AN ABSTRACT OF THE THESIS OF

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Title DEVELOPMENT OF HEALTH AND PHYSICAL EDUCATION FOR MEN

AT THE OREGON NORMAL SCHOOL: A PROPOSED SET-UP

Abstract Approved: (Major Professor)

DEVELOPMENT OF HEALTH AND PHYSICAL EDUCATION FOR MEN AT THE OREGON NORMAL SCHOOL: A PROPOSED SET-UP

The purpose of this study is to trace the development of health and physical education for men at the Oregon Normal School during the period 1882-1937, as it is reflected in the curriculum for health instruction and physical education, buildings and equipment, health service and supervision, and intramural activities. A proposed set-up contains suggestions on each of these topics.

Catalogs published by the Normal School have been the chief source of information. Student publications and interviews have given some supplementary material.

Physical education was considered a system of exercises until the last twenty-five years. It has come to be looked upon as one phase of the whole scheme of education. Its aim is the development of the individual physically, mentally, emotionally, and socially.

The curriculum in physical education for men at the Oregon Normal School has grown from practically nothing through the time when men could take the courses they pleased of what was offered primarily for women, to the present time when it is planned as carefully and completely as the course for women, and seems to be quite suitable and adequate for the needs of the institution.

Three different buildings have been used for instructional purposes in physical education in the period covered by this study. The first had been the Christian College
Chapel before 1902; the second was a gymnasium built in 1914 and now known as Recreation Hall; and the third is the new Health and Physical Education Building constructed in 1936. Facilities and equipment have been extremely limited in the past. The present building and equipment provide excellent accommodations for the student body. Playgrounds and athletic field are fairly satisfactory but could be improved.

An intramural sports program was introduced in 1929 and has grown to a place of considerable prominence in the life of the School. Before 1929, some inter-class competition was held, but no definite intramural program was organized.

Health education has been carried on quite consistently since 1902, but health service and supervision were long neglected. Since the establishment of the health fee in 1926, this service has been improving rapidly, and is at present an excellent feature of the School. Although the need is now great, there is no supervision of men's living quarters at present.

The physical education program for men at Oregon Normal School could be improved by a corrective program, increased personnel, added equipment, better planning and care of the athletic field, a stronger intramural program, and supervision of living quarters.
DEVELOPMENT OF HEALTH AND PHYSICAL EDUCATION FOR MEN AT THE OREGON NORMAL SCHOOL: A PROPOSED SET-UP

by

JOSEPH ALFRED COX

A THESIS

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MASTER OF SCIENCE

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APPROVED:

Redacted for privacy

Professor of Education
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Head of Department of Education

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Chairman of School Graduate Committee

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Chairman of College Graduate Council
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DEVELOPMENT OF HEALTH AND PHYSICAL EDUCATION FOR MEN
AT THE OREGON NORMAL SCHOOL: A PROPOSED SET-UP

Chapter I

INTRODUCTION

Only in the past twenty-five years has there developed an American system of physical education. Two influences seem to be chiefly responsible for this development. New knowledge of sociology, biology, and psychology has affected the field of education in general and has brought changes in the philosophy and methods of physical education. The World War is the other influence which shares the credit for this development. In America the selective draft disclosed much physical unfitness among young men. Schools received a great deal of criticism because they had not developed citizens physically able to defend their country in time of need. Everyone was made extremely conscious of the necessity of physical fitness, and as a result, physical education in the schools has made remarkable advancement in a short time.

Statement of the Problem

To show the development of health and physical education for men at the Oregon Normal School from the standpoint of the curriculum, buildings and equipment, health service and supervision, and intra-mural activities are
the purposes of this study. The writer is personally interested in this subject because he is now director of physical education for men at this Institution. His late high school and college days came in that period immediately following the World War when the impetus to a physical education program was felt most keenly. He has participated actively in such a program, and enjoyed its benefits. He has been interested in helping to develop a good program of physical education for all men who attend the Oregon Normal School.

Value of the Study

This study has been of great personal value to the writer. The careful study of old school catalogs and annuals, the interviews with people who have given long years of service to the Institution, the familiarity with the work and ideals of many people whose names had before been mere words have developed appreciations and attitudes, understandings, tolerance, and patience, which will be of inestimable value to him in his professional and social contacts in his community.

Besides the personal benefits to the writer, the study may be of value to the administration in the planning of a new curriculum for the Oregon Normal School. Students interested particularly in physical education may profit by the information contained in it, but its greatest value no
doubt will be in its power to influence improved preparation of teachers who must meet the needs of the children of Oregon for the best possible physical education program.

Limitations of the Study

The study is concerned with the development of health and physical education for men at the Oregon Normal School at Monmouth. It covers the period, 1882-1937. The Oregon Normal School has always been co-educational, and the number of men in school has always been small as compared with the number of women. A separate program for men has not long been in existence as such, but men have always had the opportunity to take all courses offered. This study is not concerned with athletics nor inter-school competition except to point out that at certain periods in the history of the School athletic teams constituted the only semblance of a physical education program.

Studies Related to the Present One

To the writer's knowledge no study of this subject has been made. A history of Oregon Normal Schools was written by Almack (1) as a Master's thesis and two theses are now in preparation concerning other phases of development of the Normal School, but nothing has been written concerning physical education.

Sources of Material

Sources of material contained in this study are: catalogs published annually by the Normal School, school newspapers, and school annuals published by the student body. No catalogs were available for the years 1908-11 and 1925-1929. Interviews with several people who have been intimately connected with the physical education department for many years have given much valuable supplementary information. Chronological order has, as a rule, been observed within each main division of the thesis.

Principles of Physical Education

What is physical education? What are its aims? What are its objectives? Clear cut answers to these questions have not been agreed upon by those engaged in physical education work. At present several outstanding authorities seem to have reached the same conclusions and express themselves in similar terms. Physical education is simply one phase of the whole educational process. It is concerned with the big muscle activities and satisfies physical, intellectual, and social needs of the individual. At various times in the past, the military, the health, and the educational reasons for physical education have been emphasized. Health, correction of physical defects, body-building, and good citizenship have all been somewhat con-
fusedly connected with physical education. Health is one outcome of a good physical education program. The development of the individual physically, mentally, emotionally, and socially is the purpose of physical education.

Values of Physical Education

Physical education is more necessary in the school program today than ever before because of the manner in which people now live. The machine causes them to do less strenuous work, but at the same time causes more mental strain and monotony. Crowded residential districts, small houses, and little play space make it imperative that provision be made to meet the biological need of physical and mental health. The school thus has become burdened with the additional responsibility in such matters as personality adjustment, organic power and vigor, neuromuscular skills and control, rational habits of play and exercise, and desirable social habits and attitudes. Experience in better living is the work of the school today, and these experiences come most naturally, it seems, from physical education activities. They help the individual to live a life filled with wholesome activity which brings him pleasure and appreciations.

Physical education is activity, and as activity it becomes a part of living. Properly understood and appreciated it becomes worthy
living, a thing of meaning and satisfaction deserving a place of honor in "the good life". (1)

Since The Oregon Normal School was created by the Legislative Assembly of 1882, it has the distinction of being the oldest elementary teacher training institution of Oregon. The writer became interested in finding out what the nature of the health and physical education instruction had been, and to study its development up to the present time. School Laws of Oregon (2) require that twenty minutes of each day, exclusive of recess periods, be devoted to physical education activities. With such emphasis upon health and physical education, it would seem that the proper place for that training would be in an institution where teachers are trained to teach in the elementary schools. The training should be sufficient to take care of the needs of the children of Oregon. Since Oregon has approximately 1150 rural one-room elementary schools, every teacher should be able to give instruction in health and physical education.

Knowledge of games, such as baseball, basketball, football, volleyball, handball, speedball, tennis, soccer, golf, and various other sports such as swimming, boxing, wrestling, archery, tumbling, and track are very beneficial if not essential to every man teaching in the elementary

(1) Nixon, Eugene W. and Cozens, Frederick W. An Introduction to Physical Education. p. 33.
schools. Since these games are played by nearly every American youngster, a common interest is found in the games, and this may be a great aid in furthering the development of the children in other lines of school endeavor.

The teacher will receive personal benefit from the knowledge of games and from skill in playing. Considerable enjoyment can be obtained in watching the drama of the game and thousands of Americans attend games as spectators each year. The most personal benefit can be secured by actual participation. The exercise builds up the muscle tissue and aids in keeping one physically fit. A vigorous game for young people tends to relieve the nervous tension which seems to go along with our ever-increasing speed of modern civilization. This physical activity carries off fatigue. Nearly all physical education activities and especially athletic games require an active use of all the larger muscles of the body. This use develops skill in movement which is helpful in all other human activities. As skill increases, one gains self-confidence and the pleasure of doing something well.

In order to do good work, either physical or mental, the child should be physically fit. The old Greek motto, "A sound mind in a sound body," is still appropriate. There are, of course, some exceptions where persons have been physically handicapped, but still have contributed
greatly toward the advancement of civilization. A sound body can be maintained only by taking proper care of it. The right type of activity is essential for muscular tone and strength. The activities provided through a physical education program will do a great deal toward making people physically fit.

Games, when properly carried on, can be of great benefit in the development of desirable attitudes such as sportsmanship. It is essential that every one should be able to control himself at all times, and, as games generally increase the emotional tension, there is great opportunity to secure the proper type of reaction to trying situations.

