SABOCK, Ralph Joseph, 1928--
A HISTORY OF PHYSICAL EDUCATION AT
THE OHIO STATE UNIVERSITY--MEN AND
WOMEN'S DIVISIONS, 1898-1969.

The Ohio State University, Ph.D., 1969
Education, physical

University Microfilms, Inc., Ann Arbor, Michigan
A HISTORY OF PHYSICAL EDUCATION AT THE OHIO STATE UNIVERSITY--MEN AND WOMEN'S DIVISIONS
1898-1969

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

By
Ralph Joseph Sabock, B.A., M.A.

****

The Ohio State University
1969

Approved by

[Signature]
Adviser
School of Physical Education
ACKNOWLEDGMENTS

The writer wishes to dedicate this study to the men and women of the School of Physical Education, The Ohio State University, past, present and future; to acknowledge the cooperation of all the contributors to this study; to thank Dr. Chalmer Hixson for his advice during this study; and to express my gratitude to my wife, Eula, my daughter, Ann, and son, Michael, without whose love and encouragement this study would have been impossible.
VITA

October 10, 1928  Born - Universal, Pennsylvania

1950 . . . . . .  B.A. Muskingum College,
                New Concord, Ohio

1950-1952 . .  Teacher, Barnesville High School,
              Barnesville, Ohio

1952-1956 . .  United States Air Force

1956-1957 . .  Teacher, Wooster High School
              Wooster, Ohio

1957-1968 . .  Teacher, Worthington High School
              Worthington, Ohio

1968-1969 . .  Instructor, School of Physical
                Education, Men's Division, The Ohio
                State University, Columbus, Ohio

FIELDS OF STUDY

Major Field:  Physical Education

Minor Area:  Teacher Education
<table>
<thead>
<tr>
<th>TABLE OF CONTENTS</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>VITA</td>
<td>iii</td>
</tr>
<tr>
<td>LIST OF ILLUSTRATIONS</td>
<td>vi</td>
</tr>
<tr>
<td>PREFACE</td>
<td>viii</td>
</tr>
<tr>
<td>Chapter</td>
<td></td>
</tr>
<tr>
<td>I. THE BEGINNING 1898-1912</td>
<td>1</td>
</tr>
<tr>
<td>A Time of Informal Games and Activities</td>
<td></td>
</tr>
<tr>
<td>Dedication of Armory 1898</td>
<td></td>
</tr>
<tr>
<td>Physical Training becomes a Requirement</td>
<td></td>
</tr>
<tr>
<td>A Period of Transition</td>
<td></td>
</tr>
<tr>
<td>II. WORLD WAR I AND POST WORLD WAR I</td>
<td>48</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION 1912-1921</td>
<td></td>
</tr>
<tr>
<td>Athletics and Physical Education become One Department</td>
<td></td>
</tr>
<tr>
<td>Establishment of Electives in Physical Education</td>
<td></td>
</tr>
<tr>
<td>Authorization Granted for a Women's Building</td>
<td></td>
</tr>
<tr>
<td>Hygiene becomes a Separate Requirement</td>
<td></td>
</tr>
<tr>
<td>III. A YEAR OF CRISES 1922</td>
<td>94</td>
</tr>
<tr>
<td>IV. THE ESTABLISHMENT OF A PHYSICAL EDUCATION</td>
<td>120</td>
</tr>
<tr>
<td>MAJOR 1923-1931</td>
<td></td>
</tr>
<tr>
<td>V. DEDICATION OF MEN'S GYMNASIUM AND NATATORIUM</td>
<td>168</td>
</tr>
<tr>
<td>1932-1950</td>
<td></td>
</tr>
<tr>
<td>Beginning of Graduate Work in Physical Education</td>
<td></td>
</tr>
<tr>
<td>Klein Report</td>
<td></td>
</tr>
<tr>
<td>Women's National Intercollegiate Golf Tournament</td>
<td></td>
</tr>
<tr>
<td>Wartime Physical Education</td>
<td></td>
</tr>
</tbody>
</table>
## TABLE OF CONTENTS (Contd.)

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>IV. POST WORLD WAR II 1947-1969</td>
<td>229</td>
</tr>
<tr>
<td>Question Concerning the Physical Education Requirement</td>
<td></td>
</tr>
<tr>
<td>Student Senate Requests of the Department</td>
<td></td>
</tr>
<tr>
<td>Separation of Physical Education and Athletics</td>
<td></td>
</tr>
<tr>
<td><strong>Appendix</strong></td>
<td></td>
</tr>
<tr>
<td>A. PHOTOGRAPHS OF FACILITIES</td>
<td>317</td>
</tr>
<tr>
<td>B. PHOTOGRAPHS OF DEPARTMENT CHAIRMAN</td>
<td>326</td>
</tr>
<tr>
<td>C. PHOTOGRAPHS OF PHYSICAL EDUCATION ACTIVITIES</td>
<td>337</td>
</tr>
<tr>
<td>D. FAULTY MEMBERS WITH AT LEAST 20 YEARS OF SERVICE</td>
<td>346</td>
</tr>
<tr>
<td>E. DEPARTMENT CHAIRMEN AND YEARS IN OFFICE</td>
<td>348</td>
</tr>
<tr>
<td>F. MAJOR PUBLICATIONS OF FACULTY MEMBERS</td>
<td>350</td>
</tr>
<tr>
<td>G. FACULTY ROSTERS, 1897-1969</td>
<td>355</td>
</tr>
<tr>
<td>H. CHRONOLOGICAL LIST OF FACILITIES AND COST</td>
<td>404</td>
</tr>
<tr>
<td>I. ANNUAL BUDGETS 1897-1968</td>
<td>406</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>409</td>
</tr>
<tr>
<td>INSERT--PROGRAM DEDICATION OF NATATORIUM AND GYMNASIUM</td>
<td></td>
</tr>
</tbody>
</table>
## LIST OF ILLUSTRATIONS

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The Armory</td>
<td>318</td>
</tr>
<tr>
<td>2.</td>
<td>Interior of the Armory</td>
<td>318</td>
</tr>
<tr>
<td>3.</td>
<td>Aerial View of Pomerene Hall</td>
<td>320</td>
</tr>
<tr>
<td>4.</td>
<td>Women's Field House</td>
<td>320</td>
</tr>
<tr>
<td>5.</td>
<td>Men's Gymnasium and Natatorium</td>
<td>322</td>
</tr>
<tr>
<td>6.</td>
<td>Tennis Courts and Outdoor Fields</td>
<td>322</td>
</tr>
<tr>
<td>7.</td>
<td>Aerial View of the Golf Course</td>
<td>324</td>
</tr>
<tr>
<td>8.</td>
<td>Aerial View of French Field House, St. John Arena and the Ice Rink</td>
<td>324</td>
</tr>
<tr>
<td>9.</td>
<td>Dr. Christopher P. Linhart</td>
<td>327</td>
</tr>
<tr>
<td>10.</td>
<td>Dr. H. Shindle Wingert</td>
<td>327</td>
</tr>
<tr>
<td>11.</td>
<td>Stella Elliot Canfield</td>
<td>329</td>
</tr>
<tr>
<td>12.</td>
<td>Florence Meyer</td>
<td>329</td>
</tr>
<tr>
<td>13.</td>
<td>Ethel Scofield</td>
<td>329</td>
</tr>
<tr>
<td>14.</td>
<td>Don Huddleson</td>
<td>331</td>
</tr>
<tr>
<td>15.</td>
<td>A Group of &quot;Gym Aids&quot;</td>
<td>331</td>
</tr>
<tr>
<td>16.</td>
<td>Lydia Clark</td>
<td>333</td>
</tr>
<tr>
<td>17.</td>
<td>Gladys Palmer</td>
<td>333</td>
</tr>
<tr>
<td>18.</td>
<td>Margaret Mordy</td>
<td>333</td>
</tr>
<tr>
<td>19.</td>
<td>Mary Beyrer</td>
<td>333</td>
</tr>
<tr>
<td>20.</td>
<td>Lynn W. St. John</td>
<td>335</td>
</tr>
<tr>
<td>21.</td>
<td>Richard Larkins</td>
<td>335</td>
</tr>
</tbody>
</table>
# LIST OF ILLUSTRATIONS (Contd.)

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>22</td>
<td>Delbert Oberteuffer</td>
<td>335</td>
</tr>
<tr>
<td>23</td>
<td>Lewis Hess</td>
<td>335</td>
</tr>
<tr>
<td>24</td>
<td>Men's Gymnastic Exhibition</td>
<td>338</td>
</tr>
<tr>
<td>25</td>
<td>Women Sprinting</td>
<td>338</td>
</tr>
<tr>
<td>26</td>
<td>Women's Physical Education in the Armory</td>
<td>340</td>
</tr>
<tr>
<td>27</td>
<td>Physical Education--Summer School</td>
<td>340</td>
</tr>
<tr>
<td>28</td>
<td>Men's Physical Education Class</td>
<td>342</td>
</tr>
<tr>
<td>29</td>
<td>Men's Physical Education Class</td>
<td>342</td>
</tr>
<tr>
<td>30</td>
<td>Women's Danish Gymnastics</td>
<td>344</td>
</tr>
<tr>
<td>31</td>
<td>Women's Class in Equitation</td>
<td>344</td>
</tr>
</tbody>
</table>
The history of Physical Education at The Ohio State University is, for all practical purposes, the history of a great number of individuals; their hopes, frustrations, dreams, beliefs, accomplishments and failures. It is not possible to write such a history in a way that would include all these individual histories that have in fact shaped Physical Education at this University over these past 71 years even though the story of the School is in reality a story of people.

Therefore, the primary purpose of this study is to pinpoint the major events that occurred and gave direction to the growth and development of Physical Education at Ohio State University; the circumstances surrounding these events and the people who were instrumental in making the decisions at these crucial moments in history.

This study includes the years of 1898 through 1969 and traces the development of both the Men's and Women's Divisions.
CHAPTER I

THE BEGINNING 1898-1912

A Time of Informal Games and Activities

Like most colleges and universities in the United States in the 1800's, the beginning of sports programs, athletics and physical education at The Ohio State University grew from the spontaneity of the natural competitive desire of students to play games. What started out as impromptu games and contests developed into competition between groups on and off campus and eventually with other colleges and universities.¹

During these early years of the University, advance planning for sports activities and physical education was non-existent. There were no tedious committee meetings in which long range goals were discussed and decided upon; there was very little control by the University over the actual contests themselves and during this era physical education was not in the vocabulary of this University.

At the same time, the role of women on a university campus was being widely debated. President Canfield

¹James Pollard, Ohio State Athletics 1879-1959 (Columbus: Athletic Department, Ohio State University, 1959), p. 3.
explained this "dilemma" in his annual report to the Board of Trustees in 1897.

Neither the world nor the University have as yet quite determined just what they will do for the education of women. True, both have long since been compelled to admit, though with much unwillingness, that women do deserve education and can and will profit by education.

The number of women who secure such training is still much smaller than the number of men—"and after all, is not the bloom just a little off the peach when the women know so much"!

In the more western states there has even come what is known as coeducation; and with it untold blessings known to men as well as women. But east of the "Alleghenies" there is little or none of this; and through all our society, even the most "advanced" there is still at heart a lingering feeling that we are not quite sure that a woman can properly use a collegiate training. Even in Ohio there seems to be still some doubt as to the wisdom and propriety of coeducation; and so it happens that the State University is almost the only institution of high standing in the state that offers coeducation in the broadest and truest sense of the word. Anyone taking a counter position today would be considered first cousin to that German professor, who when he heard of the thousands of young women at work in American universities exclaimed: "May God forgive Columbus for that he discovered that America"!2

This would not be the only time in history when Ohio State would be a pioneer among universities, where women students were concerned. In later years we shall see how the division of women's physical education "pioneered" a "revolutionary" concept of competition for women that would prove to be as controversial then as coeducation was in 1897.

Sports activities continued to grow, and with this growth came the inevitable problems, some of which still plague us today, such as eligibility, finance, rules, conduct of players and coaches and the question of the role of sports on campus. Up to this point, the faculty and administration took no initiative in regulating any of these activities. The normal procedure was for the faculty to keep "hands off" until a problem arose and then try to arrive at a solution. Consequently, control was always a step behind the problem. The following description of one such "incident" in a football game played in 1897 shows clearly the kinds of situations that were constantly arising because of the lack of a controlling or regulating body regarding sports activities.

Early in the season, the annual game with the Ohio Medics ended in a row with the Medics leaving the field and OSU claiming a victory by forfeit. OSU scored from 1 yard out and the Medics protested arguing the ball carrier had been pushed over for the score by the coach. "One Medic green with rage (according to the Lantern) sprang on the ball carrier while he was down and attempted to catch him by the throat with his teeth." It was at this point that the coach jumped in and pulled the man off. OSU won by forfeit.3

In some respects, we have not changed too much since 1897. Today instead of making claims about "sinking teeth into a ball carrier's throat" we get into raging controversy about "spearing and piling on."

3Pollard, Ohio State Athletics 1879-1959, p. 52.
In spite of these problems and concerns, interest and participation continued to grow in sports activities, and because of these problems and concerns (including that of women on campus), two significant things happened at The Ohio State University. The first occurred in 1890, when President Scott pointed out the necessity of establishing faculty control in order to try and regulate these activities and to "abate the evils that already exist or to prevent those that seem likely to arise"; the second, the students and faculty began to recognize a great need for indoor facilities and a gymnasium, suitable for both men and women. The first "officially" recorded statement expressing this need occurred in 1878 and history shows us that this concern was to be expressed in various forms for the next 10 years by the student body, Lantern, the faculty, Board of Trustees and three presidents of this university.

In 1878 the Board of Trustees stated

... there are matters of vital importance to the well being of the University, calling for some appropriation from the state. Among these is the need for a gymnasium and drill hall to be erected at the cost of $6000.5

President Scott in his annual report in 1883 said

The erection of a drill hall would furnish an opportunity to obtain, in the most economical way, a much needed gymnasium. The benefits of systematic

4Annual Report of the Board, 1890, p. 36.
5Annual Report of the Board, 1878, p. 11.
physical exercise and training are scarcely of secondary value to the student, a fact which the leading colleges of the country have recognized in the erection and equiplng of buildings for this object.®

The next year, 1884, the Lantern began to express its concern over the lack of a gymnasium, but for a different reason.

With the exception of a few severe "spells" of baseball fever, the interest in field sports has been even less than heretofore; and the absolute necessity of a competent gymnasium to excite and maintain such interest, becomes more and more evident.

The Ohio State University can never hope to excel in athletic sports as to Kenyon and Wooster, until she possesses a well conducted gymnasium.

We have the natural desire to make as good a showing as can be done anywhere, but as in all other things, it requires constant practice and work to excel in athletic sports. Until such attention is given them here, The Ohio State University must take a back seat.7

It is interesting to note that approximately 80 years later the same kind of logic is being used by groups of citizens, coaches, newspapers, and booster clubs to "con-vince" school administrators of the need for a new athletic facilities. The individual who wrote of this concern for taking a back seat to Kenyon and Wooster, athletically, could rest assured that in 1969 this would not be a matter to worry about anymore!

6Annual Report of the Board, 1883, p. 27.

Not all the concern on campus was directed to intercollegiate athletics. The year 1884 also showed a great interest among the students in various sporting activities. Clubs were formed by the students in baseball, riding, bicycling, tennis, rifle shooting and rowing.\(^8\)

An item in the *Columbus Dispatch* of May 6, 1885 reported that the Board of Trustees at a recent meeting had voted $50 to "equip a female gymnasium for the female students under the direction of Professor Albert Tuttle"\(^9\) (Professor of Zoology and Comparative Anatomy). Later that year Professor Tuttle took charge of a class of gymnastics. As far as can be ascertained this was the first organized physical education class for women at Ohio State. This was quite a significant occurrence at that time since the question of whether or not women should be in a university was still being debated throughout the country.

The need for facilities continued to be emphasized. In 1886, Professor Lazenby (Horticulture and Forestry) pointed out that physical culture was being "regarded more and more as a necessary requirement for the intellectual development . . . as long as the university has no gymnasium, a reasonable degree of encouragement should be given to field sports."\(^10\)

\(^8\)The *Makio*, 1884, p. 68 (Published Annually by the Junior Class of The Ohio State University).


\(^10\)Ibid., p. 11.
Several years later, a faculty committee, consisting of Professors William Lazenby, C. N. Brown and Benjamin Thomas, was appointed to study athletic grounds at The Ohio State University. On November 19, 1890 the President of the Board read the following report which had been submitted to him by the committee.

To the Board of Trustees at The Ohio State University:

We believe that in an institution of the size and scope of our University, suitable provision for physical development and maintenance of health should be provided. As we have no gymnasium, special pains should be taken to furnish facilities for field sports. Health is the students best capital, and a full measure of health can only be maintained by regular wholesome physical exercise. The University domain is ample enough to meet all reasonable demands in the direction of a suitable athletic field, without interfering with classroom work or detracting to any considerable extent from the orderly appearance of the campus. . . .

There shall be laid out a base ball diamond, football grounds, and a quarter of a mile track. . . .
In connection with the track, a well made circular straight away of 100 yards shall be constructed.
Total cost $1950.

The "official" attitude toward sports activities on campus was expressed by President William H. Scott that same year in the University catalog.

The campus affords an excellent opportunity for general athletics. The students have an athletic association under the auspices of which an annual "field day" is held, members of the association competing for prizes in the various contests on such occasions.

Annual Report of the Board, 1900, p. 5.
There are also clubs in archery, lawn tennis, base ball and football who meet teams from other colleges at proper times. Much interest is taken by the students in these sports. . . .12

According to James E. Pollard, sports were a campus activity at least as early as 1879. He points out further that the Lantern in its third issue, March, 1881, made a plea for spring sports.

. . . now and then we hear of some one of the students making a good jump or a capital run, why not bring all under a system, that the best men may be pitted against each other, and the students at large get the enjoyment on some Saturday of a Field Day. . . .13

This plea evidently had some effect for very soon after a meeting was called "for the organization of an athletic association." A committee was appointed and there was talk of arranging a "Field Day on the second Saturday of April." What was to become an annual event then, began in the spring of 1891 and was held at The Ohio State Fairgrounds.14

The Ohio State Athletic Association, as it was called, was composed of students and faculty as well. In looking at the Field Day program of May 26, 1894 we see that Professors W. E. Day, Lazenby, Thomas and Bradford all served

12The Ohio State University Catalog 1890-1891. Published by the Ohio State University, Columbus, Ohio, p. 92.
13Pollard, Ohio State Athletics, 1879-1959, p. 5.
14Ibid., p. 5.
as "officers of the day."15 There were 19 events plus two exhibitions of bicycle riding. Prizes that had been donated by local businesses were awarded in each event. If these kinds of prizes were awarded to victorious track men today it might well mean the end of their amateur status. The events, record times and prizes are very interesting when compared with track meets of the present.

One Hundred Yard Dash—OSU Record 10 5/8 sec.
First prize—"Dispatch" Gold Medal
Second prize—Cigar Case, Value $2 from R. L. Green Druggist
Shot Put—OSU Record 34'11"
First prize—Macaulay’s Essays, three volumes, Value $4 from A. H. Smythe
Second prize—Value $2.50 from M. L. Tulloss Druggist
Standing Broad Jump—OSU Record 10'5"
First prize—$3 Negligee Shirt, from Stemson & Sons, Tailors
One-Fourth Mile Bicycle Race
First prize—$5 sweater from Krag
Second prize—Value $2.50 from C. W. Sharp, American House
Hitch Kick—OSU Record 8'1"
First prize—Suit of underwear, Value $2.50 from Beery, Geis & Co., Tailors
Second prize—One pound box of candy from Kandy Kitchen
Standing Hop, Step and Jump—OSU Record 30'4"
First prize—$3.50 Hat from Malcolm McDonald & Co., Hatters
Two Hundred and Twenty Yard Dash—OSU Record 24 sec.
First prize—One Dozen Extra Finish Cabinets, Value $5 Baker’s Art Gallery
Second prize—Fine Slippers, value $2 from A. E. Pitt’s Shoe House
Running Hop Step and Jump—OSU Record 43'10"
First prize—$5 Knox Hat, from Ridenour & Morgan
Second prize—Shaving Ticket from Harry Budd
Standing High Jump—OSU Record 4'6"
First prize—$2 Straw Hat, from Columbus Hat & Furnishing Co.
Running High Jump—OSU Record 5'3"
First prize—$4 merchandise from William Hegelheimer, Tailor
Second prize—Value $2.50 from Eagel Drug Store

Running Broad Jump—OSU Record 18'6"
First prize—One Dozen Cabinets, $5 from Urlin & Pfeifer's Art Gallery
Second prize—$2 Pair of Slippers from O'Hara and Sims

Pole Vault—OSU Record 9'1"
First prize—Fancy Vest (to order) $6, Richter Bros., Tailors
Second prize—Value $2.50 from Steinfeld's Drug Store

One-Fourth Mile Run—OSU Record 56 4/5 sec.
First prize—$4 Umbrella, from London Clothing Co.
Second prize—Bath Brush from Harrop & Co., Druggist

One-Half Mile Bicycle Race
First prize—One dozen cabinets, from Elliott's Art Gallery
Second prize—One pair bicycle shoes, from Rankin Bros., Shoes Store

Sixteen-Pound Hammer Throw—OSU Record 71'8"
First prize—$5 sweater, Lazarus
Second prize—$3 Tennis Shoes, from Siehert and Estill

One-Half Mile Run
First prize—$6 Trousers (to order) D. M. Moore & Oates, Tailors
Second prize—5 pound Box Fine Candy, from Kandy King

One Mile Bicycle Race—OSU Record 2 min 42 sec
First prize—Ohio State Journal Medal
Second prize—$3 white vest, from Woefl the Clothier

Three Legged Race—OSU Record 161/5 sec
No Prize

One Mile Run—OSU Record 5 min 20 sec
First prize—Gold Medal made and presented by D. L. Auld
Second prize—Solid Gold Ring, Value $3
Third prize—One box "Three Dudes" by J. C. Briggs

No doubt some of the prizes offered caused the participants to rise to "new heights" in their efforts during the competition. While these individuals were competing for

16 Ibid., pp. 3-8.
suits of underwear and vests made to order, intercollegiate athletics were growing in interest and participation. At this time President Scott voiced his concern about the control of athletics. In his annual report to the Trustees in 1890 he stated:

The advantage of cheerful and hearty physical exercise are so important as to be worthy of encouragement by the faculty and the board; and these advantages are no doubt secured to some extent by the present system of athletics. But a well regulated system would secure them in a far greater degree with far less work. . . . The faculty has adopted no plan for regulating these games so as to abate the evils that already exist or to prevent those that seem likely to arise. . . . Yet the history of athletics in the eastern colleges and the manifest tendency in those of Ohio indicate that some limits should be prescribed.17

The subject of a gymnasium and drill hall was discussed on campus periodically during the next few years, but as in the past no action was taken even though the need was apparent.

In 1892, help came from an unexpected source when the General Assembly passed an act requiring:

provision to be made at all educational institutions, supported in whole or in part by money received from the state, for teaching physical culture and calisthenics. The Land Grant of 1862, which was the original act on which this University was founded, stipulated a requirement for instruction in military tactics; consequently these two laws provided the impetus for the eventual construction of a combination armory and gymnasium.18

17 Annual Report of the Board, 1890, p. 36.
In spite of this impetus from "off campus" no action was taken at this time. In fact when Dr. James Canfield was appointed President of the University in 1895, one of his early statements after viewing the facilities on campus was that the next building needed was "a good drill hall and gymnasium combined." It was during this year that the construction of such a building was seriously discussed and finally agreed upon.

The next year, 1896, the faculty made a recommendation that each male student of the University shall render two years of satisfactory cadet service as a condition of graduation, unless excused by the President because of physical incapacity or other reasons and if excused for physical reasons, physical training under a director of the gymnasium was to be substituted.

Women students were to serve an equal time in the gymnasium under proper instruction when the gymnasium was completed. And so the stage was set for the establishing of a physical education department at Ohio State that would one day take its place among the best in the country and whose influence at various points in history would be nationwide.

The school year 1897-1898 was a milestone in the emerging history of athletics and physical education at Ohio State.

---


20 The Ohio State University Catalog 1896-1897. Published by The Ohio State University, Columbus, Ohio, p. 57.
State. The armory and gymnasium had finally become a reality and the gymnasium was officially opened in January, 1898.21

This then, was the beginning of the Department of Physical Education at The Ohio State University. The faculty consisted of two people, Dr. Christopher P. Linhart, who had been employed earlier as Director of the Gymnasium and instructor in Hygiene and Physical Training, and Miss Stella Elliott, Associate Director of Gymnasium.22 Interestingly enough, even though President Canfield had recommended a maximum salary of $180 a month for the Director, Dr. Linhart was paid $160 a month and Miss Elliott received a salary of $60.23

The new gymnasium was described as follows:

It is one of the most perfect and satisfactory of its kind in the country. The main floor is 80' x 150'; without obstructions. There is a running track around the entire room, about 12' from the floor; back of which is the visitors gallery. The basement is divided into two parts, for the use of young men and young women. Each has its plunge bath and a swimming pool, its shower baths, toilet rooms, locker rooms and bicycle room.24

For the remainder of the school year, records show that there were 375 students registered in physical training, 275 men and 100 women. The purpose of the department

22Idem.
24Bennett, "Christopher P. Linhart,"p. 4.
was stated simply, "to offer competent instruction in hygiene and general sanitation by the Director of the Gymnasium." There were also two specific courses offered that year. A teachers course which was "Swedish gymnastics adaptable to public school work," five hours credit; and "a course of gymnastics progressing from the light free hand work to elementary apparatus work, gymnastics and out of door games," five hours credit. There was no requirement at this time for physical training.

Dr. Linhart wasted little time in an attempt to change this situation. In a faculty meeting in June of 1898 he made three proposals relative to physical training.

1. During the winter term freshmen and sophomore students should have two hours per week in the gymnasium for one hour credit.
2. For six weeks in the fall students should have calisthenic exercises preparatory to military drill.
3. Students should have a general lecture on hygiene and the physiology of exercise once a week for about four weeks in the late fall before Christmas.

These proposals fell on deaf ears, however, and they were not accepted by the faculty. And so for the time being the classes in physical training continued to be voluntary and informal.

In his annual report for the year 1897-1898 President Canfield has this to say about physical training at Ohio State.

---

26Bennett, "Christopher P. Linhart," p. 10.
The selection of a Director of physical training and an associate for this work with young women, has proved exceedingly wise action. Our students have entered upon these courses eagerly and intelligently. Careful physical examinations have been made of a very large number of students of both sexes—the beneficial results of systematic and intelligent training were very visible at its close. The gymnasium and its workers are now the center of very intelligent University interest.27

He went on to comment about the place of sports also. His report continues:

It is possible that some may not clearly recognize the place and value of true sport and of the sporting spirit in the life of the nation today. It is not without meaning and sense that Harvard—old and honored and conservative—should this year confer the honorary degree of master of arts upon the young Englishmen who has done so much to further the interests of wholesome sport in this country. Our mother country spends more than $200,000,000 each year for sport: our kinsman across the sea are not apt to throw away money on that which brings no adequate return. It should be noted that practically all of this money is expended in connection with that sport which is clean and wholesome, and above all which is amateur sport in the best sense of the word. This is the true touchstone of all sport: it must combine training with diversion, and it must be honestly amateur. As Mr. Pierce Collier so wisely says in the last lines of his article (Outing, July, 1898): "Honest sport needs no apology—for professionalized sport there is no excuse."28

In the fall of 1898 a young medical student, Don Huddleson, was named assistant in Gymnasium. Two years later he was promoted to a full time instructor.

On October 17, 1898 Dr. Linhart again requested changes be made in physical training for the student body.

27Annual Report 1898, p. 32.
28Ibid., p. 32.
In a letter to President Canfield he said:

I beg to leave to submit the following plan for work in the Department of Physical Training that the men in the first year be required to take two hours a week in the gymnasium from October 1 to May 1 and that from May 1 to the end of the college year they be given lectures twice a week on hygiene and the physiology of exercise. The gymnasium work and lectures to count at one hour credit. That the women in the first and second years be required to take three hours work a week in the gymnasium from October 1 to May 1 and that they receive the same instruction in hygiene and the physiology of exercise from May 1 to the end of the first year and receive the same credits as the men.  

Dr. Linhart moved to refer this letter to a special committee to report at the next meeting of the Faculty. The chairman appointed as such committee, the Deans of the several colleges.

At the meeting of March 8, 1899 the committee requested further time to consider Dr. Linhart's proposals and to consult with him. The request was approved, but no action was taken.

As the voluntary classes continued, it was becoming more and more apparent that this was far from satisfactory. An article in the Lantern dated January 24, 1900 describes the activities taking place in the gymnasium on a typical day.

In spite of the fact that Ohio State University has one of the finest gymnasium in the west, it nevertheless remains a lamentable truth that the athletic

29 Minutes of the University Faculty, February 8, 1899, p. 261.
30 Ibid., p. 261.
31 Ibid., p. 261.
and gymnasium work of the University is not what it should be. It is indeed painful to visit the gymnasium and see a class of half dozen students working with the dumb bells and Indian clubs, while twenty or thirty other men are playing basket-ball or spending their time in a vain endeavor to perform some trick on the bars or the horse. There seems to be no concentrated effort, no scheme or plan of campaign in the gymnasium. Each man goes on the floor and does as he please, forgetting that before he is able to do the grand swing he must learn how to hang on the bar. And when the instructor calls for a class, these same men either hurry off to another piece of apparatus or loaf about on the mats until class work is over. OSU can never have a body of well trained athletes and gymnasts until the elements of athletic practice are thoroughly mastered, which will never be the case under the present conditions. The only way to mend this matter is to make class work in the gymnasium compulsory and to hold the student responsible for so many hours of gymnasium work, just as is done in Latin or Greek.  

No doubt this kind of support was helpful to Dr. Linhart in his effort to make physical education a requirement, but the greatest help came in March 1900 from the new president of the University, William Oxley Thompson. President Thompson presented the following plan for military drill and physical training to go into effect the next school year.

September, October, November
Military Drill—Monday, Tuesday, Wednesday, Thursday
December, January, February, March
Military Drill—Monday, Tuesday
Recitation—Wednesday
Gymnasium Drill—Wednesday, Thursday
April, May
Military Drill—Wednesday, Thursday

Permission to be absent from any of the foregoing exercises will not be granted except for good and sufficient reasons, stated in writing by the applicant. Nothing in the foregoing regulations will

32Bennett, "Christopher P. Linhart," p. 10.
prevent students from taking any other athletic exercises that may be arranged for by the director outside of the regular hours named for drill.

Young women are required to carry hygiene and physical training in lieu of cadet service.

This was adopted on April 11, 1900.33

During the year 1899-1900, Stella Elliot became Stella Elliot Canfield when she married former President Canfield's son. She resigned at the end of the school year and Miss Clara Berryman then was named an associated professor of Physical Education which was the first time this title was used.34 Dr. Linhart was made a Professor of Physical Education in 1900.35

By 1901, the necessity for a women's physical education building was apparent. In his annual report, President Thompson stated:

The armory would not be more than adequate for the young men and the Battalion if the entire building were at their disposal. As the roll increases the demand for room increases. It is to be remembered that in early years but few women enrolled. No provision seemed necessary. But now that the number of young women is increasing and will rapidly increase in the event that a Teachers College is organized, the need for such a building cannot be overlooked. Such a building should provide suitable quarters for physical culture and rooms at the disposal of the young women for study, rest and such social life as would be incident to college life on campus. The conditions are such at present as to make the

33Minutes of the University Faculty, March 31, 1900, p. 326.
34University Faculty Directory, 1900.
35Bennett, "Christopher P. Linhart," p. 10.
University unattractive to young women from every point of view except that of the classroom instruction.\textsuperscript{36}

This was the first recorded mention of a need for a women's building and it might serve as some comfort for those of us who are apt to be impatient with progress today to know that it would take 21 more years before this need, stated in 1901, would be satisfied.

Gymnastic exhibitions were a highlight of many college physical education programs at the beginning of the 1900's. According to Dr. Bruce Bennett, Ohio State held its first gymnastic exhibition in March, 1901 and it consisted mainly of competition between 72 freshman and sophomore men taking the required work. The classes competed in Indian clubs, dumbbells, tumbling, horse, swinging rings, horizontal bar and parallel bars. The next year a similar exhibition took place with 200 students participating and at this time President Thompson presented certificates to the gym aids (student assistants). The third exhibition in 1903 added some new events such as an obstacle race and a thread needle race and once again the President was on hand to make a speech and to present the gym aids with their certificate. In 1904 the exhibition was spread over two days so that the members of the state legislative might attend. Boxing was added to the program and was received with great enthusiasm.\textsuperscript{37}

\textsuperscript{36}Annual Report of the Board, 1901, p. 33.

