and National Dance	5(6)	2	
School and Playground Games	7(8)	2	
Athletics	(10)	3	
Hygiene	6	2	
Anthropometry	5	2	
Folk Dance	7(8)	2	
Theory and Method of Teaching Phys. Ed.	(14)	3	
Emergencies	19	2	
Anatomy and Kinesiology	(14)	5	
Advanced Interpretative Dancing	(18)	2	
Anatomy	8	4	
Posture Training and Correctives	(10)	3	
Recreational Leadership	(12)	3	
Principles of Physical Education	(20)	4	
Phys. Ed. Technique	(22)	2	
Phys. Ed. Technique	(24)	2	

Table XIV is the first one which presents physical education courses for men given at the University of Iowa, Iowa City, Iowa, from 1914 to 1939. It is to be observed that the University of Iowa offered nothing but very general courses in physical education until 1917, for example football, basketball and track. This is two years after the same had been offered at the University of Missouri. It is to be remembered that both are state supported schools. These general courses first offered in 1915, such as football, basketball, baseball, etc., were eight in number, and with the exception of two courses in swimming, all were discontinued at one time or another but revived again in later years and were still taught in 1939. In 1917, six other courses were added, only one of which was still taught in 1939, and it was not taught continuously. Four of the six courses were taught for only the one year, 1917, and then discontinued. Two courses introduced in 1921; course 9(10), "Applied Anatomy and Kinesiology" has been taught continuously, except for the year 1923, since 1921 through 1939.

#### Course Changes

Practically all of the courses recorded on Table XIV, offered since 1915 have undergone many changes. These changes were in course number, name of courses, and in combination with other related courses; as for example, "Basketball" 2, yielding five hours' credit, first given in 1915. In 1917 the course combined with track and was known as "Basketball and Track Coaching" 20, one hour's credit; in 1918 the course was absorbed in a general course. In 1924 the course was given as "Basketball" 15, four



hours' credit. In 1927 the number was changed to 18, in 1929 the course was discontinued for five years; in 1934 the course reappeared as "Basketball" 26a; in 1935 the course number was again changed to number 45; thus it is in 1939. Other courses which underwent similar changes were courses number 1, 3, 4, 5, 7, and 8, and 9. The remaining courses in Table XIV with the exception of "Elementary and Advanced Swimming" 6 and 7 were either discontinued after a short trial or absorbed in some other course.

### Trends

The major trend in the physical education work at the University of Iowa it would seem was toward a more stable curriculum. The minor courses were given too many hours credit for each semester's work, and as shown on the chart most of the courses have been discontinued and then returned to the curriculum. In most cases when a course was revived the number of hours' credit were reduced.

Column 1	2	3	4
Name of Courses	No.	Hrs. Cr.	1914/ 15/ 16/ 17/ 18/ 19/ 20/ 21/ 22/ 23/ 24/ 25/
Football	1	5	
Basketball	2	5	
Baseball	3	2	
Track and Field	4	5	
Gymnastic	5	5	
Elementary Swimming	6	5	
Advanced Swimming	7	5	
Gymnastic (Adv.)	(8)	3	
Hygiene	9	1	
Theory of Phys. Ed.	11	1	
History of Phys. Ed.	12	1	
Medical Gymnastic	13	1	
Anthropometry and Physical Movements	15	2	
Emergencies	22	1	
Anthropometry; History of Physical Education	11	2	
Applied Anatomy and Kinesiology	9 (10)	3	

Table XV is a continuation of the undergraduate courses in Table XIV. It is noteworthy that only three courses which were added from 1921 to 1930, were given continuously through 1939, thus denoting a period of experimentation. In 1921 four courses were added to the curriculum, only one course, number 16, was given continuously. The other three, courses number 12, 3, and 17, were discontinued in 1923. In 1924 two courses were added and given continuously; they were, number 9(10) and number 11(12), both two hour courses. In 1924 five courses were added, numbered 101, 103(104), 105(106), 107(108), and 145. In 1929 four more courses were added, number 21(22), 23(24), 25(26), 27(28). Finally in 1930, Table XV records but one new course; others are to be found on Table XVI.