Some games require team work that is developed to a higher degree than it is in other games. The more efficiently and effectively the team work is developed, the more successful the team will be in playing the game. Cooperation among the players is essential for success in the game. The development of the attitude of cooperation is important to everyone living in our modern civilization.

There are a great many ways in which physical education can be an aid in the development of character. When the child is playing with others, there is always the necessity of playing according to definite rules, and if organized and supervised, the players enjoy playing according to the rules of the game. Sometimes personal feelings must be put
Aside for the welfare of the team. Players learn to make adjustments, and if they abide by the rules should have stronger characters as a result. To develop the capacity for adjustment to a changing social order is one of the major objectives of modern education.
Chapter II

DEVELOPMENT OF THE CURRICULUM FOR HEALTH INSTRUCTION
AND PHYSICAL EDUCATION

Schools and churches were established soon after the pioneers had crossed the plains and settled in Oregon. These early settlers felt the need for social institutions for the training in the better way of living. Through the brief history of Oregon, for this is comparatively a young country, a number of academies and small colleges were in operation. Many of these schools were sponsored by the churches and a number of them are in existence and doing very creditable work in the training of young men and women.

One of these church schools, called Monmouth University, was located at Monmouth in the year 1854. In 1865 it became Christian College. This school carried on until 1882 when it was taken over by the state and became the Oregon State Normal School, offering a Normal course and a College course leading to the bachelor's degree. Entrance requirements at this time were stated thus: "All persons of good morals and sufficient scholarship may enter the Normal at any time, and those not sufficiently advanced to enter the Normal course can enter one of the lower departments as preparatory to the Normal." (1)

(1) Oregon Normal School Catalogue for the school year 1882-83, p. 15.
The founding of the Normal school is described in an early catalog:

The state Normal School was created by the Legislative Assembly of 1882. The necessity for such a school in the State of Oregon has been deeply felt by those who have labored for the advancement of popular education in the State. Experience has proved that a Normal School under the care and direction of the state, is a necessary part of a state educational system; that good schools cannot be had without properly trained teachers, and to supply these, no agency has been found so efficient as properly conducted Normal Schools, where education is taught as science and school management as an art. Connected with this strictly professional work, is necessarily such a literary course as will prepare students for teaching the various branches. The literary course should always be taken in the Normal School, for teachers naturally incline to teach as they have been taught, and the task of unlearning the wrong methods that have been acquired is frequently the greatest obstacle in the way to success in the school room.

As an economic measure, the Normal School is important to every citizen of the State. For want of proper professional training, a large percentage of young teachers make so poor a degree of success that the money paid them is little better than thrown away, and any of them would do much better work by having the proper methods at hand. The training that the Normal School gives will more than double the efficiency of our public school teachers, so the money expended will produce correspondingly increased results in the intellectual, moral and physical development of the young. This is too important a matter to be overlooked by any citizen of the state, and school officers should be especially careful to see that the teachers whom they employ, should either have a large and successful experience of their own, or have such a professional training as will insure their success. (1)

With these ideals concerning the importance and function of the Normal School, the course of study was planned. Four

different courses were offered: the Elementary Course, the Regular Course, the Course for the Collegiate Department, and the Course for the Commercial Department. Only in the Regular Course were these subjects which might be called health and physical education courses.

**REGULAR COURSE (1)**

<table>
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<tr>
<th>Terms</th>
<th>Professional</th>
<th>Mathematics</th>
<th>Sciences etc.</th>
<th>English and Mental Sciences</th>
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<td>Algebra</td>
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<td>Elocution Vocal Music</td>
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<td>Penmanship Elocution</td>
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<td>4th</td>
<td>Methods in</td>
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<td>Math &amp; Sci.</td>
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<td>1st</td>
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<td>Penmanship Vocal Music</td>
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<td>3rd</td>
<td>Constitution</td>
<td>Trigonometry</td>
<td>Astronomy</td>
<td>Mental Science</td>
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<td>4th</td>
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Hygiene of the school room was offered during the third term of the first year and physiology in the first quarter of the second year. No description of the individual courses is given, but this general statement about the sciences, under which physiology is listed, gives some indication of the content of the course:

Time only allows us to analyze each subject, thoroughly discuss and illustrate all important facts and principles, and fill in such details and illustrative phenomena as will make all clear to the mind and fix it vividly in the memory. But by this means it is found that students obtain a much better general knowledge of the different subjects and are far more able to apply the principles learned to observation and practice, than by spending double the time in studying subjects by rote and learning to quote authors. (1)

The following notice to students about text books is interesting, not because of the information it contains concerning the content of the books, but because it reveals so clearly the lack of library facilities:

"Students should bring all their old text books. If not used in the classes here, they will be useful for reference. The text books adopted for use in the public schools of the State are used, and such others as are necessary to give the best results." (2)

Hygiene of the school room and physiology remained in

(2) Oregon Normal School. Catalogue for the school year 1884-85, p. 33-34.
the Regular Course for ten years. No changes were made in the description in the catalogues. In 1891-92 hygiene of the school room was not offered, and physiology was placed in the Elementary Course. In the catalogue for that year, an interesting account of the physical education program is given:

Special attention is given to Physical Culture, both by means of regular calisthenic exercises and also by means of systematic work done in a well-equipped gymnasium. The theory of the school is to develop the physical as well as the intellectual and moral side of our nature. The intention is that the health of students shall be improved rather than injured by their work in school. Our experience justifies us in the statement that this can be done in almost every case.

Military Drill--During the past two years, volunteer military companies have been maintained in the school, with good results in the way of physical culture. If a sufficient number of students desire the drill, the companies will be reorganized for the coming year. (1)

The next year, 1892-93, a course called school hygiene and sanitation appeared in the catalogue for the first time. This evidently replaced the previous course in hygiene of the school room. Physiology was offered as before.

Recognition of the importance of physical education in the Normal School is made evident by the fact that in 1896, fourteen years after the founding of the institution, a physical training instructor was for the first time employed as a regular member of the faculty. This instructor

was a woman, Miss Annie S. Lane, trained in the Posse Normal School of Gymnastics, in Boston, Mass. She taught the Swedish (Ling) system of gymnastics which was popular throughout the country at that time, having been introduced by Hartvig Nissen in Washington, D. C., in 1883.

The catalog description of the physical education course contains much of the philosophy of those who favored Swedish gymnastics:

A new well equipped gymnasium is one of the principal features of the school under the direction of a graduate teacher of the Posse Normal School of Gymnastics, Boston, Mass.

The system taught is the Swedish (Ling) system, elaborated by the late Baron Nils Posse, graduate of the royal Central Institute of Sweden, and is based upon the laws of anatomy, physiology, and animal dynamics. The marked features of the system are its "Day's Order", which includes exercises for all the muscles of the body equally as well as for body as a whole; the scientific "Progression" from exercise to exercise, lesson to lesson, week to week, based on change of base, lever and weight, and the exercises being done to "commands" requiring prompt and exact response, the aim being the harmonious development of mind and body under the complete control of the will. Particular stress is laid upon the work in gymnastics being a recreation as well as a re-creation.

In the steady advance of civilization too much attention has been given to mental training at the expense of the physical health, and this system of gymnastics is now being introduced through the Normal schools into all the grade schools of the United States, thereby countering the bad tendencies of school life, such as round shoulders, narrow chests, curvatures of the spine, poor circulation and their attendant evils.

There are two departments in this work, i. e.,
regular drill for the personal benefit of the students, and a course in theory to fit students to teach gymnastics in grade schools. Students taking theory are given an opportunity in the gymnasium for practice teaching.

Note.—Rubber soled shoes are required for all students taking the gymnastic work, and a special suit for the young ladies, consisting of loose waist and divided skirt of navy blue cloth. Unless the young ladies can procure one of these suits to pattern after, it will be well for them to wait and have them made after having consulted the instructor. (1)

Proponents of Swedish gymnastics fervently explained that this system originated by Per Henrick Ling was scientific, based on anatomical needs and the laws of physiology. The "regularity of method" was a point of special value in the system. Exercises, beginning with the very simplest, gradually became stronger and more complicated. There were ten classifications of exercises, arranged in order, which made up the "Progressive Day's Order". Training the attention, discipline, control, were values to the pupil, while ease of teaching was one special recommendation of this system to the teacher. It was called both rational and practical, and because it required little, if any, apparatus, was also economical.

With the advantage of the passing of some fifty years, since Swedish gymnastics were introduced in America, and with further advance made by the sciences in that time, physical educators today can quickly point out faults in

the Ling system. It was not scientific because most of the
body of knowledge which is called physiology was not organ-
ized until thirty years after the death of Ling in 1839.
Needs of children, their interests and desires, were not
considered in working out this system. The real reason
for the founding and perpetuation of the system was the
militaristic motive. The vision of a national of physically
strong citizens able to withstand the onslaught of their
aggressive neighbors on the south and east inspired the
Ling system. As Williams says: "It was truly an adult-
conceived, formal, anatomical system". (1)

This system was mentioned in the Oregon Normal School
catalog for only two years; in 1898 when Mr. Louis P. Frey-
tag was physical education instructor, the German system
was used, but it is interesting to note that the description
of this system assigns it the same values as those claimed
for the Ling system. The theory course offered in connection
with the practice course was still called Swedish.