\textsuperscript{37}Bennett, "Christopher P. Linhart," p. 12.
The status of physical education at Ohio State by 1902 is summarized in the President's annual report by Dr. Linhart.

The physical education is given by the director in charge, assisted by Miss Berryman, who has charge of the work for young women. The large drill hall is used by the women in the forenoon and by the men in the afternoon.

The exercising floor . . . is thoroughly equipped with the best apparatus in duplicate. The running track is $\frac{14}{15}$ laps to the mile, with graded elevations at the curves to meet the requirements of the different rates of speed. The track is laid with felt 1" thick, 3 1/2' wide and is covered with rubber coated canvas.

The work is required for first and second year students. The course consists of theoretical and practical work in the gymnasium, and includes calisthenics, light and heavy gymnastics, physiology of exercise, physical examinations and measurements. It is intended to give the student such a training in the methods of physical education that he may have a comprehensive knowledge of the subject.

A thorough physical examination of each student is made at the opening of the year and the measurements outlined on charts, so as to show the part below the normal development for which special exercises suited to the health and physical condition of each individual will be suggested. These charts are constructed from the accumulated data of several thousand measurements of college students. Experience demonstrates that the body, as well as the mind, is susceptible of right and wrong development. Every part of the body can be strengthened and increased and the relation of one part to another can also be changed so as to correct imperfections.

Class leaders who act as floor aids are selected from among those who show a proficiency in the work. These students are given a certificate of their appointment as aides and the letter "A" in scarlet, which they are entitled to wear on their gym suits.

It is the aim of the department to secure health, vigor and such harmonious development of the body as will fit it to resist disease and prepare it for efficient service, both now and later in life.

The gymnasium is free to all students but those desiring a locker will be charged a fee of $1 a term. 38

---

38 Annual Report of the Board, 1902, p. 54.
There was no teacher education, as such, for the preparation of physical education teachers at this time. The only resemblance to such a program was that of the gym aid. When these men had completed two years of service, they received a certificate signed by Dr. Linhart and President Thompson. This certificate served as a degree in "gymnasium work." 39

In the spring of 1903 Miss Clara Berryman resigned and Maude Winifred Martin was hired as her replacement. Miss Martin's title was Director of Physical Education for Women which was the first time this particular title was used. Miss Martin held this position for three years at which time she too resigned.

One year later the University was to lose its first Physical Educator when Dr. Linhart resigned in May, 1904 in order to enter private medical practice in Columbus. 40 While Dr. Linhart experienced many frustrations in his efforts to improve physical education at Ohio State, his leadership, principles and foresight undoubtedly paved the way for the continuing growth of physical education at Ohio State.

A New Relationship between Athletics and Physical Education

After Dr. Linhart's resignation in 1904, rumors were that a "name" coach from one of the prestigious Eastern colleges would be hired in his place to serve as director of physical education and coach. This was not unusual in those days and was in fact, common practice, and coaches from the East were much in demand in midwestern universities.

President Thompson squelched this possibility in June of 1904 when he recommended that no successor to Dr. Linhart be named and that the "West Point Gymnastics" be given as a substitute for those "heretofore given," under the direction of the Commandant of Cadets, and in addition, that Don Huddleson be given charge of the gym work of students other than cadets. No reasons were given for this decision. However, in a speech given by President Thompson in 1905 we see a real concern that provides some insight as to what might have caused President Thompson to make his earlier recommendation.

An absorbing interest of the public and students has created an atmosphere not always the purest. . . . There has been evident improvement in the rules; what is most needed at present is to improve in the ethical standards of all persons interested in athletics. Conformity to athletic rules is too much of a technicality and not enough of a principle. . . . Athletics like every other form of amusement or business must eventually rest on sound ethics. . . . It is unfortunate in the extreme that the public mind is so eager

---

for amusement that it becomes indifferent to the ethical conditions surrounding the game. . . .
It is a manifest waste of energy . . . to spend time in denouncing athletics; what is needed is efficient leadership by men to whom principle is dearer than anything else. If University faculties are set for the education of youth, it is little more than a corollary to add that they cannot ignore the ethical conditions existing in college sports. . . . We shall never reform athletics simply by rules, we shall reform it only when we have inspired young men to cling to high ideals and to be governed by sound ethics.42

In some respects, history does not change very much. President Thompson's speech of 1905 is just as appropriate in 1969 as it was then, if not more so. This could very well serve as the guiding principle in our professional preparation of athletic coaches. It would appear that the need of men governed by sound ethics is not to be altered by history.

An interesting sidelight and another example of similarities between "then and now" is illustrated in this anecdote by Frank Welling, a student at Ohio State from 1903-07 and an "unofficial gym aid."

I spent a great deal of time at the gymnasium but never took the proficiency tests to qualify to become a gym aid. In spite of this I could perform all the stunts, so Don Huddleson let me assist in some of the classes. One of the things we required was for a boy to perform certain stunts on the rings. I would help some of the boys get a hand hold up on the rings and you know, some of them would hang there like a side of beef. Those softies from the city didn't have enough

42 Pollard, pp. 62-63.
strength in their shoulders to pull their bodies up from the floor! 

Later in the year a committee of the athletic council was formed to discuss the possibility of re-aligning the organization of physical education and athletics. Up to this time, physical education was under the control of a director while athletics were a completely separate operation on campus and directed by "part time" coaches who were not members of the faculty and who were generally on campus only during the particular season for which they were being paid. After the committee made its recommendations to the faculty, it was approved in principle and sent on to the Board of Trustees for their consideration.

Columbus, Ohio, June 12, 1906

To the Honorable Board of Trustees,
Ohio State University

Gentlemen:-

At a meeting of the University Faculty held June 6, 1906, the Faculty expressed its approval of the principle involved in the report of the Committee of the Athletic Council and referred the same to the Board of Trustees for such action as they may deem wise. The report is as follows:-

A---That there be employed by the University an official who should be Head of the Department of Physical Education for Men and Athletics and Director of the Gymnasium, and who should be a member of the University Faculty.

B---That the duties of said official should be:
   1. To have charge of the Gymnasium
   2. To have charge of Physical Education for Men

---43 Frank Welling, Private Interview Held in His Home, Worthington, Ohio, February 14, 1969.
3. To have general supervision of Athletics including
   (a) Arrangement of all schedules
   (b) Supervision of all coaching, training and athletic contests
   (c) Charge of the athletic field and all athletic equipment
   (d) Making of all purchases and approval of all bills of expense connected with the athletic field, athletic equipment and athletic contests.

C—That assistant coaches, trainers, etc. whose salaries are to be paid from funds of the Athletic Association should be appointed by such official on approval of the Athletic Board of said Association.

D—That the function of the proposed Military and Gymnasium Board be enlarged to include Athletics, and that the Faculty members of the existing Athletic Board be elected from the membership of above proposed board.

Respectfully submitted,

E. B. Stevens
Secretary University Faculty.

This plan for the readjustment of physical education and athletics was approved by the Board, thereby establishing another significant step in the development of the department. This was the first time that the control of athletics would be the direct responsibility of a faculty member. Dr. H. Shindle Wingert was employed to fill this position in the academic year 1906-1907. His official title was Director of Physical Education for Men. Dr. Wingert was a medical doctor as was Dr. Linhart. It was common practice

---

45 Ibid., p. 121.
in those days to hire medical men as directors of physical education in colleges and universities. One of the reasons being it was felt that this would give the department some professional and academic prestige with the University faculty.46

The catalog had this to say about physical education in 1907-08. "Physical education is conducted under the direct supervision of the Director, who is a graduate physician and a member of the University faculty. He is assisted by an associate director for women, also an assistant and 20 student aides." A class in physical education was "exercise two hours a week, required during the first year or until a student has completed three terms of this work."47 Dr. Wingert also instituted a plan whereby all first year women and second year men were required to take a physical examination at the opening of fall and spring terms.

President Thompson reported that:

The aim of the department has been to put games on a recreative basis so as to engage large numbers of men in various forms of activities. He noted too that 512 students engaged in foot-ball, base-ball, boxing, fencing and tennis with additional instruction yet to be given in swimming.48


47 The Ohio State University Catalog 1907-1908. Published by The Ohio State University, Columbus, Ohio, p. 46.

48 Annual Report of the Board, 1908, p. 11.
In 1909 the President, still concerned over all the attention given to athletics had this to say:

The excessive amount of attention given by the public to athletic events has a tendency to obscure the fact that some very important service is rendered in the Department of Physical Education. It is interesting to note that there are 1059 men students in physical education and 381 female students or a total of 1440 students . . . practically half the student body. 49

In the meantime, the administration of the women's division was undergoing some changes. Bertha Hopkins had resigned in 1908 and Norma Searing was employed in her place. At the same time, Kathryn Darnell was appointed student assistant. She was the first woman so designated. Miss Searing served only one year and resigned in 1909. At this time Alice Littlejohn became Director of Physical Education for Women.

At the same time, the men's staff had grown to a faculty of three people. H. Shindle Wingert was Director of Physical Education for Men; J. Thomas Kibler, Assistant; and Emery Bauer, Second Assistant.

Not only was the staff expanding, but so was the curriculum. In the catalog for 1910-11 we find:

1. Physical education—men, one hour credit, two hours per week. Required of all first year students. This course consists of (a) lectures on hygiene and physiology of exercise the first two weeks, first semester (b) correctives: a graded course on free-hand exercise, stretching, relaxing, stimulating, exercise with light

hand apparatus for the relief and correction of slight body defects, deformities, improper carriage (c) educative: graded progressive exercise on the apparatus and mats to promote muscular tone, vigor, vitality, endurance (d) recreative: gymnasium games, mental relaxation, non-competitive exercises (e) ability to swim is required and free instruction is given to those who cannot swim.

A thorough physical examination is made of each student at the opening and close of the college year. Physical defects, abnormalities and weaknesses are noted, and judicious, healthful exercise is prescribed to fit the students individual needs.

2. Advanced exercise—Elective (a) advanced exercise on the apparatus and mats (b) combative exercise—boxing, fencing, wrestling. A small charge is made to those electing this work. (c) Recreative—football, baseball, basketball, tennis, track and field sport, cross country (d) swimming—an excellent pool is provided for this exercise.

3. Physical education—women, one credit hour, four hours per week during the first year. (a) Lectures on hygiene and purpose of different kinds of physical exercise, four hours a week, first two weeks of first semester, first week of second semester. (b) Practical work in gymnasium as follows: (1) correctives; exercise for correction of faulty position of different parts of the body; for development of chest. (2) Educatve work; exercise to develop coordination of groups of muscles, accuracy of movement, and to impart grace and beauty and a ready expression of thought in physical motions. (3) Recreative: classic dancing and rhythmic movements, gymnastic games and relaxing exercise (4) athletics (elective) carefully supervised basketball, running, swimming for those who desire it. A physical examination is made by the director of every woman entering this course before she can begin the gym work, and, if necessary, special work will be prescribed to meet her physical needs.50

50The Ohio State University Catalog 1910-1911. Published by The Ohio State University, Columbus, Ohio, pp. 332-33.
Even though athletics were now under control of Dr. Wingert, some of the earlier problems that had brought on faculty control, were still plaguing the University. Accusations of professionalism in collegiate athletics were common in those days and Ohio State did not go unscathed. A statement made by Dr. Wingert in 1911 indicates a personal feeling of exasperation over this matter.

Professionalism, such as appeared in our midst this year, is not an unusual thing among colleges. This game (basketball) has caused more disensions and misunderstanding than all other games in the calendar of sport.\textsuperscript{51}

Fifty eight years later charges of professionalism in amateur sport are still common, the most recent arising out of the 1968 Olympic Games. The very meaning of the word amateur is widely debated the world over and there seems to be little agreement as to where the "line" is that separates amateurism from professionalism.

\textbf{A Period of Transition}

The year 1911-1912 was to become another "milestone" in the history of physical education and athletics at Ohio State. Before the year was over a re-organization was to take place that would bring the Athletic Board under faculty control, the separation of athletics and physical education

\textsuperscript{51}Report by Dr. Wingert (N.M.) 1911. Office of the Archives, The Ohio State University.
(administratively), and the hiring of year-round coaches with faculty status.

Dr. Wingert's responsibilities up to this time were all encompassing. He was Director of Physical Education for Men and sole intercollegiate representative of the University; purchased all equipment and supplies for athletics; had the power to determine the quality and quantity of such equipment; was in charge of the athletic grounds; arranged all games and supervised the coaches and trainers, and nominated them to the Athletic Board of election. President Rightmire said "It was apparent that under the limited manning of the Department of Physical Education, the Director was overloaded with duties." Not only was Dr. Wingert overloaded with all these responsibilities, but the pressure that often comes to administrators because athletic teams fail to win championships began to affect his role on campus.

Evidently the fortunes of Ohio State's athletic teams were not at a peak during this period because we find a growing concern over the athletic program and mounting criticism directed at Dr. Wingert and his administration of the athletic program. The Makio had this to say:

The welfare of athletics at State is something which the student body must jealously guard. It is practically the only feature of varsity life upon which all students can center their hopes and wishes. The

---

52James Pollard, Ohio State Athletics 1879-1959 (Athletic Department, Ohio State University, 1959), p. 105.
students have recognized this and consequently have ardently supported the teams, both by their moral and financial support, yet during the school year just closing, with all the student support, and favorable physical improvements, why have we not been more successful? Wherein do we fail? Our failure is in not extending the guardian of our athletic family our respect and confidence. A new guardian or a change of heart in our present one will work wonders. One or the other is bound to come.  

The Makio, as it turned out was correct—a change was bound to come. In December 13, 1911, President Thompson received the following resolution:

Whereas—
The present form of management of athletics in Ohio State University has proven unsatisfactory and whereas—
we, the members of the Athletic Association of Ohio State University, believe that the Department of Athletics, managed and controlled strictly for athletic interests and separate and apart from the Department of Physical Education, would be broadened and placed on a higher plane and would prove more satisfactory to all parties concerned.

Be it resolved—
That we, the members of the Athletic Association of Ohio State University do hereby petition that these be a division of duties in the present Department of Physical Education and that the Department of Athletics be established, its management and control to be separate and apart from that of the Department of Physical Education.

W. Henry Graut
Secretary Athletic Association

In the face of this growing concern, President Rightmire appointed a special faculty committee to investigate

---

53The Makio, 1911, p. 89 (Published Annually by the Junior Class of the Ohio State University).

the organization and administrative relationship between athletics and physical education in comparable universities throughout the country. This was a crucial period in the history of these two areas and in order to fully understand why the faculty finally made the decision they did, it is necessary to read the entire report submitted to them on February 14, 1912.

REPORT OF THE COMMITTEE ON ATHLETICS

February 14, 1912

Your Committee has made an extensive investigation of the method of direction and control of athletics in twenty-five of the largest universities of the East and Middle West. . . .

Your Committee learned that the Ohio State University as compared with the institutions of a similar size and character is at the present decidedly undermanned in the departments of physical education and athletics. In no institution at all comparable with the Ohio State University does one man do all the work that has hitherto fallen to our professor of physical education. Your Committee further learned that it is very unusual, in fact almost impossible to find one man with equal interest and training in the two departments of physical education and intercollegiate athletics. At many institutions where there is ostensibly one head the work is really divided. At others the two departments are entirely separate. At Chicago, for instance, Mr. Stagg, who is formally head of the department of physical education, gives all his time to athletics and takes no interest in physical education. Another man with medical training directs this. Mr. Huff at the University of Illinois is in a similar position, and informed us that physical education was neglected there. At Nebraska the director of outdoor athletics is independent of the department of physical education. Your Committee observed a growing tendency to make competitive athletics a regular department of the University. . . .

Various methods of insuring faculty control are in vogue in the universities of the Middle West. In a few, namely, Indiana, Northwestern, and Chicago,
the students have no representation on the athletic board of control. The Committee has found that this is not satisfactory to the student bodies. At some others where there are mixed boards the faculty members are in the minority, but the acts of the board are subject to the veto of a committee of the university faculty, council or senate. An example of this method is Minnesota. This seems a cumbersome method and may give rise to friction. At other institutions such as Nebraska, Kansas, Iowa, Illinois and Michigan, the faculty has a majority representation on the athletic board. The latter method seems to us to be the simplest and best for insuring faculty control. We believe that inasmuch as athletics is primarily a student interest some student representation is desirable. In every case which we have considered, the athletic board has complete control of intercollegiate athletics.

Your Committee came to the conclusion that the western method of faculty control of athletics is best suited to the conditions at Ohio State. Your Committee therefore recommends as follows:

1. The control of intercollegiate athletics shall be vested in an athletic board of control constituted as follows:

   The said board shall consist of nine members;*five of these shall be members of the University Faculty and shall be appointed by the President, annually. They shall constitute the Faculty Committee on Athletics and Eligibility. Two members shall be alumni of the University, elected or appointed annually by the Alumni Association. Two members shall be students to be elected annually by the members of the Athletic Association. This board shall appoint the athletic director, engage all coaches and trainers, approve all schedules and expenditures, appoint all student managers and other assistants.

2. The immediate direction of intercollegiate athletics shall be in the hands of a director of athletics, appointed by and responsible to the board of control. It shall be the duty of such director to arrange the schedules of all intercollegiate and intramural contests subject to the approval of the board. He shall supervise all trips and all arrangements for the carrying on of intercollegiate and intramural contests. He shall look after the interests of the intercollegiate teams and further he shall endeavor to promote a general participation in outdoor athletics among students of the University. He shall report to the board of control on all matters relating to his department.
3. It is recommended that as soon as practicable and as far as possible all coaches of teams shall be employed for the regular academic year and when satisfactory continued in their office from year to year. It is the view of the Committee that it is highly desirable that all coaches should be permanently identified with the life of the University.

*Professor George W. Rightmire
  " J. A. Leighton
  " T. E. French
  " A. H. Tuttle
  " C. A. Dye

Appointed until June 1912.55

After studying this report, the faculty approved "immediate direction of intercollegiate athletics"56 to be in the hands of an athletic director and all coaches to be hired for the academic year. Consequently, after six years of operation under one administrative head (Dr. Wingert), the administration of physical education and athletics were to be separated, but this particular form of organization would also be short lived.

On the basis of this action by the faculty, John R. Richards was appointed as athletic director and head coach of football and track on May 9, 1912. His salary was set at $3500.57 Mr. Richards, therefore, was Ohio State's first athletic director and during the next 57 years, only two other men would ever hold the same title.

55Ibid., p. 6.


57James E. Pollard, Ohio State Athletics, 1879-1959, pp. 111-12.
One of his assistant coaches, hired at the same time, was Lynn W. St. John, a gentleman who was to have, eventually, a profound influence in the development of physical education and athletics at Ohio State, as well as a significant influence in athletics, nationally.

Mr. Richards resigned abruptly after serving at the University for only three months. There is no mention of Mr. Richards' resignation in the board minutes and on December 18, 1912, L. W. St. John was named Athletic Director. According to Dr. James E. Pollard, Mr. St. John said later that the board acted without consulting him and he was taken by complete surprise at their action.58

That same academic year John W. Wilce was employed as Football Coach and Frank Castleman was named Track Coach. Both men served the University for many years and made significant contributions to athletics, intramurals, and physical education.

While it appears that a great deal of time was being devoted to athletics, progress was being made in the Department of Physical Education also. One of the chief concerns of the department was that of professional preparation for physical education teachers. The men were particularly concerned about the qualifications of the individuals who were 58bid., p. 114.
supervising high school athletics while the women were concerned with the poor quality of physical education and hygiene to which the high school girls were being exposed. Consequently, with Dr. Littlejohn and Dr. Wingert as the "driving force" another milestone was reached in physical education—that of establishing teacher preparation in physical education. This action took place on February 12, 1912 which was during the same meeting where it was decided to separate physical education and athletics. The official entry in the faculty records is as follows:

The Faculty of the College of Education at a meeting on 12 February 1912 passed the following motion: That not to exceed six hours in physical education be counted as credit for the degree of Bachelor of Science in Education and this to be granted only upon petition to Executive Committee of the Faculty of the College of Education and recommendation of the instructor in Physical Education. The six hours for credit shall be for work in addition to the regular work in physical education required of all students.

By this time, the conditions in the Armory had become intolerable for the women and was having a serious effect on their program of physical education, as pointed out in the following letter to President Thompson. This is an excellent description of the facilities in the Armory and the problems the women were facing at that time.

Dear President Thompson:

The following report is submitted, not that it contains anything unknown to you, but because com-

---

plaints from the young women students are becoming so numerous, that it seems as if it will soon be necessary to take steps, either to eliminate part of the course in Physical Education for Women, or to provide a suitable place for it.

The number of students has increased so rapidly in the last few years, that classes in this department are now composed of from 90 to 130 or more members; too large a number to teach at one time, and give any personal attention whatever. (There were only 2 full time women teachers.)

There are but 115 lockers,—small unventilated lockers,—and 422 women in the department. Result: the clothes of three, and sometimes four students have to be crowded into one locker, which is almost an impossibility; and in some cases I have found the clothes of more than four in a locker, the owners saying that they would rather be jammed in with girls they know, than be obliged to hang their clothes against those of strangers. Clothes may be damp with perspiration, or soiled, and it does not seem right to compel the girls to crowd their clothes in with those of people whom they do not know.

Also there are many articles of clothing lost, and with occupants of lockers coming at different hours, it is difficult, or in many cases impossible to fix the blame, or prove carelessness in anyone.

With such crowding, no more clothes are kept in the lockers than absolutely necessary, and the change of underclothing which is so essential to health when going from the Gymnasium into the cold outer air, is altogether impossible.

Dressing rooms are so crowded that a very small part of the classes, often less than one tenth, can squeeze into them to dress. Three usually try to dress in each one at once, but the rest have to change their clothes, in the aisles, exposed to the view of others, and having no place to put their street clothes, often piling them in corners on the floor. Many are sensitive, modest girls, to whom the publicity, and crowded conditions are almost unbearable; also their clothing is not protected, and many dresses have been seriously damaged by being kicked around underfoot.

The windows of the dressing rooms open into them from a level with the ground, directly beside the dressing spaces, so that it is impossible to keep them open in warm weather because they admit the gaze of the passers by, and in cold weather because they allow the cold air to blow directly on the students while dressing; and as one class enters before the preceding one is out, there is not chance to cool the rooms between times and to freshen the air; with the result that the heat, and odor
of perspiration become almost unbearable, and I have seen girls coming down from the Gymnasium floor, pause on the stairs with a gasp, as the hot nauseating wave of air reached them.

As the floor is available only in the morning, all classes, over 400 students, are obliged to come between 9 and 12 o'clock. This time is in some respect unsuitable for the following reasons; during the morning hours most students' schedules are full, so that they have to rush from some class (usually from the Main Building), to the Gymnasium, and from there to another class, with the result that fear of being late, and frantic rush has a detrimental affect on health, which in many cases almost counteracts the beneficial effects of the gymnasium lesson. Twenty minutes are allowed at the end of the lesson for dressing, but such are the crowded conditions, that they are almost always late in getting to the next class. Many of the Professors kindly excuse their tardiness, but some are seriously inconvenienced by it, and make continual appeals to me to see that they get to class on time.

Their minds are full of subjects of the day's recitations, and they neither need nor desire to have them obliterated from their minds; so that complete engagement, of interest is hardly possible, for the added reason that they have in mind the fact that hair must not be disarranged, no perspiration increased, because of lack of time at the end of the lesson, to arrange toilets.

From 10 till 12 would not be an unsuitable hour if both could be used together, giving time for a thorough lesson, followed by a shower bath and change of underclothing before going out of doors; but very few students have two consecutive hours free in the morning.

Having to allow time for dressing, only 25 minutes of the hour are available for the gymnastic lesson, and with the large classes, some of that is lost in the mechanical process of handling the class; resulting in lessons of such brevity as to be unsatisfactory alike to both pupils and instructors. It becomes impossible to give any individual instruction to those who need it because of some physical defect or weakness, or to allow to advance those who are interested, and would become more proficient; only such lessons can be presented as are suitable for the weaker members of the class, which makes them so mild as to be uninteresting to say the least. The students hardly get an idea of what might be presented in a good lesson, and their enthusiasm over the work, such as it is, makes the instructors long for the opportunity to give them the advantages of a thorough course.
We have no need to consider ways to increase interest in Physical Training; we need facilities for providing for those who are already interested.

The Armory, not having been built for a gymnasium, is lacking in many features which are essential. Between 1/5 and 1/6 of the woman students could have their health and well being promoted by carefully prepared Physical Exercises; which often means complete relaxation and quiet, between periods of mental exertion or long standing, such as occur in the Chemistry Laboratory (especially this year, when many have their laboratory work on two successive days, and have to stand on their feet three hours at a time on those two days, which frequently occur at their menstrual periods,) etc.; or exercises for the development of control, etc. in those who are undisciplined and irresponsible; or special exercises for those who have some structural defect, or functional disorder. Several cases which have left the University, could have been tided over, and retained had the Department of Physical Education had facilities for handling them. Nearly every day I see girls that need help which we are unable to give them, for lack of rooms, apparatus, or time.

The demand for preparation for teaching the subject of physical training becomes greater every year. This year, 23 girls in addition to a full schedule, are devoting certain hours to study of some of the subjects pertaining to Physical Training, preparatory to teaching.

It is to the interest of the student's health, that she have some out of doors exercise. This is recognized in the Boys' Athletic Association; but the girls, who need it even more, as the restrictions of conventional dress, and deportment limit their activities to a greater degree than do those of boys, have no space out of doors prepared and equipped for such use. The campus has several desirable stretches of level ground which would make ideal exercising fields.

It is imperative that each student have a locker to herself, so that her clothing need not come in contact with that of others; only by prompt attention, was an epidemic of a skin disorder checked in October of this year, its spread due to contact in the dressing rooms.

The Parallel Bars, Horses, Bucks, etc, are not suitable pieces of apparatus for women. (At a glance, this statement might be questioned, but I believe it to be the opinion of the more careful observers, that exercises of the character that are performed on the horse, etc, are suitable for girls from ten years to fifteen or sixteen, if carefully graded but not for
older girls unless they have been made accustomed, and prepared for them by having had them during the younger period. To take a young woman of eighteen or twenty, and require her to vault, jump, straddle, etc., is to expose her unnecessarily to injuries, apparatus as the Swedish Ladder, Wall bars, Climbing Ropes, etc., to either train them for something that may at some time be useful, as in ability to climb, of to strengthen and develop the muscles of the lower part of the body, in order to overcome the ill effects of corsets to prepare them for maternal obligations, etc; and this training can be made very effective, with the apparatus. But we have none such, nor is the building apparently adapted to such while it is used primarily as an Armory.

Anything more said along these lines, would be but a statement of familiar facts; but I should like to ask,

What method might be pursued to result in the acquisition of a Building of Physical Education, including a Department of Hygiene?

Is there anything that we could do in the department as it now exists, which would better conditions?

The group of Junior and Senior Girls who wish to teach Physical Training are coming to the following classes:

- Monday and Wednesday at 1 o'clock, Practice work on the Gymnasium floor in Swedish School Gymnastics, Advanced Indian Club Swinging, Advanced Calisthenics, Fancy Steps and Esthetic Dancing, Fencing, and Exercises of the Apparatus.
- Tuesday, kinesiology.
- Thursday, Consideration of the different systems of Physical Training.
- Friday, Analysis of Exercises, and Practice in Teaching.

These five 1 o'clock classes are supplements by practice on the floor between hours, practice in teaching in classes outside the University (settlement classes etc.)...

A short time later, a committee from the alumnae and women's council appeared before the Board of Trustees and

61 Letter from Alice Littlejohn, Chairman of the Women's Division of Physical Education, Ohio State University, 1912.
requested authority to start a movement to secure a Woman's Building on the University campus.

On motion, The University architect was directed to prepare preliminary sketches and estimate the cost of the proposed Woman's Building, the same to be presented to the President and Board of Trustees for approval, but nine more years would pass before the Women's Building became a reality.\(^2\)

On March 12, 1913 the College of Education approved a request that had been made the previous December, by Mr. Richards, Mr. St. John, Dr. Wingert and Miss Littlejohn, to give credit for summer courses in athletic coaching.\(^3\) This was the first time credit was allowed for this kind of summer session.

According to the catalog the curriculum for the summer session of 1913 included the following:

Athletics—Mr. St. John—Competitive and Recreative Sport.

The three following courses are intended for persons who are interested in or have charge of athletics in secondary schools.

101. The Organization and Administration of Athletics in Secondary Schools—5 hours per week.

102. The Theory and Technique of Coaching—5 hours per week. The rules and fundamentals of baseball, basketball, football, track and field. Plays, systems of signals, handling of men, formations and special appliances studied.

103. Field practice—The principles taught in 102 are worked out on the field.


\(^3\)Annual Report of the Board, 1913, p. 78.
Dr. Littlejohn—Physical Training for Teachers (women).

The hours of credit to be given for this course will be determined by the College of Education, but no credit will be given unless the complete course, which consists of one hour of theory and two hours practice a day is taken.

A. Elementary Theory
1. History of Physical Education and a study of different systems of Physical Training.
2. Emergencies and first aid to the injured.
3. Personal Hygiene.
4. Methods of Teaching Physical Education

B. Elementary Practice
1. Swedish School Gymnastics (20 minutes—3 times a week).
2. Light apparatus work (20 minutes—3 times a week).
3. Calisthenics (20 minutes—3 times a week).
4. Esthetic Dancing (20 minutes—2 times a week).
5. Folk Dancing (20 minutes—2 times a week).
6. Play and Games (20 minutes—2 times a week).

C. Advanced Theory and Practice
1. Anthropometry—3 hours a week—first four weeks.
2. Physical Diagnosis—3 hours a week—second four weeks.
3. Methods of Teaching and Outlining of Lessons—2 hours a week—8 weeks.
4. Remedial Gymnastics and Special Physiology and Hygiene for Women—5 or 6 lecture hours a week—8 weeks.\(^6^4\)

Up to this time, members of the coaching staff of the University held no faculty status whatever. This too changed during this eventful "period of transition."

The Department of Recreative and Competitive Athletics:

The trustees, as a meeting held June 27, created a new department with a title as above. The members of this department with the rank of Professor will be given seats in the University Faculty. It may be

\(^6^4\) The Ohio State University Catalog 1912-1913. Published by The Ohio State University, Columbus, Ohio, p. 264.
opportune to add that this new departure suggests an entirely new point of view on the whole subject of physical education and athletics. The attention of the Faculty was drawn to this subject in an address last autumn by Mr. Richards. It is worth while to note that the University has never given physical education, military service or any form of recreative or competitive athletics a place as a constituent part of the education entitled to credit toward a degree. Some of the work has been required but the Faculty has held strictly to the theory that all such work should be in addition to the academic work required for a degree. As a consequence of this attitude individual members of the Faculty have at times, assumed that their subjects should take precedence and students be excused from the non-academic subjects in cases of conflict. The President has uniformly ruled against this practice because it involved a contradiction between the requirement of the Faculty and the individual judgment of a Professor. . . .

The annual report of the physical education department points out that there were 1592 men enrolled during 1912-1913 (816 the first semester and 819 the second semester). There were 886 women enrolled for the same period. The remainder of the report points out the purposes and program of the department.

Any system of education which does not safe-guard and enhance the health of the student, is, to say the least, incomplete.

The mere assembling of thousands of students in class-rooms and laboratories, and keeping them there for four or five hours a day, for two hundred days in the year, introduces into their lives a wholly artificial but necessary element. Healthy lives, are normally, continually active, and this restriction of natural movement is not to be allowed without a careful consideration of possible ill effects. It is well known fact that a large part of the sickness


66 Ibid., p. 67.
general ill health, and inefficiency is preventable.

Fully ninety per cent of the students who enter this University have had little or no training in the common laws of health and personal hygiene. It is, therefore, the aim of this department to furnish the correct amount of judicious physical exercise, and teach those laws of personal hygiene which will maintain and increase the health, strength, and efficiency of the student.

The year just closed has been, for the great mass of students, the most successful one this department has had since the writer has been connected with the University. The physically undeveloped ones who needed judicious guidance in the laws of health, rational exercise, rest and recreation, received proper instruction, while the physically fit athlete was well cared for by the department of Athletics.