#### Course Changes

In Table XV, as was true in the preceding one, various types of changes took place. These changes were all identical with those recorded earlier with one exception. Courses number 21(22) through 27(28) were theory courses, all three hours' credit, which were offered by pairs; for example, course number 21(22) was required of all freshmen taking a semi-professional course; 23(24) for sophomore; 25(26) for juniors, and 27(28) for seniors. An explanation is given for course numbering; for example, 23(24) is a course given two semesters. The student is required to take number 23 and follow up with number 24. These courses cannot be taken separately. One other course, "Practice Teaching and Coaching" 103(104), first offered in 1925 and taught through 1938, furnishes an interesting point of variance. This is the only course in physical education at the University of Iowa



yielding eight hours' credit (four hours' each semester).

### Trends

The addition of new courses at the University of Iowa took place in certain years, as is shown in Table XV. These years were 1921, 1924-25, and 1929. Unlike the graduate courses, the undergraduate work in the University declined in the early thirties.

Univ. 1939

Column 1	2	3	4
Name of Courses	No.	Hrs. Cr.	
			1914/ 15/ 16/ 17/ 18/ 19/ 20/ 21/ 22/ 23/ 24/ 25/ 26/ 27/ 28/ 29/ 30/
Advanced Hygiene	12	2	
Medical Gymnastic; Diagnosis; and Emergencies	3	2	
Physiology	16	3	
Playground	17	2	
Gymnastics	(10)	2	
Minor Sports	(12)	2	
Problems in Organization and Administration of Phys. Ed.	101	3	
Practice Teaching and Coaching	(104)	8	
Anthropometric Measurement	(106)	2	
Playground; Community Games and Recreation	(108)	2	
Psychology of Athletics	145	2	
Phys. Ed. Theory and Practice	(22)	3	
Physical Education Theory and Practice	(24)	3	
Physical Education Theory and Practice	(26)	3	
Physical Education Theory and Practice	(28)	3	
Physics	(10)	4	

Table XVI is a continuation of Table XV, furthering the study of undergraduate subjects in physical education, and recording those introduced from 1930 to 1939. Concerning the fifteen courses, largely scientific and practical, offered during these years it is noteworthy that twelve of the courses were still given in 1939 and were continuous since their introduction. Of the entire number of courses listed, six were begun in 1930, two in 1932, and the remaining seven in 1934.

#### Course Changes

Changes in courses introduced after 1930 were fewer and of little significance. Almost without exception the course number alone changed; for example, "Advanced Kinesiology" 107 became number 105 in 1932, and "Wrestling" 31h in 1934 was changed to course number 6 in 1936.

#### Trends

The University in 1934 added several new courses in the minor field of physical education and discontinued some of the advanced work.



Unit 9

Column 1	2	3	4
Name of Courses	No.	Hrs. Cr.	1914/ 15/ 16/ 17/ 18/ 19/ 20/ 21/ 22/ / 31/ 32/ 3
Advanced Kinesiology	107	2	
Medical Supervision of Athletics	109	3	
Principles of Physical Growth and Measurements	121	2	
Psychology of Physical Education	165	3	
Test and Measurement in Physical Education	168	3	
Remedial Work for Individual Abnormalities	116	4	
Elementary Practice Teaching	71 72	2	
Adv. Practice Teaching	74	2	
Phys. Ed. Program Construction	266	1	
Boxing	31e	1	
First Aid and Prevention of Diseases	24b	1	
Intermediate Swimming	25e	1	
Fencing, Dueling and Sabre	31b	1	
Advanced Swimming	31e	1	
Wrestling	31h	1	

Table XVII concludes the study of undergraduate courses for men at the University of Iowa and records those courses introduced in 1934 and 1938. While the new courses in Table XVI were largely scientific and practical, the nine courses studied on Table XVII are with few exceptions largely theoretical. Five of the courses were introduced in 1934 and taught continuously, namely, courses number 32c, 32d, 32f, 112 and 138. The other courses were added in 1938; they are courses number 15(16), 141, 129 and 157.