Health education as such had not yet been placed in
the normal course, but the description of the physiology
course reveals that there had been some change in content
of the course and in method of teaching it since the first
years of the Normal School. Hygiene, sanitation, and study
of communicable diseases, were considered in addition to

(1) Williams, Jesse F. The Organization and Administration
of Physical Education, p. 4.
the study of anatomy which had comprised most of the old course.

The physiology course is described in the catalog for the school year, 1899-1900, as follows:

The object of a teacher's course in physiology should be to train the prospective teacher to see that he can do much for the happiness and well-being of pupils under his care. He should be able to aid his pupils very materially in properly interpreting the laws of health, avoiding those practices which sap the vitality of youth, and forming correct habits of diet, sleep, exercise and dress.

The human body is to be considered as a working machine, whose functions the class are to determine as far as possible by observation and experiment. Other functions are to be inferred from similar functions of the lower forms of life, hence the close relation of this subject to zoology.

Before commencing this work it is expected that the student has finished the state text on physiology———

The class follows the logical order of first the anatomy, then the physiology and finally the hygiene of each part of the body.

The students are encouraged to read articles of merit on school hygiene, contagious diseases, care of the eyes, how to prepare food, and kindred topics. They also learn to detect, by simple tests, impurities in drinking water, and some of the more common adulterations of food.

Ability to illustrate the organs studied being an essential part of the teacher's equipment, drawing is made a prominent feature of the work.

The department is provided with a good articulated skeleton, charts, a number of microscopic slides, a manikin, and excellent models of the eye and ear. These models are in natural color and are so constructed that the parts are easily removed,
thus giving a class correct impressions of the many parts too small to be well viewed in laboratory work with real specimens.

Much dissection work is done both by the class and the teacher. (1)

The theory courses were now listed as the "Theory of Gymnastics". There was also, as before, a course called "Practice in Gymnasium".

The system used in the teaching of physical education was known as the "German" system which was said to be well-adapted to the requirements of the public schools.

The suitability of the German system of gymnastics for use in the public schools is no longer accepted by leaders in physical education, because they see that it had about the same faults as the Swedish system. Friedrich Ludwig Jahn, whose personality and organizing genius are responsible for the system in Germany, is known to all German Turners as "Father Jahn". He was not concerned about educational values; his system was an outgrowth of the political situation in France and Germany. He wished to unite the German people into one nation physically, intellectually, and morally, against their threatening enemy on the west.

The German system was introduced in America by Liever, Beck, and Follen about 1830. Use of apparatus

(1) Oregon Normal School. Catalogue for the school year 1899-1900, p. 36.
and conscious development of the muscles through the will were two of the chief characteristics of the system. Large classes were featured in the German system of training. At the Turnfest, a national gymnastic celebration in Germany in 1913, a demonstration of 17,000 participants doing identical exercises at the same time was a triumph of achievement. The Turnverein organizations in America today trace their ancestry to "Father Jahn" of Germany, but the present day physical education program for American schools have other motives and methods than those which permeated the German system.

Both Swedish and German gymnastics have been popular in America, the latter particularly so in cities which number many Germans in their population. The English idea of "developing muscle unconsciously by athletic sports"(1) had begun to take root, and grew rapidly in the years following the beginning of the new century.

Rowing was the first sport to gain a foothold in American colleges, clubs having been organized at Yale and Harvard in 1843 and 1844. A primitive form of intramural football had existed up to 1869, but by 1876 the present form of the game had been established. Track and field contests, owing their influence to English and Scotch

(1) Physical Training Conference of 1889, p. 28.
customs, were arranged at Saratoga in connection with rowing events in 1874, 1875, and 1876. Basketball was invented by Dr. James A Naismith at the Springfield Y.M.C.A. College in 1891. Ten years later, 1901-1902, the Oregon Normal School catalog tells of the supremacy of that institution in basketball when G. A. Forbes had charge of physical training: "The student organizations, athletic and literary, meet similar organizations from other schools in friendly rivalry from time to time. Two championship teams brought honor to Monmouth during the past year, namely, the Debating Team and the Basketball Team, the latter being the undefeated state champions. Pictures of both teams appear in this catalogue." (1) This was the first time that athletics was mentioned in the catalog.

These activities were continued and broadened, for in 1902-03 the catalog states: "The State Normal was represented the past year by football, baseball, and basketball teams, the last for the second time winning the championship in their league---". (2) Baseball grew in importance during the next year so that the catalog of 1903-04 could tell of another record: "The State Normal was represented the past year by football, baseball, and basketball teams, being undefeated in eight match

(2) Oregon Normal School. Catalogue for the school year 1902-03, p. 18.
games of baseball played to June 11, and winning for the third time the championship of the C.A.L.O. in mens' basketball." (1)

From 1904-08 H. Zophar Tharp was instructor in physical training. Handball was added to the list of games played; the German system of training was still used, and the three sports previously mentioned were continued.

There were no school catalogs from the years 1908-11. A pamphlet called the Oregon Normal School Bulletin was published in April 1911. This was during the two year period when the Normal school was kept open solely through the financial support of the faculty and townspeople.

When the legislature again appropriated money for the operation of the Normal School in 1911, Miss Gertrude Wilcox, a graduate of the Department of Hygiene and Physical Education of Wellesley College, was in charge of the department in the Normal School which was then called the department of Hygiene and Physical Education. The name of the department had gone through the evolution of physical culture, physical training, and now hygiene and physical education.

All students were required to take physical education twice a week unless excused by the Physical Director. This (1) Oregon Normal School. Catalogue for the school year 1903-04, p. 19.
was the first time this requirement was stated in the catalog. One-fifth unit of credit was allowed each term. Miss Wilcox had been trained in the Ling system, and so after fourteen years of the German system, the Normal again taught the Swedish system. There had been modifications and adaptations made in the Ling system during that time, and a wider, more practical and scientific view was taken concerning the aims and methods in physical education. The catalog of 1912-13 explains this view:

For a clear conception of any system of physical training, it is necessary to know first the aims, second the methods used to accomplish those aims.

The Ling system of physical training attempts to preserve a close harmony between mind and body, and to establish a oneness of the human organism through gymnastic movements aided by hygienic living conditions; such as: Good food, fresh air, and plenty of sleep.

The aims of this system are included under four general heads. First; comes the hygienic, which improves the general condition, the organism health, and raises the standard of vitality. It is the element that over-shadows all of the other elements, and by which they are largely influenced.

Secondly; comes the educational aim. Physical training not only improves the health, but the skill as well. Exercises which develop coordination, teach the use of correct muscular control, and give the proper repression, impression, and expression are called educational. They are movements to improve walking, running, catching, throwing, dancing, and all forms of coordination in the standing position. Educational movements tell the amount of effort necessary to be expended in any exercise, and give the
correct judgment of distances, as is shown in balance exercises, vaultings and jumpings.

Thirdly; comes the corrective aim, the aim by which habitual faulty postures due to improper school furniture are not corrected, but prevented.

Fourthly; is the recreative aim which does not form a separate class by itself, but is included under the hygienic and educational. Games, dances, and athletics give recreation, and if applied on gymnastic principles, aid in the general maintenance of good health.

The physical training in the Oregon Normal School gives the theory of gymnastics as well as the practice teaching in the training school, so that students who are graduated will be organized and administer a system of physical training in the school to which they may go as teachers. The physical instruction is given with the four above mentioned aims in view.

In order that the hygienic aim may receive due consideration, a course in Kinesiology and physiology is offered. The gravitation laws and the nature of muscle activity govern all movements, which, unless they coincide with the law of the human organism, prove injurious. Hence the necessity for the gymnastic teacher to study the anatomical structure and physiological activity as concerns motion. Several intimate and vital talks on social purity and the care of the body during the adolescent period are included in this course.

The second aim is termed educational. The student must in order to preserve a oneness of the human organism, possess poise and self control. The drill, consisting of free standing movements and some apparatus work, is intended to give the desired coordination of mind and muscle, the power of concentration and harmony. ......In the near future we hope that time may be taken for a thorough physical examination of each student before any exercise is allowed.
The third aim is the corrective one, which is reached through the normal teaching course, in which the theory and basis of every gymnastic movement is taught. Great attention is paid to the personality of the individual student. Enthusiasm, life, and a modest and pleasing personality are the requisites for the successful teacher.

The recreative aim is the last to be considered. The student is given twelve games in progression for each grade in the grammar and high school, also several folk dances for each class. Gymnasium games; such as: German bat ball, volleyball, and basketball, are greatly enjoyed by the whole school. There has been introduced a playground course which treats of the management, organization, and suitable games. In the spring we hope to establish a playground for the training school children of Monmouth. The student teachers will manage it under supervision. (1)

The inclusion of physiology, hygiene, and a playground course in physical education was a new plan. The courses were described thus:

Physiology Course 1. Sophomore II—-⅓ unit. The first two lectures are devoted to a review of the structural analysis of the body. An articulated skeleton and models of the ear and eye are provided for this purpose. ....

A correct idea of the location and anatomy of the organs is facilitated by board drawings and the aid of the microscope.

The workings of the different systems, especially muscular and nervous, are shown by dissections of mammals under class inspection.

Hygiene Course 1. Junior—-3/10 unit. A one hour lecture course with outside reading is open to all juniors who have previously studied anatomy and physiology.

(1) Oregon Normal School Bulletin, June, 1912, p. 43-44.
Two lectures are given on the following subjects:

I. The Hygiene of the Bony Skeleton
II. The Hygiene of the Muscular System
III. The Hygiene of Digestion
IV. The Care of the Sense Organs
V. The Proper Working of the Nervous System
VI. Sex Physiology
VII. The Symptoms, Prevention, and treatment of Diseases Common to School Children

Much emphasis is brought to bear upon the teaching of sex hygiene in the grades. One or two lectures on this subject are given by prominent doctors of Portland.