Gymnasium Open Nights

During the indoor season, all the privileges of the department are kept open night and day, to accommodate the students. One of the instructors is always on hand and janitor service is arranged for until 9:30 P.M. At all times we aim to teach and encourage those types of physical exercise and recreation which the student is most likely to indulge in after college years.

PHYSICAL EXAMINATION

Number of examinations made the first semester...758
Number of re-examined at the close of the year..620

PERSONAL HYGIENE SECTION

For the first time this year all first year students were required to attend one lecture a week on Personal Hygiene during eleven weeks of the first semester. The following topics were presented:

Hygiene of the Respiratory Tract.
Hygiene of the Digestive Tract.
Hygiene of the Skin.
Hygiene of the organs of reproduction.
General Personal Hygiene.
SWIMMING

Ability to swim is one of the requirements of this department. Every first year student is required to sign up with the swimming instructor and demonstrate his ability in this line. 880 men enrolled, 643 passed the examination, 187 students were taught to swim this year, 35 failed; 15 were conditioned.

The small size of the swimming pool (20x30 feet) and the large number of students using it daily makes it imperative that the strictest hygienic supervision be maintained. The pool is emptied and washed out daily. Three times a week it is thoroughly scrubbed. This is the poorest part of our equipment. We should have a pool four times the size of the present one.

Co-operation with the Department of Athletics use of the main floor of the Gymnasium by athletes.

During the indoor season--The use of the main floor of the Gymnasium is turned over to the Department of Athletics, immediately after the close of class work. Athletes are also privileged to use the running-track between the regular gymnasium classes, during the afternoons, daily, from a quarter of to a quarter after the hour.

This schedule allows the Department of Athletics and the male students of the Department of Physical Education an equal amount of time on the main floor of the gymnasium.

The enlarging of the basket ball court this year, and the placing of it in the center of the main floor was quite a concession to the Department of Athletics. It occupies so much space that very little other work can be done with satisfaction when the court is in use.

One set of indoor athletics tests (not announced in our last report) made in this Department, uncovered some valuable athletic material, and a list of these men was sent to the Department of Athletics, along with a list of twenty of the strongest men in the freshman class.

In the hope of finding more athletic material and creating athletic interest, a series of "week end" tests of skill and endurance were planned, but had to be abandoned after the second meet. We found the average student too much occupied with college duties and other interests to practice for these events.

On December 12, 1912, the last effort was made to interest the upper-class men. Announcements were made to all gymnasium classes, and notices posted, that the upper and lower gymnasium floors would be thrown open between the active class periods (a quarter of to a quarter after the hour), from 9 A.M., to
4 P.M. daily, and instruction given by this Department to any students in the University who desired to participate in athletic games or recreation, but not over a dozen men took advantage of the offer.

DEVELOPMENT OF THE RECREATIVE PHASE OF PHYSICAL TRAINING (WOMEN)

Each year there is a great demand among the young women students for recreation of the sort which may be obtained in a gymnasium. The girls want to have basketball teams; they want to climb ropes; to run races; to play ball; to dance; and in general to amuse themselves in physical ways. They show a desire to laugh aloud, to call to each other, and indulge many such natural desires, which conventionalities deny them. They come to the gymnasium in the afternoon, when through their classes, and express their longing to get into their "gym" suits, and go up onto the floor and play.

As the building is closed to the women students during the afternoon hours, we began, the second semester of this year, opening it from 7 to 9 Monday and Thursday evenings to the girls. The response was immediate. An average of 83 attended until in March when flood conditions necessitated the discontinuance of the privilege. Basketball teams began to skip about and swing on the ring. A general spirit of hilarity in the spring, through the cooperation of the Athletic Association, a corner of the athletic field was reserved for the girls, and out-of-door games were played with great enjoyment.

Plans are now made to start all classes out-of-doors next fall; to encourage students to sign up for their favorite sports, and to arrange hours when practice may be had. If good weather prevails, the little athletic field will prove a source of great pleasure to the girls, and will be a step toward a Girls' Athletic Field, which we hope will one day be a reality. We are a long way behind many institutions in providing facilities for the girls' activities, but, even with the overcrowded building, we shall be able to make some advance now that we can arrange for some out of door work.

Also a class in Folk Dancing will be held through courtesy of the Dean of Women, at Orton Hall, Wednesday afternoons, open to all women students, which will be an outlet for their exuberant spirits.

The organization of classes for sports will necessitate another student assistant to teach the
games, stay out on the field during practice, etc., and we hope that we can retain Miss Marsh for this work, and to continue teaching swimming during the winter months.

Allice Littlejohn Goetz.

Summary

Physical education actually began in January, 1898 at Ohio State, although it was called physical training at the time and Dr. Linhart was the first Director of the program. Two years later, physical training was made mandatory for all students and has remained a requirement to the present day (1969).

In 1906 athletics finally came under control of a faculty member for the first time when Dr. Wingert was given this responsibility along with that of Director of Physical Education. Six years later, the administration of athletics and physical education was separated again and Mr. John Richards became athletic director. Several months later he resigned and L. W. St. John was named as his successor.

In 1913 credit for summer school courses was authorized in physical education and has continued to grow ever since.

These 15 years were the foundation for the future growth of physical education at Ohio State.

CHAPTER II

WORLD WAR I AND POST WORLD WAR I

PHYSICAL EDUCATION 1912-1921

At the end of the 1913-1914 school year, Alice Littlejohn Goetz resigned and was replaced by Dorothy Bocker. Miss Bocker had two assistants, Marquerite Moore and Dora Sauer making this the first time the women had three full time faculty members on their staff.¹

The men's staff was also composed of three people—Dr. Wingert, George Bartholomew and Henry Ohlson.² From this point on, however, the men's staff would grow at a much greater pace than the women's primarily because of the new policy which gave coaches faculty rank.

Later in the year, another faculty Committee was appointed to consider the matter of credit for work done by students in athletics, physical education and certain compulsory exercises. On April 15, 1914 they made this report to the University Faculty.

TO The University Faculty:

Your committee appointed to consider the matter of credit for work done by students in Athletics,

¹ Faculty Directory, 1914, p. 65.
² Ibid., p. 65.
Physical Education and certain compulsory exercises begs to report as follows:—

First:— The committee recommends that the compulsory lectures given by the Dean of Women to the first year women, which were authorized by this faculty be considered as a part of the requirement in Physical Education for Women, just as the lectures to the first year men by the President are a part of the requirement in Military Drill.

Second:— That the required Military Drill and Physical Education for men in the first and second years, remain on the same basis as at present, i.e., as work required for graduation in excess of the required number of hours of academic work.

Third:— Realizing that there is a demand for teachers prepared to direct Athletics and Physical Education in addition to their regular secondary school work, the committee recommends that advanced courses in Athletics and Physical Education be offered in the appropriate colleges; not to exceed six hours of such work to be counted as credit toward a degree and not more than two hours to be taken in any one semester.

Respectfully submitted,

(Signed) Alfred Vivian
A. G. G. Richardson
C. A. Dye,
H. R. Spencer,

Committee.

One of Dr. Wingert's innovations was an event he called the "annual open lesson." In looking through the program of May 9, 1914, we see that this event was performed by the men's department only and took place on Ohio Field. The University band was present as well as a pianist to accompany certain exercises during the program. It is interesting to note the various kinds of exercises demonstrated, as compared with what we do today, and the values

---

3Committee Report to the Board of Trustees, April 15, 1914, p. 3.
they believed could be fostered by these particular activities.

The exercises shown today tend to foster and develop the following mental and physical qualities: self possession, alertness, concentration, perseverance, quickness of perception, increased power of attention, will power, patience, obedience, loyalty, skill, agility, grace, poise, courage, strength, endurance,—in a word, health and efficiency.

I. A—Respirator exercises and Gymnastic steps
   B—Recreative games
      Volleyball
      "Skin and Snake"
      "Thread the needle"
      "All up" Relay

II. A—Exercise with Bar-Bells (corrective exercise)
   B—Class Wrestling
   C—Recreative Games
      Playground ball
      Indoor Base ball
      Whip Tag
      "Three Deep"
      Field Hockey

III. Educative Exercise—On various pieces of equipment

IV. Habit Exercise—These exercises are taught in this Department, with the view of creating a "habit" or a desire to follow them in after-college years.
   "Dry Land Swimming"
   Round Dancing
   Tennis
   Volley Ball
   Boxing, Fencing, Bag Punching
   Club Swinging
   "First Aid" and Bandaging Contest

V. Carnival of Contests and Games—real recreation
   Basket ball relay and Pin Ball
   Human Burden Race—Indian Club Circle Pull
   Cross Rog, Japanese Tag and "Black and White"

---

Program, "Annual Open Lesson," Press Ohio State Reformatory, Columbus, Ohio, May 9, 1914) N.P.).
Dodge Ball and Indian Club Race
Walk and Run Relay
Union Ball
Relay Races—Hopping—Leap Frog—Jump Wand—
Wheel-barrow
Man Overboard
Bombardment
Flank Tag
Center Ball
Spud
Basket-ball

VI. Inter-collegiate Chariot Race

A. Team A—Mechanical Engineer, Electrical Engineers, Civil Engineers, Chemical Engineers
Team B—Agriculture, Horticulture, Forestry
Team C—Arts, Education, Pharmacy, Veterinary Medicine

B. Pyramids

VII. Annual inspection and awarding of certificates.
The "GA" monogram is the highest honor awarded to the Aid in this department. It is given for service and ability.\(^5\)

While the Department (men and women) were concerned about the students being involved in activities with carry over value—the primary concern in physical education in 1914 was health. This factor is pointed out very clearly in the annual report of that year.

I. Aims of the Department

A. To provide such instruction, supervision and experience in the fundamental laws of health and personal hygiene as will acquaint the student with his health possibilities and enable him to intelligently formulate his own policy of personal health control and protect and help his associates.

\(^5\)Ibid. (N.P.).
B. To provide instruction in the various motor activities (outdoors as well as in) that are known to develop organic vigor, coordination, bodily skill, endurance and many valuable traits of character. The value of daily rational exercises as a "health habit" is instilled into the student in this section of the work.

C. To provide necessary medical advice and emergency treatment to students of this Department while they are on the University campus during regular school hours.

"In a word"—Health and Efficiency

The proposed extended corrective individual exercises, social and physical ability to swim was a requirement.

After the separate departments of athletics had been created, a proposal was presented to the faculty, by the departments, that the work of the Department of Recreative Athletics and that of the Department of Physical Education be combined. The two departments would function under one administrator.

The Departmental Report said:

The larger scope of the work is briefly outlined with the broad modern conception of scientific physical education in view.

It did not propose radically to revolutionize and change the methods of the present double system at the

---

7 Ibid., p. 68.
8 Ibid., p. 78.
B. To provide instruction in the various motor activities (outdoors as well as in) that are known to develop organic vigor, coordination, bodily skill, endurance and many valuable traits of character. The value of daily rational exercises as a "health habit" is instilled into the student in this section of the work.

C. To provide necessary medical advice and emergency treatment to students of this Department while they are on the University campus during regular school hours.

"In a word"—Health and Efficiency

The program also included corrective individual exercises, social dance, and the ability to swim was a requirement.

After two years of having separate departments of athletics and physical education, a proposal was presented to the faculty, by these two departments, that the work of the Department of Competitive and Recreative Athletics and that of the Department of Physical Education be combined. The two departments would function under one administrator.

The Departmental Report said:

The larger scope of the work is briefly outlined with the broad modern conception of scientific physical education in view.

It did not propose radically to revolutionize and change the methods of the present double system at the

---

7 Ibid., p. 68.
8 Ibid., p. 78.
University, but proposed to correlate all interests to work towards a common end, the greater good of the University.

The essential feature of the idea was provision for executive power centralized in a Director of Physical Education. The work of the Department was divided into five general fields:

1. Required Physical Work.
2. Intramural Recreative Work.
3. Normal Courses.
4. Intercollegiate Work.
5. Extension Work. (Proposed)\(^9\)

The Director would be directly responsible to the President and Board of Trustees. He would be in general executive charge of all activities of the Department. The Director would give also some of the normal work, and would give some of his time to certain fields of coaching until local conditions would enable him to devote all of his time to proper normal education and executive duties.\(^10\)

**Required Work**

This work for men would be in direct charge of a Director of Gymnasium and two assistants. All first year


students would be given physical, medical and motor efficiency examinations. On the basis of the examinations, the men would be divided into at least three classes, for example super-normal, normal and sub-normal. The Director would supervise all required work.

The best men would be placed in groups for more highly organized forms of activity. Such men would be allowed to elect some supervised work of an athletic character. Normal men would be required to perform the usual amount of gymnasium work, mixed with plays and games, but would also be allowed to substitute participation in freshman and supervised intramural athletics teams for corresponding gymnasium time credit.

For the sub-normal man, special corrective exercises would be required for at least the Freshman years.

The above arrangement of required work for men involved changes in the classifications of students. It also involved use of the assistants in intramural gymnastics, wrestling, fencing, boxing and basketball and in inter-collegiate wrestling, and gymnastics. ¹¹

Women Required Work

The work of the Women's Department would be under a Woman Director and two assistants. It was desirable to the women that a woman physician be included on their staff.

¹¹Ibid., p. 3.
Because of the coordinate use of facilities and the possibilities in giving theoretical courses in Physical Education open to both men and women, the work for the women would be nominally under the Director of the Department of Physical Education.12

**Intramural Work**

This division contemplated recreation for the general student body.

The present system of intramural athletics for men would be more thoroughly supervised, because the members of the present staff of Physical Education would also be available. The aim was to organize recreative activities to the point where the largest feasible number of students would be using the facilities. No effort would be made to expand intramural activities beyond the bounds of sane supervision. Intercollege and club organization would be perfected. The general supervision of intramural athletic activity would be in the hands of members of the Intercollegiate athletic coaching staff since they believed the prestige of intercollegiate athletics greatly facilitated work in the intramural field.

The development of modest outdoor facilities for girls recreative sports, such as field hockey and archery, was

---

12 Ibid., p. 3.
one of the desired goals too.\textsuperscript{13}

\textbf{Normal Work}

This proposal involved a continuance and further development of the normal work given in summer sessions 1913 and 1914 by members of the Department of Competitive and Recreative Athletics, and work given during the previous two years by the Department of Physical Education for Women. It also involved eventually the giving of similar work during the regular college year, presumably as a part of the work of the College of Education.\textsuperscript{14}

The demand for men trained in physical education, theoretical and practical, had developed for universities a real responsibility in this field of education. The demand was not for men or women trained in gymnastics alone nor in athletics alone but for college trained men and women with a broad conception of physical education in \textit{all} its phases.\textsuperscript{15}

At that time the big demand was for men to teach in high schools and coach athletic teams.\textsuperscript{16}

In the absence of technically trained physical educators, high school principals and superintendents invariably hired a man who had distinguished himself in athletics rather than

\begin{itemize}
\item \textsuperscript{13}Ibid., p. 4.
\item \textsuperscript{14}Ibid., p. 4.
\item \textsuperscript{15}Ibid., p. 4.
\item \textsuperscript{16}Ibid., p. 4.
\end{itemize}
the man who had excelled in gymnastics. It was felt that it was the duty of the University to train these men whose services were in demand in general theoretical physical education.17

They felt too that a proper normal training in athletics and gymnastics along with the proper courses in general theory was impossible without the closest cooperation of these two phases of the Physical Education field.

A so-called "minor in physical education" was planned. The technical courses in physical education would be given by the regular members of the staff, and courses in other correlated departments of the University would round out a complete course.18

Little if any extra expense would thus be involved in the giving of normal work. The Director of the Department, Director of Football, Director of Track and Field, Director of the Gymnasium, Director for Women, would each assist in giving of the technical courses.

Combination, they felt, was absolutely essential for the giving of normal courses which were open to both men and women.19

17 Ibid., p. 5.
18 Ibid., p. 5.
19 Ibid., p. 5.
Intercollegiate Athletics

Intercollegiate athletics were conceived in this plan as an efficient unit, part of the activity of the University supervised by the faculty. Athletics at Ohio State should be continued above the reach of betting team supporters, who would professionalize sport, and players, and lower the standards of the entire system.20

The staff in intercollegiate work, Mr. St. John who coached basketball and baseball and assisted in football; Mr. Wilce who coached football and directed intramural activities and Mr. Castleman who coached track and field sports and cross country, also assisted in football, were all engaged through much of the year in promoting intramural athletics. A student assistant had been employed, who in addition to coaching the Freshman Football squad, had helped with the intramural work.21

Extension Work

This field was proposed as a proper working out of any system of physical education.

Proper standards of physical education would be promoted through lectures by staff members and distribution of appropriate literature. Such literature and lectures were requested by many school men of the state.

20 Ibid., p. 6.
21 Ibid., p. 6.
Fifteen hundred copies of a special illustrated booklet and 600 copies of a special edition of the Lantern were to be distributed by the Varsity "O" Association through the Department of Competitive and Recreative Athletics.\(^{22}\)

The Board of Control for Athletics recommended that "in the interest of economical and efficient administration the Department of Competitive and Recreative Athletics be consolidated into one Department."\(^{23}\)

It was during this year that Dr. Wingert resigned his position in physical education to become director of the student Health Service. Whether this action came because of the move to combine athletics and physical education, or whether the move to combine came because of his resignation is not known to us.\(^{24}\)

At the same time, Dorothy Bocker resigned after one year as director of the women's division and was replaced by Florence Meyer.\(^{25}\)

On April 24, 1915, the two departments were combined and were "to be known as the Department of Physical Education, effective July 1, 1915."\(^{26}\) Mr. Lynn W. St. John was

\(^{22}\)Ibid., p. 7.

\(^{23}\)The Ohio State University Catalog 1914-1915. Published by The Ohio State University, p. 311.

\(^{24}\)Faculty Directory, 1915.

\(^{25}\)Ibid., p. 7.

appointed as the head of the Department, a post he would hold for the next three decades.27

The next academic year the work of the department was divided into four sections:

1. Required physical education
2. Intramurals
3. Teacher preparation
4. Inter-collegiate athletics.

During the year there were 1097 men enrolled in physical education and 497 women.28

The curriculum offered in 1915-16 included the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>101-102</td>
<td>1</td>
<td>Physical Education—1 credit hour. The year, 2 hours a week. Required of all first year students. First semester course consists of one lecture on personal hygiene and one period of activity.</td>
</tr>
<tr>
<td>110</td>
<td>2</td>
<td>Theory of Physical Education—2 credit hours. Second semester. A consideration of the history and principles of Physical Education and the relation to the general education system.</td>
</tr>
<tr>
<td>112</td>
<td>2</td>
<td>Principles of Coaching—2 credit hours. Second semester. Instruction in organization and conduct and coaching theory.</td>
</tr>
<tr>
<td>131-132</td>
<td>1</td>
<td>Physical Education—1 credit hour. The year, 4 hours a week. Required of all first year students. Lectures on personal hygiene. Gymnastic exercises, elementary Swedish gymnastics, calisthenics, drills with wands, Indian Clubs, folk dance, aesthetic dance and games.</td>
</tr>
</tbody>
</table>

27 Ibid., p. 8.
133-134 1 credit hour, the year, 4 hours a week for second year students, required of all women. Lectures on principles of Physical Education and Gymnastic exercises.

135 Anthropometry and Physical Diagnosis—3 credit hours.

136 Theory and Practice of Teaching Physical Education—3 credit hours, 2 lectures and 3 hours practice each week.

Summer Session
107 Organization and Administration of Athletics in Secondary Schools
112 Principles of Coaching
114 Play and Playground Work
116a Playground Activities for Boys
116b Playground activities for Girls
118 Playground practice
120 Anthropometry and Physical Diagnosis
122 Teaching of Physical Education
131 Hygiene and Elementary Practice (women)
136 Theory and Practice of Teaching and Advanced Practice (women)29

During these years, the Physical Education Department was in the "Presidents Division" in the framework of the University and they reported directly to him on all matters concerning physical education. The following letter is an example of the kind of details that sometimes came to the President's attention because of this type organization.

Dear President Thompson:
It is desired to make a change in the required dress for gymnasium work. The present specification as laid down in rule 30 in regulations for Department of Physical Education for men, provides that students shall wear a gray quarter sleeve shirt with a scarlet band across the front, and gray trousers with black stripe down the side. We desire to adopt a white sleeveless shirt, white running pants (minimum length of inner seam of pants to be nine inches), and white canvas

29The Ohio State University Catalog 1915-1916. Published by The Ohio State University, pp. 360-61, 8, 370.
shoes. This seems to be in accord with the general practice elsewhere.
To put this change and regulation into effect, is it necessary to have more than your approval of this change?30

In 1916 Dr. J. H. Nichols was appointed to the staff to head up the required program and to supervise medical examinations and health instruction. According to Dr. Nichols, Mr. St. John wanted a medically trained man in order to give the Department some professional and academic prestige with the University Faculty. Medically trained men were the heads of most Eastern schools at that time. Dr. Hitchcock at Amhurst, Dr. Sargent at Howard, Dr. Tait McKenzie at Pennsylvania, Dr. Meylan at Columbia and Dr. Anderson at Yale.31

In a 1951 speech at Ohio State, Dr. Nichols said:

Students were highly antagonistic toward required physical education and at least one-third of my time that year (1916) was devoted to dealing with students who failed to attend their physical education classes.

Each student was given a number and formations were made by placing the numbered students into rows or columns and they would then take part in mass calisthenics. That was the whole program and characteristic of many programs over the country at that time.32

30Letter from St. John to President Thompson, March 23, 1916.
32"Physical Education News," Columbus: The Ohio State University, XI (November, 1951), 4.
A "syllabus" for physical education at Ohio State was prepared by Mr. Bird, a new staff member in 1917 which clearly illustrates what Dr. Nichols was saying.

GYMNASIUM.

I. AIMS.

Why should one engage in gymnasium work?

(a) Develop and preservation of the Physical body, and restoration of health.
(b) Recreational reasons.
(c) Gymnasium work promotes a systematic development that is not reached in any other lines of athletics.
(d) To better fit one's self for other phases of athletics.
(e) Better fit one's self for life's work.
(Balance between the mental and physical.)

II. RULES.

Definite preparation of day's lesson, including:

1. Exercises of all muscles.
2. Progression (exercise to exercise, lesson to lesson).
3. Games at close of lesson.

A. DAY'S ORDER.

1. Meaning: A Swedish system which puts certain types of exercises in a regular prescribed order of progression.

2. Reasons: No danger of exercising one muscle without touching others. One movement prepares the way for the next

1. Introductory Exercises.

Object: Transition from mind to body.
Type: Fast exercises as arm extension.
Effect: Wake up the class.
2. Arch Flexion.

Object: To stretch the chest and straighten the dorsal spine.
Type: Reaching and 2-heel elevations.
Effect: Good posture. Explain importance of standing erect.


Object: To elevate the chest.
Type: 2-A extensions sidewise. Haging inapp.
Effect: Increases the respiratory power.

4. Balance movement:

Object: Cultivate general equilibrium to diminish the heart-beat brought on by previous exercise.
Type: 2-heel and leg elevations.

5. Shoulder Blade.

Object: Develop shoulder and arm muscles. Promote co-ordination in movement of shoulder-blades, trunk and arms. Correct the student's stoop.
Type: Arm flinging, elevations and extensions.

6. Abdominal exercises:

Object: Strengthen the muscles and improve digestion.
Type: Stoop-falling; trunk-bending backward and forward.

7. Lateral Trunk.

Object: Quicken the circulation in the large vessels of the trunk. Strengthen the waist-muscles.
Type: Trunk rotation and sideward flexion.

8. Slow leg movements:

Object: Diminish blood pressure and heart beat.
Type: Knee flexions.
9. Leaping:

Object: Develop co-ordination, control and speed.
Type: Jumping, valuting, dancing, jig-steps, etc.

10. Respiratory Exercises.

Object: Produce normal respiration, after the leaping, and prepare the student for rest.
Type: Slow arm movements, upward and downward.

RESULTS: In this manner, within each lesson, one movement prepares the way for the next, and tends to counteract evil effects of the preceding.

B. APPARATUS WORK.

(Name pieces, hard and heavy.)

AIM: Aim is more specialization of exercise. Cultivate force and localized effects. As a means of correcting physical defects.

C. EXPLANATION OF GAMES, Etc.

III. FORM IN GYMNASTICS.

Judgment of one's ability based almost entirely on FORM.

To get correct form requires much work and practice. Not necessary to be a natural born athlete.

FORM IN GYMNASTIC CONTESTS.

Basis of judgment:

1. Form in approaching apparatus.
2. Form in the performance of set or voluntary exercises.
3. Form in retreating from the apparatus.
Gymnastic teams.

Prospect for intercollegiate team at O.S.U.
Preliminary work necessary (as Fresh Course.)
Participation in other branches of Athletics is of great value.

IV. HOW CAN YOU TRANSLATE SKILL IN THIS LINE INTO SOME OTHER LINE TO MAKE FOR USEFULNESS?

********

1. Relation to other branches of Athletics.
2. Military stand-point—setting up exercises, etc.
   Makes all-round better soldier.
3. In regard to business or professional life.
   Habits of exercise formed, etc.

LESSON ONE
********

CALISTHENICS

1 Class—ATTENTION! Hands on hips—PLACE! On neck—PLACE!
   Right—FACE! Left—FACE! Hands on hips—PLACE!
   About—Face!        POSITION! At—EASE!

2 ATTENTION! Chest—RAISE! DOWN! At—EASE!

3. ATTENTION! Hands on hips—PLACE! Right (L) knee upward—
   BEND! DOWN!        POSITION! At—EASE!

4 ATTENTION! Arms sideward upward—RAISE! DOWN! At—EASE!

5 ATTENTION! Hands on hips—and feet sideward—PLACE!
   Trunk forward—BEND! raise!        POSITION! At—EASE!

6 ATTENTION! Hands on neck and feet sideward—PLACE!
   Trunk to Right (L)— BEND! RAISE† position! At—EASE!

7 ATTENTION! Hands on hips—PLACE! Heels—RAISE! DOWN!
   POSITION! At—EASE!

8 ATTENTION! Hands on hips—PLACE! Running in place, knees up high in front.
   POSITION! At—EASE!

********
BOXING

"On GUARD." Explain position of hands, arms, feet, etc.

Commands:
Class-ATTENTION! On--GUARD! RECOVER! At--EASE! ATTENTION! Etc.

NOTES
***

Breathing exercises to be given three or four times during each lesson, at the time instructor sees fit.33

Dr. Nichols also had this to say about the status of physical education during this period.

Some of our considerations during this period were:

1. The development of an elective sports program. During this period most schools did not have such a plan. For the first time, students were to elect activities as soon as they were able to attain minimum standards of physical efficiency.

2. The acquisition of credit for physical education classes.

3. The development of a major curriculum in physical education.34

A new method of handling absences was instituted this same year. Each student was allowed a maximum of five absences during a semester. No excuses were granted unless a student was absent from the University for a week or more. Attendance counted in the final grade and in order to get

33Lesson Plans, O. C. Bird, 1917, The Ohio State University Archives, Physical Education File.

34"Physical Education News," Columbus: The Ohio State University, XI (November, 1951), 4.
an "A" in attendance, an individual could have no more than two absences. This grade was then averaged with the grade in a student's physical examination, physical efficiency test, swimming test and hygiene test.

Men who received an "A" were permitted to elect their courses for the next semester from special activities. This resulted in the reduction of the number of excuses granted from 706 the first semester of the preceding year to 83 for the first semester of this school year.35

According to Dr. Nichols, the outstanding feature of the year was a change in the attitude of the student toward the work of the Department. This came about by introducing, in 1916, a system of physical efficiency tests by which the men were graded and classified according to their ability.

The reasons for establishing these tests were:

1. Accurate method of grading and classifying men according to their condition and ability. The work must be graded to suit the needs of men.
2. It interests students in his own physical condition and creates a desire to come up to the standard.
3. It gives each man a definite goal to work for, as "A" grade means the privilege of electing courses.
4. Provide the Department a most accurate and fair method for grading and forms the basis for what men should receive credit and what men have not yet reached the minimum requirements of the Department.
5. It places physical education on the same basis as other courses in the curriculum. Many otherwise intelligent men believe that physical education is something aside and apart from all educational work.

Only in these past few years have we begun to realize, educationally at least, that mind and body are inseparable.\textsuperscript{36}

Dr. Nichols expressed the goal of the Department this way:

It has been our aim in all activities of the Department, to stimulate enough interest and enthusiasm in some line, so that the students will want to continue in it, not only for the rest of his college course, but the rest of his life. If we are able in some measure to do this, we have accomplished what every real teacher hopes to do, namely, to inspire an enthusiasm, a desire to go further. Who can say what it means to a man in greater years of effectiveness, and in greater happiness, to have a real enthusiasm for health and sport. . . .\textsuperscript{37}

The year 1917 saw the United States enter the "War to End All Wars." The effects of the war years and post war years were world wide and caused many changes to be made in the life of the Ohio State University, its colleges and departments.

The attitude of the University "community" towards the involvement of the United States in the war is such a stark contrast to the attitudes prevalent on college campuses in 1969 that it is included, not only to illustrate the point, but also to show the attitude of co-operation the University felt toward the war effort. This expression of complete support of the President of the United States will help explain why and how some changes were made at the University

\textsuperscript{36}Ibid., p. 51.

\textsuperscript{37}Ibid., p. 53.
during these years, particularly those regarding physical education.

The following declaration was adopted by the Board of Trustees on April 3, 1917:

The President of Ohio State University, by authority of the Faculty of the University and of the Trustees in session April 3, is requested to assure the President of U.S. of their recognition of the lofty ideals and the patriotism actuating him in the present crisis; of their unserving faith in this integrity of purpose of the righteousness of his stand for humanity and for political freedom of all nations, including the people of Germany.

The Faculty and Trustees pledge him their loyal support in his leadership. The resources of the U. in scientific and research laboratory and in men will be at his command. They will count it a great joy under his leadership to serve the cause of humanity and to aid in ushering in the day when government by treachery will be impossible, when autocracy will be supplanted by a rule of the people, when diplomacy shall be synonymous with truth and honor, and when righteousness shall be the foundation of government and the maintenance of justice the object of its administration.

The President is assured of the loyal support of the O.S.U. He has our hearts, our hopes, and our prayers.38

The work of the Department continued as near normal as possible for the time being. One of the curious regulations in effect at that time concerning required physical education was—"all students who by reasons of their church affiliations have conscientious scruples against Gymnasium work shall be exempt."39


39Letter to President Thompson from L. W. St. John, November 1, 1947, The Ohio State University Archives.
The "elective" program in physical education had begun to change the students' attitudes toward this requirement. An editorial in the Lantern had this to say:

Those who participated in the gym work a few years ago, and have paid little attention to it since, will be surprised by the evidence of progress. . . . the new progress of giving students work suited to their needs, their abilities and their tastes should work a revolution in the attitude toward "taking gym."\(^{40}\)

In March, the authorization for a woman's building was passed by the House (House Bill No. 452).

Be it enacted by the General Assembly of the State of Ohio:

Section 1. That for the purpose of providing for the women students of the Ohio State University a place where the required physical education can be given, where proper rooms may be provided for study, for reading, for rest and recreation, where the student activities of the young women may be centered with proper direction and supervision with provision for restaurant and dining room facilities, where provision for proper social and educational development may be provided; there be and hereby is appropriated out of any money in the state treasury to the credit of the general revenue fund, not otherwise appropriated, the sum of one hundred and fifty thousand dollars.

Section 2. The board of trustees of the Ohio state university is hereby authorized and directed to contract for and superintend the erection of such women's building at the Ohio state university under plans and specifications necessary to carry out the intent and purpose of this act.\(^{41}\)

The status of the women's division at the end of the 1916-1917 academic year was explained by Miss Meyer in her annual report.

\(^{40}\)Editorial, The Ohio State Lantern, March 29, 1917, p. 2.

\(^{41}\)House Bill No. 452, Passed March 20, 1917.
The work of the Women's Division has been more efficient this year because of the additional help of an assistant and the use of the lower gym during the afternoon hours.

25 girls passed tests for the "Varsity A" versus nine the year before. These girls served as aids by leading classes and were supervised by regular instructors. No student was given credit for complete work in the Department unless she could swim twice the length of the pool.

The women's athletic association, organized this year, assisted in conducting tournaments throughout the year in field hockey, basketball, volleyball, swimming, baseball and tennis.