#### Course Changes

It is to be observed that course changes are very negligible. A high degree of stability is at once apparent. Courses were introduced and taught continuously. The only change noted in these courses had to do with numbering. Five of the nine courses, at one time or another, were continued under a new number. For example, "Life Saving" 32d introduced in 1934 became number 8 in 1936.

Table XVIII represents the graduate courses for men and women at the University of Iowa, Iowa City, from 1924 to 1939, inclusive. The first graduate work offered at the University began in 1924. At that time six courses were introduced in the physical education program. Four of which were taught two years and then discontinued. Only one of the four was revived in later years. Of the original six courses introduced in 1924, only two were taught continuously through 1939. It is to be observed that from 1926 through 1928 only three courses were offered in the graduate division of physical education. In 1931 six new courses were offered for the first time. This definitely marks the beginning of an advanced field in physical education, for in 1933 four more new courses were added to the curriculum. In 1939 there were sixteen graduate courses offered at the University of Iowa.

#### Course Changes

Several courses were changed from undergraduate courses to graduate courses. Also changed in number were the following: number 203(204), 103(104), 105(106), 107(108), 145, 203, 229, and 305(306).

#### Trends

The University of Iowa offered graduate work in the field of physical education for the first time in 1924. From 1924 to 1929 only three courses were offered for graduate students. The reason for the discontinuing of these courses is not known. In 1931 the first major trend occurred. The



graduate courses increased from five to nine and in 1933 four more new courses were added, making a total of thirteen graduate courses. It is to be observed that the two state supported schools increased the number of courses in graduate work in the early thirties following the depression of 1929. The endowed and denominational schools decreased in the number of courses offered in the early thirties. By 1936 all four schools were offering an increased number of courses as compared with 1931 and 1932. It is believed that the decline of the endowed and denominational schools was due to the financial depression of 1929. These schools depended upon the interest from various properties and bonds to augment their funds. In many schools these sources of income defaulted which made it impossible to offer as varied a program in physical education.

## Physical Education for Women.

### Theory:

- Physiology of Exercise
- Physical Examination and Anthropometry
- Medical and Corrective Gymnastics.

### Practice:

#### Gymnastic:

- Swedish System
- German System
- American System

#### Rhythm:

- Aesthetic Drills
- Folk Dancing
- Gilbert Series
- Chalif Series

### Apparatus:

- Elementary--Light Apparatus
- Light Apparatus--Advanced

#### Games:

- Basketball
- Volley Ball
- Indoor Baseball
- Tennis

## Physical Education for Men:

### Theory:

- Simple Anatomy and Action of Muscles
- Simple Physiology
- Hygiene and First Aid
- Anthropometry

### Administration of Physical Departments:

- Gymnasium
- Athletic field
- Playgrounds
- Swimming Pools
- Finances

### Practice:

- Calisthenics--Drills, Marches, and Dances
- Apparatus Exercises--Elementary and advanced
- Track and field athletics
- Games--Indoor, outdoor
  - Bathing--Showers, tub, medicinal
- Aquatics--Swimming, Diving
  - Life Saving

The above courses were offered in Denver University from 1915 through 1919.