Play-ground Course
This is a one hour course which trains the Normal student to supervise successfully the recesses and outdoor activities of the school, and which gives an insight into the management, organization, and discipline of the playground. Games suited to the different ages are taught. Opportunity for coaching is given with classes of Normal students and classes of children.

Special attention is called to the great opportunity of the instructor to direct for formation of good habits and high ideals of conduct. (1)

At this time, 1913, there was a change in the faculty and Miss Laura Taylor, of Teachers College, Columbia University, was appointed as instructor in the Department of Hygiene and Physical Education. The catalog does not indicate any change in policy of physical education for it was made up before the instructor was selected.

The first catalog published after Miss Taylor's appointment expresses several new viewpoints which she

held, and which have been maintained throughout the years of her service at the Oregon Normal. Miss Taylor had herself enjoyed the privilege of having for her first grade teacher one who had had kindergarten training. The freedom for children and the natural activities of child life which were characteristic of kindergartens were felt in this first grade. In her later school days and in her teacher training, Miss Taylor had experienced the formality and unnaturalness of "systems" of physical education. Because of her own experience in the two types of situations, Miss Taylor's philosophy, as she went out to teach, was to free children so that they might play as they naturally wished. The teacher's work was to guide and supervise their play so that it might accomplish its one aim—-the maintenance of health. Miss Taylor chose to go to Teachers College because members of the physical education department there were thinking along the line of her beliefs, and she wished to work with them.

The catalog description of courses in physical education show that maintenance of health was stressed as the basic aim; hygiene was emphasized rather than anatomy as the course in physiology had previously done; the value of activity and its most profitable forms were taught; a course in playground games was offered; and a new course in singing games and folk dancing was added for those who wished to take it. Gymnasium practice was required of all
students. The needs of the students were considered, and in turn, the needs of the elementary pupils whom these students were to teach were always paramount in Miss Taylor's mind as she worked out her physical education program.

The catalog of June, 1914, describes the physical education courses:

The department aims to further the progressive movement in education which recognizes the maintenance of health as the basic concern of the school. It seeks to accomplish its aim through giving the students, by means of lectures, readings, observation and exercise, a body of knowledge and of working principles applicable to their own needs and to the needs of their future pupils. In consequence the following courses are maintained:

Physiology and Hygiene——
Course I—Required of all students who do not bring entrance credits........1/2 unit.

Although the emphasis is placed upon Hygiene, the fundamental facts of the structure and functions of the human body are gained in this course. The following subjects are given special attention:

1. The Relation of Physical Growth and Health to Mental and Moral Development.
2. Personal Hygiene, including Sex Hygiene.
3. School Hygiene.

Theory of Physical Education——
Course II. Junior or Senior, optional 3/10 unit.

A three hour course designed to give the Normal Student: 1, A conception of the value of activity and the necessity for provision being made for it in the school program, and 2, a working knowledge of the most profitable forms of
activity. Two hours are devoted to lectures and assigned readings on (a) the various gymnastic systems; (b) the aims, methods and results of the Ling System; the construction of day's orders and the giving of commands; (c) rhythmic movements, singing games, dramatic games and plays for primary grades; (d) class athletics and playground activities. The third hour is spent in practice work in the gymnasium.

Playground Games----
Course III.--All Students, optional--1/10 unit.

This is a one-hour course which trains the student to supervise successfully the recess and out-of-door activities of the school. Games suitable for the different ages are taught. A playground for the training school children has been established. Opportunity is given to the Seniors to manage it under supervision.

Singing Games and Folk Dancing----
Course IV.--All Students, optional--1/10 unit.

This one-hour course is designed for those students who are planning to teach in primary grades. One half the course will be devoted to singing games in order of their progressive development. The second half will be given to the rhythmic movements and organized play found in the folk dances of Europe. The aim will be to omit the coarser forms and modify and adapt the dances and plays to the nature and needs of American children.

Gymnasium Practice----
Course I.--All Students, required--1/10 unit.

All students are required to take exercises in the gymnasium during the entire course.

The purpose of the work given is two-fold: 1, To preserve and enhance the good physical condition and bodily control of the student through her own efforts under the supervision of the instructor; 2, to provide her with material and methods to carry on the work in the schools in which she may teach.
The means used include: 1, Free-hand exercises, club swinging, wand and dumbbell drills, marching, relay races, suspension exercises on horizontal ladder and rings, rope climbing, and rhythmic movements; 2, ball games--basketball, German batball, volley ball, indoor baseball, dodge ball and end ball, etc.

In addition to the regular gymnasium work, each student is expected to take a certain amount of out-of-door exercise. Three tennis courts are maintained.

This is the first that the tennis courts have been mentioned in the catalog, but the Norm of June, 1912 said: "At almost all times of the day the tennis courts are in use and great sport is had in that vicinity." It was evident that there was no class instruction in tennis.

The curriculum for physical education remained as outlined until 1918-19 when a course in playground supervision was added. At this time physical examinations were mentioned as one means of accomplishing the aims of the department. The most significant change at this time, however, was the inclusion of a course in theory and practice of physical education which was required of all junior men and gave \( \frac{1}{4} \) unit of credit. This course was the first one offered exclusively for men and required of them. It was described thus:

Theory and Practice of Physical Education
Course II. Junior IV (\( \frac{1}{4} \) unit)

Required of all junior men; optional for all others, men and women. A course designed to give

(1) Oregon Normal School Bulletin, June 1914, p. 43.
the normal student: 1. A conception of the value of activity and the necessity for provision being made for it on the school program, and 2. a working knowledge of the most profitable forms of activity. Two hours are devoted to lectures and assigned readings on (a) the various gymnastic systems; (b) the aims, methods and results of the Ling system; the construction of day's orders and the giving of commands; (c) rhythmic movements, singing games, dramatic games and plays for primary grades; (d) use of wands, dumbbells and Indian clubs; (e) class athletics and playground activities. Three hours are spent in practice work in the gymnasium. (1)

The next change in curriculum was recorded in 1920-21. The description of a course in advanced methods in physical education designed for those specializing in intermediate and upper grade work was very similar to the one of that course required for men in 1918-19. Gymnasium practice was required of all students except when they were doing practice teaching. No special courses for men were catalogued again until 1929. (Catalogs were not available for the years 1926-29). The number of courses offered was increased considerably as the enrollment of the school had increased during the period of the twenties. Physical education methods, first aid, coaching, recreational activities, and educational hygiene were offered to all students, evidently, for no restrictions were listed.

Throughout the years from 1911 to 1924, there had been more or less activity in inter-scholastic athletics, (1) Oregon Normal School Bulletin, 1918-19, p. 43.
and usually a part time coach was employed to work with the teams, but his name was never listed among the faculty. From 1924 on, men who were regularly members of the faculty handled the athletic teams. It is from copies of the *Norm*, the annual published by the student body, that one learns of the decline of athletics from the championships of 1902 to the absence of teams in war times, and then of the revival of athletics beginning about 1923 and continuing to the present time.

The year 1929 marks the first time that a Director of Health and Physical Education for Men and an Assistant Athletic Director were listed among the faculty of the Oregon Normal School.

Elements of Scouting was a new course required of all men at this time. Coaching of Major Sports for men was offered for students specializing in junior high school work and in physical education. Technique of Major Sports, given all three terms of the year, and including work in football, boxing, basketball, wrestling, baseball and track was also offered. Courses in recreational activities for men included football, basketball, track, tennis, wrestling, boxing, mass athletics, gymnastics, archery, and swimming (in summer). All students were required to have two and one-half hours of "plus" credit in physical education in.
addition to the 96 hours required for graduation. One-half hour of "plus" credit was a term load in physical education.

It had been possible since 1920 for students to specialize in certain fields of work, physical education being one of them. In 1920 when ten units of credits were required for graduation, six of those units were basal, required of everyone. The other four were taken in one of the following fields: physical training, primary, advanced, rural, music, drawing, household economy, or commercial teachers special.