Recommendations for the future:

1. A female medical advisor solely for girls
2. A larger teaching staff
3. A major course in physical education should be introduced as soon as possible. Each year there are demands for such a course by our students. This year at least 15 prospective students made inquiry since they wished to attend Ohio State and specialize in Physical Education.\(^{42}\)

Dr. Nichols in his annual report for the men pointed out that advance courses in Physical Education has been offered as electives in the College of Education for the first time. There were about 20 students enrolled in this elective work during the year. The next year, additional work would be offered and it would be possible for a student to "minor" in physical education. A total of 12 hours was allowed in this field by the College of Education.\(^{43}\)


\(^{43}\)Ibid., pp. 49-49.
Intramurals for men, which Professor Wilce had started in 1914 had shown a "healthy growth and increased spirit of competition." The fact that a successful football coach took charge of this program introduced a "powerful appeal, a vitalizing factor, and secures a response that would be hard to appreciate under a different man or plan of organization."44

The question of military drill replacing physical education was raised during this year. Dr. Nichols responded to Mr. St. John by saying that military drill was not, and never pretended to be a substitute for physical education. The military work was devoted to close order drill and tactics which did not in any way give a man the physical foundation necessary for a soldier or a citizen.45

He went on to say that all military men were advocating a complete system of physical education beginning in the grade schools and continuing through the senior year of college.46

He concluded his report by saying: "No subject in the curriculum is of more importance or of more value to the student than a knowledge of the fundamental laws of health."47

44Ibid., p. 5.
45Report from Dr. Nichols to L. W. St. John (N.D.), The Ohio State University Archives.
46Ibid., p. 2.
47Ibid., p. 2.
Dr. Nichols recommendations for the future in men's physical education were:

1. Requiring of high school students to present credits for courses in physical education. This will result in raising the standards in high schools.
2. Require physical examinations of all undergraduates entering the University for the first time.
3. Establish a two year course of prescribed physical education, three hours a week; permitting students to elect their activities as soon as they met minimum standards of proficiency.
4. Establish positive credit for all courses in physical education. The first military organization on campus and probably the most distinctive feature of the year was the establishment of a school for military aeronautics, for pilots. This organization was created in May, 1917 and became operational in June, 1917. The University gave the Government exclusive use of Hayes Hall and the Armory for this purpose.

Since the Armory had been turned over to the Military, the women's physical education department was forced to move their office to the Home Economics building. The program consisted of lecture in hygiene and outdoor sports when possible. This continued into the second semester when once again the women were able to move back to the Armory.

---

48 Report from Dr. Nichols to L. W. St. John (N.D.), The Ohio State University Archives.
Much of the men's program was suspended also. The elective program was completely suspended and the intramural program was cut back somewhat because of unsettled conditions.\textsuperscript{51}

The situation on campus between the military and University was not one of complete harmony. The division of authority between the military and University Faculty created serious problems and on top of this a tragic flu epidemic swept the country as well as the Ohio State campus, which created tremendous confusion and further complicated the problems already existing. As the war came to a close, the military program on campus was being widely criticized.\textsuperscript{52}

\textbf{The Post War Years 1919-1921}

After the military left the campus, the character of physical education was changed slightly to conform to what was found to be most desirable in the army training camps. This meant a larger measure of games, instead of exercises and individual work, and more emphasis on combatives such as boxing and wrestling.\textsuperscript{53}

The University was beginning to take another look at the role of physical education on campus. President Thompson, after attending a meeting of University Presidents in

\textsuperscript{51}Ibid., p. 46.
\textsuperscript{52}Ibid., p. 11.
\textsuperscript{53}Annual Report of the Board, 1919, p. 46.
Washington, D.C. in 1919 made this report to the Board of Trustees:

The real issue before colleges is whether physical education is to be a part of the education of youth, or an extra curriculum subject; that the time seems ripe for a revision of physical education in the colleges and universities. Physical education should either be placed under the jurisdiction of the Faculty, and become a part of the curriculum and carry credit as other academic subjects... thus giving it a place in real education, or it should be abolished.54

The status of physical education at Ohio State was that of a special area which was not included in any college on campus, but rather it was included in the "President's Division" and reported directly to his office.55

The faculty in the physical education department were not satisfied with their role on campus and felt that their program was not adequate. It was their belief that the program could be much more meaningful and beneficial if the University Faculty would approve of some proposed changes in physical education.56

In March, Mr. St. John presented the following report to the University Faculty.

Physical education at Ohio State has been inadequate because of:

1. Lack of its appreciation of its educational value.

54Ibid., p. 83.
55Ibid., p. 83.
56Ibid., p. 103.
2. Lack of time allotment
3. Absence of serious attitude on the part of students due to the fact that it has carried no positive credit. The department believes that physical education must be considered a true part of the curriculum and, as such, be adequately provided for. The reasons for this belief are:

1. The established need of a thorough physical examination of students as a pre-requisite to their entrance into University life and their most effective work as students.
2. The fact that appreciation of the fundamentals of personal hygiene is a pre-requisite to all effective life and work.
3. The definite need of the improvement or maintenance of health through the establishing of health habits.
4. The positive educational aspects of physical education which as stated by Professor W. H. Kilpatrick of Columbia University; concerns itself with health, morals, social outlook and the leisure time.

Morals, social outlook and the leisure time.

Playgrounds, gymnasiums and athletic fields are of estimable value as the laboratories of general education in which the most important factors of human efficiency are developed, namely health and character.

The department therefore submits these changes as necessary to the proper physical education development.

1. A 2 hour course in hygiene required of freshman first semester. To be included within the present requirement for graduation.
2. 3 hours a week of physical education required of freshmen and sophomore. This work to carry positive credit for a total of 4 hours.

The principles which ought to obtain in this program of physical education are:

1. A certain percentage of disciplinary drill enabling one to react accurately and promptly.
2. Personal contact and combat games.
3. Exercises that will serve for health and exercise after college.
4. Experience in organized competitive games which "seasons" a man and makes him able to come through under fire.
5. Corrective exercise for those in need.

The freshman work will consist of:

a. Fundamental Swedish work aiming at improved posture, respiration and circulation.
b. Recreative games and sports--boxing, wrestling, swimming, etc.

On the basis of the physical examination and an actual practical test, grading co-ordination and skill, freshmen to be arranged in group A, B, C. These groups to be given definite graded instruction followed by exams.

The sophomore work to be continued on same lines with a considerable larger amount of organized sports--more competitive in nature. Under present conditions it is proposed that the sophomores work take the form of compulsory intramural athletics for those physically qualified.57

After St. John presented this report he urged its prompt approval.

It is necessary for those proposals to obtain approval in order that physical education may have a minimum chance to produce results that are almost universally recognized as essential to a sound educational policy. Results that are essential to the development conservation of human resources. No other single educational issue equals this in importance. Even though the great war is over, the call for health, strength and endurance is as real though it may not be so insistent. . . . There must be wholesome physical environment, the development of health habits and sound instruction in hygiene or knowledge of health.

University physical education is neither a substitute for, nor an adjunct of military training. It

57Ibid., pp. 103-4.
is a program for producing men and women physically fit for whatever may be the responsibility of citizenship. This end is to be accomplished by physically educating boys and girls during the period of maturity and by encouraging in adults those activities essential to the continuance of health and bodily vigor.

As the greatest educational force in the state this University should get strongly back of the movement for compulsory physical training in public schools. We should at the same time put our program right by adopting a sound policy of required physical education and with this as a basis develop a good course of training of teachers in the field of physical education.\textsuperscript{58}

Earlier in this report, St. John referred to classifying students A, B, or C on the basis of a physical examination and proficiency test. This test was developed by Dr. Nichols and he explained the test and rationale this way:

PHYSICAL EFFICIENCY TESTS
A STANDARD FOR MEASURING AND GRADING WORK IN PHYSICAL EDUCATION.

Introduction

In the educational field the value of definite standards for measuring and grading the work is being realized more and more and definite tests are being applied by the yard stick experts in all lines of human endeavor to measure the mental status of the individual and determine whether the present methods of education are securing the results they should.

The relation of the physical to the mental progress now is being realized, and tests are here being applied, which may make it possible to definitely demonstrate and accurately measure the correlation in these two fields, which we are sure exists.

Need for Standards

In physical education the need for some definite standards to measure, as accurately as possible, the
physical ability and progress of the individual and to determine whether we are actually getting the results we profess and believe we should obtain, has long been felt.

Physical education is in many ways peculiarly adapted to this work as well as in particular need for accurate and definite means of grading and classifying individuals, according to their ability and needs.

There has been a general opinion rather prevalent in faculties, until recently, that physical education afforded primarily an outlet for the surplus energy of the students and a little wholesome recreation, but as for such courses having any real educational value or in any way being on equality with other courses in the curriculum, it was out of the question. It is only within the last few years and especially since the war, that physical education and health education have come to be considered a fundamental and integral part of the educational scheme and to be definitely provided for and given positive credit on the same basis as other courses in the curricula.

This great advance means that physical educators must measure up to this higher standard and meet their increased responsibilities with greater efficiency and produce real and demonstrable results. Physical education must keep abreast of the progressive movements in education and physical educators must be trained in pedagogy and educational psychology, as well as in their own special field.

During the first two or three weeks of the year, we examine every first year student entering the University. These physical examinations are completed before any physical education work is begun. Upon the basis of these examinations the men are classified into three groups, "A", "B", "C". Class "A" includes those men who organically and functionally are in first-class condition. This grade is given only to those men who come up to our standards in every respect. Their posture must be good; head forward, round shoulders, curvature of the spine, flat feet, poor muscular development, under-weight or over-weight, less than a 10% chest expansion, deficient lung capacity or any organic defect of the heart, lungs or kidneys, drops a man from the "A" class. Slight defects in vision, hearing, nose, throat or teeth are not considered in the grade, provided his condition in other respects meets the standard.
The "B" group—this includes mainly those who have postural defects, under-weight or over-weight, deficient chest expansion or lung capacity, for their age, height and weight.

Class "C" group is composed largely of men with defective hearts, kidney conditions and those who are crippled so that they are not able to take the regular work.59

The women's situation, as far as the armory was concerned, had gone from bad to worse and was affecting the further development of their program. Miss Meyer appealed to St. John, whereupon he sent the following letter to President Thompson.

Dear President Thompson;

In order to relieve the crowded condition which exists in the locker rooms of the Department of Physical Education for Women I propose the following arrangement:

1. That the requirement in Physical Education for Women be reduced, for both Freshmen and Sophomores, from four hours per week to three hours per week.

2. That not more than two hours per week be given to work on the Gymnasium floor. The additional hour to be spent in outdoor recreational activities, in the afternoons hours.

3. That swimming classes be held in the afternoon.

These recommendations should be subject to such modification, by Miss Meyer, as may seem indicated when the enrollment for next fall is known.

I recommend that such screens be placed in the locker room windows as will obstruct the view without stopping the air circulation.60

59 A Report by Dr. Nichols, 1920, The Ohio State University Archives.

60 Letter from L. W. St. John to President Thompson, July 1, 1919.
As a result of this letter, the following action taken by the Board of Trustees the week of August 7, 1919 was sent to St. John in a letter by President Thompson.

It was recommended that the following action taken by the University Faculty July 23rd be approved. The Faculty action was as follows:

"RESOLVED, 1. That the requirement in Physical Education for Women be reduced for both Freshmen and Sophomores from four hours to three hours a week.

   2. That not more than two hours per week be given to work on the gymnasium floor, the additional hour to be spent in outdoor recreational activities in the afternoon hours.

In pursuance of this action I recommend that the resolution withdrawn at the last meeting be now adopted and the persons named in the budget be elected for the current year at the salaries named."

The resolution is as follows:

That the Board of Trustees notify all persons on the roll of work for Physical Education for Women and the Head of the Department that the obligation to continue the service or the personnel after June 30th, 1920 is assumed that this notice go with the formal notice of election for the ensuing year.

This action should be construed as giving the Department an opportunity to make a somewhat better showing during the coming year than it has done in the past. If it should fall in that, my judgment is that the Trustees would close the Department at the end of the year. Their sympathy seems to be with the general situation that Physical Education for Women is not such as to beget confidence in mothers away from the place.

I should add that Professor Bradford stated at the faculty meeting that the situation ought to be condemned on the ground of its unsanitary character. I shall make some examination of this, but up to date understand it to be due largely to the location of the swimming pool, namely, on the north
side of the building, away from sunlight and in a generally unsatisfactory location for such facilities.\textsuperscript{61}

It would appear from this letter, that the program of physical education and the department was "under fire." Many of their difficulties were due in part, at least, to the overcrowding of the one existing indoor facility—the Armory. Since space was at a premium, the physical education department breathed a sigh of relief when the military left campus after the War. Their attitude was expressed by St. John in his annual report in 1920 when he said, "The elimination of unfavorable conditions produced by war generally, and by the military administration has made this year successful."\textsuperscript{62}

Earlier that spring, the University Faculty had requested a special committee be formed to study the program of physical education at Ohio State. (There were no physical education faculty members on this committee.) This was the report presented to the University Faculty.

Report of the Special Committee on Physical Education, To the University Faculty.

Gentlemen:

Your Committee, appointed to consider a number of proposals relating to the program in Physical Education, begs leave to report. After an extended

\textsuperscript{61}Letter from President Thompson to L. W. St. John, August 7, 1919.

study of the factors involved, and a thorough discussion of the same we are in agreement upon the following items:

1. While separate for administrative purposes, Physical education and Military Drill must be regarded by the Faculty as supplementary each to the other, and jointly for the physical well being of the student; and the time assigned to these two departments must be thought of by the Faculty as the time considered by it as adequate for physical well-being. The programs of the two departments must therefore be considered together.

2. In view of facts recited in the preceding paragraph the present independent assignment of students to schedules in the two departments, with no adequate consideration of the relation of the one schedule to the other ignores the student's welfare and should be corrected at once by the proper authorities. Each of the five hours at present assigned to the two departments jointly should be scheduled on different days.

3. The Committee recommends that positive credit for Physical Education be given provided similar positive credit be given for Military Drill and provided also that the total credits for graduation required in each curriculum be correspondingly increased. The effect of the adoption of this policy will be to increase the academic requirements of students excused either from Physical Education or from Military Drill. This applies to women as well as to men.

4. If the Saturday morning hours can be made a part of the regular schedule time for both of these departments and if a reasonable adjustment of individual schedules can be secured, the committee recommends the assigning of six clock hours exclusive of the President's lecture to freshmen, for the joint requirements for all freshmen men. This assumes that three clock hours of military drill and tactics for one semester shall count as one credit hour. Likewise three clock hours of gymnasium work and instruction in hygiene shall count as one credit hour. Since Military Drill is required in the course of Physical Education shall be determined by the Department of Physical Education. In case one hour of the three is definitely given to Hygiene, the committee does not insist on Saturday's being a regular schedule day if proper adjustments of schedules can be made on the five day basis.

5. The preceding recommendation is made with the prviso that the extension of one clock hour for freshmen men must in no wise further diminish the meager
facilities in physical education at present accorded to women. Furthermore, the committee is unwilling to recommend this extension if the assignment of students to the Saturday hours deprives self-supporting students of the opportunity for Saturday work, and so forces them from college.

6. Until such time as the resources of the University can be made adequate to meet the existing salary shortage, to relieve the overcrowded sections of work already authorized, and reasonably to provide for inevitable growth of work already undertaken, the committee cannot recommend any extension of work in Physical Education that will bring upon the budget demands for additional instructional force or that will compel the department to rely upon inferior instruction for its execution.

7. Since it does not seem to the committee practicable to extend the work at the present time beyond that indicated in paragraph 4, the committee does not recommend the requirement of physical education for sophomores. The committee does recommend, however, that a permanent committee be appointed to have under consideration the proposed program for both classes and that this proposed committee shall report recommendations to this Faculty as amplified equipment and budget become available.

8. In view of the limited time at present available for gymnasium work for women: of the fact that their physical examination necessarily takes place at a time when the personnel of the department of Physical Education is taxed to the utmost in the organization of the classes; of the doubtful advisability of such work's being conducted by any other than a professional physician; and finally, view of the fact that there are at present 1600 girls in the courses of the University, we strongly recommend the appointment of a woman physician to assist in the physical examination of women and to be in attendance at the University during the entire year as soon as the budget can so provide.

Professor McCracken moved that this report be adopted. The motion was seconded.

Professor Tuttle moved that the President be requested to furnish the Faculty with copies of the report, and that the matter be made a special order for the April meeting. The motion was seconded and carried.63

63Ibid., pp. 128-29.
When this report was printed in booklet form and distributed to all faculty members for their further consideration, the President also included a statement from the Department of Physical Education in which they reacted to each of the eight items presented by the committee.

The Department of Physical Education is not in agreement with much of the report of the Special Committee and makes the following observations on said report.

1. The major premise of the first paragraph is unsound. Physical Education and Military Science are not to be regarded as supplementary nor jointly for the physical well-being of the student. If the Military Department were to assume the responsibility for the physical work done in some places where there is no established Department of Physical Education--they would ask for not less than two clock hours per week, in addition to the time now allotted to Military Science, and an additional staff of trained instructors to carry on such work. The Department of Military Science is maintained fundamentally for the teaching of technical military knowledge. Through the months of December, January, February, and March the work is theoretical. The work of the Artillery unit is almost entirely technical and still further negates the Committee's statement. This is not merely an opinion of the Department of Physical Education but is the opinion held and expressed by the Department of Military Science.

2. This paragraph, based on the false premise of paragraph one, is largely in error. The student's welfare is not ignored and physical education schedules are quite well distributed to the best advantage of the student. Any student, who is so weak physically that in the spring when the military work has some measure of physical content he can not take the military work on the same day during which he has a physical education period (30 minutes exercise), is subnormal. There are few men held for military.

3. The Department of Physical Education is not opposed to the giving of positive credit for military. In the administration of this, attention
is called to these considerations; a. A considerable number of men, not officer material, are excused from military work. The Government does not wish to waste time and money on such men. These men will be required to take four additional hours of work for a degree. The Department of Physical Education is not in accord with this administration as affecting the women.

4. The Committee proposes that Hygiene be given as a part of the course in Physical Activities. We ask that it be given a separate place in the curriculum. An appreciation of the fundamentals of Hygiene is one of the basic things in education and a prerequisite to all efficient life and work.

5. We are in accord with paragraph five.

6. We are in general agreement with paragraph six. There has been no increase in staff due to the greatly increased enrollment, although we are affected like other departments handling freshmen.

7. Agreed. If a permanent committee were to be appointed the Physical Education Department believes that it should be represented.

8. The majority of students are registered in classes on registration days. The time of the staff is then given to physical examinations and after they are finished the class work is started.

The addition of a physician to the staff for women has been requested for the past five years and such request is in the budget for next year.64

Department of Physical Education,
L. W. St. John.

At the next Board meeting, Professor McCracken, Chairman of the Special Committee, moved the report be considered "ad seriatim" and item three (concerning the women) be considered. The motion carried and after discussion, item three was adopted.65

64 Report of the Special Committee on Physical Education, Columbus: March 13, 1920, pp. 6-8.

Making hygiene a separate course rather than have it as a general part of physical education was a major step in the development of health and physical education on campus. As a result of the preceding report it was apparent that it was impossible, at that time, to consider Physical Education without considering Military Science and Tactics. According to St. John, Military Science and Tactics "road along on the tail, so to speak, of Physical Education." That is how Military Science and Tactics got into the positive credit class. Previous to that time, Military Science and Physical Education were requirements for graduation, but carried no positive credit towards graduation. In other words, if a student were excused from either course, it was simply wiped off the books and it was not necessary to compensate for this.\(^{66}\)

There were two significant things in the special report. St. John explained it this way:

In the first place, we set Hygiene out by itself and, going into effect for the first time in the Autumn of 1920, was the requirement of a Hygiene lecture course, carrying one hour of positive credit for both men and women. Beginning with the Autumn quarter of 1920, Hygiene became a separate subject of its own. While it was in the Department of Physical Education, it was not a part of the physical education requirement as such. It became a lecture course for both men and women, carrying one hour credit. Physical Education continued to carry one hours credit, but the Hygiene lecture course was no

\(^{66}\)Report written by L. W. St. John, July 12, 1938, The Ohio State University Archives.
longer a part of the Physical Education course. Beginning in 1920, Physical Education was required two hours for men; the same was true for the women.

At the same time, beginning in September 1920, these credits became actual positive credits required for graduation. That meant there were about eight hours added to the graduation requirements beginning in 1920. The net result was if a boy took Hygiene and Physical Education and Military Science, the same as he had been required to do before, that meant no added work for him. But here was one of the catches --the boy or girl who was excused from Military had to present for graduation an additional number of credits for their not taking Military or Physical Education. Those additional credits might have been anything—English, Chemistry, etc. The net result was that practically everybody quit asking for excuses from Physical Education. The girl with the bad heart was given something that would not require strenuous exercise, such as archery, for instance.

These actions taken by the University faculty in April 1920, going into effect in the Autumn of 1920, were rather significant in that they first set Hygiene out as a separate course on its own right and, second, that Physical Education and Hygiene, carrying Military Science and Tactics along with them, took on positive credit.67

The women's athletic association was particularly active during the academic year in promoting physical education for women. In the spring they established another first in the history of the University when they held a very successful track and field meet for women.68 According to the Makio, intercollegiate teams were formed for the first time and "it is the hope of those anxious to see women's athletics grow that greater competition and intense interest

67Ibid., p. 2.

68Ibid., Annual Report of Trustees, p. 139.
will be developed.  One of the unusual phases of gym work this year was the movement for natural dancing under the direction of Miss Scofield.  

The women's department received exciting news the same year when the Board of Trustees appropriated $240,000 for a women's building. However, their hopes of seeing construction begin immediately were soon abandoned. During the war the construction of new buildings had to be approved by the Government so the University declined to attempt any building at all until after the War and now, even though the war had ended, its effects were still being felt throughout the economy. The cost-plus system was the only safe method for contractors. Repeated efforts by the University failed to secure bids for desired building. On April 6, 1920, the Trustees adopted the following resolution:

Resolved: That in view of the prevailing cost of materials and the constantly advancing prices; and in view of the resulting excessive costs of construction and impossibility of any contracts for buildings, the Trustees of the Ohio State University declare their belief that the proper protection of the interests of the State require that money now appropriated and available for construction be not expended and that all building plans be abandoned until industrial conditions warrant the use of public money for the construction of buildings.

---

69 The Makio, 1920, p. 517 (Published Annually by the Junior Class of the Ohio State University).
70 Ibid., p. 517.
72 Ibid., p. 10.
Once again, in spite of the critical need for a woman's building, the hope of it becoming a reality was to be frustrated.

Another event of significance that year was the establishing of a "minor" in physical education. The official wording in the Faculty Records is:

Students in the College of Education may take a course in physical education as a minor—12 semester hours in addition to the required courses. On approval of the Head of the Department of Physical Education and the Dean of the College.73

According to the department's annual report, there were 3967 men enrolled in 1920-21 as compared with 1961 girls. The men's program consisted of Swedish free hand exercises, light and heavy apparatus, antagonistic and mass games, hygiene lectures, and electives for those who qualified through the proficiency test.74

A limited number of "teachers courses" in physical education were offered in the College of Education with satisfactory results. St. John reported too that "the demand for trained teachers greatly exceeds the supply, therefore this department should offer a well rounded major in physical education."75

Interest in training personnel in public health administration was expressed by the Ohio Public Health

74Ibid., p. 165.
75Ibid., p. 165.
Association at this time. Some preliminary work was done in the spring of the year to determine the feasibility of co-ordinating courses in health education, physical education and public health administration and to consider possible additional courses to meet new requirements. Records do not indicate any immediate outcomes of this particular concern.

At the end of the year, Florence Meyer resigned as Director of Women's Physical Education. Miss Ethel Scofield, who had been on the staff for one year, was promoted to the head of the women's division. At the beginning of the 1921-22 school year the women's staff consisted of three people while the men's staff was composed of seven full time people, one part time instructor and three student assistants.

Summary

As World War I began, the emphasis in physical education at Ohio State changed to a philosophy of "health and efficiency" rather than that of mass calisthenics.

76A Report, "Opportunities before the Ohio State University for Training Personnel in Public Health Administration, Education and Physical Education" (N.A., N.D.).

77Letter from Miss Meyer to L. W. St. John, July 8, 1920.

78University Directory, Columbus: The Ohio State University, 1920.
In 1915 physical education and athletics were re-organized under one administrative head when L. W. St. John was named Head of the Department. This particular form of organization was to last until July 1968.

Two years later, the elective program in physical education was initiated and met with great success. At the same time authorization was granted for the eventual construction of a women's physical education building.

In 1919 the character of physical education changed again when the emphasis was directed to games rather than individual work and exercise.

An important development occurred in 1920 when credit was established for hygiene and physical education, and one year later a minor in physical education became a reality. The two factors were great achievements for the Department at that time.
CHAPTER III

A YEAR OF CRISSES 1922

After years of hope and frustration, authorization was finally given for the construction of a woman's building in 1921.¹ This was truly a momentous time for the women since the conditions in the Armory had been unsatisfactory for so many years. Now the women were to have their own building and with it an opportunity to develop and expand their programs under much more pleasant surroundings.

Ironically, it was the construction of this new building that brought on the first real crises in the history of the physical education department at Ohio State—an event, that if approved, would have affected the history of the department for the next 66 years.

The first important question to arise in conjunction with the women's building concerned the true purpose of the building. Some felt that it should be strictly a social building or Woman's Union, while others believed it should include facilities for physical education.² This question was brought to a head, not by the women's physical education

¹Annual Report of the Board, 1921, p. 83.
²Report by Mr. L. W. St. John, 1922, The Ohio State University Archives.

94
department, but by an organization on campus called the Women's Council. This presentation by Mr. St. John explains the situation clearly and as a result, it helped decide once and for all, what the true purpose of the building would be. The women would have a gymnasium of their own.

Need—Physical Education

No survey of facilities in Physical Education here could leave any one who accords Physical Education any place in the scheme of general education in any doubt as to the pressing need for relief. The proposed facilities for women will relieve greatly the entire Department by giving the present Gym to the men for the whole day instead of half.

Securing Appropriation

There are those who are urging in the present connection that the appropriation made was for a Social building or a Woman's Union and that it was secured by the women for this purpose. I make the observation that it is very difficult, if not impossible, to properly evaluate the various arguments used and their effect on the legislative mind in securing the passage of this act of March 20, 1917.

I do know that all members of the Physical Education Department did everything possible to secure the appropriation and it is my judgement that, when the finance committee was taken into the present Gym — saw the conditions under which the work for women was carried on and later cast up the arguments for and against such an appropriation, Physical Education needs and not a social center was what secured the passage of the act. Those who are behind this movement for the erection of a Social Building admit this when they say they will never be able to secure from the legislature an appropriation for a Union and that we are sure to be able soon to secure a Woman's gymnasium. I feel morally certain that the use of this money for the erection of a social center without gymnasium features would be considered by the Legislature as a misuse of funds in the face of the existing conditions for the carrying on of Physical Education work. Physical Education is now a required subject carrying positive credit for first year men — approximately 2000 — and for the first and second year women — approximately 1000 students. It would seem that the necessity
exists as a practical problem to take the best care possible of this work. It is a condition and not a theory that confronts us.

Present Plans
The Department of Physical Education as a whole is supporting without qualification the action already taken by the Trustees and approving the plans of the Architect - Mr. Bradford. I wish to point out that an office for the Dean of Women - an office for her Secretary - and a reception or waiting room are available and recommend that they be so used. There will still be available satisfactory office quarters for the Women's Physical Education Staff without change in the plans as submitted.

The architecture has not been changed from the original plans - is suitable to the location and to the essential use of the building as a Union.

Mr. Bradford made a surprising statement to me yesterday to the effect that no representative of the group of women opposing the final adoption of these plans has seen the plans - much less given them any study.

I predict that here will be one of the most used buildings on the Campus as both a physical education building and a social headquarters. It will not be adequate to be sure but 'nothing that the University has is adequate. Relatively it will be so much more adequate than we now have that there is no comparison to be made.

The Dean
The Dean of Women stated to me a few days ago that unquestionably the greatest need of the University for the Women is that of a Women's Gymnasium; She also stated, however, that she felt the failure to get a Union would be more serious than the failure to get Gym facilities and that the Physical Education interests would soon be able to get a Gymnasium. She also admitted that the Physical Education plan would in a measure supply the needs for social facilities whereas the Union plan would do nothing for Physical Education.

Future
For the future as for the past I believe that the need for increased Physical Education facilities will make a much stronger appeal to this Board and to the Legislature than any plea for a Women's Union. The Physical Education interests will need to bear the burden of securing additional facilities. They will accept this burden feeling that this Board will give their approval and support.
SUMMARY

1. (Bill) Appropriation secured contemplated definitely and specifically Physical Education facilities, Could not have been secured under any other plan.

2. Required work Freshman and Sophomore now carries positive credit. Many upper class girls seek Physical Education work. Must have increased facilities to continue the work.

3. Architects plans not only provide for Physical Education but offers many facilities as a social center – will be the social center for the women. Substantially admitted by Dean of Women. Bradford's statement.

4. Great majority of students desire increased Physical Education facilities (283-34)

5. Dean of Women's statement as to paramount need of Physical Education facilities.3

No sooner had this problem been settled when another, of much greater magnitude, came to the attention of President Thompson. This one was not so easily solved.

On May 26, 1919, the President received the following letter from several women members of the University Faculty. This letter, in turn, set off the next chain of events.

In view of the fact that a new Dean of Women will take charge of affairs at the Ohio State University next year and because the Dean of Women should have charge of all activities of the women students on the campus and in order to assist her in gaining this full supervision the following recommendations are suggested for the President's consideration:–

3Ibid.
That the Department of Physical Education for Women be closed for the year 1919-1920.

a. This seems to be the logical time for the separation of the Physical Education of the University into two departments. The year intervening between the present time and the completion of the new Woman's Building will allow for the selection, with the concurrence of the Dean, of a suitable head of this department who will co-operate with the Dean of Women and organize the work and select her assistants. The new Woman's Building provides ample space for gymnasium work and offices for the Women's Department.

b. Quarters for Physical Education as now assigned are inadequate for both men and women. By abandoning all work for women for the year 1919-1920 present quarters would be available at all times for Physical Education for Men.

c. The complete separation of the sexes for this work is especially desirable.^

Miss Meyer, Director of Women's Physical Education wrote to the President shortly thereafter asking for his reaction to these recommendations. The President responded this way:

My dear Miss Meyer:
. . . Today I had an interview with Mr. St. John on the general contents of the communication, from you and the one from certain women of the faculty, and on the department in general. Two or three issues are presented:

1. To divide the department when the new Women's Building is ready for occupancy. On this Mr. St. John and I agree that it is desirable although not necessary and would imply close coordination and cooperation in order to carry the courses for teachers in which both men and women would be interested.

^
Letter from Effie Converse, Mary Henderson and Annie Siebert to President Thompson, May 22, 1919.
2. The temporary abandonment of physical education for women until the Women's Building is complete. This plea is supported by the fact that conditions are so crowded as to make the situation not at all desirable. It is said that this condition does not encourage the nature modesty that should characterize young women and probably embarrasses quite a number of them. It is further agreed that the half day and the schedule generally requires so much hate that the results are somewhat doubtful. And further, that the exposure is such as to make it very easy for improper observation on the part of young men while the public exposure of young men is not all that could be desired. In general the women thought the situation far from desirable. They were inclined to the belief that the supervision at present was not satisfactory and that special standards were not maintained as well as they might be. The opinion seemed to prevail that the net results in the department for the past year were not sufficient to warrant any special effort to continue and that the loss in abandoning would be relatively small.5

The rest of the letter indicates that there was concern over the leadership of women's physical education but that the confusion of the military on campus and the crowded conditions in the armory might have caused some of the criticism that was being directed at women's physical education. (It was at the end of this year (1921) that Miss Meyer resigned. Miss Scofield had been appointed in her place.)6

The alumni added impetus to the move for separation in their annual meeting in 1921 when they expressed an opinion that such a separation should be made. This action

5Letter from President Thompson, to Miss Meyer, May 28, 1919.
6Faculty Directory, 1921.
set off a chain of statements, counter-statements, arguments for and against, not only by individuals on campus, but from alumni, members of the Board of Trustees and individuals from other colleges and universities. While the source of many of these documents are identifiable, others are not; however, they all shed a great deal of light as to the feelings of people at the turn of the century as regards physical education, its administration and organization. It is clear also, how women saw their role on campus in relation to having a "man" in charge of their department.