## Table XIX

Prior to 1920 physical education at Denver University may not be considered as a regular course of study. It will be observed that there was a specific program but it is presented in outline form in the Denver University catalogue. This form was set up in 1915 and continued through 1919. College hours were not given, neither were the courses numbered, and therefore they cannot be tabulated as a part of the curriculum. Upon investigation one notes that the type and extent of the courses are very similar to those offered by George Peabody and Missouri University over the same period of time. If there is any variance it would appear that the Denver course of study was superior at this early date. It was not until 1921, then, that the courses in physical education were standardized, numbered and thus became a part of the curriculum at Denver University. Table XIX, therefore, with this in mind, becomes a record of the undergraduate and graduate courses in physical education for men at Denver University, Denver, Colorado, from the year 1921 to 1939. In 1921, eight of the courses, all of which had appeared on the previous outline (1914-1921) of study were given numbers and hours of credit. Of these eight courses, four continued through 1923, namely: "Claesthenics," 1, one hour's credit, "Apparatus Work" 2, two hours' credit, "Play and Games" 3, one hour's credit, "Corrective Exercise" 4, two hours' credit. Four were taught only four years, namely: numbers 5, 6, 7, and 8. With the exception of course number 6 none of the original eight courses were taught less than one year. In 1924 new courses were offered. At this point it is necessary to call at-



tention to the fact that no systematic method of numbering was followed at this time, 1924. For example, "Corrective Exercise" 4, introduced in 1921 was still being taught in 1924, when another course with the same number was added. That course was "Advanced Gymnastic" 4, one hour's credit. To continue, other courses were added in 1924, 1927, and 1930. The two courses added in 1930 continued through 1939.

Column 1	2	
Name of Courses	No.	
Calisthenics	1	
Apparatus Work	2	
Plays and Games	3	
Corrective Exercise	4	
Tumbling	5	
Wrestling	6	
Training	7	
Anthropometry	8	
Playground Management	1	
First Aid and Hygiene of School Children	2	
Gymnastic (General Course)	3	
Elementary Phys. Ed.	1	
Advanced Gymnastics	4	
Advanced Gymnastics	3	
Pedagogy of Phys. Ed.	9	
Kinesiology	11	4
Advanced Phys. Ed.	104 105 106	1
The Prevention and Treatment of Athletic Injuries	107	1

Table XXI is a study of both the graduate and undergraduate courses in physical education offered women at the University of Denver, Denver, Colorado, from 1921 to 1939. In 1921, "Medical and Physical Examination" was made an entrance requirement. This examination was given continuously through 1939. It was in 1925 that nine courses were offered for the first time with name and number. Of these nine only two were given through 1939; namely, "Elementary Physical Education" 1 and 2, each yielding an hour's credit; course 3 was discontinued in 1929, and five courses were offered but two years through 1926; namely, courses 4, 5, 6, 7, and 8. Course number 9 was discontinued in 1930. In 1927 eight courses were added. Of these eight only two were taught in 1939, and only one, course number 13 and 14 in "Swimming" was taught continuously. Course number 3 and 4 was given for three years through 1929, discontinued for seven years, returned to the curriculum in 1936 where it was taught in 1939. Other courses first offered in 1927 were all discontinued by 1937; four in 1930 and two in 1937. Finally in 1930 five courses were added to the curriculum, all of which were discontinued in 1937. They were all taught continuously from 1930 to 1937, except number 11<sup>1</sup>3 which had been taught continuously. Only five courses for women were taught in 1939 at Denver University.



## Course Changes

Comparatively speaking there have been fewer changes in courses and number of courses at Denver University than at the first two schools studied. It is also to be observed that what changes were made, were done in a more or less block system. An entire group of seven or eight courses, for example, would be added or discontinued all at one time. It was not until 1935 that a course underwent a change in name and number. The following change in course numbers in Table XIX were effected: in 1930 "Pedagogy of Physical Education" begun in 1927 became number 108 and was then called "Philosophy and Pedagogy of Physical Education." Another course that underwent similar changes in Table XIX was number 11. No courses were changed in Table XX. In Table XXI, course numbers 8, 1, 3, and 4, 11 and 12, 15 and 16 underwent similar changes.