The courses included in the physical training special course were: (1)

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physiology</td>
<td>1/3</td>
</tr>
<tr>
<td>Playground Supervision</td>
<td>1/3</td>
</tr>
<tr>
<td>Playground Games</td>
<td></td>
</tr>
<tr>
<td>Physical Tests</td>
<td>1/3</td>
</tr>
<tr>
<td>First Aid</td>
<td></td>
</tr>
<tr>
<td>Festivals and Pageant</td>
<td>1/3</td>
</tr>
<tr>
<td>Folk Dancing</td>
<td></td>
</tr>
<tr>
<td>Gymnasium Practice</td>
<td>2/3</td>
</tr>
<tr>
<td>Handwork (Drawing)</td>
<td>1/3</td>
</tr>
<tr>
<td>Music Material</td>
<td>1/3</td>
</tr>
<tr>
<td>Dramatization and Story Telling</td>
<td>1/3</td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>4</strong></td>
</tr>
</tbody>
</table>

By 1929 credit toward graduation was recorded as term hours, 96 term hours being required for graduation. Of this, six or eight hours were elective. To specialize in physical education, a student scheduled the required subjects as electives in combination with the required

physical education subjects as electives in combination with the required subjects of the standard course. The courses required for the physical education special course were: (1)

Courses Required of Both Men and Women

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Aid</td>
<td>1</td>
</tr>
<tr>
<td>Fundamentals of Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>Health Insp. and Phys. Examination</td>
<td>1</td>
</tr>
<tr>
<td>Health and Safety Education</td>
<td>1</td>
</tr>
<tr>
<td>Pageants and Programs</td>
<td>2</td>
</tr>
<tr>
<td>Playgrounds and Community Recreation</td>
<td>2</td>
</tr>
<tr>
<td>Play Production I</td>
<td>3</td>
</tr>
<tr>
<td>Practice Teaching in Physical Ed.</td>
<td>6-8</td>
</tr>
</tbody>
</table>

Additional Requirements for Men

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Edu. Activities (for credit)</td>
<td>2</td>
</tr>
<tr>
<td>Letterman in one of the Major Sports or Tennis</td>
<td></td>
</tr>
<tr>
<td>Technique of Phys. Educ. Advanced</td>
<td>1</td>
</tr>
<tr>
<td>Elements of Scouting</td>
<td>2</td>
</tr>
<tr>
<td>Technique of Major Sports, I, II, III,</td>
<td>3</td>
</tr>
<tr>
<td>Elective: Principles of Scouting</td>
<td>2</td>
</tr>
</tbody>
</table>

Health and physical education were combined as one department in the catalog up through 1929-31, and new courses have been pointed out as they appeared. The year 1932 marks another definite change in organization and administration of the school.

The State Board of Higher Education organized the Oregon state system of higher education in 1932 following a Federal Survey of Higher Education in Oregon in 1930-31.  
The six different institutions were called elements of an integrated whole. Courses were reorganized and articulated.

Courses in the health department were listed in a division separate from physical education. There were six different health courses, totaling 17 hours of credit. Only one course, Health Education, was required for graduation. Physical education for men was catalogued in a separate section from that for women. Football, basketball, and baseball theory courses were offered, totaling five hours. In the requirements for graduation, two terms of physical education, totaling two hours, were listed. The special courses offered previously were discontinued.

Considerable progress in the department of physical education for men was made in the next two years. In 1934 a course in technique of major sports, dealing with the seasonal sport of each term, covered the same material that had been offered in the three theory courses of 1932. In addition to that, a course in plays and games, and one in principles of physical education were offered. The contrast between these catalog descriptions and those of 1896 and even 1913 is quite striking. Here the emphasis, in keeping with the modern trend, is upon games, while then it was upon systems of gymnastics. The descriptions read:
Plays and Games (Theory) One term, 1 hour.

A course designed to meet the needs of the elementary teacher handling an activity program in physical education; simple group activities, lead-up games, and a wide variation of group games; proper activities for various age levels, basis for proper classification, physiological needs for different groups, separate activities for boys and girls, activities for the class period and intramural sports.

Principles of Physical Education One term, 1 hour.

The scientific basis and background of physical education, its aims, objectives and standards; the place of physical education in the general educational program, the present trend in physical education and practical problems of the public school teacher. (1)

Sixteen different courses were at this time listed under physical education for women, but the nature of several of those courses was such that men as well as women were numbered in their membership. Archery and tennis are two notable examples of such classes.

In 1935 Boy Scout Leadership was added to the courses in physical education for men.

Students entering the Normal School in the fall of 1935 or later are required to complete 112 hours, or seven terms of work for graduation. By 1941 a full three-year course will be in effect. The State Board has adopted a full four-year curriculum for the normal schools, looking forward to the time when they will become teachers.

(1) Oregon Normal School Catalog 1934-35, p. 46.
colleges. In the meantime an adjusted three-year curriculum is in use. In the 1937-38 catalog, which shows both curricula, several significant changes are evident. The name of the department is again Health and Physical Education, with courses listed under the headings: Health, Physical Education for Women, Physical Education for Men, and Physical Education for Men and Women. Required for graduation are: personal hygiene, health education, three terms of physical education, and one term of physical education technique.

Courses in physical education for both men and women are listed in two groupings: lower division courses, and upper division service courses. The number of courses available for men has been multiplied many times over the meager offerings of 1934. Men's physical education, according to the catalog for 1937-38, has arrived at a place of importance equal to that of women's physical education.

Description of the courses in the 1937-38 catalog shows the aims and plan quite clearly:

**Physical Education for Men**

PE 151, 152, 153. Physical Education.  
Three terms, 1 hour each term.

The purpose of the physical education program is to provide participation in sports and physical activities in promotion of sound health;
development of correct physical carriage and bodily posture, and the resulting social values. During the first year a student completes one term in each of three different sports. Elementary instruction in the skill, techniques, and rules is given to develop skill in a sport in which a student can compete in the intramural program. The following sports and activities are offered:

Football (Men), one term, 1 hour. Soccer (Men), one term, 1 hour. Basketball (Men), one term, 1 hour. Speedball (Men), one term, 1 hour. Tennis (Men), one term, 1 hour. Baseball (Men), one term, 1 hour. Golf (Men), one term, 1 hour. Volleyball (Men), one term, 1 hour. Swimming (Men), one term, 1 hour. Handball (Men), one term, 1 hour. Tumbling and Apparatus (Men), one term, 1 hour. Boxing (Men), one term, 1 hour. Wrestling (Men), one term, 1 hour. Track (Men), one term, 1 hour. Archery, one term, 1 hour. Tap Dancing, one term, 1 hour.

PE 251, 252, 253. Physical Education Three terms, 1 hour each term.

In the second year students may choose additional sports from the list given under PE 151, 152, 153. Students who have completed one term in each of three different sports may choose to take a second term in one of the sports; as follows:

Football (Men), one term, 1 hour. Soccer (Men), one term, 1 hour. Basketball (Men), one term, 1 hour. Speedball (Men), one term, 1 hour. Tennis (Men), one term, 1 hour. Baseball (Men), one term, 1 hour. Golf (Men), one term, 1 hour. Volleyball (Men), one term, 1 hour. Swimming (Men), one term, 1 hour. Handball (Men), one term, 1 hour. Tumbling and Apparatus (Men), one term, 1 hour. Boxing (Men), one term, 1 hour.
Wrestling (Men), one term, 1 hour.
Track (Men), one term, 1 hour.
Archery, one term, 1 hour.
Tap Dancing, one term, 1 hour.


The organization and direction of Boy-Scout groups. Experience as assistant troop leaders. Woodcraft, campcraft, and first aid.

PE 246. Coaching of Basketball. One term, 2 hours.

Demonstration and discussion of the fundamentals, the individual skills, and methods of instruction.

PE 347. Coaching of Football. One term, 2 hours.

Demonstration and discussion of the fundamentals, team play, and rules; touch football; the developing and conducting of a sports program.

PE 348. Coaching of Baseball. One term, 2 hours.

Discussion and demonstration of the fundamentals of play in each position, the rules, and team play.

PE 349. Coaching of Track and Field. One term, 2 hours.

A study of track and field events; the organization and administration of a track and field program.

PE 350. Technique of Major Sports for Boys. One term, 1 hour.

The seasonal sport of each term is covered with the theory of fundamentals, styles of play, and individual adaptations as to positions, with lectures and discussions covering all phases of the game.

Study and practice in massage, bandaging, treatment of sprains, bruises, strains, and wounds; study of the importance of diet and of conditioning of athletes.

PE 370. Principles of Physical Education. One term, 2 hours.

The scientific basis and background of physical education, its aims, objectives, and standards; the place of physical education in the general educational program, the present trend in physical education, and practical problems of the public-school teacher.

Physical Education for Men and Women

Upper-division Service Courses

PE 334. Playground Organization and Supervision. One term, 1 hour.

Planned to familiarize the teacher with the methods of conducting playground activities of the school. The growth and advancement of the playground movement; the construction of the playground; selection and placement of playground equipment; organization and supervision of play periods, and of special play days and field meets.

PE 335. Festivals, Pageants, and Special Programs. One term, 1 hour.

A study of the production of festivals and pageants; practice in writing original pageants and programs for special days such as Thanksgiving, Christmas, Washington's birthday, etc.

PE 336. Community Recreation. One term, 1 hour.

Study and preparation of material suitable for social gatherings and clubs in community centers. (1)

(1) Catalog Issue Oregon Normal School, 1937-38, p. 52-54.
The new curriculum provides for the two required subjects in health previously mentioned: personal hygiene and health education, and in addition, human physiology, nutrition, and first aid are offered. These courses are open to both men and women.

Physical education for men at the Oregon Normal School has grown from practically nothing from the time when men could take the courses they pleased of what was offered primarily for women, to the present when it is planned as carefully and completely as the course for women. Physical education seems to be quite suitable and adequate for the needs of the institution. Any desirable additions in equipment or personnel will be discussed in a later chapter.
Chapter III

BUILDINGS AND EQUIPMENT

The buildings which housed the Oregon Normal School when it came into existence in 1882 were two in number: a brick building which was used for class rooms and any offices which may have existed; and a chapel, a frame building sixty feet from the other one and connected with it by a covered porch. The presence of the chapel is accounted for by the fact that the Institution had been Christian College up to 1882. As soon as it became the Oregon State Normal School, the earnest desire of everyone connected with it was to make it a strong up to date teacher training institution. Due to the efforts of the Athletic Association, it was possible in 1886 for a gymnasium to be acclaimed proudly as an addition to the buildings of the Normal School. The catalog said: "The gymnasium is a new building now in process of construction by the Athletic Association. It is 25x50 feet on the foundation and 16 feet to the beams. In this will be located most of the apparatus for physical training. It is a much needed addition to our buildings." (1)

In 1889 this bit of information continued the story

(1) Oregon Normal School catalogue for the school year 1886-87, p. 13.
of this building: "The gentlemen's gymnasium, though not quite finished, is being used with much profit. It will be completed soon." (1)

Tradition has it that the little frame chapel, one of the two buildings in 1882, was moved over to the opposite side of the main building and used as a gymnasium. The above extracts indicate that a gymnasium was built by the Athletic Association. Careful examination of the pictures, Figures 1 and 2, leads one to the conclusion that both things really happened: the chapel was moved, and the gymnasium was built as an addition to it. The chapel itself may have been used as the women's gymnasium because the 1889 catalog quoted above mentioned specifically "the gentlemen's gymnasium...."