This letter from Miss Blanch Trilling of Wisconsin State University illustrates the attitude of many of the women regarding separate departments. Evidently President Thompson had written earlier, requesting an opinion from her on this matter.

My dear President:

In accordance with your request I am herewith submitting a brief summary of my reasons for believing that physical education for women can realize its fullest possibilities only when administered independently of the men.

1. The purpose of physical education for women is to fit them for life at present and in the future—a life quite different from their past life in its intensity, variety, and nervous pull. In colleges and universities, whether co-educational or segregated, the physical education in the past has all too largely followed along the lines of men's work. This condition must continue so long as the administration is in the hands of those primarily fitted to deal with the physical development of men.

2. In this department the system of co-education must break down and the two sexes be absolutely divorced. We have here an anatomical and
physiological difference which must be reckoned with in planning all activities. As a result, a proper administration demands, not only a separate corps of instructors, and a separate plant and equipment, but it is generally recognized that the most important problems which arise are of such an intimate nature that they can be handled only by a woman.

3. While in many instances the woman in charge is permitted a great deal of freedom, her authority is limited. She is directly under the supervision of the director of the men's work. This lack of independence prevents the type of constructive work which would be possible if she had the authority to develop the department herself.

4. Unless the man in administrative charge is one who has given particular study to the woman's needs, and has had exceptional experience in dealing with them, he is incapable of rendering valuable assistance. On the other hand, he may interfere materially with the best development of the department because of his inability to recognize the needs of the department.

Athletics have reached a stage where the regime of the men is no longer accepted as a standard for the women. The woman in charge must be unrestricted if she is to evolve for the women students a group of activities best suited to their needs, not beyond their strength or skill, and calculated to satisfy their emotional and physical nature.

5. If a man is in charge of both departments, he inevitably devotes more of his time and energy to the work of the men students than of the women students. His very training and personal experience give him a keener appreciation and more sympathetic insight into their problems. He is more accessible to the men and the instructors of the men's division. Because of this accessibility he is kept more closely in touch with their needs. Consequently the men's division is given his primary attention; the women's become secondary, and quite frequently the man is so pressed by other demands that many important matters for the women are lost by default.

6. There is a lack of economy in administration. Many important matters are delayed to the detriment of the women's work when they must be transacted through a man in charge of both departments. If the woman handled her own department, she could move more promptly in attending to its needs.

7. It may be urged that there is no material disadvantage to the men in a conjunction of the departments. The vital question rather from the men's
standpoint should be whether their work is materially bettered by the conjunction. Experience has shown that no such advantage inheres for the men in a unified administration, whereby a positive disadvantage inheres for the women.

The above is the consensus of opinion of some of the most representative women in the field. This is evidenced by the fact that at a meeting of the Physical Education Association in Chicago last spring, a group of women in charge of the work in leading colleges and universities considered plans for acquainting the executives in institutions where the departments are merged, with the disadvantages of having the women's work supervised by a man. It is expected that some definite action will be taken on this matter at the next meeting in the spring.

You may be interested to know that the following universities have successful departments for women which are operated on an independent basis: California, Iowa, Illinois, Texas, Stanford, Minnesota. A number of others are feeling the necessity for the change.7

According to the following statement, it would appear that the Athletic Board favored separation.

A QUESTION ON THE ADVISABILITY OF CHANGING THE ADMINISTRATIVE POLICY OF THE DEPARTMENT OF PHYSICAL EDUCATION AND THE DEPT. OF ATHLETICS

The proposition is made by the Athletic Board to separate the men from the women in the Department of Physical Education, creating a separate department of Physical Education for Women, also a new department of Physical Education, supposedly under one head, which shall include Phys. Ed. and Athletics for men. One of the arguments presented for combining Athletics with Physical Ed. and not keeping two separate departments, as they now are is that they are "allied subjects," and should be under one department, when in reality the functions and aims of the two departments are entirely different, are not parallel and have nothing in common.

The function of the Dept. of Phys. Ed. is Hygienic and Educational, to promote health and efficiency; to

7Letter from Blanch Trilling, Wisconsin State University to President Thompson (N.D.), 1922.
stimulate in the whole student body, if possible, a desire to participate habitually, in sane and healthful exercise and recreation. All our teachers are trained especially along these lines. The function of the department of Athletics is to promote, organize and foster competitive athletics, and create a general institutional interest in the cultivation of a manly athletic spirit. In doing this, they must necessarily employ the highest type of specialists as trainers and coaches for athletic competitions, and concentrate interest, money, appliances opportunities, and instruction upon the few physically fit men who can stand this strenuous work. Yet we are requested to combine these two departments of diverse aims and teachings, and separate the legitimate work for men and women in Physical Education.

I hardly think any argument is possible for creating a separate dept. for women, at least as long as both sexes are compelled to use the same building. For the past five years this phase of the work, under the present administrative policy has prospered, and been as effective as possible under the crowded conditions; the aim and purpose are identical, and if we are to establish a teachers' course in Physical Education, it will necessarily be co-educational, both theoretical and practical subjects having to be conducted together, as a rule.

What good reason can there be for creating two distinct departments for the training and teaching of one subject? This policy is distinctly against higher education, to my mind, and not attempted in any other department of the University. 8

The acting Dean of Women had this to say in response to President Thompson's request for an opinion.

My Dear Dr. Thompson:
You remember that some time ago you asked me for my opinion as to the wisdom of dividing the Department of Physical Education. I had hoped to have an interview with you some time ago but was unable to and, since the Trustees meet today and may wish to discuss this question, I think you might be interested in having my opinion in this matter.

8Report by L. W. St. John (N.M.), 1922.
My first answer to you, you remember, was that I felt that division would be desirable. I still hold to that opinion for the following reasons:

In the first place, women and men are physiologically different and, therefore, the work for women must be different from that of the work for men, if it is to train women most wisely. A woman director of the right sort of training who has studied the subject of physical education for women would, because she is a woman, have a keener insight and wiser judgment in the training of women than would a man who has been trained to train men physically and has a man's point of view.

In the second place, a woman director would be more accessible to the women in her department than would the director of both men's and women's physical education who is of necessity a man. There are many questions which the women instructors would wish to discuss and do wish to discuss with the director which they hesitate to bring to a man.

In the third place, on the Ohio State University campus the work for men and for women is separated as far as the location of the gymnasium is concerned. It seems to me unnecessary complication to have the two departments together administratively when the work is carried on separately.

In the last place, a woman director of the proper training and vision, were she in entire control, would be better able to develop a woman's department according to the methods accepted as best at the present time. The physical education work for women is, it seems to me, as essentially different from that of men as the work in the Home Economics Department is distinctively a department for women and could best be directed by a woman with full authority to develop her own department.9

Elizabeth Conrad, the Dean of Women who had been visiting China reacted to the question of separation this way in a letter to President Thompson.

I think you will agree with me that the Women's Physical Education work has been inadequate and the attitude of an unnecessarily large percent of girls towards their required work has been either hostile

9Letter from Mary Louis Brown to President Thompson, May 26, 1922.
or indifferent. The number of failures accruing each year and the direct criticisms coming into my office when I have attempted to force attendance testify to this sentiment very sharply. The answer from the Director is that of opposition from outside forces to his attempts at improvements. This is also the answer given to explain the discrepancy in the per capita expenditure for the Physical Education of men and women. (Records seem to indicate $4.47 per man; $2.17 per woman.)

With the constantly increasing demands upon both Departments there must eventually be a division, for each Department is extensive enough to demand the time and attention of a manager of its own. Such a division may increase the budget required for administration and equipment, but I do not consider it a wasteful duplication. We must recognize that in spite of certain similarity of aim in Physical Education for both men and women the two fields of investigation and work are not the same. The needs, and therefore the training, must be so differently adapted for men and women that an effort to fashion both Departments on one pattern cannot in my estimation give the best results.

I should be exceedingly sorry to see the decision made to grant next year as a "trial year," in as much as a decision to divide the Departments hereafter would seem to carry with it a distinct reflection of failure on the persons in charge. I can see that there will undoubtedly be great improvement in the Physical Education work offered women in the next year because of their improved surroundings and the increase of their staff of teachers from three to five in conformity with elaborate plans for more complete Physical Education courses. I know that efforts are now being made to secure the best of instructors. This is, however, not the point at issue at the present moment. The question as I understand it is one of the most desirable permanent organization. When the Women's Physical Education Department begins to build for the future rather than to exist year by year, it must be recognized as a unit in itself. It will mean more to the women students and will have their more energetic backing.

I regret exceedingly to find in the recommendation of the Director of the Physical Education Department an implication that the Dean of Women desires control of the Women's Physical Education Department. A Dean of Women is maintained by a
university as an expert on the needs of women students and is advisory only in her relation to any department in which there are women.

My reason for advising two Physical Education Departments is fundamentally based on the fact that I regard the Men's Department of Physical Education and Athletics at Ohio State University as too large to permit one person to have time for any other duties, and, that the country at large seems to have found divided Departments the most desirable organization. This spring the Conference of the Western Society of College Directors of Physical Education for Women went on record as "considering highly desirable such separate organization and administration." It therefore seems that the wise and forward looking policy, at this time when the women are entering a building which is their own, is a policy of independence in order that the Department may be constructive in its growth from now on. There must, however, be the same spirit of cooperation and interest between the Men's and Women's Departments which exists between any two closely related departments in the University. I see no reason why this feeling cannot exist granted the right kind of leadership.10

While the issue was still being debated, the Board of Trustees decided on the name of the new building for women. It would be called "Pomerene Hall" in recognition of the late Honorable Frank E. Pomerene, an alumnus and Trustee of the University.11

After all the facts had been gathered, opinions considered and feelings made known, the matter came to a vote on July 11, 1922. At this time the Board of Trustees voted in favor of dividing physical education into two departments, "Effective at once."12

---

10 Letter from Elizabeth Conrad to President Thompson, July 6, 1922.
The next day, Mr. St. John submitted his resignation from The Ohio State University.

To The President and Board of Trustees, Ohio State University.

Gentlemen:

Whereas you have seen fit to effect a division in the Department of Physical Education contrary to the principles obtaining in the University Departmental Organization generally, and;

Whereas such action is contrary to my recommendation, without any hearing and without adequate presentation to the Board of the considerations involved, and;

Whereas this action is prompted by a group of women not only not connected with the Department but not even members of the University Faculty, and;

Whereas such action is not and can not be supported by sound arguments based on economical, efficient and harmonious administration of Physical Education at The Ohio State University, and;

Whereas the only possible construction to be placed on such action is a repudiation of my administration of the Department; I, therefore, tender to you my resignation from the Ohio State University Faculty to take effect immediately.

Respectfully submitted,

L. W. St. John

Mr. St. John was a man of integrity, high principles and an unswerving desire to base his actions and judgment on what he felt was good for the University. Through his leadership, progress had been made in Physical Education and Athletics in both the program and facilities (Pomerene Hall and the completion of the Stadium in 1922). The result of the "power struggle" involving the separation of men and

13Letter from L. W. St. John to the President and Board, July 12, 1922.
women's physical education was that the Trustees had backed the women's alumni association, a group of people, in St. John's words, who were not even involved in the life of the campus. St. John's resignation could be interpreted as a "power play" in which he used his popularity and prestige as a last resort to cause the Board to reconsider their action and to force them to make a choice between himself and the alumni association.

The assumption could also be made that he was so strongly opposed, in principle, to the action the Board took that he felt this would be harmful to the future development of physical education at Ohio State, and being a man of principle he could no longer associate himself with a program in which he did not believe.

Whatever the reason, his resignation was not acted upon and three days after the Board had voted to separate the departments, President Thompson wrote a letter to the Board asking them to reconsider their action and to table the matter for a year.

Board of Trustees,
Ohio State University.

Gentlemen:
Doubtless you are aware of the commotion that has arisen since the action separating the Department of Physical Education into a division for men and one for women. Without going into the merits of the case, permit me to suggest that it will be necessary to reconsider the action. I suggest, therefore, that we prepare our minds for adopting the suggestion made by the President, namely, that this matter
lie on the table for one year, in order to give opportunity to test out the policy of Professor St. John.

It will occur to your minds in a moment that Professor St. John has argued his case on the ground that the educational unity as a department involved the efficiency of his educational program. Unfortunately, the popular sentiment is making the issue rather on the ground of losing St. John as a great athletic factor. My opinion is that Mr. St. John does not concur in that point of view, but the popular sentiment expresses itself through athletics. As a matter of fact, I am of the opinion that not ten men in the faculty understand the educational policy, and I doubt whether there are five men in the city of Columbus that have any conception of that issue. My own opinion, further, is that Professor St. John has stressed the administrative unity more than the educational policy. This may be an error in judgment on my part and it is possible that he would say that he has emphasized the educational program more than the administrative policy. I am not profoundly convinced myself that the educational program is vitally involved. Nevertheless, I was so far persuaded of that point of view that I suggested to the Trustees the wisdom of the policy of waiting a year until we should see something more than we now have in mind. That suggestion was not acted upon, for the reason, I suppose, that the psychology of the situation in the minds of the Trustees was to give the women what they desired at the "moving season." These women have anticipated the division when they secured their new building and the action suggested will, of course, be a disappointment to them. It will doubtless alienate the women from St. John more than they are at present. A year, however, will give a chance to develop that alienation or to heal the breach. It will give an opportunity for some further discussion.

Inasmuch as the discussion has emphasized the educational program, I feel disposed, at the present, to recommend that hereafter the Department of Physical Education be administered through the College of Education.

I have suggested to the Alumni committee that the most gracious way of attempting any change in the situation would be a respectful petition to reconsider the action. I am not sure but that the Trustees might better do it of their own motion and that it be done at a special meeting, before the August meeting. This will give Mr. St. John an opportunity to appear before the Board, although he might be will-
ing to go to Sandusky at the August meeting. A further consideration is that the selection of the personnel, especially on the women's side, must be decided upon, or we shall lose the opportunity of securing the persons we have in mind.

On July 18, Mr. St. John sent another letter to President Thompson, presumably upon request, in which he reiterated the main points that had been debated these many months. At the same time, in order to bring about a fuller understanding of all the matters involved, he also offered a brief summary of the Department and its concerns. As might be expected, the newspapers picked up the story of St. John's resignation and this too added "fuel to the fire."

This is the point St. John refers to in the last paragraph of this particular letter.

My dear President:

The Department is concerned with the following:

I Required Hygiene and Physical Education - Men and Women - of Freshman and Sophomore classes.

II Promotion of Intramural programs - Men and Women - voluntary - especially planned to offer opportunity for healthful recreation for those students no longer cared for by the required work.

III Intercollegiate athletics for men.

IV Training of teachers - men and women - to handle Physical Education programs in the secondary schools of the State of Ohio.

3. The Department is best known by virtue of its intercollegiate sports - I may say unfortunately - because the great importance and value of the other activities are lost sight of by the

\[^{14}\text{Letter from President Thompson to the Board, July 14, 1922.}\]
uninitiated because of their interest in the spectacles of the attractive games.

These matters are not generally known:

a. Intercollegiate funds support required work by furnishing a better grade staff to share in the conduct of the Freshman work. Dr. Wilce, Dr. Castleman, Mr. Trautman, and the others assisting in Hygiene lectures and actual class instruction supplement Dr. Nichols and his immediate staff.

b. Intercollegiate funds have assisted for three years in supplying a better grade clerk for Dr. Nichols by paying part of Mr. Billingsley's salary. (Department Secretary)

c. Intercollegiate funds have supported the required work for women wherever opportunity has offered. At an expense of about $500.00, an instructor and a group of a dozen Wisconsin girls were brought here to give a demonstration before our Women's classes for the sole purpose of stimulating our own class work. A competitive feature - if you please - by comparison of type and quality of work done.

d. Athletic funds have assisted the women in many other ways: expense of delegates to student conferences and expense of cups, medals and prizes for tennis and other tournaments.

e. Intercollegiate funds have financed our entire Intramural program since its beginning. The expense for the past year has been about $5,000.00.

f. Athletic sports have made possible the Stadium and the great new recreation field in prospect. Were it not that these immense seat banks are to cover real facilities for lockers, showers, and recreation to accommodate the large body of students, the Stadium would fail to full justification.

We do not believe in highly competitive sports for women. We do believe in making intercollegiate sports contribute to the general good of the entire student body.

These instances cited above are given to enforce the point that even intercollegiate athletics have been constantly used to serve
the best interests of a sound Department of Physical Education, directed toward one end and the best interests of the student body and the University.

4. The final phase of the Department activity - the training of teachers - to conduct Physical Education programs in the secondary schools of the State is the chief reason why we cannot afford to divide the work for men and women.15

On July 19, three things happened. First, the Ohio State University association, official organization of the alumni notified President Thompson that they were requesting the Board of Trustees to reconsider its action regarding the division of the department of physical education.16 Second, Dr. McPherson, Dean of the Graduate School and Dr. Henderson, Dean of the College of Arts, Philosophy and Science, wrote to the Board imploring them not to reconsider their action. In their letter they also criticized St. John's action of issuing, what in their opinion, was an ultimatum to the Board.17 The letter is very interesting and expresses yet another viewpoint.

July 19, 1922.

TO THE MEMBERS OF THE BOARD OF TRUSTEES,
OF THE OHIO STATE UNIVERSITY.

Gentlemen:
We have just learned to our very great surprise that a special meeting of the Board of Trustees of

15 Letter from L. W. St. John to President Thompson, July 18, 1922.
16 Letter from J. L. Morrill, Alumni Secretary, to the President, July 19, 1922.
17 Letter from Dr. McPherson and Dr. Henderson, to the Board of Trustees, July 19, 1922.
the University has been called for today for the purpose of reconsidering the action taken at its last meeting in reference to the division of the Department of Physical Education. Inasmuch as the issues that have grown out of the action of the Board of Trustees have become of such fundamental and farreaching importance, affecting so vitally the morale and the future educational policy of this University, and indirectly of other universities; and inasmuch as no member of the University Faculty other than the members of the Athletic Board, so far as we know, has had an opportunity to express himself in regard to the questions at issue, we are taking the liberty of sending you a brief statement bearing upon the issue. As Deans of two Colleges in which are registered nearly four thousand students, we feel that we would be derelict in our duties if we fail to express our convictions on the question at issue. While we know that there is a widespread feeling on the campus sympathetic with the views we shall express, nevertheless, we are sending this communication solely as a statement of our own views. We have asked no one to join us in this expression of opinion and insofar as we know, no other member of the University Faculty is aware that this letter has been written.

In submitting this brief statement it is not our purpose to enter in any way into a discussion as to whether or not it is wise to divide the Department of Physical Education; for we are certain that this question has become entirely secondary to the question as to what the effect will be on the morale of the University if the Board of Trustees, having taken what is believed to be a wise action, reverses itself because of an ultimatum delivered by the Director of Athletics.

For, camouflage the questions at issue as one may, you gentlemen know, down in the bottom of your hearts, just as everyone else knows that the real question involved is not one of the division of the Department of Physical Education but simply and solely one of the dominance of athletics in the University. Who else in the University other than the Director of Athletics would even think of issuing such an ultimatum to the Board of Trustees? Who else could bring pressure to bear that the Board of Trustees should be hurriedly called back to Columbus to reconsider its action? Why is the public so concerned and why so much newspaper notoriety? Is it because of a universal interest in the welfare of the Department of Physical Education? You gentlemen know as well as anyone that such a view is an absurdity.
If the Board of Trustees finds itself unable to resist the pressure brought to bear upon it in the interests of athletics, what may be expected of the individual professor when he is subjected to pressure from the same source. We believe that if the Board of Trustees should yield to this pressure, such action will inevitably be interpreted by many as an intimation to the academic staff that hereafter the cause of athletics is to be regarded as dominant in University affairs.

We have stated above that the question involved is one which concerns the whole University. In fact, it has passed quite beyond the situation of this University. We ourselves have read accounts of the situation in both Boston and New York papers, and we understand from others that the account has been published in prominent papers in various sections of the United States. This is but natural, for as you gentlemen well know, there is a widespread conviction that college athletics are dominating colleges and universities too extensively, and important meetings have been held in recent months by college authorities in the hope of solving the vexatious problems involved. This situation here is, therefore, being watched with the keenest interest, and we leave it to your own judgment to decide how the submission on the part of the Board of Trustees to the ultimatum of the Director of Athletics will be interpreted in educational circles throughout the country.

We are submitting the above statement not in the spirit of hostility to college athletics. We believe in them if subordinated to college ideals. We contributed to the building of the stadium and have always gladly co-operated in any effort to encourage a wise system of athletics. It is hardly necessary to say that there is nothing personal in our statements. We have confidence in our present Director of Athletics. We share what we believe to be the quite universal opinion, viz., that the Director of Athletics acted hastily in committing himself to a course of action and we express the hope that he may withdraw from the position that he has taken.18

The third occurrence of the day was the special meeting of the Board. The official records state very simply:

"Mr. Bradford moved that the vote taken by the Board of

18Ibid.
Trustees at the meeting of July 11, whereby the Department of Physical Education was divided into two departments be reconsidered. Motion carried.19

According to Carl Steeb, Secretary of the Board of Trustees, the action of the Board in voting to reconsider was at the request of President Thompson, and the Board of Directors of the Ohio State University association, the alumni organization.20 The final decision in the matter was postponed until the September meeting, at which time President Thompson was to make his final recommendation.

After the Board's new action, Mr. St. John issued the following public statement:

I am grateful to the trustees for their willingness to rehear the case. I am fully convinced, of course, that the soundest and best organization—the only one that in my opinion will permit the best and fullest development of the teacher-training courses in Physical Education—is the system of unified direction and control.

The question, however, is to be considered entirely upon its educational and academic merits and I shall be pleased to accept the final judgment of the President and the Board of Trustees.

This explanation probably is due: When the Board last week voted to create a separate department for women, it seemed to me that such an action could only be construed as a repudiation of my administration of the department and a criticism of our work. This, I have been assured, was not the case and with the matter to be heard upon its merits as an educational and administrative question, I am entirely willing to accept whatever action the President and Board may see fit to take, and, regardless of what their decision shall be, I shall

19 Proceedings, Board of Trustees, July 19, 1922, p. 13.
20 Ibid.
continue to give my best efforts to the University in the administration of the Physical Education and athletic program.\textsuperscript{21}

This appears to be quite a "change of heart" from his earlier frame of mind that prompted his resignation in July. Perhaps he sensed that the "battle" had been won.

At the next Board meeting, September 8, 1922, President Thompson made this recommendation:

\textbf{PHYSICAL EDUCATION}

There are three types of organization in Physical Education among the colleges where coeducation prevails:

1. Separate organizations for men and women. This separate organization exists where the development has emphasized sex lines, the physical care and development both of the individual girl and the entire group. It has certain admirable and desirable features. In colleges where the individual excellence or concerted group action is the goal, and where little attempt is made to relate the work professionally to the teaching in the public schools, this organization would appear to be entirely satisfactory.

2. Unified organization under a single head of a department. The unified organization under one head where there is no recognition of the sex differences in courses of study or in corrective exercises would probably occasion dissatisfaction from the dominant influence of the men in all policies relating to courses of study and to the general freedom of initiative which the women generally desire. The most adverse criticism familiar to me is not only the suppression of initiative, but the unwelcome overlordship against which the women protest. In a recent conference with a group of women, some emphasis was put on the fact that women were not given adequate recognition in college and university faculties. Attention was directed to the obvious fact that rarely was a woman made head of a department and further the title and rank of Professor was not very common. There is a deep-

\textsuperscript{21}Statement by L. W. St. John, July 19, 1922.
seated feeling that woman is not adequately recognized in higher education. The plea was made that Physical Education for women was a good place to begin. I freely admitted the fact of prejudice, partisanship, jealousy and tradition as factors entering into the situation. I also directed attention to the fact that in Home Economics a beginning had been made and pretty fair salaries assigned, all things being considered, including the preparation in graduate study. I invited attention further to the fact that the academic faculties, outside of separate colleges for women, had not made such progress in recent years in the appointment and promotion of women in important places. In public education outside of the colleges and universities the recognition of women has been much more generous, principally because the public mind is more liberal than the academic mind. It would be regarded as a humiliation in this University for a woman to be head of a department of English, History or Romance Languages. Some would regard such an appointment as highly objectionable.

3. A unified organization where the department is separated into divisions for the two sexes, each having complete autonomy in all matters pertaining to instruction and courses which are peculiar to or appropriate to the sex. This autonomy includes all gymnastic work, personal hygiene, courses in elementary anatomy and physiology. These two divisions are coordinated sometimes through a chairman or head of department, with the group of teachers of both sexes constituting a sort of council on Physical Education. This amounts practically to a departmental faculty.

4. The proposal at Ohio State University. If I understand the situation correctly, it is proposed to have a unified department with two divisions for men and women, giving each division complete autonomy in all matters pertaining to the personnel, the physical examinations, professional counsel, gymnastics, corrective exercises, course of study, required and elective work, with the provision that work in both divisions shall be so coordinated as to present a harmonious scheme of physical education. In certain courses, where both sexes would appear, the instruction might be given either by men or women, as the situation required. This plan is substantially followed at Oberlin, where the departments are separated, but the separation is nominal rather than real. In the large program proposed at the Ohio State University, attention is directed to the fact that there is a larger community of interest.
than at Oberlin or similar institutions. It is further argued that in most institutions the whole subject is somewhat indefinite and lacking in well defined policies and standards, and that the organization at the Ohio State University, even under adverse conditions, has proved its merit.

After pretty full consideration and hearing, I recommend that a separate department for the women be not authorized; that the two divisions for men and women, under Professor L. W. St. John, be authorized and continued, with the understanding that autonomy in all matters involving sex differences be established and that the coordination of two division of two divisions in matters common to both be authorized, and that the entire work be under the administrative supervision of the President. 22

At this point, Judge McCann called for the question in regard to the division of the Department of Physical Education. During the discussion, Dr. Mendenhall, who had been a staunch advocate of separation, requested permission to present at the next meeting, a statement in writing, concerning his attitude on the motion. Since the statement was so long he said it should not be incorporated into the minutes, but put into the University archives, so as to be accessible at any time in the future. 23

After a thorough search in December 1968 with Bruce Harding, the University archivist, the statement Dr. Mendenhall referred to was never found. It should be noted that the archives had been moved to different locations on campus over the years since they were moved out of the Administration

22Proceedings, Board of Trustees, September 8, 1922, p. 59.

23Ibid., p. 32.
Building basement in 1954, and like so many other documents, were probably discarded in the process.\(^24\)

The vote was taken and the motion to separate was defeated by the narrowist margin possible 3-2. The matter was finished.

**Summary**

As the women's building was becoming a reality, two serious issues arose. The first was determining the true purpose of the building and the second was a move by the alumnae to separate the men and women's divisions.

There were some who felt that the new building should be a women's union while others, including St. John felt it should be primarily for physical education, which, of course, it became.

The move to split the two divisions was actually approved by the Board of Trustees whereupon St. John resigned. At this point, the President asked the Board to reconsider and when the next vote was taken, the Board reversed itself and St. John's resignation was ignored.

Dr. Oberteuffer said that in those days, there were about four people who ruled this campus and St. John was one of them. It would appear that this might very well have been the case.

\(^{24}\)Bruce Harding, University Archivist, December 20, 1968.

\(^{25}\)Proceedings, September 8, 1922, p. 32.
CHAPTER IV

THE ESTABLISHMENT OF A PHYSICAL 
EDUCATION MAJOR 1923-1931

In spite of the controversy surrounding the physical education department in the year 1922, the work of the department continued and it was "business as usual" for the most part.

The women had printed a four page pamphlet titled "Regulations of the Department of Physical Education, Women's Division" and issued this to the girls when they registered for physical education.1 It covered such things as registration, fees, physical examinations, requirements, absences, showers, dress and grades. The sections on dress and grading are particularly interesting. The regulation "gymnasium suit" consisted of a white middy, small collar, black bloomers, tennis shoes, black stockings and under no circumstances were corsets allowed! The grades were determined by:

1. Improvement in posture  
2. Improvement in muscular control and skill  
3. Effort  
4. Record of attendance2

---

1 Regulations of the Department of Physical Education, Women's Division, Press Ohio State Reformatory (N.D.).  
2 Ibid.
Correctives were an important part of the program at this time and according to Miss Esther Gilman, who taught these classes, the girls disliked the course primarily because of the name. In discussing the matter with other staff members, they came to the conclusion that the class was not designed to really correct anything, but rather its purpose was to concentrate on general conditioning and posture. Therefore, it was decided to change the name of the course to "Conditioning and Posture" which, in fact, is still being used in 1969. After the name change, the image of the "correctives" class changed and the girls were much more receptive to it.³

Now that a physical education "minor" was a reality, the faculty of the department began working toward having a major program accepted by the University Faculty.

Additional courses were made available in the elective program for both men and women.⁴

<table>
<thead>
<tr>
<th>Men</th>
<th>Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>483 Schoolroom Gymnastics and Games</td>
<td>451 Folk Dance</td>
</tr>
<tr>
<td>484 Swedish Gymnastics</td>
<td>464 Elementary Interpretative Dance</td>
</tr>
<tr>
<td>488 Light Apparatus</td>
<td>466 Advanced Interpretative Dance</td>
</tr>
<tr>
<td>489 Heavy Apparatus</td>
<td></td>
</tr>
<tr>
<td>502 Advanced Football Techniques</td>
<td>470-71 Sports Techniques</td>
</tr>
<tr>
<td></td>
<td>472 Swimming</td>
</tr>
</tbody>
</table>

³Esther Gilman, Private Interview held at her home, December 15, 1968.

⁴The Ohio State University Catalog 1921-1922. Published by the Ohio State University, Columbus, Ohio, pp. 358-60.
The question of the role of intercollegiate sports on campus was still a matter of concern, particularly since an "enormous" horseshoe stadium had been completed during the year. President Thompson had this to say, regarding the athletic program at Ohio State:

The very widespread interest in the matter of athletics, especially intercollegiate athletics has led to some lack of perspective in the public mind.

The development of the stadium and grounds about it will furnish opportunity for the consideration of a larger program than has hither to be projected. It would be well, however, for the University constituency not to conceive of the stadium as merely a football provision. It is gratifying to be able to say that the athletic ideals prevailing at Ohio State University and throughout the Western Conference are perhaps, in advance of those in any other large area of the country.

Conferences between the Presidents of the institutions in the Conference, the Directors of Physical Education, the Coaches and other officials have led to a general understanding and good will, which must gradually, throughout the year, greatly strengthen the hands of those who desire to uphold the best standards of athletic conduct and of physical education. One feature of modern intercollegiate athletics may be worthy of a passing remark. The large attendance at intercollegiate games involves thousands of students in a journey of several hundred miles, oftentimes, and the expenditure of a considerable amount of money. This is endurable in the Western Conference because of the limitation of the
number of games to seven. A further limitation arises out of the fact that not every intercollegiate contest involves these large excursions. Neverthe less the future must give some consideration to the question of regulating and limiting the excursion features. Furthermore, the gate receipts of these games should have some attention, in view of the greatly increased facilities that will soon be found in all institutions of the Conference. The Stadium is either in process of erection or in prospect at a number of these institutions, so that provision will be made for an attendance ranging from forty to sixty thousand people. Under these circumstances, the price of admission should be such as to make it possible for practically all the students to attend athletic games. And, still further, the question will arise whether the tendency to advance prices of admission is not unfortunate. The temptation to be a money-making enterprise, rather than a healthful recreation of large numbers of people is too obvious to need comment. The wholesome state of mind at present in athletic circles will probably make a satisfactory adjustment of these problems, as experience requires. The intramural feature of athletics and physical education will doubtless greatly increase under the new facilities. The fact that the records show 10,595 registrants in the different branches of intramural athletics and sports for the year just closed will suggest the magnitude of this feature and, at the same time, invite the attention of some people to the important fact that physical education is already reaching thousands of students. The popular conception that athletics reaches a limited number of men in football is misleading, because in the sum total of athletic activities, football really occupies a small percentage of the time and attention. This is quite out of harmony with the popular notion as to the distribution of time in athletics.

In his annual report for the year 1921-22, Mr. St. John discussed the problems, accomplishments, and recommendations for physical education at Ohio State. He also points out clearly the change in the purpose of physical education at that period of time.