## Trends

The first major trend began in 1921 when the courses were given number and hours' credit. Prior to 1920 a required amount of work was necessary for completion of a normal course. The University of Denver makes no division in the school catalogue as to which courses are required. The only distinction made is that the graduate will be required to complete extra work in order to receive graduate credit. It was not until 1929 that the University of Denver adopted a systematic order of numbering their courses, as revealed by the chart. The span of life for a course in Tables XIX, XX and XXI is comparatively short compared with the schools previously studied. The reason for inconsistency in Denver University may be due to the fact that this is a denominational school and would vary from time to time financially. The University of Denver was rather late in the requirement of "Physical and Medical Examination." The first examination was given in 1921 and has continued through 1939.

## General Summary

In summing up the place of physical education in the college and university as revealed by the four institutions studied, educators have developed a definite philosophy. The different philosophies as revealed by the four schools studied might be briefly summarized as follows:

George Peabody College developed one of the outstanding schools for training teachers in the field of physical education, with special interest in recreational sports. The major intercollegiate sports are omitted entirely from the school. Thus it is evident that as time advances the graduate school is apt to develop ahead of the four year degree course. Outstanding athletes would not likely attend a college where active participation were impossible. Whether or not an outstanding athlete necessarily makes the best physical education director is debatable. Investigation tends to lead one to believe that successful coaches who have had the practical experience in their undergraduate days go to George Peabody for the training in intramurals, which is of necessity denied the typical college athlete. It would seem then that the graduate school is answering a real need for teachers. In summary the philosophy is physical training for all--not just the selected few.

The University of Iowa stresses the therapeutic side of physical education. The subject of health and physical education is approached from a medical viewpoint. Many of the advanced courses at the University of Iowa deal with the mechanical structure of the human body. Iowa also



stresses the corrective and remedial side of physical education. The nature of the work appeals not only to prospective teachers, but also to a candidate who wishes to enter the executive field of physical education.

The University of Missouri purports to train teachers and executives with special emphasis in the field of education. The practical side is not excluded from their curriculum, but it is necessarily overshadowed by the theoretical in that the degree is offered in education, with a major in physical education. In both the state Universities, active participation in major sports is possible, although the physical education departments are separate from the athletic department. Inasmuch as the graduate work in physical education is of much more recent origin, it would appear that the University of Missouri has attempted to adopt something of a middle ground as compared with George Peabody and the University of Iowa. The courses are characterized in this college as "A professional course, to qualify men and women for these responsible positions in directing and teaching."

Denver University offers no graduate degree in physical education. A major may be given in undergraduate work, but the degree will read "B.S. Degree in Education with a Major in Physical Education." The University of Denver has been somewhat of a pioneer in recognizing the importance of training the body. They have set forth their aims in the undergraduate school as follows: "The department of physical education bases its program on a four-fold foundation, namely: (1) education, (2) hygienic, (3) social, and (4) recreational." The purpose is to build

a well rounded individual.

The four institutions studied represent a cross section of the typical American school in physical education; inasmuch, as Iowa and Missouri are both state universities, tax supported; Denver University is the endowed, denominational and municipal institution; George Peabody is an endowed institution. It is indeed interesting that in 1914 the denominational school out distanced the other three schools in the field of physical education. Thus it would seem that the denominational school lit the torch; the state and endowed schools have carried it on. At the present writing any one of the other schools (Iowa, Missouri or George Peabody) are superior to Denver University in physical education.

Chronologically speaking this research began in 1914 at which time it is observed that all schools required a medical examination upon entrance, except the University of Missouri and Denver. The University of Missouri required medical examination in 1915 and Denver University required medical examination for the first time in 1921.

George Peabody was somewhat of a pioneer in the graduate division, offering graduate work for the first time in 1923. Iowa began in 1924, Missouri in 1929 and then came Denver University, which offers very little work in the graduate field. The courses are outlined by the head of the department and students are required to take additional work in the undergraduate course to fulfill the graduate requirements.

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