Although the building was the same one, the description of it four years later assumed more pretentious proportions. If additions had been made since the building was constructed in 1886-89, no account of the changes was published. In the catalog of 1903-04, the gymnasium was pictured thus: "The gymnasium is a large frame structure, well-equipped with hot and cold baths, dressing rooms, and a good-sized floor suitable for instruction purposes, and the playing of games such as basketball, indoor baseball, and the

(1) Oregon Normal School catalogue for the school year 1889-90, p. 38.
This building continued to be used for ten years; then a women's dormitory was built on the location it had occupied. It was moved back about a block and used for a year or two in that location; then a new gymnasium was constructed to the south of it, back of the administration building which, incidentally, had been enlarged by two additions to the structure of 1882. The catalog of June 1, 1914, says: "The Gymnasium is a brick building constructed in 1914 at a cost of $8,500.00. It is well equipped with hot and cold baths, dressing rooms, and a good sized floor suitable for instruction purposes and the playing of such games as basketball, indoor ball, hand ball, and the like." (2)

Because finances were limited, the accommodations of this building were limited. President Ackerman accomplished quite a feat to have it built for the small sum noted above. The floor measured 50X70 feet. Equipment in this gymnasium consisted of Indian clubs, dumb-bells, wands, traveling rings, and ropes for climbing. Provisions for space for spectators at games was its worst shortcoming, as only one small balcony 4X45 feet was built, and the space outside of the basketball court was only four and

(1) Oregon Normal School catalogue for the school year 1903-04, p. 18.
one-half feet wide on the sides and two feet on the ends.

While dressing rooms and showers were provided, the space was exceedingly limited, and was entirely inadequate for handling the students and equipment necessary for the athletic teams that were developed a few years later. This gymnasium was used for men's and women's physical education as well as school recreation for twenty years. From about 1928 to 1936, the athletic teams used the nearby Monmouth High School gymnasium for practice and for games.

In 1935 the Oregon Normal School was fortunate in being able to avail itself of federal aid furnished by the "New Deal" under Works Progress Administration to construct a new $54,000.00 Health and Physical Education Building. It stands south of the 1914 gymnasium, now known as Recreation Hall. There are four concrete tennis courts lying between the two building. The gymnasium is of brick masonry walls with tapestry brick facings. The floor is of standard size and the two hand ball courts are also standard. There are showers for both men and women. The seating capacity is one thousand.

Offices are provided for directors and instructors in both men's and women's departments; two class rooms, a dance room with a large mirror in one end, and a piano; spacious dressing room; equipment rooms; trainer's room;
and drying rooms are also included in the accommodations of this building. Two excellent hand ball courts provide means of recreation for many students. The playing floor of the gymnasium is marked for one basketball court the length of the floor, and also for two courts across the floor, the latter being used for class instruction and intramural games. Indoor baseball can be played here. Volley ball nets and balls are included in the equipment. Badminton nets, shuttlecocks and rackets have provided for a game which is growing rapidly in popularity. Mats for wrestling and tumbling; a striking bag; and ping pong tables, balls, and paddles further provide means of recreation and exercise for students. The use that is made of these facilities will be discussed in the later chapter on intramural athletics.

Figures 1-5 show the evolution of the buildings for health and physical education at the Oregon Normal School. First came the little chapel (Fig. 1), then the gymnasium built as an addition to it after it was moved, (Fig. 2), then the gymnasium built in 1914 for $8,500.00 and now used as Recreation Hall, (Fig. 3) and last, the new Health and Physical Education Building erected in 1936 for $54,000.00, nine times the cost of the one twenty years before, (Fig. 4).
The athletic field at Oregon Normal School was named Butler field by the Alumni Association in 1931, in honor of J. B. V. Butler who was a graduate of Christian College and a member of the first Normal graduating class of 1884. He became a member of the Normal School faculty in 1898 and taught history and political science and acted as dean of men until 1934 when failing health forced his retirement. "Daddy Butler" was for many years the close connecting link between hundreds of alumni and the Normal school.

Butler Field lies to the west of the gymnasium and main part of the campus. Records show that it was used by baseball teams as early as 1905. (1) It is easily accessible to students who use it, and to spectators who come to games. It measures 132x160 yards, the longer dimension being north and south. The south end of the field is slightly higher than the north. The northwest corner is slightly marshy, since a small creek runs along the west and to the north of the field.

A vacant lot lies immediately south of the field, and a ten acre cow pasture lies across the creek west of it. To north are the sawdust bins and heating plant of the school, and also the marshy, weed grown edge of the creek. (1) Oregon Normal School catalogue for the school year 1905-06, p. 8.
The track, which has some cinders in its surface, surrounds the field. The baseball diamond with a backstop constructed of wood frame and chicken wire, is in the south east corner. The football field lies 50 feet west of the track and 15 feet beyond the pitcher's mound. It is not turfed, has no fence around it, and at present there is no means of watering it to keep it green during the summer. Jumping pits are north of the baseball diamond. Additional diamonds for softball are arranged north and west of the regular baseball diamond. Fig. 6 is a diagram to the scale of 1 inch equaling 18 feet, showing arrangement of the field as it is at present.

Use is made of the field for football, baseball, and track practice and games; for softball, for archery, for speedball, and for intramural touch football.

Besides Butler Field, the grove of fir trees and the lawn in front of the Health and Physical Education Building are used for playgrounds. During summer school especially, classes in playground games meet here, and archery practice is held in this shady spot.

Tennis courts provide the third space for recreation for Normal School students. Four concrete tennis courts, built in 1923 as a Memorial to students in the War, lie just between the athletic field and the grove mentioned above. They are in constant use in favorable weather.
They have a ten foot wire fence at the north and south ends supported by two inch galvanized pipes set in the concrete and the same kind of pipes supports the nets.

Excellent features about the playgrounds and athletic field at the Normal School, are proximity to the gymnasium and other campus buildings; provision for quite a variety of activities, and space and facilities in most cases to accommodate the students who wish to use them. Recommendations for improvement of some features will be found in the chapter on proposed set-up.
Chapter IV

HEALTH SERVICE AND SUPERVISION

Health education is generally considered to have three divisions: health instruction, health supervision and health service. Health instruction, which includes teaching of health ideals and attitudes, has been described as it has existed at Oregon Normal School in the chapter on the development of the curriculum. Health supervision includes the lighting, heating, ventilation and sanitation of school buildings, health inspection and supervision of the students' health habits and environment. Health service includes the duties of physicians, nurses, dentists and oculists. It is the purpose of this chapter to trace the development of the health service and supervision of the Oregon Normal School. Since this service exists for all students, there is no distinction between that available for men and women except in one instance which will be pointed out.

Although the first catalog of the school to mention the health service is the 1929 issue, some provision was made for it as early as 1913 when the women's dormitory was built. This was the year that Miss Laura J. Taylor became a member of the faculty as instructor in physical
education. An interview with her concerning the situation at that time discloses the fact that she herself did most of the actual caring for any student who was ill either in the dormitory or in town. Two rooms on the third floor of the dormitory were reserved for a school infirmary. No special equipment was provided, and no nurse was in charge except when it was necessary to secure a special nurse to care for several cases of typhoid that occurred that year.

In 1923 a school nurse was employed for the first time, her duties being principally to care for ill students. Her salary was on the same basis as other faculty members.

Lack of money to conduct an infirmary had been the cause of the delay in establishing one. Miss Taylor had seen the need for it and had worked for its provision, and finally in 1926 succeeded in securing the president's cooperation on the matter. The president obtained permission from the state board to collect a $1.00 health fee each term for each student and so a school infirmary was established during the winter term of that year. The fee was raised to $1.50 in 1927 and remained at that figure until 1932 when it was no longer stated specifically, but was included with several others in one fee. Since 1935 it has been again listed as a separate fee.
amounting to $3.00.

Physical examinations were given and some corrective measures were worked out for special cases during the years from 1913 to 1923. Men who took part in athletics had heart examinations. Since the school nurse was added to the faculty in 1923, physical examinations have been required of all students at the time of admission.

Supervision of students' living quarters has been the duty of the dean of women and the school nurse. All rooms occupied by women students are inspected and are on the approved list kept by the dean of women. Living quarters of the men, with the exception of those who live in the men's dormitory, receive no attention by anyone. This is the only instance of a difference in the services given to men and women students.