---

An elaborate statement of the aims and purposes—the objectives—of Physical Education is not to be attempted here. Some conclusions, however, admitting of strong support are presented. Physical training—long after the Greeks—was merely a matter of physical exercise. A development of strength—of beauty and perfection of form—of skill and grace of movement.

At a later date it was recognized that while health, strength, and beauty were chief aims—physical training connoted something in the way of mind training—a favorable condition, at least so far as health and power of mind were concerned—and that the benefits of exercise were not entirely physical. We have clearly passed beyond this stage and physical training—or Physical Education—while still recognizing among its aims efficient functioning of the body, has now as its chief objectives organic, psychomotor, character, and mental development. . . . 6

During the year the Women's Athletic Association, with the support of the Department, organized and conducted various activities on campus.

Annual W.A.A. Frolic—entertaining freshman girls
Annual W.A.A. circus
W.A.A. Christmas party for girls on campus
Christmas Carols
Sale of Christmas seals on campus for Rotary Club
Hockey Tournament
Basketball Tournament
Track meet
Swimming meet
Tennis Tournament
May-day breakfast
W.A.A. Banquet

The graduating seniors in the women's division had come through a difficult time as far as their course work was concerned. They started in 1917 or 1918 and at that time no regular work was given because of the wartime conditions. The military had taken over the Armory consequently

6Ibid., p. 192.
it was not available to the women at all, so as a substitute for courses in the gymnasium, credit was granted for physical examinations, certain lectures and hikes.\textsuperscript{7}

Dr. John Wilce, football coach at Ohio State, spelled out what he believed were the purposes of intercollegiate athletics in a speech to a large group of Western Conference College alumni.

The purpose of intercollegiate athletics will always be divided into professional vs. the educational. Most of the present-day abuses which are universally decried in educational circles will be found to result from the professional purposes. The purely educational purposes are less tangible and are naturally questioned by many whose interest is purely material.

It is universal testimony that the American Army in France gave an outstanding illustration of the best use of technical knowledge through the presence of the highest degree of morale--spirit, fearlessness, and enthusiasm. It is not necessary for men in athletics to try to connect up the athletic spirit with this thing. Army officers of all rank have on many occasions ascribed this difference between Americans and the other nations to this element in their training and national character. Intercollegiate athletics reflects the virility, intensity, and tendency to specialization of the American people as represented through some of their best elements.

We do not want to avoid the things that reflect National spirit--enthusiasms--but we do want to rid them of abuses and control them to the best end. The development of the morals of any given group or institution in rallying around a truly representative athletic team with a big incentive to thwart is unquestioned and remarkable. Intercollegiate athletics furnishes a rallying point for the spirit of American groups, institutions, and sections.

President Thompson has said that intercollegiate athletics contain more dynamite than any other element in education. The purpose of an educational

\textsuperscript{7}Ibid., p. 193.
athletic system should be to use this dynamite to the best educational interest.  

According to St. John, the needs of the Department for the following year were:

1. A more adequate staff for the work in physical education for men. Dr. Nichols should have two additional instructors. The coming year for the first time the women will have a fairly adequate staff and acceptable conditions under which to work. The addition, next year, of a full-time examining physician for women is needed.

2. The successful operation of a major in Physical Education will require the bringing into the Department a strong lecturer on theoretical physical education subjects.

3. Intramural athletics merit the financial support of the University. A larger staff and a budget for operation needs to be provided.

4. Intercollegiate activities are in no need of special encouragement. Neither do they merit suppression. They do need wise control and careful direction to preserve their true educational values.

An elective program, as mentioned in Mr. St. John's report, was quite unusual during this period (this was the second year for an elective program at Ohio State), and many required programs in physical education throughout the country were still composed of the rigid, formal gymnastics. By adopting a system whereby the students could choose activities, Ohio State was one of the first Universities to pioneer such a program. This philosophy of physical education is all the more remarkable when one considers that this was the era of the "Battle of the Systems," in which

---

8 Ibid., p. 200.
9 Ibid., p. 201.
10 Idem., Miss Gilman.
the great debate in physical education centered on Swedish Gymnastics versus German Gymnastics. The physical education department, both men and women, fought the "Battle of the Systems" and worked toward a full "elective" program instead because they believed so strongly in the value of team sports and games. There are some who believe the women's department pioneered the elective system of physical education for women all over the United States. 11

It might be difficult to appreciate the true significance of this philosophy as we look back over these many years, and yet we can readily see the soundness of their logic today as elective programs exist on every campus throughout the country and in some instances completely replacing required physical education, while the "Battle of the Systems" has for all practical reasons, been fought and forgotten.

The following editorial describes the attitude of the student body toward physical education in 1923.

Not a thousand years ago on this campus the average freshman hated his gym classes as much as he did—and still does—his drill periods. These two requirements stood out on an otherwise pleasant schedule like a sore thumb on the hand of a basketball player. He wholeheartedly and sincerely hated gym because of the tiresomeness of going through floor work, in which he was about as much interested as he was in the outcome of a checker battle between two natives in the general store back home.

But now there is a different story to tell. One finds freshman after freshman enthusiastically discussing the gym classes, which seem in many cases

11 Idem., Miss Gilman.
to be the most interesting part of his schedule. The reason for this complete reversal of attitude is that the student is allowed to elect his gymnasium work in the special line of athletic activity in which his interests lie.

Taking gym does not seem to be an onerous task when one is allowed to select the sport in which he wishes to receive instruction. There may be some psychology in the mere fact of allowing the student to elect his work rather than to tell him that he must take a course in physical education. The department of physical education is not the bugbear that it once was in the minds of the students, and the taking of gym has ceased to be a disagreeable duty.¹²

Even though the students' attitude had changed, the women were facing a real problem in their new facility. Miss Jeannette Stein, who was a student at Ohio State in 1922 and later a faculty member for many years explained it this way.

Pomerene was supposed to open January 1, 1923. It did, but it wasn't finished, there were no showers or lockers. Well, by this time we had moved out of the armory and all our classes were out doors that fall since we had no indoor space at all. So when it came time to register for physical education in January, Miss Clark had every girl register for basketball and then refused to allow any of the classes to be taught since there were no lockers for our clothes and it was impossible to shower. At the end of the quarter every girl was given a grade of "C" even though we hadn't had that first class, and this really created an uproar! Miss Clark wouldn't budge an inch and let me tell you, the University found a way to complete Pomerene Hall in a hurry. Miss Clark was a strong minded individual!¹³

The previous efforts of the physical education department to establish a "major" program received a great boost


¹³Jeannette Stein, Private Interview in her home, February 21, 1969.
in 1923 when a bill was passed making Health and Physical Education compulsory in the public schools of Ohio. The members of the men and women's department had worked hard for the passage of this bill and felt that a real victory had been won for physical education in the State of Ohio. This would also provide the additional "ammunition" to create a "major" program in physical education at the Ohio State University.

Dr. Nichols had this to say about the backers of the bill:

"... I believe it was Representative Wenner of Astabula, who sponsored the bill in the legislature and helped to battle it through. In connection with this legislation we had good backing from Ohio P.T.A.'s, the American Legion, and a number of other organizations interested in health and welfare legislation. ... In connection with putting through the bill, the Recreation and Playground Association sent a man who was of considerable help."  

Dr. Nichols was particularly interested in this since he was responsible for examining incoming freshmen, and through this, it was apparent to him that the lack of physical training in the public schools had been harmful to a great many youngsters.


\[15\]Letter from Dr. Nichols to Charles Kovacic, May 3, 1952.

\[16\]Tong, "John Herbert Nichols," pp. 52-53.
Another aspect concerning the general physical condition of the young men of that day which also influenced the passage of the bill, was the findings of the medical examinations given to the thousands of men when they were called up for military service in World War I. Many men were found unfit for service and part of this, at least, was blamed on the lack of physical education in the public schools and the subsequent lack of participation in recreational sports and games. These then were the factors that brought about compulsory health education and physical education in Ohio Schools.17

Now that the teaching of physical education and health was mandatory in the schools of Ohio, pressure began to be exerted from the public schools in Ohio for the Ohio State University to prepare qualified teachers in order to carry out the new programs of health and physical education.18

An editorial in the Lantern said this:

The demand from Ohio Schools alone has been so insistent that they are willing to accept University students who have had little or no training . . . and the result is that these individuals go out as representatives of the University inadequately trained and lacking in educational vision and standards.19

17 Ibid., pp. 52-53.
18 Ibid., p. 57.
19 Ibid., p. 57.
Dr. Nichols prepared the following report to support the department's desire to offer a physical education major:

OHIO STATE UNIVERSITY
MAJOR IN PHYSICAL EDUCATION
COLLEGE OF EDUCATION

THE NEED
1. The demand for trained college men and women in this rapidly developing field.
2. Physical Education laws passed in twenty-eight states. Pending in Ohio.
3. Tremendous development in public opinion
   a. Result of draft figures in war.
   b. Development of play grounds.
   c. Development of athletics for masses.
   d. Interest in health environment of school child.
4. Special need in Ohio.
   a. Physical Education - now required in all city schools. New law will extend to all schools.
   b. No other normal schools with exception of Oberlin and University of Cincinnati meeting this need.
5. Recent survey reveals fact that more than 40,000 physical education teachers are needed at the present time in this country with only 5,000 trained teachers available.

THE VALUE OF THE SCHOOL
1. Round out the work of the College of Education. No phase of teacher training is more important than the new demand for trained engineers of physical and moral growth and development of the child.
2. Will draw considerable number of students who are leaving the state to go to other universities offering these courses.
3. Will greatly increase the service of the University to the state.
4. Wisconsin, Minnesota, Michigan, Illinois are all rendering this service to their states and are drawing students from all parts of the country.

PRESENT STATUS
1. Minor in physical education now being offered.
2. Courses quite well organized.
3. Most courses to be included in the major have already been given in the minor or in the summer session. Will be necessary to add about four courses and evaluate others.
4. Under present conditions we are neither fish nor fowl, not prepared to give thorough and complete course. The result is students go out to teach as representatives of the University with inadequate training and lacking in vision with ideals. Reflects on the school and the college of education.

5. Demand for these courses even under present conditions with no advertising or pushing is large and is continually increasing.

WHAT INCREASE IN STAFF AND FACILITIES WILL SUCH A COURSE REQUIRE?

1. No immediate increase in staff would be necessary as most of the courses would not be given until 1925-26 when next year's entering class would be Juniors. By that time it would be necessary to add one high grade educator and theorist to the staff.

2. It is expected that by that time the present inadequate facilities will be somewhat improved.

THE PURPOSE OF THE COURSE IS:

To qualify men and women for responsible positions in physical education, play, recreation and athletics.

The course is so planned that a broad and general education is combined with some specialized training.

We have not drawn up this curricula with the idea of training physical education experts or athletic coaches, but with the idea of turning out men and women with broad cultural interests, fine ideals and sound educational background.20

The "major" in physical education was established then in 1923 and was to begin operation during the 1923-24 school year.21

Dr. Nichols, who had been extremely instrumental in getting such a program established said:

I recall very distinctly the struggle we had (earlier) in getting physical education service

---

20 Report by Dr. Nichols (N.M.) 1923, The Ohio State University Archives.

21 Ibid., Kovacic, p. 121.
courses put on a credit basis, and later the struggle in putting through the major in physical education.

We had very valuable help from the College of Education and especially from Dean Arps, who was Dean of the College of Education at the time. . . . 22

Dean Arps made the following report concerning a major in physical education.

The four year curriculum in physical education will serve a public school need of long standing and will comply with recent legislation. Students may now major in physical education and receive the degree of Bachelor of Science upon successful completion of the curricular requirements. In the construction of the curriculum it was especially desirable that future teachers of physical education should have a large cultural background, especially biological, and social science. By means of this legislation it is believed defects in existing curriculum in other institutions have been avoided. A student completing work for the B.S. degree in physical education is prepared to render effective high school instruction in science. . . . and will at once win academic standing with his colleagues who offer instruction in subject matter which has long been favored with social approval. 23

The University Bulletin listed the four year curriculum for a major in physical education as follows:

<table>
<thead>
<tr>
<th>PHYSICAL EDUCATION CURRICULUM</th>
<th>WINTER QUARTER</th>
<th>SPRING QUARTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR—COLLEGE OF EDUCATION</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WOMEN FIRST YEAR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AUTUMN QUARTER</th>
<th>WINTER QUARTER</th>
<th>SPRING QUARTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zoology</td>
<td>(401) 5</td>
<td>5 English</td>
</tr>
<tr>
<td>Chemistry (401 or 411) 5</td>
<td>Anatomy (407) 5</td>
<td>Psychology (401) 5</td>
</tr>
<tr>
<td>Survey of Education 1</td>
<td>Chemistry (402 or 412) 5</td>
<td>Hygiene (400) 1</td>
</tr>
<tr>
<td>Physical Education (421) 1</td>
<td>Physical Education (422) 1</td>
<td>Physical Education (423) 1</td>
</tr>
<tr>
<td>Elective . . . . . . 5</td>
<td>Elective . . . . 5</td>
<td>Elective . . . . 5</td>
</tr>
</tbody>
</table>

22 Ibid.

### SECOND YEAR

**AUTUMN QUARTER**
- Education (407) 5
- Psychol.
- English (433) 5
- Physical Education (541) 3
- Theory and Practice
- Physical Education (425) 1
- Elective . . . . . 1

**WINTER QUARTER**
- Anatomy (Special 5)
- Physiol. (403) 5
- Physical Education (542) 3
- Elective . . . . . . . .2

**SPRING QUARTER**
- Principles and Practice of Education (401) 5
- Physiol. (404) 5
- Physical Education (543) 3
- Theory and Practice

**THIRD YEAR**

**AUTUMN QUARTER**
- History of Education (404) 3
- Sociology (401) 5
- Physical Education (691) 3
- Kinesiology
- Physical Education (545) 3
- Theory and Practice
- Elective . . . . . 1

**WINTER QUARTER**
- History of Education (405) 3
- Physical Education (683) 5
- History and Principles of Physical Education
- Physical Education (546) 3
- Therapeutic
- Elective . . . . . . . . 1

**SPRING QUARTER**
- Public Speaking (401) 5
- Bacteriology (607) 5
- Physical Education (547) 3
- Physical Education (493) 3
- Therapeutic Gymnastics

**FOURTH YEAR**

**AUTUMN QUARTER**
- School Administration (401) 3
- Sociology (645) 4
- Leisure and Recreation
- Physical Education (671) 3
- Therapeutic
- Gym Adv.

**WINTER QUARTER**
- School Administration (605) 3
- Physical Education (682) 5
- Organization and Administration
- Physical Education (692) 3
- Hygiene and School Health Problems
- Physical Education (549) 3
- Theory and Practice

**SPRING QUARTER**
- Principles and Practice of Education (440) 5
- Physical Education (551) 3
- Theory and Practice
- Elective . . . . . . . . 7

**REQUIREMENTS FOR DEGREE**

Upon satisfactory completion of one hundred and ninety quarter hours, under the restrictions and requirements prescribed above, the student will be recommended for the degree of Bachelor of Science in Education.
# Physical Education Curriculum

**Major—College of Education**

## Men

### First Year

#### Autumn Quarter
- Zoology . . . (401)5
- Chemistry . (401 or 411)5
- Survey of Education.............1
- Physical Education . . . (401)1
- Military Science . 1
- Elective . . . . 5

#### Winter Quarter
- Educational Psychol. . (407)5
- English . . . (433)5
- Physical Education . . . (441)2
- Theory and Practice
- Military Science . 1
- Elective . . . » 2

#### Spring Quarter
- History of Education . . (404)3
- Sociology . . . (401)5
- Physical Education . . . (691)3
- Kinesiology
- Physical Education . . . (445)3
- Theory and Practice
- Elective . . . . . 1
- Theory and Practice
- Elective . . . . 5

### Second Year

#### Autumn Quarter
- Comparative Anatomy . . (407)5
- Chemistry (402 or 412)5
- Physical Education . . . (402)1
- Military Science 1
- Elective . . . . 5

#### Winter Quarter
- Anatomy (Special) 5
- Physiology . (403)5
- Physical Education . . . (442)2
- Theory and Practice
- Military Science . 1
- Elective . . . » 2

#### Spring Quarter
- Principles and Practice of Education . . . (401)5
- Physiology . (404)5
- Physical Education . . . (443)2
- Theory and Practice
- Military Science . 1
- Elective . . . . . 2

### Third Year

#### Autumn Quarter
- History of Education . . (404)3
- Sociology . . . (401)5
- Physical Education . . . (691)3
- Kinesiology
- Physical Education . . . (445)3
- Theory and Practice
- Elective . . . . . 1

#### Winter Quarter
- History of Education . . (405)3
- Physical Education . . . (683)5
- History and Principles of Physical Education
- Elective . . . . . 1

#### Spring Quarter
- Public Speaking(401)5
- Bacteriology . (607)5
- Physical Education . . . (447)3
- Therapeutic-Gymnastics
### FOURTH YEAR

<table>
<thead>
<tr>
<th>AUTUMN QUARTER</th>
<th>WINTER QUARTER</th>
<th>SPRING QUARTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Administra-tion</td>
<td>School Administra-tion</td>
<td>Principles and</td>
</tr>
<tr>
<td>(401) 3</td>
<td>(601) 3</td>
<td>Practice of</td>
</tr>
<tr>
<td>Sociology (645) 4</td>
<td>Physical Edu-ca-tion</td>
<td>Education (440) 5</td>
</tr>
<tr>
<td>Leisure and Recrea-tion</td>
<td>Organization and</td>
<td></td>
</tr>
<tr>
<td>Physical Edu-ca-tion</td>
<td>Admin.</td>
<td></td>
</tr>
<tr>
<td>(685) 3</td>
<td>Physical Edu-ca-tion</td>
<td>Theory and Practice</td>
</tr>
<tr>
<td>Training and Prevention</td>
<td>Hygiene and School</td>
<td>Elective (451) 3</td>
</tr>
<tr>
<td>of Injuries</td>
<td>Health Problems</td>
<td></td>
</tr>
<tr>
<td>Physical Edu-ca-tion</td>
<td>Physical Edu-ca-tion</td>
<td></td>
</tr>
<tr>
<td>(449) 3</td>
<td>(450) 3</td>
<td></td>
</tr>
<tr>
<td>Theory and Practice</td>
<td>Theory and Practice</td>
<td></td>
</tr>
<tr>
<td>Elective (451) 3</td>
<td>Elective (450) 3</td>
<td></td>
</tr>
<tr>
<td>Elective (451) 3</td>
<td>Elective (450) 3</td>
<td></td>
</tr>
</tbody>
</table>

### REQUIREMENTS FOR DEGREE

Upon satisfactory completion of one hundred and ninety quarter hours, under the restrictions and requirements prescribed above, the student will be recommended for the degree of Bachelor of Science in Education.
### SEASONAL SCHEDULE OF THE THEORY AND PRACTICE OF PHYSICAL EDUCATION

#### WOMEN

<table>
<thead>
<tr>
<th>FIRST YEAR</th>
<th>WINTER QUARTER</th>
<th>SPRING QUARTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUTUMN QUARTER</td>
<td>Physical Education 421</td>
<td>Physical Education 422</td>
</tr>
<tr>
<td>Tennis</td>
<td>Hockey</td>
<td>Gymnastics</td>
</tr>
<tr>
<td>Archery</td>
<td>Tennis</td>
<td>Rhythmic Expression</td>
</tr>
<tr>
<td>Volley Ball</td>
<td></td>
<td>Indoor Baseball</td>
</tr>
</tbody>
</table>

#### SECOND YEAR

<table>
<thead>
<tr>
<th>WINTER QUARTER</th>
<th>SPRING QUARTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 425</td>
<td>Physical Education 426</td>
</tr>
<tr>
<td>Theory and Practice of Physical Education 541</td>
<td>Theory and Practice of Physical Education 542</td>
</tr>
<tr>
<td>Gymnastics I</td>
<td>Rhythmic Expression I</td>
</tr>
<tr>
<td>Technique of Minor Sports</td>
<td>Field and Track</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Outdoor Baseball</td>
</tr>
</tbody>
</table>

#### THIRD YEAR

<table>
<thead>
<tr>
<th>SPRING QUARTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 545</td>
</tr>
<tr>
<td>Technique of Physical Education 546</td>
</tr>
<tr>
<td>Gymnastics II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WINTER QUARTER</th>
<th>SPRING QUARTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 547</td>
<td></td>
</tr>
<tr>
<td>Theory and Practice of Field and Track</td>
<td></td>
</tr>
<tr>
<td>Technique of Baseball</td>
<td>Therapeutic Gymnastics</td>
</tr>
<tr>
<td>Practice Teaching, Sports</td>
<td>Tennis</td>
</tr>
<tr>
<td>Hockey</td>
<td>Archery</td>
</tr>
<tr>
<td>Tennis</td>
<td>Outdoor Baseball</td>
</tr>
<tr>
<td>AUTUMN QUARTER</td>
<td>WINTER QUARTER</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Theory and Practice of Physical Education 549</td>
<td>Theory and Practice of Physical Education 550</td>
</tr>
<tr>
<td>Technique of Swimming</td>
<td>Rhythmic Expression IV</td>
</tr>
<tr>
<td>Technique of Tennis</td>
<td>Festivals and Pageantry</td>
</tr>
<tr>
<td>Therapeutic Gymnastics</td>
<td>Practice Teaching, Dancing Gymnastics III</td>
</tr>
<tr>
<td>Practice Teaching, Sports</td>
<td>Practice Teaching, Public School and Community Centers</td>
</tr>
<tr>
<td>Practice Teaching, Schools and Playgrounds</td>
<td></td>
</tr>
<tr>
<td>Hockey</td>
<td>Basketball</td>
</tr>
<tr>
<td>Tennis</td>
<td>Indoor Baseball</td>
</tr>
</tbody>
</table>
SEASONAL SCHEDULE OF THE THEORY AND PRACTICE OF PHYSICAL EDUCATION

MEN

SOPHOMORE YEAR (PHYSICAL EDUCATION 441-442-443)

AUTUMN QUARTER
First Month
Playground Ball
Volley Ball
Cage Ball
Graded Games

Second Month
Soccer
La Crosse
Graded Games

Third Month
Soccer
Water Basketball
Graded Games

WINTER QUARTER
First Month
Boxing
Wrestling

Second Month
Second Month

Third Month
Wrestling
Fencing

SPRING QUARTER
First Month
Track

Second Month
Second Month

Third Month
Track

JUNIOR YEAR (PHYSICAL EDUCATION 445-446-447)

AUTUMN QUARTER
First Month
Marching Tactics
Calisthenics
Postural Exercises
Tumbling

Second Month
Calisthenics
Gymnastics
Light and Heavy Apparatus

Third Month
Calisthenics
Gymnastics
Light and Heavy Apparatus
Tumbling

WINTER QUARTER
First Month
Football

Second Month
Football

Third Month
Football

SPRING QUARTER
First Month
Baseball

Second Month
Baseball

Third Month
Baseball
SENIOR YEAR (PHYSICAL EDUCATION 449-450-451)\textsuperscript{24}

<table>
<thead>
<tr>
<th>AUTUMN QUARTER</th>
<th>WINTER QUARTER</th>
<th>SPRING QUARTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Month</td>
<td>First Month</td>
<td>First Month</td>
</tr>
<tr>
<td>Basketball</td>
<td>Handball--Squash</td>
<td>Scouting--Camping</td>
</tr>
<tr>
<td></td>
<td>Swimming</td>
<td>Golf</td>
</tr>
<tr>
<td></td>
<td>Diving</td>
<td>Football</td>
</tr>
<tr>
<td></td>
<td>Life Saving</td>
<td>Tennis</td>
</tr>
</tbody>
</table>

| Second Month   | Second Month   | Second Month  |
| Basketball     | Handball--Squash | Scouting--Camping |
|                | Swimming       | Golf          |
|                | Diving         | Baseball      |
|                | Life Saving    | Tennis        |
|                | Athletic Dancing | Tennis        |

| Third Month    | Third Month    | Third Month   |
| Basketball     | Swimming       | Scouting--Camping |
|                | Diving         | Golf          |
|                | Life Saving    | Tennis        |
|                | Athletic Dancing | Track        |

The aim of the Department was to prepare men and women for positions of leadership in the field of physical education. The curriculum was so arranged that a broad general and scientific education was combined with specialized training. The subjects making up the course fell into four groups: General, Scientific, Educational Theory and Physical Education.

Group 1: Included English, Psychology, Foreign Languages, Social Sciences and Public Speaking.

Group 2: Included Chemistry, Zoology, Anatomy, Physiology, Bacteriology and Hygiene.

\textsuperscript{24}The Ohio State University Bulletin, 1923-1924, Published by the Ohio State University, pp. 8-10, 21-26.

Group 4: Included the professional courses: History and Principles of Physical Education, Kinesiology, Therapeutic Gymnastics, Prevention and Care of Injuries and Training, Hygiene and School Health Problems, Theory and Practice of Physical Education including Coaching. The curriculum gave opportunity for special emphasis along one of three lines: (1) Physical education and health supervision in schools and colleges. (2) Athletic coaching. (3) Community recreation.25

In 1923-24, the first year of the major course, nine men and 33 women were enrolled. The second year 29 men and 60 women were registered.26 Before a student could register for a major in physical education it was necessary for the men to be interviewed by Dr. Nichols and the women were required to see Miss Clark. The primary basis for admission to the major course in physical education at that time was high ideals and character on the part of the candidate rather than athletic ability alone.27

25 Ibid., p. 4.
26 Report of Board, p. 86.
The recommendations and needs expressed at the close of 1924 were directed almost entirely toward more space.

1. Indoor space—The greatest need for increasing the efficiency of the program includes the construction of a modern gymnasium for the men, and the completion of Pomerene Hall for the women (when the building was constructed, funds ran out and it was only partially completed).

2. Natatorium—We are also greatly handicapped by the lack of natatoriums for men and women. The students are expected to carry on aquatic activities, and without a pool we can do nothing.

3. Outdoor Space—There is also great need for the provision for the athletic field where the women have the opportunity for out-of-door sports. The present space is far too public and the games are often interrupted by pedestrians passing across the play space. There should also be a field house providing showers and dressing rooms.

4. Additional Instruction—One high grade instructor needs to be added.28

The intramural program continued to advance also. The records for the year showed that participation numbered 14,827 men in 19 sports. George Little and Elmer Mitchell of the University of Michigan said that Ohio State had not only the greatest intramural system in the country, but had also achieved the most success.29

Athletics, in 1924, were a sub-division of physical education and their philosophy was stated like this:

The entire intercollegiate athletic program at Ohio State University is based upon the theory now accepted among progressive educators that athletics, properly directed, make an important contribution in the field of education. The amount of money

28Ibid., pp. 109-110.

29Ibid., p. 110.
necessarily involved in a modern scheme of intercollegiate athletics is not justified alone by the physical activity obtained by those participating. Beyond this item are the moral values that are obtained and expressed on the play fields, and these cannot but leave a lasting impression upon the host that annually takes part in and upon the hundreds of thousands who witness intercollegiate contests. Moreover, the increased participation of the student in a united intramural program is only made possible by subsidies from intercollegiate gate receipts.30

The Stadium added a great deal to various sports programs other than football, in 1924.

The Stadium with a permanent seating capacity of 65,000, which may be increased to 80,000 by the use of temporary stands, furnishes unsurpassed accommodations for both spectators and participants. The Stadium contains one of the finest of football playing fields. Encircling it is a fine quarter-mile track with two 220 yard straightways.

Underneath the seat banks, excellent use is being made of available space, which to date includes:
1. A 12-lap cinder track and a 120-yard straightway, indoor jumping and vaulting pits, and other track facilities.
2. Under-cover practice facilities for football, baseball, and tennis.
3. A number of volley ball and hand ball courts erected for Faculty use, which have proven popular through the winter season.
4. A mammoth electric scoreboard where play by play accounts of football games away from home are recorded. Thousands of students and others take advantage of this opportunity of watching the team through the scoreboard's eyes.

The four Stadium towers are rapidly being furnished and equipped for all sorts of activity. So far provision has been made for:

1. Locker and shower rooms.
2. Team and equipment rooms.
3. Rooms for first aid service, training, and medical equipment headquarters.

4. Indoor golf cages.
5. Wrestling rooms.
6. Fencing room.
7. Lecture rooms and offices.
8. One of the north tower rooms has been recently furnished and equipped for the use of the University Band.

The future development of the Stadium itself for additional recreational facilities will be pushed as rapidly as funds become available for this purpose. The future plans call for:

1. Enclosing with glass the entire underneath area of the Stadium, which will make possible:
   a. Additional locker and shower rooms.
   b. Squash and hand ball courts.
   c. Basketball courts.
   d. Possible development of most every form of recreation and competitive activity on the indoor educational sports calendar.

On the acres adjacent to the Stadium may be found:
1. The Varsity baseball diamond with permanent seats for 6000 people.
2. Sixty tennis courts or about enough to meet half the demand for them.
3. Three football fields, were Varsity and freshman teams work out and where interclass games are played.
4. Intramural activities also find their chance for expression here and now have in use six baseball diamonds, 12 playground ball fields, four soccer fields, outdoor track facilities, a polo field, horseshoe pitching courts, and the like.

To care adequately for the student needs there should be developed:
1. Additional playfields of all kinds.
2. A complete athletic fields for girls, including field house, running track, hockey fields, etc.31

"Gym Aids" were still in existence and had grown to a membership of 60 men. In order to give these men more recognition of their service, two new awards were

31Ibid., p. 117.
authorized—a letter sweater and a key in addition to the certificates which had been awarded for years. The Varsity "A" sweater was given after three years service and the gold key after four years, provided the individual had also received four certificates. Obviously, these awards were not handed out indiscriminately.

The need for a new men's gymnasium was expressed in the departments' annual report of 1924.

EQUIPMENT AND FACILITIES

The great and outstanding need of the department from a material standpoint is a new men's gymnasium located adjacent to the new recreation field and the Stadium. So that it will be able to utilize all the outdoor facilities that form the major portion of the program in the autumn and spring.

The present structure was built 27 years ago to accommodate a student body, including women, of 960. More than 1500 men use the gymnasium daily. Three thousand lockers are needed and could be rented if we had them. By terrific congestion in the locker room and the use of wire baskets, we are able to accommodate 1800. We expect to eliminate the wire baskets this year, as they are extremely unsatisfactory.

Under present conditions, the department is laboring under as insurmountable handicap. The present quarters provide practically no space for our special elective activities. We need space for handball, squash, racquet, boxing, wrestling, fencing, and corrective and remedial classes. Intramural athletics have increased enormously in the last ten years. Hundreds of upper classmen who are eager to secure lockers and use the facilities of the gymnasium and athletic fields in voluntary activities are excluded because of lack of accommodations. An adequate gymnasium and field space are just as essential to our work as laboratory facilities are for chemistry or any other science. The

32 Ibid., p. 94.
use of a portion of Ohio Field for new buildings will further handicap the work under the present conditions. . . . 33

In the annual report for 1923-1924, Miss Lydia Clark pointed out several personnel changes in the Women's Division. Miss Gertrude Jones became the first full time medical advisor; Miss Esther Gilman took charge of the corrective work; Miss Margaret Cheney directed the dance curriculum; Miss Dorothy Sumption was involved in the intramural program and Miss Katherine Hersey was added to the staff to organize the teacher education area. This first year of professional courses in physical education found 21 freshman and 12 sophomores enrolled as major students. 34

An Interim Period and Continued Change Within the Department 1924-1932

The first 26 years of physical education at Ohio State (1898-1924), were probably the most significant years, in many respects, in the history of the department. For example: the Armory was constructed providing a gymnasium (1898); physical education was established on campus for men and women and physical education became a requirement (1900); positive credit was authorized for service classes (1919); the administration of physical education and athletics became the responsibility of a single individual

33 Ibid., p. 95.
34 Ibid., p. 96.
(1915); a minor in physical education was established (1912); Pomerene Hall was built, giving the women a building of their own (1922); summer school courses began (1913); and a major program in physical education was established (1923).

Changes would continue to occur in the department, some of great significance, during the next 45 years, but the basic foundations upon which physical education would grow at Ohio State had been firmly established.

In 1925, Pomerene Hall was finally completed when the natatorium was added. It was a college standard swimming pool 25' X 60' in a room 48' x 77'. There was a visitors gallery on one side seating 270 people, a shower and dressing room 24' X 38', rest room, attendants room, suit sterilizing and drying room and two locker rooms.35

The Physical Education Club of the Ohio State University was organized this year also. Its purpose was to promote interest in physical education as a profession and the membership was granted to all majors and minors in women's physical education.36

President Thompson had this to say about physical education that same year.

36Ibid., p. 23.
The entire subject of physical education is administered through the President's office. This includes the general issues of physical education, recreative sports, correctives, courses of instruction for prospective teachers and intercollegiate athletics. The organization is divided into two divisions—men and women. The aim of the University is to properly related these activities and so distribute the responsibility for sports, for intercollegiate games and for credit courses in the University as to bring to the entire student body some participation in the field of physical education. The chief objective is to impress upon the mind of the students the fact that the well organized well developed disciplined body furnishes the basis for efficiency as a student, for efficient service as matured men and women and for a proper social outlook on life. There is no class of educated men and women in the country whose social ideals and whose point of view is more acceptable than that of the well educated, high minded men or women who devote themselves to the field of physical education. The future will carry a high appreciation of this service as the fruits are gathered in matured manhood and womanhood of the present generation. The parents of the future who appreciate the values of physical culture, will come to understand better than we do, the value of training in physical discipline, the practical knowledge of hygiene, sanitary measures and of physiology.37

The aims of the physical education department in 1925 were stated in this manner.

1. To have regular participation by every student in the University throughout his four years, in types of motor activities best suited to meet his special needs.

2. To provide physical examinations at least twice during the student's course as a basis for personal advice and classification in these activities.

3. To provide adequate instruction for all students in the principles underlying health and to enable the student to appreciate and understand health in its social applications.

37 Ibid., pp. 23-24.
4. To provide optional intramural athletics for all students, enabling the student to supplement the practice and instruction in various physical activities in the required program with the values of athletic competition as a team member.

5. To provide a four-year professional course of Physical Education and School Health, thus enabling the University to meet its educational responsibilities in turning out college trained men and women qualified to administer these programs in the schools of the State.\textsuperscript{38}

There were five facets making up the physical education program in an effort to meet the aims of the department.

1. Regular participation two periods per week in elective activities is required of all first-year students for one year. This reaches about 1800 men each year.

2. Physical and medical examinations are given to all entering students. No further examination is given, unless the student participates in intercollegiate athletics or a special examination is requested.

3. A one-hour course for one quarter in Hygiene is now required of all first-year students.

4. Optional intramural activities are reaching about 5000 different students. In most cases this participation is not regular. Many participate in one or two games during the year or take part in the intramural festival or spring track meet. Such participation is too irregular and haphazard to be of any real physical benefit.

5. A four-year professional course in Physical Education and School Health is now in operation in the College of Education.\textsuperscript{39}

During this year, there were a total of 7000 male students enrolled in physical education activities classes. The total facilities consisted of one gymnasium in the

\textsuperscript{38}\textit{Ibid.}, p. 104.

\textsuperscript{39}\textit{Ibid.}, p. 104.
Armory, three special exercise rooms, 2000 lockers, 30 showers, seven acres of ground at Ohio Field, 34 tennis courts and a track, lockers and showers at the new stadium.\textsuperscript{40}

The departmental needs were:

1. A new modern gymnasium
2. The addition of two men to the faculty
3. A natatorium
4. Improvement of grounds south of the stadium for physical education classes
5. Build 10 handball courts under the stadium seats.
6. A graded and progressive four year required course in physical education for all students
7. Build 25 new tennis courts\textsuperscript{41}

The work of the women's Division was grouped under four categories.

1. Supervision and guidance of the health of the women taking physical activity.
2. Supervision of the physical education requirement of the freshman and sophomore women.
3. Supervision of major students majoring in physical education.
4. Promotion of intramural sports for all the women students in the University.\textsuperscript{42}

In 1925, there were a total of 80 women registered as physical education majors—33 Freshmen, 25 Sophomores, 21 Juniors and one Senior.\textsuperscript{43}

Miss Palmer reported that the number of women students taking part in intramurals was phenomenal. By spring of 1925, there were 78 teams comprised of 592 women.

\textsuperscript{40} Ibid., pp. 104-5
\textsuperscript{41} Ibid., p. 105.
\textsuperscript{42} Ibid., p. 105.
\textsuperscript{43} Ibid., p. 108.
participating in baseball, tennis, track and horeshoes.\footnote{Ibid., p. 108.}

There were also class teams in baseball, track and archery. That same spring 48 Ohio State women participated in a triangular telegraphic track meet with Iowa and Northwestern and won a "decisive victory."\footnote{Ibid., p. 109.}

The status of the professional courses was discussed in the following report by Dr. Nichols.

In 1916 a complete four-year course was drawn up, which provided for a major in Physical Education in the College of Education. Due to the war, the course was dropped for the time being the following year. With the close of the war, a new and more comprehensive curriculum was drawn up and in 1921 was presented to the committee on instruction and later to the College of Education, receiving the indorsement and approval of both.

In 1923-1924, the sophomore year work was offered; in 1924-1925, the junior year; and with the beginning of this year, 1925-1926, the complete four-year major in Physical Education, working to the degree of Bachelor of Science in Education, is being offered in the College of Education.

This curriculum has been so arranged that a broad, general, and scientific education is combined with the specialized training in this field. The course gives opportunity for special emphasis along one of three lines: (1) Physical Education and Health Education in schools and college; (2) athletic coaching; (3) community recreation.

**PRESENT STATUS**

The complete four-year course is now in operation and with the close of the present school year the first graduates (six in number— all men) will receive their diplomas. The course has received the attention of educators from all parts of the country, and hundreds of requests for information in regard to the course have been received.
The course is an extremely difficult one, due to the heavy biological science requirements and the amount of laboratory work required, in addition to all the general requirements of the College of Education. For this reason, the course has not been elected liberally by the men, primarily by men in athletics, who, in many cases, because of personality and ability, are just the men who should be enrolled in this course. I believe, therefore, that while it has been wise to build on a solid foundation, we are, to some degree, defeating our own purposes; that is to meet the needs in the schools of the state and place college men of character and personality backed up with educational and professional training in these most important positions. If we do not meet this need, other institutions will. If we do not turn out more high grade men than we are enrolling at present, the schools will continue to accept athletes who have had no professional training, and who carry to the work no vision or conception of the educational values and possibilities of this work. The theoretical and ideal must be combined with the practical needs of the work.  

**INTRAMURAL DEPARTMENT**  
Grant P. Ward, Director

Approximately 80 per cent of the male students at Ohio State University took part in some form of intramural athletics during the year 1924-1925. Complete records show that 4,811 different individuals were enrolled in the 19 intramural sports, while the total participation, counting duplications in the various activities, was 15,702. Beyond a doubt, this stands as a record for not only the Western Conference, but the entire country, except in some small colleges where intramurals are compulsory for one or more years.

A summary is given below:

<table>
<thead>
<tr>
<th>Sports</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soccer (47 teams)</td>
<td>648</td>
</tr>
<tr>
<td>Football (interclass)</td>
<td>156</td>
</tr>
<tr>
<td>Cross country</td>
<td>155</td>
</tr>
<tr>
<td>Indoor baseball (88 teams)</td>
<td>1,028</td>
</tr>
<tr>
<td>Indoor golf (33 teams)</td>
<td>242</td>
</tr>
</tbody>
</table>

---

46 Ibid., pp. 113-14.
Sports Number
Basketball (271 teams) 2,437
Foul shooting (40 teams) 702
Bowling (130 teams) 1,139
Boxing 145
Wrestling 196
Fencing 45
Festival (96 teams) 2,473
Baseball (94 teams) 1,280
Playground ball (117 teams) 1,517
Horseshoes (114 teams) 1,067
Swimming (42 teams) 327
Carnival (71 teams) 1,603
Tennis (111 teams) 433
Golf (26 teams) 109

Total, Season 1924-1925 15,702
Total, Season 1923-1924 14,827

Net Gain 827
(Note: Where no teams are given, the competition was individual and not by team)
Eliminating duplications in different sports, there were 4,811 separate individuals taking part in all sports.47

The two outstanding features in 1925-1926 were the completion of Pomerene Hall and the graduation of the first class in the four year course in physical education. So it came to pass, 28 years after Dr. Linhart was employed to start a physical education program at Ohio State University, that 14 men and women proudly received their diplomas on graduation day as the first four year physical education majors ever to graduate from this University.48 The women were: Goldie Rattner, Frances Melamid, Stella Dyer, Mildred Hillyer, Dorothy and Virginia Hague (twins), Florence

47Ibid., pp. 116-17.
Lingo, Jennette Stein and Geraldine Long.\textsuperscript{49} The men were: George H. Cooke, Ed Kuechle, Walter L. Penberthy, Harry L. Shapiro and Carl E. Tishler.\textsuperscript{50} In checking the records and also with Dr. Nichols, Dr. Penberthy, Dr. Tishler and Dr. Grueninger, it appears that Dr. Grueninger was the sixth man in this group but he was not a four year major and actually received a Master of Science degree in 1926. He had been a graduate assistant in physical education for several years and took summer school classes in physical education while working in agriculture during the school year.\textsuperscript{51}

Student teaching for women was organized this year also by Miss Hersey (who was later to become Mrs. Oberteuffer). Each student taught in an elementary and junior or senior high school in Columbus. During the fall quarter they taught twice a week, and during the spring, three times a week. Each student was visited at least three times by Miss Hersey.\textsuperscript{52}

As far as the major students were concerned in the men's department, each student was required to have six quarters of practice teaching, ordinarily in his junior and

\textsuperscript{49}Telephone Conversation with Jennette Stein, May 10, 1969.

\textsuperscript{50}Letter from Carl E. Tishler, June 16, 1969.

\textsuperscript{51}Letter from Robert Grueninger, June 11, 1969.

\textsuperscript{52}Annual Report of the Board, 1926, p. 131.
senior years. At the beginning of the last quarter, an individual registered for Principles of Education 440 and received five hours credit for all his practice teaching. Most of the practice teaching was done in connection with the required work for freshmen and in coaching the University Athletic teams. The reason for this arrangement was that the practice teaching requirement was spread out over such a long period of time that each student only spent an hour or two a week at it and this made it almost impossible for him to do this work in a public school.

Another innovation was put into effect during the summer of 1927 when a four week course in athletic coaching was offered. The purpose of this offering was to "meet a demand that greatly exceeds the supply" of athletic coaches. All the courses were taught by members of the coaching staff at Ohio State and were as follows:

473. First Aid. Dr. Wilce
481. Organization and administration of Physical Education in Secondary Schools for men. Mr. Trautman
501. Principles of Coaching Football. Dr. Wilce
504. Principles of Coaching Basketball. Mr. Olsen
508. Principles of Coaching Track and Field Sports. Mr. Griffith
512. Principles of Coaching Baseball. Mr. Trautman
685. Prevention and Care of Injuries. Dr. Duffee.

53 Ibid., p. 127.
54 Summer Quarter Announcement of Coaching Courses Offered by the Department of Physical Education for Men, June 20 to July 23, 1927, p. 3.
55 Ibid., pp. 5-6.
In addition to these courses, a two weeks course in athletic officiating was offered during this four week session. The class was taught by Mr. St. John and met at night so that it would not interfere with the coaching courses.56

Courses in folk dancing, interpretative dance, playground supervision, swimming, gymnastics and sports for the elementary and secondary schools would be offered by the women's division in the summer of 1928.57

Folk Dance. Miss Clark
464. Elementary Interpretative Dance. Miss Clark
Tennis. Miss Palmer
471. Sports Technique. Miss Palmer
473. First Aid. Mr. Duffee
Principles of Physical Education. Miss Clark
Play and Games. Miss Palmer
482. Play and Playground. Miss Hersey
Gymnastics. Miss Hersey
495. Elementary and Intermediate Swimming. Miss Saum
496. Advanced Swimming. Miss Saum58

After 14 years of leadership and service in the growth and development of physical education at The Ohio State University, Dr. Nichols resigned and accepted a position at Oberlin College.59 The new president of the University, George Rightmire said:

Dr. Nichols, after 14 years in charge of physical education has brought this field of activity to the

56Ibid., p. 6.
57Ibid., p. 7.
58Ibid., p. 6.
highest stage possible in view of the congested condition under which the work has had to proceed. His high order of ability, his wonderful personality, his untiring efforts all gave him a place in the educational scheme and in the University community of the greatest importance. The field of physical education is one of very rapid development, and Dr. Nichols had the training and the vision to give him a great ambition in this work and to make his contribution to the field a striking one.  

Dr. Nichols's reasons for leaving Ohio State were, first: he was attracted to the personal and intimate climate at Oberlin where he might work more closely with the students. Second, he felt that the effectiveness of his work was hampered by large classes, little space and few weekly class sessions. The third and foremost centered on a conflict of ideals concerning intercollegiate athletics. He felt that the whole program of physical education and athletics should be supported by funds other than the gate receipts which were used to justify subsidizing and recruiting of athletes. This practice was in conflict with his own beliefs and he felt he could no longer remain a part of such an organization.

In his last annual report, Dr. Nichols briefly reviewed the work of the department for the previous 12 years.

 PHYSICAL EDUCATION
MEN'S DIVISION 1927-28
Director, Dr. J. H. Nichols

This year concludes for me twelve years of service in Physical Education at the Ohio State University.

---

University. It is possibly worth while to review briefly the work of the past twelve years.

In 1916 the physical examinations were organized in such a way that all examinations were completed during the first week of the school year before any physical activity was undertaken. Previous to this time, the examinations of entering students had been spread out over the entire first year. At this time, we suggested the possibility of Freshman Week, in order to complete all examinations before the regular classwork began.

In the same year, physical ability tests were introduced for purposes of classifying students according to their ability, and to permit those who possessed a fair degree of motor coordination and were free from definite physical handicaps to elect their physical activity. A little later, the entire required program in Physical Education was put on an elective basis with students permitted to select a different activity for each quarter, providing the student was physically sound. This arrangement, in a short time, entirely changed the attitude of the student body toward the required Physical Education, so that, instead of having from fifty to two hundred presenting requests to be excused for all sorts of reasons, we now have requests from a large number of upper classmen each quarter who wish to continue the course without credit.

The type of program has necessitated a large number of sections at each hour of the day together with an increased staff. It has also made a heavy demand on the limited facilities that are now available. The new physical education plant will meet a long-felt need.

In 1919 Physical Education and Hygiene were placed on the same basis as all other courses in the University, granting positive credit instead of negative credit for courses in this department. This was a step of great educational importance to the department and has helped tremendously in creating a sound educational attitude on the part of the students and faculty as to the place of such a program in the University curriculum. At this time, the Hygiene course was made a distinct and separate course, carrying one hour credit.

During the period following the war, the increase in enrollment was so tremendous that our facilities and staff were unable to keep pace. The assistance of men in the department who were devoting their major time to intercollegiate athletics and the
building of the Stadium helped to relieve the condition to some extent.

In 1917 a four-year curriculum for teacher training was submitted to the College of Education, but was not approved, partly due to lack of funds and also to the fact that the College of Education was undergoing a reorganization. As early as 1912-13, a minor in Physical Education had been set up, and courses were being given in the Summer Session for training teachers.

In 1923-24 a new curriculum was submitted to the University and approved and adopted by the College of Education. The first graduates received their degrees in 1926. The course is now well organized, and is increasing in strength and numbers just as fast as the present limited facilities will permit. The educational quality and soundness of the course has evoked favorable comment from many educators and universities.

During these years, there has been a steady growth of the intramural and recreational program of the University. There has, also, been an ever-increasing coordination and correlation between the programs of these two divisions of the department. At the present time, in the required Physical-Education program, instruction is given in eleven sport activities, which are later carried on in the intramural program. It is our aim in the freshman year to develop an interest and some skill in various types of sport activities which can later be enjoyed in the intramural program. . . .

These were Dr. Nichol's final recommendations to the President.

1. A new physical education building, to be located near the stadium.
2. A natatorium, to be connected to the new gymnasium.
3. Enclose the stadium on the East side and build in handball and squash courts.
4. Develop play fields south of the stadium to King Avenue.
5. Construct two 18 hole golf courses.
6. Construct an ice rink.
7. Construct a field house.
8. Widen the Olentangy River for boating.
9. Add one year to the required program in physical education.

\[\text{Annual Report of the Board, 1928, p. 197.}\]
10. Develop a recreation program for the instructors.
11. Develop a graduate program in physical education leading to an M.A. and Ph.D.63

After Dr. Nichol's resignation, Dr. Frank Castleman, who had been track coach at the University since 1914 was named as head of the men's division.64 Another personnel change was the hiring of Dr. Metcalf who was to develop the "corrective" program and teach Kinesiology.65

The regulations concerning student teaching were changed by the State Department of Education, whereby this work would have to be done in the Columbus Public Schools and none of it at the University, which had been the case for men previously.66

It was during this year that Mr. St. John recommended the construction of two 18-hole golf courses and an ice rink.

A new innovation in the women's division was a Saturday recreation program for children, organized by Miss Hersey. This was to serve as a pre-student teaching experience for physical education majors, and took place during the sophomore year.67

63Ibid., p. 198.
64Ibid., p. 9.
65Ibid., p. 195.
66Ibid., p. 201.
67Ibid., p. 199.
That same year, the women organized a Physical Education Alumnae Association. The purpose of this organization was "to promote professional spirit among and maintain contact between the alumnae, undergraduates and the Department of Physical Education at Ohio State University." It was also decided at that time to publish a bulletin at least once a year.68

The women's field house was completed during this year too and the "Alumni Bulletin" described it this way:

There are two golf cages on the main floor where the girls can practice their strokes before the "greens" are ready. . . . The field house is equipped with lockers and showers, which are on the ground floor. We hope to have our new fields back of the field house, completed by next fall.69

The women were also quite proud of the fact that their very own library had been established, finally.

Many of the alumnae . . . can well remember when they dreamed of having some day a physical education library. But dreams sometimes come true. Thanks to Sarah Reamer, chairman of the plan, there are now 13 books on shelves in the tower room and any physical education student may use them for the mere price of climbing 73 steps. Let us suggest that heart examinations be eliminated for all those who have made this ascent a sufficient number of times.70


70 Ibid., p. 14.
Miss Helen Saum, an instructor in the women's division, organized the Swan Club during the 1927-28 school year. The membership was open to any girl in the University. The official emblem was a monogram of two silhouetted swans with their curved necks forming two letters "S's" superimposed on an "O". The figures were scarlet on a background of gray and were to be worn on a gray wool suit. Scarlet caps completed the outfit.71

The 1930 was a truly significant one for the men. The State Legislature made an appropriation for a new physical education building, and the athletic board supplemented this appropriation for the purpose of building a natatorium in connection with the physical education building.72

The natatorium, like the stadium was to be built out of athletic funds and therefore was to be a gift to the University from Athletics.73

As soon as it was apparent that the gymnasium would be built the "scramble" was on for use of the old gymnasium space in the Armory. The men's physical education department wanted to keep it, the music department wanted it and the Army wanted it all to itself.74 Mr. St. John sent the

71 Ibid., p. 17.
73 Ibid., p. 136.
74 Dr. James Pollard, Private Interview in His Office, The Ohio State University, December 15, 1968.
following request to President Rightmire.

Dear President Rightmire:

The Physical Education and Athletic Department respectfully requests that the present Gymnasium be continued in use by the Athletic and Physical Education Department and that it be used in part to supplement the Gymnasium and recreation facilities for the new University High School. I appreciate the fact that some consideration must be given to the use of this building for other purposes, but believe that the needs of the Physical Education Department warrant the most serious consideration to the proposal herein made.

The completion of the new Physical Education building will materially increase our facilities, but no one would even attempt to argue that the facilities will be adequate to any large degree for the 7,000 male students on the campus. During the past year 289 basketball teams voluntarily participated in intramural basketball. Because of the very limited facilities, only the teams entering the final elimination series were permitted to play more than four games for the entire season. Absolutely no practice floors were available to the students, and in order to play the limited schedule of games allowed, it was necessary to run games until 10:40 P.M. practically every night during the basketball season.

The retention of the old gymnasium would enable us:

(1) To provide practice floors for intramural basketball, indoor tennis and volley ball throughout the day and permit the scheduling of intramural contests during the evening.

(2) To install bowling alleys in the basement. This could be done with very small changes. At the present time, there are well over 200 teams voluntarily participating in intramural bowling--226 teams to be exact, of which 39 were faculty teams. These bowling contests are conducted on commercial alleys off the campus, entailing considerable expense.

(3) To retain for University use the large meeting room, which will continue to serve many organizations for Educational Conference purposes and University functions.

(4) To provide a place for the new University High School in which to conduct their interscholastic contests. The Gymnasium facilities provided in the new University High School are so meager as to make it highly desirable to have
a place such as the old Gymnasium in which to conduct their contests.

I would like to call your attention to the fact that when the University of Illinois, some three years ago, built their new Gymnasium, they were still permitted to keep their old Gymnasium, in addition to which they have the new Armory, which gives them probably twice as great facility furnished for our University, even retaining the old Gymnasium.

Likewise, at the University of Michigan, Michigan has full use of the old Waterman Gymnasium, although they have a large and commodious Field House and, within the past two years, have opened a $750,000 Intramural Sports Building and this year have added a fine artificial ice hockey rink. Michigan's facilities are vastly greater than our own.

The present Gymnasium could be continued in use at very little expense for equipment or administration and would be performing the most useful service possible from the standpoint of the student body.75

The Armory, subsequently was turned over to the Army.76

Around the middle of the year, the effects of the depression in the economy of the United States were beginning to be felt on campus. The intercollegiate athletic program was curtailed to a degree,77 the women were forced to discontinue intramurals because of a reduced staff and at the same time, the field house attendant was dismissed because of lack of funds.78

75 Letter from L. W. St. John to President Rightmire, May 5, 1931.

76 Pollard, Personal Interview.


78 Letter from Miss Benedict to President Rightmire, December 19, 1931.
An interesting sidelight occurred about this time concerning the physical examinations of the women. Not only were these the days of the depression, but prohibition was also in effect. Miss Jeannette Stein said that bootleggers used to come around the fraternities and sororities like the milk man of today, and take individual orders for alcoholic drinks for the week.\(^7\)

Miss Jeannette Stein and Miss Geneva Watson related this story:

The physical exams for women were given in Pomerene Hall by women doctors who were hired for a week and were paid $10 a day. In one of the offices, we had a cabinet in which we kept some medical supplies under lock and key. Part of the examination consisted of taking each girl's temperature after which the doctor would put the thermometer into a granite pan full of alcohol in order to sterilize it. One day as they were pouring out the contents of these pans, Shirley Armstrong, the medical advisor, noticed that the 'alcohol' really didn't smell like alcohol so she went to the cabinet where the alcohol supply was kept. When she tasted the supply, she discovered, much to her horror that the entire supply had been taken and replaced with water! This was after some 1,500-2,000 girls had their temperature taken with the same thermometers dipped in plain water only. The culprit was never found out, but we did have our suspicions.\(^8\)

The need of a graduate curriculum in physical education was brought up again by Dr. Delbert Oberteuffer, who was the Supervisor of Health and Physical Education for the State.

\(^7\)Jeannette Stein and Geneva Watson, Private Interview at their Home, February 21, 1969.

\(^8\)Idem.
of Ohio at that time. In a letter written to St. John he pointed out some observations he had made following the summer school session at Ohio State in 1931.

... In general, my impression still holds that you have a most favorable opportunity of making the University the most outstanding graduate summer session west of the Alleghenies. The fact that over 300 students took courses in our department this summer and that 51 students were candidates for a Master's Degree in the Department, is evidence bearing out that impression. There is no question in my mind but what the State of Ohio needs a complete department set up within two years.

A second general impression has to do with the need for an immediate solution to your problem of requirements for a Master's Degree. Time and time again this summer I had to tell students to wait until fall or winter in order to outline their complete Master's Degree curriculum.  

The academic year 1931-32 was the beginning of the graduate program for a Master's degree in physical education at Ohio State University. The first quarter of the graduate program in health and physical education included 91 students, 51 of which were candidates for the Master of Arts in Physical Education.

Summary

Four important things took place during this period from 1923-1931. A physical education major began in 1923.

---

81 Letter from Dr. Oberteuffer to L. W. St. John, August 27, 1931.

and by 1925 Pomerene Hall was built giving the women a facility all their own for the first time in history.

In 1926 the first four year majors in physical education graduated—14 in all—eight women and six men. Three of those men went on to become physical educators; one at Western Reserve and two at Texas A & M.

The fourth important event was the authorization of graduate work in physical education leading to a Master's degree in 1931.

Up to this point, 33 years had passed since the doors of the Armory opened making it possible to take "physical training" on campus, and a great many significant changes had occurred during this period. These came about through the effort and foresight of the leadership of the Department as well as that of the individuals who made up the staff.
CHAPTER V

DEDICATION OF MEN'S GYMNASIUM AND
NATATORIUM 1932-1950

Beginning of Graduate Work in
Physical Education

On February 26-27, 1932, the day the Men's Division
had long awaited finally arrived and was greeted with great
anticipation. These two days had been set aside for the
formal dedication of the men's gymnasium and natatorium, and
elaborate plans had been formed for the occasion. The guest
list was most impressive and it was to be a truly great day.
This was the program that had been prepared for the dedi-
cation.

PROGRAM FOR DEDICATION
GYMNASIUM-NATATORIUM
February 26-27, 1932

I Friday, February 26
1. Forenoon and afternoon--Open House and Physi-
cal Education
   activities.
   2. Evening: (a) Intramural Festival.
      (b) Dance

II Saturday, February 27
1. Forenoon--Open House for Alumni and Varsity
   "O" visitors.
   10:30 A.M.--Water Pageant at Natatorium -
   Swimming Squad and Swan Club.
   2. Noon - Luncheon for alumni club officers from
      Ohio counties and cities.
3. Afternoon - (a) 2:30 P.M. Combined University Day and formal Dedication Exercises.
Program:
Music by Men's Glee Club.
Address by President Rightmire.
Presentation of Natatorium to the State by Professor Clyde T. Morris.
Response by Governor White.
(Presiding Officer, L. W. St. John)
(b) 4:00 P.M. Wrestling Meet, with Michigan (Admission by complimentary ticket to invited guests.)
(c) 5:45 P.M. Varsity "O" Dinner.
Arrangement and program in charge of G. N. Trautman.

4. Evening - Basketball, Ohio State vs. Chicago.
Special seat section for invited alumni and Varsity "O" men--
III Invitations to be prepared by Secretary of Dedication Committee, James E. Pollard, and sent to:

(a) List of alumni to be furnished by Alumni Secretary
(b) List of Varsity "O" men to be furnished by Mr. Trautman.
(c) The Governor and his Cabinet.
(d) The State Auditor, Secretary of State, Lieutenant Governor and Treasurer of State, Adjutant General, Attorney General and members of Supreme Court.
(e) All members of the General Assembly of Ohio.
(f) Members of the University Board of Trustees.
(g) A list of athletic officials and coaches and teachers of Physical Education, to be furnished by Mr. St. John.
(h) Newspapers.
It was suggested in general committee discussion that possibly special invitations should be issued to Deans and Department Heads--also, to student leaders, as well as having the general faculty and student body invited through Lantern and Official Bulletin medium.
IV Publication of combined Intramural Yearbook and Souvenir Dedication Program to be handled by Mr. Wood and Mr. Griffith.

This souvenir program includes a detailed description of the new facility, the intramural program and the women's division of physical education (see Insert in the Appendix). A special invitation was mailed to all Varsity lettermen.

A WEEK END FOR VARSITY "O" MEN

As a feature of the Dedication Ceremonies of the NEW GYMNASIUM AND NATATORIUM
THE "O" CLAN
is commanded to assemble

Friday, Feb. 26—Both buildings open all day for visitors.
Evening—Intramural Festival and Student Senate Dance.

Saturday, Feb. 27—
10:30 A.M. Water Pageant by Men and Women Students—Natatorium.
2:30 P.M. Formal Dedication—Natatorium Auditorium.
5:45 P.M. VARSITY "O" DINNER—FACULTY CLUB.
8:00 P.M. Chicago-Ohio State Basketball—Coliseum, State Fair Grounds.
(The Secret Six have arranged for an interesting program after the game--THIS IS A WARNING)

The Varsity "O" Dinner at 5:55 P.M. (Sharp) on Saturday will be limited to "O" men—interesting presentation on Athletic Problems will be ready for you, by "Prexy," Saint, Dick Larkins, Jim Lincoln and Grant Ward. Fred Secrist, '08, toastmaster.

Dig out the old "O" sweater—it will be your admission tag to a special "O" section at the basketball game.

1Program Prepared by L. W. St. John (N.D.), The Ohio State University Archives.
The wearers of the "O" will REUNE and LIVE again! The Natatorium built from Athletic Funds, stands as a great MEMORIAL to OHIO'S Sons

YOUR MONUMENT--BE HERE
Mail the enclosed card PRONTO

Committee--
Honus Graf Bobby Watts Moter Ewing Hen Taylor
Hen Nesbitt Doc Means Wes Fesler Herb Decker
Penn State McClure Red Trautman

There was a holiday atmosphere in the air because of this great occasion. Many speeches were made in the course of the dedication ceremonies, but only the texts of two of the speeches were filed in the University archives—one by President Rightmire and the other by St. John. Some excerpts from St. John's speech follow:

... This occasion is of particular significance from two distinct standpoints. In the first place, it marks a distinct forward step in the growth and development of this great University. In the second place, it is significant because it places a new and fresh emphasis on Physical Education as a fundamental part of the whole scheme of education in our schools, our colleges, and our universities.

Throughout the world today, the place of health and physical education is more firmly established as a fundamental and integral part of the educational program than it has ever been in the history of the world. Without a fair measure of health, all things in life become of little value and lose all measure of satisfaction.

The completion of the present facilities places the Ohio State University in position to make fitting and appropriate contribution, not only to the health and physical well-being of our large student body, but to make, also, acceptable contribution to the educational program of the State.

The intercollegiate athletic program has been and is one important aspect of the Physical Education

2The Ohio State University Archives (N.D.).
program. Intercollegiate athletics has made and is making an important contribution to the program of this University. . . .3

President Rightmire, in his address, retraced the history of the growth and development of physical education and athletics at this University. He pointed out too, that the background of the student population had changed from that of predominantly rural to predominantly urban which in turn created a greater need for physical education on campus. He said:

Some degree of systematic physical exercise and attention to the relationship which grows out of a cultured mind in a healthy and well-trained body must constantly be kept before our young people. It is an indispensable element in our educational work and in these times of congestion in urban communities the State will not perform its office in promoting and preserving the welfare of its people unless it provides this opportunity for physical education.4

He further explained some of the events leading up to this dedication day. In 1927 Grand Ward, a graduate of Ohio State in 1912 and former director of intramural sports and assistant coach at Ohio State, was elected to the Ohio Legislature. Knowing from first hand experience of the need for additional physical education facilities, he was convinced that this need must be met. The first request for a gymnasium was turned down in 1927 because of the State's inability to finance it. In 1929 when the request was

3Speech by L. W. St. John at the Dedication Ceremonies, February 27, 1932.
4Speech by President Rightmire, February 27, 1932.
submitted again Grant Ward was a member of the Finance Com-
mittee of the House and was instrumental in getting the
State to appropriate $500,000 for the men's gymnasium.\textsuperscript{5}

At the same time, another great facility was dedi-
cated and that was the natatorium. This facility was paid
for by athletic gate receipts. The President said, "There-
fore, we owe the natatorium to athletic sports which owe
their prosperity to the people."\textsuperscript{6}

Later that year, another event of great significance
was beginning to unfold when Miss Palmer, Miss Hersey, Mr.
Hindman and Mr. Metcalf persuaded St. John that the physi-
cal education department should establish a sound graduate
program as soon as possible. There were, at that time, only
two institutions in the country that offered a doctoral
program in physical education—Columbia and New York Uni-
versity.\textsuperscript{7} Mr. St. John pointed out the department's concern
in a letter to President Rightmire.

... it appears that the Ohio State University must
serve the State in this field of graduate work. Many
other institutions in Ohio are training teachers in
Physical Education, but only this University is in
position to adequately care for the needs of the
graduate student...\textsuperscript{8}

\textsuperscript{5}Idem.
\textsuperscript{6}Idem.
\textsuperscript{7}Delbert Oberteuffer, Private Interview in his
Office, The Ohio State University, April 3, 1969.
The Public schools are consuming the largest number of our college graduates. To serve our students, as well as the educational program of the State, it would seem that we must carry on to the best of our ability in this field of education. Having made so auspicious a start in the graduate course work of last summer, it would seem that we cannot afford to suffer any lapse in this program. There are approximately 20 students who have been definitely pursuing graduate course work in Physical Education during this present academic year.