Description of health service was not included in catalogs of the Normal school until after the establishment of the infirmary in 1926. The policy before that seems to have been one of hoping to have only healthy students enter the school. The catalog of 1924-25, under the topic of admissions has this to say about health:

In order to be able to complete the training required for successful teaching, and then to perform satisfactorily the varied duties of the school room, a person must possess a sound mind and a sound body. Persons characterized by mental
abnormalities or affected with pronounced physical deformity or suffering from active tuberculosis, excessive goitre, valvular heart disease, epilepsy, or convulsions, are not eligible for admission. In cases of doubt, applicants for admission are required to be examined by qualified psychologists and physicians. To avoid interruptions in attendance, all dental work should be completed before entrance. Only persons of approved moral character are retained in the Normal School. (1)

The infirmary which was established in 1926 was in a private home which had nine beds. The woman who owned the home was a retired physician, and she became the matron of the infirmary. The student health fee paid for the rent of this home, the salary of the matron, and physicians' fees at the rate of $2.00 per visit. The 1929 catalog, the first one available after the establishment of the infirmary, has this information about health service facilities:

The Infirmary. An infirmary with a nine bed service in a private home is maintained for the care of students during illness while in school. This provision is made possible through the cooperation of one of the residents of Monmouth who is a graduate physician and who acts as matron of the infirmary.

The Dispensary. A dispensary and consultation service is maintained in the Health Office in the Administration Building by Normal School nurse and physicians of Monmouth and Independence. (2)

The same catalog describes the health service:

The health fee entitles the student to dispensary service in the Health Office, three days' care in the infirmary and one visit by a physician

(2) Oregon Normal School catalogue for the school year 1929-31, p. 16.
when the class is sanctioned by the Health Department. For additional infirmary care in cases of temporary attach—or less serious illness, a charge of one dollar per day is made. For the more dreaded contagious or infectious diseases the charge is $3.00 per day. When a private nurse is necessary there is an extra charge. (1)

During the school year of 1935, the infirmary was maintained in a different home because advancing age and poor health prevented the first matron from continuing her work. In the summer of 1936 the Student Health Service Building was established. The building had formerly been known as East House, a dormitory housing eighteen women. If provides ample and convenient quarters for the thirteen bed student hospital and offices for the school physician and two nurses. A good outer office or waiting room fulfills a need keenly felt when the dispensary consisted of one room in the administration building. The clinic room has the necessary equipment: an examination table, sterilizer, medicine cabinets, microscope, and charts for eye testing. Other equipment includes scales, two infra-red lamps, and refrigeration which cares for kitchen as well as biological supplies. A furnace heats the building comfortably. A cook is employed to provide meals for patients and nurses.

Students are now allowed five days of free care per

(1) Oregon Normal School Catalogue for the school year 1929-31, p. 18.
term at the Health Service Building. Besides the local physician who is employed part time for this work, a public health nurse and a hospital nurse give full time service. About ninety per cent of the students avail themselves of the health service, which has been enlarged to include immunization and vaccination.

The health service at Oregon Normal School is standardized according to the specifications of the American Student Health Service. In his report on the Oregon Normal School to the American Association of Teachers Colleges in 1934, Dr. Harry W. Rockwell said: "Physical examinations are provided for before admission and as needed thereafter. Consultations on health matters are assured by the presence of the college nurse and a part-time physician. Prescriptions are offered for students who are ill, and dispensary treatments are available. This standard is fully met." (1)

Chapter V

INTRAMURAL SPORTS

**Intramural** is a term used to refer to activities confined to one particular school either among individuals of that school or among teams of the same school that compete with each other. This type of physical exercise is being recognized as having distinct problems of organization and administration. Directors of intramural departments are doing all in their power to get students to join in some form of organized sport, are taking measures to safeguard the health of the participants, and are beginning to provide the teams with coaching instruction. This is a wide-spread movement in colleges and secondary schools.

Intramural activities carry the same relation to the physical education department that the debating team does to the department of public speaking, and that the orchestra and glee club do to the department of music. Intramural teams should stand as the base of a great athletic pyramid of which the varsity is the peak.

The objectives which the intramural sports program aims to achieve are:

1. Recreation which employs students' leisure time
in a wholesome way.

2. Social contacts which give the student a broad viewpoint, make him better able to judge character, give him self-assurance, teach him loyalty and cooperation, and teach sportsman-like conduct.

3. Group spirit which gives the feeling of belonging to a cause larger than one's self, and of willingness, if necessary, to sacrifice one's own interest for the group welfare.

4. Better health as a result of the development of the muscles and organs through exercise.

5. Permanent interest in sports through participation in a variety of activities.

6. Development of varsity material. This is only an incidental aim of intramural sports, but a gratifying one to accomplish occasionally.

7. Bodily prowess, (strength, endurance, and neuromuscular co-ordination) which is valuable to any individual because of the inner-confidence and self-assurance it brings.

8. Scholarship resulting from healthful recreation which builds up one's energy rather than dissipates it.

Problems in organization of an intramural program which have had to be met at Oregon Normal School include these three important ones:
1. Students' lack of information and skills to make possible successful participation. Service courses offered in the new curriculum will help to eliminate this difficulty.

2. Time in the daily schedule to run off games. The gymnasium is used for both men's and women's classes, and for varsity practice, but by careful planning, intramurals can be provided for.

3. Selection and organization of groups. Classes furnish the most democratic basis of selection, but groups may also be organized on the basis of houses, fraternities, geographical units, departments, or arbitrary groups. In some cases such as football and track, classes form the units of competition at Oregon Normal School, but for basketball, arbitrary groups are formed by appointing captains from among those who signify an interest in the sport, and allowing the captains to choose their teams. Captains take turns in choosing, in order that no one has an opportunity to choose all of the best players on his team. They are then responsible for organizing their teams and seeing that they play games as scheduled. In order to give each man an opportunity to play as much as possible, only one substitute is included in each team's lineup.

In individual competition like tennis, handball,
and pingpong, the intramural committee pairs the players off according to skill wherever possible in order that the contestants will be matched as evenly as possible. After the scheduling is done, the players are expected to arrange their own time and play the match within a limited time.

Intramural sports at the Oregon Normal School have been generally organized on the basis of classes, first year students being known as juniors, and second year students as seniors. The Norm of November 1917 tells of a series of basketball games between the junior and senior boys, which the juniors won. (1) Junior-senior basketball was mentioned in the Norm of 1921. (2) Enthusiasm for tennis was increased greatly by the building of the Memorial tennis courts in 1923, and tennis tournaments were scheduled among the students. (3) Intramural basketball between juniors and seniors was also carried on that year. Nothing was recorded about intramurals in either Norm, Lamron, or catalog for the next six years except the May Day competitions which were annual two-day affairs with contests between juniors and seniors in such games as tennis, horseshoes, archery, teniquoits, volley ball, and softball.

(1) The Norm November, 1917, p. 58.
(2) The Norm 1921, p. 126-27.
(3) The Norm 1923, p. 179.
In 1929, when a full-time director and assistant were made members of the faculty, a definite intramural program was begun. In 1933 eight teams played intramural basketball.\(^1\)

Tennis and track were on the intramural program. Praise for the work carried on is found in the 1931 report of the Federal Survey Commission on Public Higher Education in Oregon: "Under present arrangements he (director) coaches both intercollegiate and intramural teams so that intramural athletics instead of being neglected have been encouraged." \(^2\)

Since 1934 only one man has been in charge of men's physical education, but since the new gymnasium offers space and facilities, a good program is being developed by use of student managers. Intramural sports now offered are:

**Fall:** tennis (both round robin and single elimination tournaments), soccer, touch football and regular football, and some basketball.

Winter: basketball, handball, pingpong, badminton.

Spring: softball, track, badminton, pingpong, horseshoes, archery.

That students are enthusiastic about the present program in which 80% of the men in school participate may

\(^1\) Lamron January 18, 1933, p. 2.

\(^2\) Survey of Public Higher Education in Oregon, p. 266.
be seen in the articles in the Norms issued in the past two years by the student body:

A widely diversified intramural athletic program was inaugurated ...this year. The director has always favored one hundred percent participation by students in some form of athletic endeavor. During football season, the gym was available to students for basketball. During the basketball season, the gym was alternated between the varsity squad and the intramural group.

During the winter term eight intramural teams were chosen and a round-robin elimination championship was held. The team captained by lanky Bruce Eckman won the championship, and the right to play the varsity substitutes, or second team. This game, played as a curtain raiser to a varsity encounter, proved a thriller from start to finish. Much to the railbirds' surprise, the intramural team won the hotly contested overtime battle.

An all-intramural team was selected.....

Another fall sport was tennis, a recreation in which many students indulged. With the arrival of spring on the campus, more and more students were seen on the courts, and all-school tournaments were held to determine places on the tennis teams to represent O. N. S. in competition.

One of the most fascinating indoor sports this year has been ping pong. This school innovation was heartily approved, and both men and women shared in its pleasure. The men's intramural ping-pong tournament drew 32 entrants. After a long series of hotly contested eliminations, Grover Kelsay defeated Earl Younce for the school championship.

Another sport introduced here.....is softball. Last spring was the initial season for the intriguing pastime, but many more students have turned to softball for exercise than have turned out for varsity baseball. Various teams have been selected,
and a league schedule will be played this spring.

All in all, interest in intramural sports is definitely growing at O. N. S. Next year, when the numerous facilities included in the new gymnasium will be available for school use, a new and more elastic intramural sports program will be presented to student body members of O. N. S. The new gymnasium has two spacious handball courts, in addition to recreation rooms, and a large basketball court upon which two games may be played simultaneously, by playing crosswise in the gym. (1)

Each year Coach Al Cox adds some new sport to the intramural list. This past year has seen the addition of handball and badminton to the list of athletic activities. Although there were no badminton tourneys the game has gained in favor quite rapidly, and another year will probably see a tournament in progress.

Last spring and summer saw numerous sports in full sway. About eight softball teams went through an extremely noisy elimination process with Ross Hart's team finally emerging at the top of the list. The writer has been under bridges when freight trains rumbled over, and has worked near the whirring saws of a sawmill, but they sound like a Sunday School class compared to the noise set up by two softball teams during a close contest.

The track meet between the Junior and Senior classes was a hotly contested affair with the lead in points changing hands several times. The half-mile race turned out to be the deciding event. When the race was over very few knew who had won. The judges reported that Oliver Raikke hit the tape a few inches ahead of Ted Walberg. This was the margin of the race and the difference which gave the Seniors the meet.

During the spring, summer, and fall terms tennis proves to be a popular sport. In the summer

(1) The Norm, 1936, p. 79.
and fall tournaments Lester Wheeler vanquished all comers but was defeated in the spring play. Kidd, Wilson, Hassell and Jensen headed the list of racquet wielders in the last matches.

These tennis tourneys draw from twenty to thirty entrants, and the matches from the beginning to the finals are very close. Tennis is fast becoming one of the most popular sports at O. N. S.--at least in view of the number participating.

This year--not to be outdone by other sports--football jumped into the intra-mural limelight. Two games were played between intra-mural aspirants. In the first contest a team of mighty Seniors and a team of stalwart Juniors mushed up and down the field for four ten-minute quarters without scoring. The second contest between the intra-murals and the third string reserves also ended in a scoreless tie.

Early in the winter term seven basketball teams were chosen and a round-robin play-off was held. At the close of this play the four leading teams entered a three game tournament to decide the championship. The team captained by Raphael Toner won in the finals from Earl Younce's squad. All star intra-mural teams were chosen by the officials.

Coach Al Cox can be commended on the way he has developed the interest in these sports. Each year a more extensive intramural athletic program is being instituted--a program in which more and more students are participating. (1)

Figure 1. OREGON STATE NORMAL SCHOOL 1882
The building on the left of the main school building was known as the chapel.

Figure 2. OREGON STATE NORMAL SCHOOL 1889
A brick addition was made to the main building. To make room for this addition the chapel was moved over to the right where it became the gymnasium.
Recreation Hall, formerly the gymnasium, is a center for student social function, for women's intramural athletics, and related activities.
The Health and Physical Education Building provides offices, special rooms and courts for various activities, modern dressing rooms and showers, and a large gymnasium with seating for one thousand persons.

View of the Health and Physical Education Building from across the tennis courts.
Figure 6. Butler Field, Oregon Normal School
Scale 1" equals 15 yards.
Chapter VI

SUMMARY AND CONCLUSIONS

This study of the development of health and physical education for men at the Oregon Normal School shows that:

1. Physical education was considered a system of exercise until the last twenty-five years. It has come to be looked upon as one phase of the whole scheme of education, its aim being to develop the individual physically, mentally, emotionally, and socially.

2. Although the curriculum was planned almost exclusively for women from 1882 until 1929, most classes were open to men and a few were required for men.

3. The new adjusted three-year curriculum provides quite adequately for the needs of the men in the Normal School.

4. The World War caused the attendance of men at the Normal School to drop so low that for several years no progress was made toward a physical education program for men.

5. A part-time coach or a faculty member from some other department coached the athletic teams before 1929.

6. A director of men's physical education and an assistant were appointed in the department in 1929.
7. At present one man is in charge of physical education for men. Student athletic managers assist in carrying out the full program by checking equipment, and advanced students act as officials and managers in the intramural program.

8. Some kind of a gymnasium has been available to students since 1886. The buildings and equipment of the past were inadequate. The present Health and Physical Education Building meets the needs of the School very well.

9. The athletic field is only fairly satisfactory. It could be improved by a permanent plan, enlarged space, additional equipment, and landscaping.

10. An intramural program for men was first started in 1929. Before that date some inter-class competition and the annual May Day contests constituted the intramurals. A strong program is being developed at present.

11. Health education has been carried on quite consistently since 1882, but health service and supervision were long neglected. Since the establishment of the health fee in 1926, this service has been improving rapidly, and is at present an excellent feature of the School. Although the need is great, there is no supervision of men's living quarters at present.

12. Students make use of the facilities provided for
games and recreation. Additional activities are desirable since the town in which the Normal School is located offers few recreational opportunities.
Chapter VII

A PROPOSED SET-UP

The new adjusted three-year curriculum which has just been published for the Normal Schools of Oregon fills the needs in physical education for men quite adequately. It provides for a greater number and variety of activities than the old curriculum offered, and includes service courses designed to lead to an intramural program. As outlined, it seems to have most of the features that might be desired in this School. However, the physical education program could be strengthened if certain additions and changes could be made. This chapter contains suggestions for an ideal set-up in physical education for men.

1. No provision is made in the curriculum for modified or corrective programs suited to the needs of students who are not adapted to the heavier regular classwork. The reason for this probably is that there is no great need for such courses at present, since the enrollment of men is quite low. Ideally, it should be included, since there are individual differences in the abilities of students in physical education as well as in other subjects. Provision for modified and corrective programs is the first proposal for the ideal set-up.

2. In order to teach successfully the courses offered,
it is very desirable that the personnel of the physical education department be increased. It is impossible for one man to coach teams for intercollegiate competition in five sports, be responsible for equipment, conduct an intramural program, teach service courses and theory courses, and do justice to the 150 men for whom this program is provided. That the personnel be increased or assistance be given by other men on the faculty is the second proposal.

3. While excellent provision of buildings and equipment has been made, a swimming pool would be a very desirable addition. At present it is possible to have swimming classes only in summer because the Willamette River, two miles distant, is the only place to be used for swimming. High water often prevents swimming classes from meeting. The river is safe only in certain places, and the purity of its water is sometimes questionable. A swimming pool would be more convenient, hygienic, safe, and available to all students.

4. Since Monmouth is a small town offering few opportunities for recreation, the welfare of the students would be improved by the provision of a still greater variety of activities of a recreational nature. Games that men and women can play together help solve many problems of the use of leisure time. Bowling is a game
of this nature that might be provided. Space in Recreation Hall is available for a bowling alley. Construction and maintenance of one is suggested.

5. A room on the main floor of the Health and Physical Education Building is designated for boxing and wrestling. This same room is used as a classroom part of the time. Since the equipment necessary for boxing and wrestling is somewhat unsightly in a classroom, and since these rough sports mar the walls, it is suggested that this activity be provided for on the ground floor. A great deal of space under the gymnasium is unexcavated. This space might be excavated and finished, providing room for storing equipment, and for dressing rooms.

6. More tennis courts would be used if they were available. The four present courts are in constant use in good weather and players spend much time waiting for courts on which to play. Space for more courts is available south and west of the gymnasium.

7. Horseshoe pits have in the past been temporarily located in the grove near the tennis courts. A convenient and shady space for permanent pits on the north side of the gymnasium is not occupied at present. Pits might be constructed there.

8. The athletic field could be greatly improved.
Draining and filling in the marshy corner described in Chapter III would give extra space for the track and at the same time would improve the appearance of the field.

9. The football field might be moved as far west as possible on the athletic field, thus giving more space to the baseball diamond east of it, and the track might be constructed around the football field. This would make the track a better shaped one than it is at present.

10. More space for intramural softball diamonds is needed, and space where archery practice will not endanger passers-by is important. The Alumni Association at one time had an option on the tract of land west of the athletic field. Their plan to buy it for the Normal School did not materialize, but the idea seems a good one. If that land is secured, it could be used for softball, archery, football practice, and golf. Although the curriculum lists golf as one of the activities, neither the school nor the town has a golf course. About three holes could be constructed in this enlarged athletic field, and instruction in golf could be a reality.

11. Turf football fields have come to be considered almost essential because they eliminate dirt and dust in dry weather and mud in wet weather. The thick grass acts somewhat like a pad when a player falls on it, and he is less
likely to be injured than on a dirt field. The grass also provides sure footing, so that the game is not marred by slipping and sliding. It is highly desirable that the football field at the Oregon Normal School be seeded to grass and provision made for watering it.

12. A permanent plan for the athletic field should be made, so that as improvements are made they would be a part of a plan rather than just haphazard work.

13. Landscaping would improve the appearance of the field. This would be a part of the plan referred to above.

14. A grandstand would provide more comfortable and safe accommodations for spectators than the present bleachers afford.

15. The health service seems to be quite adequate and efficient. Supervision of living quarters of women students is carried on, and reveals that many places are quite undesirable. Because the town is small and no great number of places are available, and because students wish to live as economically as possible, the supervisors allow these to be used. Living quarters for men, outside of the one dormitory, accommodating twenty men, are for the most part unsuitable. Part of the difficulty is, again, that the men have very little money to spend for board
and room, but part of it may be that neither the landlords
nor the men are responsible to any supervisor. It seems
particularly undesirable that men who expect to become
teachers should be without the cultural influences of
attractive and healthful surroundings. There is great
need for improved living conditions for many of the men
students.

Appointment of a dean of men who would carry the
responsibility of supervising men's living quarters might
solve the problem. A dean of men could no doubt be of
service in many ways to the men of the School.
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