The educational need along this line has heretofore been largely met by Columbia University and more recently by New York University. A large number of our people from the middle west have been forced to go East for their training in graduate work. . . . . The Ohio State University should by all means provide for the graduate course work of those people interested in Health and Physical Education.

Dr. W. W. Charters, from the Bureau of Educational research at Ohio State, made these observations concerning the need of a graduate program in physical education.

In response to Mr. St. John's request I have these observations to make.

I have been watching the program of the physical education department in the training of athletic coaches, teachers of physical education and teachers of health, and I have the general feeling that they are undermanned in the graduate area. I believe this for the following five reasons.

In the first place, with 1,764 men teachers of physical education, athletics and health, about 1,110 women teachers of these subjects, 150 college teachers, and 100 supervisors in the elementary grades, we have a total of about 3,000 teachers of these subjects in the State. I am told that on a conservative estimate less than one half of these have either majored or minored in physical education during their period of training in school. There is, therefore, a temporary need for the training of a very large number of teachers. The need is still more apparent when we realize that the turnover in teaching positions is about one-sixth, so that there

---

8Letter from L. W. St. John to President Rightmire, May 5, 1932.
is needed to maintain a teaching force of 3,000, about 500 new teachers each year. The supply of good teachers, as I have indicated, is impossibly below the demand.

In the second place, there is increasing demand for coaches and teachers in physical education to be trained in the fundamentals of health. If a coach or a gymnast does not have some adequate knowledge of physiology and health, he is likely to strain the boys. Moreover, regulations of the State Department of Education, recently put into effect, rules that all new teachers in physical education must have a minor in physical education, and that all teachers, old or new, must have such a minor by 1935. The demand, therefore, for increased training in these fields will be very brisk.

In the third place, one of the major functions of a state university is to train teachers for colleges and normal schools, who in turn will train students in their classes to become high school teachers. I feel that this is the major function of the University in this field.

In the fourth place, there is a very considerable demand for graduate work. For instance, the Summer School enrollment in 1931 was 91, and this number could have been doubled if more advanced courses had been offered, so I am told. In addition to this, Mr. Hindman and Mr. St. John have received over one hundred letters of inquiry about advanced courses and they estimate that they have received at least seventy-five oral inquiries concerning the possibility of advanced work, all within the year.

Finally, while I have not examined the catalogues of other universities of standing comparable to Ohio State University, I am told by the members of the faculty that Michigan, Iowa and Wisconsin have a larger number of faculty members offering graduate courses, and have a much larger number of advanced courses.

It would appear to me, therefore, that if the University is to perform its full function in this field, which is of growing importance, especially when it is becoming increasingly necessary to deal with the complicated problems of athletics on a plane of high intelligence, with instructors well trained, the needs for a very substantial increase in the offerings in the Graduate Department are very apparent.
Trusting that this may be of some service to you in making your decision, I remain,

Dr. McPherson, Dean of the Graduate School had this to say:

There is no question but that the demand for graduate training in the field of education is very pressing one. The schools of the State are demanding as teachers of Physical Education, young men who have graduate work equivalent to the Master's degree. ... I believe very strongly that the state has a right to expect our own University to provide for the training of such teachers.

In St. John's opinion, the most critical need in establishing this program was employing a strong teacher. His choice and recommendation was Dr. Oberteuffer who had been the Supervisor of Health and Physical Education for the State of Ohio the previous three years. He said: "There are not a half dozen men in the United States today who are equal to or in any way superior to Dr. Oberteuffer for work in this field of Health and Physical Education."

The President honored St. John's recommendation whereupon Dr. Oberteuffer was employed to provide the leadership necessary in developing the graduate program in physical education. Dr. Oberteuffer was the seventh man in the

---

9 Letter from W. W. Charters to President Rightmire, May 10, 1932.
10 Letter from Dean McPherson to President Rightmire, May 10, 1932.
11 Letter from L. W. St. John to President Rightmire, May 7, 1932.
12 Ibid.
United States to receive a Ph.D. in physical education, and the leadership he was to exert for the next 36 years at Ohio State would help bring about the realization of a physical education department which has the respect of physical educators everywhere. He was an outstanding author, a tremendous public speaker and his influence on physical education has been felt not only at Ohio State but throughout the nation as well. His philosophy of physical education influenced physical educators for years and in the words of Dr. Hixson, there were two "giants" in athletics and physical education at Ohio State, L. W. St. John and Delbert Oberteuffer. He went on to say, "There is no question but that 'Obie' made this department. He made us what we are today."

Dr. Nichols said in 1951:

The tremendous strides which Ohio State has made in the field of professional training, both at the undergraduate and the graduate level, has largely occurred since Dr. Delbert Oberteuffer took over the leadership of this division in 1932. His aggressive and practical educational vision, his ability to draw and hold men, his standing in the profession has placed Ohio State where it is today, at the top of our teacher training institutions in the United States.

When the effort to organize a graduate program at Ohio State was being made there were already in existence

13 Delbert Oberteuffer, Private Interview in his Office, The Ohio State University, April 3, 1969.

14 Chalmer Hixson, Personal Interview in his Office, The Ohio State University, June 27, 1969.
two important factors that contributed to the need for a graduate program at Ohio State. These were set in motion the year before Dr. Oberteuffer came to campus: (1) the establishment of standards for high schools in Ohio, concerning physical education, which also stated that athletic coaches should have either a major or minor in physical education, and (2) the establishment of teacher education standards for colleges in Ohio, which stated that in order for a college to offer a major in physical education they must have at least one man on the staff with a master's degree. These were initiated by Dr. Oberteuffer while he was serving as State Supervisor.

Since these were standards set up by the State, it was felt then that the State had an obligation to provide a way for people already in the field to meet these requirements.

This was in the midst of the depression, and since University funds were at an all time low this created real problems as far as expanding programs were concerned. Nevertheless, the first thing Dr. Oberteuffer did was to organize a graduate committee of Lydia Clark, Katherine Hersey, Gladys Palmer, Darwin Hindman and Harlan Metcalf. Together they began to set up standards for their graduate program and organize the courses that would be taught in

15 Idem.
health and physical education. Then plans were approved almost immediately and the graduate program began that same year.16

By the end of the year, the nationwide depression had made its full impact on the University. Its effects were pointed out by President Rightmire.

We are now in an economic condition, world wide, which is featured by falling markets, reduced salaries, unemployment, human suffering and a slow disintegration of social effectiveness and personal comfort. Our system of industrial and political organization seems on the verge of collapse, and all government activities are being scrutinized to find where they can be reduced and how far.

Education must be a preferred charge upon the public resources. At this point a great responsibility attaches to those in charge of education. That is to study the educational organization and processes of today with a view to readjusting them without harming the expected results.17

In his annual report, St. John pointed out his belief that the University should not reduce to any material degree the time and money spent on health and physical education. Rather there should be an increase in facilities and leaders to look after the well being of our youngsters. He pointed out too that many economies and curtailments had already been effected in several cases to the serious detriment of the program.18

16 Idem.
18 Ibid., p. 178.
The work of the department was concerned with these four major areas.

I. Required Physical Education
   1. Men
      a. Activities - 2 hours per week for freshman year
      b. Hygiene - 1 hour per week one quarter
   2. Women
      a. Activities - 2 hours per week for freshman year; 3 hours per week for sophomore year
      b. Hygiene - 1 hour per week one quarter freshman

II. Intramural Program - Voluntary Recreation
   1. Men
   2. Women

III. Major Course - Teacher Training four-year curriculum
   1. Men
   2. Women
   3. Graduate work for advance degrees

IV. Intercollegiate athletic program - men

In the meantime the emphasis in the women's division had changed from that of team games to that of "activity of an individual character with the attendant carry-over value for later life." The growth in intramurals for men and women continued and in Miss Clark's words was "without a superior in any University."

The major program included almost 300 students by now and the establishment of a graduate program show clearly the growth that had taken place in physical education at Ohio State. During the summer there were 91 graduate students enrolled, 51 of whom were working toward a master's degree.

---

19Ibid., p. 178.
20Ibid., p. 178.
21Ibid., p. 178.
in physical education. In this group 22 Ohio colleges were represented.

At the end of the school year, Lydia Clark resigned as head of the women's division and was replaced by Gladys Palmer. Miss Palmer was to serve in this capacity for the next 20 years.

In November of 1932, the Graduate Committee which had been formed earlier, held a meeting from which two significant things evolved. The first was a proposal that at least two graduate assistantships be established in order to satisfactorily carry out the graduate program. It was proposed that one of these should be a man and the other a woman—each assistantship would pay $500.

The other proposal was a name change for the department. The proposal was sent to St. John by Dr. Oberteuffer, and was approved.

Dear Mr. St. John:
Your Committee on Graduate Courses, at a meeting October 29, 1932, discussed the matter of the name of the curriculum and of the department. The Committee came to the conclusion that they would like to recommend to you that the name of the department be changed to "Physical and Health Education." This change was suggested for the following reasons:

22 Ibid., p. 178.

23 University Directory, Columbus: The Ohio State University, 1932.

24 Memo, Committee on Graduate Courses, October 29 and November 2, the Ohio State University Archives.

1. With the present expansion in the Graduate Division, this department is accepting its responsibilities in the field of health education and the curriculum offerings in that field should be recognized in the title of the department.

2. This department is interested in health education and not in public health directly, and at present is the only department in the University which is prepared to offer courses in health education.

3. The previous term of physical education does not embody the suggestion of our offerings in health education.

4. The commonly used term of "health and physical education" is misleading to public health workers, health commissioners, and physicians in general, inasmuch as it implies that the word "health" is a noun rather than an adjective. The American Physical Education Association now recognizes its mistake in accepting the phrase, "health and physical education." The term, "physical and health education," obviates confusion by placing health distinctly as an adjective describing the curriculum of health education.

The Graduate Committee, therefore, petitions you to consider such a change in terminology favorable and to take what official steps are necessary to secure the change.26

The aims of the Department for the academic year 1932-33 were as follows:

The Ohio State University, through its Department of Physical Education, attempts to interest all students and members of the faculty in wholesome physical activity.

The aim of the department is to bring about the participation by students and faculty in games and sports that are inherently worthwhile and to see that this participation is productive of the greatest possible good in the way of developing and maintaining health, in providing valuable social experiences, and in supplying the kind of leadership that will tend to develop in the students desirable standards of conduct.27

26Ibid.

27"Manual of Physical Education for Men," The Ohio State University, September 27, 1932, p. 3.
An interesting development occurred in May of that year when Drs. Richard Steinmetz and Stanley Mazoff of the staff of the Ohio Penitentiary requested the physical education department at Ohio State to help in establishing a program of physical education for the inmates at the Penitentiary. The department agreed and the following plans were agreed to:

(a) That the department would assume responsibility for the technical phases and personal assistance necessary to get the program started.
(b) That as soon as possible the personnel within the Penitentiary should be developed to handle the various activities.
(c) That the University would maintain constant supervisory affiliation with the Penitentiary and would provide either a University staff member or a graduate student to carry on this supervision during the summer and the following academic year.

Mr. Wood and Dr. Oberteuffer of the physical education department visited the Penitentiary to make a preliminary survey of the outdoor recreation possibilities. Their first recommendation was to begin the program as soon as possible with rhythmic exercises and recreation ball. Later, plans were submitted for the construction of a drill stand, volleyball courts and ball fields.

On June 12, Mr. Staley of the department got the program under way beginning with the exercises, followed by

---


29 Ibid.

30 Ibid.
baseball. A short time later three baseball leagues were established and regular hours of recreation were established for these three groups.31

One week later, a group of five graduate students "were enlisted" to conduct the baseball program. Later in the month volleyball was introduced and leagues were formed in this activity also. At the end of July, the graduate students terminated their services and George Staten (presently director of ticket sales for the athletic department at Ohio State) of Ohio Wesleyan University agreed to remain as the representative of the department for technical supervision of the program.32

According to Dr. Oberteuffer and Mr. Staten, the program was extremely well received and problems were almost non-existent. The inmates loved it and when not participating became great fans, George Staten related this story that took place during a baseball game:

We had a pitcher on one of the teams that took forever and a day between pitches. Finally the umpire got tired of the delay and told him to hurry up. The pitcher looked at him and said why should I hurry, I've got 20 years.33

During the summer of 1932, the president appointed a special faculty committee of three to "study the nature and

31Ibid.
32Ibid.
33George Staten, Private Interview at his Office, St. John Arena, March 15, 1969.
extent of the University courses and activities and the educational functions of the University in general. In short, they were to study every phase of the University and make recommendations that would eliminate all the "dead wood" which would in turn make the University a more efficient institution. The committee members were Professors Klein, Wittke, and Smith and they were given a year of release time in order to accomplish their task. This report came to be known as the Klein Report since Professor Klein served as chairman, and the agreement was that each department would have the opportunity for rebuttal in the event they did not like the recommendations made concerning their specific area. As a result of the formation of this committee, the physical education department was soon faced with a severe threat to their survival on campus.

According to Dr. Oberteuffer, there were two reports concerning physical education submitted by this committee. The first one was favorable while the other was not. The first contact with the committee came when Mr. St. John and Dr. Oberteuffer were asked to appear at a hearing of the Klein Committee during the winter quarter, at which time

34 Special Bulletin, The Ohio State University, August 12, 1932, The Ohio State University Archives.

35 Delbert Oberteuffer, Personal Interview at his Office, The Ohio State University, April 10, 1969.

36 Idem.
Professor Klein proposed that physical education, social administration, nursing and medicine be combined into a single department to be known as the Department of Human Welfare. The representatives of nursing and medicine, who were also present at this meeting, objected violently and wanted no part of such an organization.  

The hearing ended on this note and as it turned out, this was not only the first hearing but the last. At no time prior to, or after this hearing were there any visitations to the department by any member of the special committee. Nothing more was heard from the Klein Committee the rest of the year until June when their final report was distributed to all departments on campus.

The most critical issues in the Klein Report concerning Physical education were as follows:

1. That the undergraduate training for these two groups (physical education and recreation) is sufficiently alike that it can be cared for in one curriculum with reasonable opportunities for electives.

2. The courses in physical education must be quite completely revised and reorganized with much greater emphasis on the scientific basis of health and exercise and much greater attention to the social implications of physical and health education.

3. It is evident that a program of this kind must provide a sound scientific basis in the fundamental sciences; otherwise it cannot use above familiarity and proficiency in a number of physical skills or sports. . . . a critical

\[37^{\text{Idem.}}\]
\[38^{\text{Idem.}}\]
examination of the present courses and curricula in the Department of Physical Education indicates clearly that insufficient attention is being given to the fundamental sciences from which physical and health education emanates and too much attention to the teaching of physical skills and sports, and this Committee is of the opinion that the emphasis must be shifted from physical skills to fundamental training in the physical, biological, and social sciences.

4. . . . these (activity) courses should remain fixed requirements as they are at present, and that all University rules with respect to grades, absences, etc., should apply to them, but that these courses should not be counted in computing quarter-hours or point hour ratios for any purpose. These courses should be announced in the bulletins as courses which do not give university credit.

5. That no provision be made at the present time for the development of graduate work in physical and health education.

6. That the curriculum for teachers of physical and health education and recreational leaders contain as a minimum the following scientific requirements:
   a. Chemistry - 10 quarter hours
   b. Physics - 10 quarter hours
   c. Physiology - 10 quarter hours
   d. Psychology - 10 quarter hours
   e. History and Social Sciences - 20 quarter hours
   f. Zoology - 10 quarter hours
   g. Anatomy - 10 quarter hours

7. That the amount of attention given to instruction in physical skills, games, sports, etc., be reduced to a minimum, and that there be a corresponding increase in emphasis on the physiological aspects of physical and health education and on its social implications for the individual and the community.

8. That the following courses be withdrawn:
   a. Physical Education 451 - Theory and Practice of Physical Education - 3 hours, as unnecessary repetition.
   b. Physical Education 649 - Camping: Its organization and administration - 3 hours, as not of university standard.
   c. Physical Education 683 - History of Physical Education - 3 hours, as this work has been transferred to the Department of Education.

9. That courses predominantly devoted to physical and game skills be restricted to the following . . . each carrying two hours of credit instead of the
Dr. Oberteuffer described what happened next:

I was at home asleep. About 11 P.M. the phone rang and it was Saint. He asked if I had seen the Klein Report and I said no and that I didn't realize it was out. Saint told me to get dressed and come over to his office right away (it was not unusual for St. John to work from noon until midnight). I looked the report over, and they just killed us. If this report had been accepted we would have been dead. Well, Saint and I discussed the report at some length. He gave me paper and pencil and told me to jot down the ideas he was about to express. For the next 20 minutes or so he spoke brilliantly and then asked if I had any ideas and I said yes. He said O.K. use them, and I want our rebuttal on the President's desk by noon tomorrow. Well I went back home and began to write and got the report finished by morning. Gladys Palmer, Hersey, Metcalf, Saint and I went over it, made a few changes and had it in the President's office by noon.

The Departments rebuttal, a 23 page document, was organized into six areas.

1. The broad vision of an enlarged physical and health education curriculum.

2. Graduate professional courses.

---

39 Third and Final Report of the Committee on University Courses, Activities and Program--Physical Education, Arthur J. Klein, Chairman (The Ohio State University, June 8, 1933), pp 1-17.
3. Undergraduate professional courses.
4. Withdrawal of credit for service courses.
5. Agreements with the committee.
6. Summary.40

The Department had found some agreement and took some exceptions to the Klein report and it was the purpose of this response to discuss the exceptions, primarily.41 They agreed that:

(a) the name of the Department be changed to the Department of Physical and Health Education.
(b) The academic program be budgeted in the College of Education under the supervision of the Dean of that College.
(c) The Head of the Department designate an assistant to be in immediate charge of the academic program.
(d) A five year curriculum be provided for the training of teachers as soon as such a general program has been worked out by the College of Education for teachers in all fields.
(e) Physical Education 441 and 442 be combined into one three hour course.
(f) Physical Education 451 be withdrawn.
(g) Physical Education 683 be transferred to the Department of Education.
(h) Possibly some, but certainly not all of the Theory and Practice of Physical Education courses be reduced to two credit hours.42

On all other points, they disagreed with the Klein Committee. The summary of the response states:

40The Department of Physical Education, A Response to the Third and Final Report of the Committee on University Courses, Activities and Programs (Columbus, Ohio: The Ohio State University, 1933), p. 1.
41Ibid.
42Ibid., p. 22.
We feel keenly that certain injustices and mistakes would be made if the Report of the Committee were accepted. We feel that many of the statements made by the Committee were made without benefit of facts, and without criteria. Some of the statements have no reasons cited for their origin and indicate no general understanding of the purpose or machinery of modern physical education as it is developing over the nation. . . .

Almost a year went by before the Department received any reaction to their rebuttal. The president had separated the rebuttal into two areas—student welfare and curriculum and sent these to two separate committees for their study. Dr. Wilce was appointed chairman of the committee concerned with student welfare and the rest of the report was sent to the Council on Instruction. Dr. Oberteuffer went on to explain:

We met with Dr. Wilce's Committee first and didn't run into any real problems, but the meeting with the Council was something else. Saint stayed about five minutes because he was supposed to fly to Chicago, and there I was all by myself. We met for about 3 1/2 exhausting hours and the questions came from all directions. But when the meeting was over, the Klein Report was turned down, we had won! I believe this was one of the most critical periods in the history of physical education on this campus.

By 1935, the contributions of the physical education department were not confined to the students on campus alone

---

43 Ibid., p. 23.
44 Oberteuffer, Personal Interview.
45 Ibid.
46 Ibid.
but included the people of the entire State of Ohio. The staff was frequently called on to suggest improvements in public school physical education programs throughout the state; assisting industry in organizing recreation programs, and assisting city recreation departments in organization and operation. In addition, the department staff was constantly visited by recreation people, physical educators and other individuals seeking help and information concerning their own particular professional problems. The department was often called upon to provide officials for athletic contests of all kinds and frequently served as text examiners and troop counsellors for the Boy Scouts, Girl Scouts and Campfire Girls.47

The faculty also gave valuable assistance to the State Government. Outlines of recreation programs for community groups were prepared for the State Relief Commission; the supervision of physical and health education for the Ohio Department of Education was done by Dr. Oberteuffer; a physical education program was organized for the Ohio School for the Blind and the Ohio Hospital for the Feebleminded; and the Basketball Officials Rating Examination for Women in Ohio was developed by the women's division.48

---

47A Report, "Public Services of the Department of Physical Education," The Ohio State University, January 15, 1935 (N.A.), pp. 6-7.
48Ibid., pp. 7-8.
Advisory service through committee membership or as officers by the faculty members was also rendered in the many national organizations such as: American Physical Education Association, Mid-West Physical Education Association, National Collegiate Athletic Association, National Basketball Rules Committee, National Track Rules Committee, Women's Athletics, The Basketball Coaches Association, The Executive Committee of the American Olympic Committee, Western Conference Intramurals Director's Society, The Ohio Committee of the Women's Division of the National Amateur Athletic Federation and the Women's Baseball Rules Committee.\textsuperscript{49} There were many important contributions made too, through the media of books, monographs and articles written by the men and women of the Physical Education Department.\textsuperscript{50}

The Department had not only come to be considered a clearing house for information pertaining to sports and recreation activities in the State of Ohio but their influence was also felt nationally.

The men's division was organized along the following lines.

Mr. Sam Cobb was in charge of the basic instruction program in these years prior to World War II. Dr. Duffee

\textsuperscript{49}Ibid., pp. 9-10.

\textsuperscript{50}Ibid., p. 13.
arranged physical examinations for all freshman men the first week of each school year. This was done in the men's gymnasium and he used medical students and interns to give the various examinations as the men moved from station to station in the examination process. He arranged, through St. John, to issue free football tickets to the young men who helped in conducting these physical exams.\textsuperscript{51}

As for the rest of the program of physical education Dr. Oberteuffer and Dr. Ashbrook conducted the graduate program, since they were the only Ph.D.'s on the staff. Leo Staley was in charge of teacher education until 1938 when he became intramural director. When this happened, Dr. Ashbrook took over the teacher education and Richard Larkin became his assistant.\textsuperscript{52} Among Dr. Ashbrook's innovations were: the establishment of a placement service for graduates in physical education; the senior recognition dinner and award to the outstanding senior; the introduction of laboratory work in conjunction with methods courses and the establishing of a Saturday morning boys recreation program, for sons of faculty, for both the men and women's divisions. The teacher education program was subsequently directed by Richard Larkins, Lewis Hess and Chalmer Hixson.\textsuperscript{53}

\textsuperscript{51}Willard Ashbrook, Private Interview at his Office, The Ohio State University, April 24, 1969.

\textsuperscript{52}\textit{Ibid.}

\textsuperscript{53}\textit{Ibid.}
The adaptive program had begun in the early 1930's under Dr. Metcalf, followed by Dr. Howard. During World War II, Dr. Daniels took over this part of the program and when he left Ohio State in 1957, Dr. Ashbrook assumed this responsibility for the major students and is now assisted by Dr. Walter Ersing whose main responsibility is the service class adaptive program.54

By the end of the 1936-37 school year, records show that the women's division had grown in enrollment from 256 girls in 1902 to 5291 in 1937 and the program had evolved into some 28 different activities as compared with the program of calisthenics and apparatus work in 1902.55

The professional enrollment in the women's division for this same year was 110.56 In addition to the student teaching experience, the physical education majors also served two quarters at one of the following community centers: Gladden Community House, Beatty Center, St. Vincents' Orphanage, Alfred Willson Children's Center, Broad Street Methodist Church and the White Cross Hospital.57 This program was originated by Katherine Hersey Oberteuffer because she felt that direct laboratory experiences for

---

54 Idem.
56 Ibid., p. 84.
57 Ibid., p. 84.
prospective teachers was extremely important and that this experience should come very early in their professional preparation.\textsuperscript{58}

The professional enrollment in the men's division was 130 students plus some 175 graduate students enrolled in summer school.\textsuperscript{59}

In 1938 an effort was made by Dr. Oberteuffer and Dr. Ashbrook to establish a research lab in some of the office space in the natatorium building, but met with no success since Mr. St. John was "cool" toward the idea. Consequently any research of this type was carried on with Dr. Hitchcock from the physiology department and the first dissertation ever done in the physical education department on the "Physiology of Exercise" was done by Willis J. Baughman nine years later, in 1947.\textsuperscript{60}

The Women's Recreation Association continued to grow in popularity and in activities offered. One of the more interesting activities of the W.R.A. was the beginning of the Mirror Lake Night Club in 1938. This was a Friday night event at Pomerene Hall and included badminton and table tennis in the gymnasium, bingo and cards in the grand lounge, dancing in the formal lounge and a floor show in the

\textsuperscript{58}Katharine Oberteuffer, Private Interview in Her Home, June 4, 1969.

\textsuperscript{59}Annual Report of the Board, 1938, p. 143.

\textsuperscript{60}Idem.
cafeteria. The admission charge was only 25¢. The effects of the depression were still being felt, so this activity was designed to provide entertainment on campus at a very nominal charge to the students. 61

Other clubs functioning in the W.R.A. at that time were the Archery Club, Badminton Club, Boot and Saddle, Bowling Club, Field Hockey Club, Foil and Mask, Golf, Orchesis, Outing, Physical Education Club, Swan Club and Tennis Club. Intramural tournaments were an integral part of the women's physical education program too. That year, tournaments were held in:

**Fall Quarter**

- Hockey
- Soccer
- Badminton
- Table Tennis
- Volleyball
- Bowling
- Swimming

**Winter Quarter**

- Basketball
- Bowling
- Badminton
- Table Tennis

**Spring Quarter**

- Baseball
- Tennis
- Badminton
- Bowling (mixed doubles)
- Archery
- Golf

The activities offered in women's physical education curriculum were:

61Women's Recreation Association, The Ohio State University, 1938-1939, p. 4.
Fall Quarter

Diving  Badminton  Bowling
Golf    Fencing    Folk and Tap Dance
La Cross  Hockey  Individual Gymnastics
Social Dance  Modern Dance  Soccer
Volleyball  Swimming  Tennis
            Table Tennis  Diving

Winter Quarter

Badminton  Basketball  Bowling
Diving    Fencing    Folk and Tap Dance
Golf      Baseball(Indoor)  Individual Gymnastics
Modern Dance  Social Dance  Swimming
            Volleyball

Spring Quarter

Archery  Badminton  Diving
Fencing  Golf  Individual Gymnastics
La Crosse  Modern Dance  Baseball
Swimming  Tennis  Recreational Games

The year 1939 saw the first Ph.D. candidate in physical education at Ohio State graduate. His name was William Lauritsen.

About this time in history the threat of another World War began to permeate the countries of the world as Adolph Hitler had his massive German Armies on the march in Europe. Even though the United States would not be directly involved until December 1941, preparations for war actually began several years prior to that.

The men's division of Physical Education began making its contribution to national preparedness in 1939 when it

62 Ibid., pp. 5-20.
63 Ashbrook, Personal Interview.
offered two special classes for the improvement of physical fitness. One of these classes was offered for credit to the male students and the other was offered to non-students who resided in Franklin County. These courses were designed specifically to provide an opportunity to men who would soon be inducted into military service, to become physically fit. Physical fitness was to be the key word in physical education, for men at least, for the duration of the war.

In 1940 a national committee was formed to report on the "contribution of College Physical Education to National Preparedness" with Dr. Oberteuffer of Ohio State as chairman. This report was adopted by the College Physical Education Association in December, 1940. The introduction of this report points out the concern of physical educators for their programs, as the country was on the brink of war.

... We allege that we know what our democratic freedom is and how it is to be preserved. Our allegations now must be established and we in physical education are called upon to show clearly our relationships to a college education which produces an educated, informed, strong and urbane citizen of a democracy. Our programs must contribute to this democratic way of life. ... Whatever kind of a program we have in our respective institutions deserves an examination to see whether it is good in terms of democratic purposes ... whether its structure in itself is

64 A Report, "War History--1940-1945," The Department of Physical Education and Athletics, The Ohio State University, p. 5.

a living demonstration of equality in opportunity
and whether it is educational in the fullest and
best sense of that word.\textsuperscript{66}

A number of recommendations were made concerning the
national organization, but the recommendations directly re­
\par
lating to programs of physical education show the direction
physical education would follow during these war years. These
were to serve as guidelines for colleges and universities.

It is recommended:
a. That, in the main, no radical or sharp depart­
tures in the content of local programs be ad­
vised but instead that a reaffirmation be made
of our belief in a sound modern program of
games, sports, athletics, hygiene, intramural
and varsity athletics, and health services as
the best instruments for preparedness.
b. That our college programs of health examina­
tions, remedial procedures, health instruction
and health guidance including mental hygiene be
wisely and powerfully increased to the end that
maximum service in preparing a healthy college
population be achieved.
c. That the Association encourage its individual
members to intensify and improve the activity
programs which they are now conducting.
d. That the Association reaffirm and make clear to
all concerned that it believes the best con­
tribution which physical education can make to the
preparation of college students either for mili­
tary service or for life in a democracy is in a
program which extends active instructional, recre­
ational and competitive opportunities to every
man and woman in college chosen appropriately in
accordance with individual needs.
e. That the Association endorse such a pattern of
health and physical education for colleges and
universities as will require all students to
receive instruction in physical education and
health education adapted to their individual
needs.

\textsuperscript{66}Ibid., pp. 1, 2.
That in such programs as our colleges offer the instruction be not limited to activity skills alone but that demonstrable ends in strength, endurance, social acceptability and understanding appreciation of democratic process be urgently and tangibly sought.67

In 1941, the women's division of physical education at Ohio State made another move that was to have national significance for the women's program, when they sponsored the first women's National Collegiate Golf Tournament and conducted it on the University Golf Course.68

At first glance this does not appear to be such an "earth shaking" event, but it was in fact, just that as far as women's physical education was concerned. In order to fully appreciate the impact this made on physical educators throughout the country, it is necessary to understand the attitude toward women's sport competition at that point in history.

From the very beginning of physical education in schools and colleges, competition in athletics for women has been a point of controversy and the general attitude toward it over these many years has been extremely negative.69

In the middle 20's, women physical educators began to experiment with "play days" for the girls. In 1929 the

67 Ibid., pp. 4, 5.
68 Mary Yost, Private Interview at Her Home, April 15, 1969.
69 Idem.
women's division at Ohio State decided to attempt a play day which was sponsored by the Athletic Board. They invited 100 girls from Ohio Wesleyan including members of the Glee Club and Y.W.C.A. as well as the various teams and sports clubs. These kinds of events were normally all day affairs with folk dancing, singing, meetings, and banquets as well as games out on the fields or in the gymnasium. The teams were often chosen just before competition began which meant that all the teams were composed of girls from each of the schools participating in the play day. It was felt that this would do away with the inter-college antagonism and put the activities of the day on a social basis.  

Play days of this nature became an integral part of women's physical education for many years.

The medical profession had some feelings about sports competition too which further added to the controversy. It was the opinion of some medical people that strenuous physical activity was harmful to women to the extent that it might have adverse effects on their child bearing function; there were those who felt that women did not possess enough emotional stability to stand the pressures of competition, while others simply believed that it just was not "lady-like." It is important to understand too, that women were considered by many as "second class" citizens in the early 20th century.
In spite of these attitudes towards competition for women that had carried over up to the beginning of World War II in 1941, the women's division at Ohio State under the leadership of Gladys Palmer felt very strongly that intercollegiate sports competition for girls could provide some very distinct educational opportunities and that the highly skilled girls should have an opportunity to compete in intercollegiate competition.\(^7_2\)

Obviously this was an unpopular belief, but it was not the first time the faculty of the women's division at Ohio State University would "buck the system" when their convictions, as to what was good for the girls, indicated a course other than the one everyone else was following. Dr. Mary Yost who was on the staff at Ohio State when the first tournament took place summed up the attitude of her co-workers this way:

We at Ohio State were among the minority who believed that competition in sports, when properly organized and directed, had a contribution to make to the education of college women and therefore was as much our responsibility as our required, teacher

\(^7_1\) Idem.

\(^7_2\) Idem.
education, and intramural programs. As a result we decided to act upon our convictions.\textsuperscript{73}

The groundwork for the tournament began to take shape in 1938 when Gladys Palmer, chairman of the Women's Division at Ohio State presented a paper to the midwest College Physical Education Society in Evanston, Illinois, concerning sport competition for women. Actually, women physical educators did not have an accepted policy in this matter and much confusion existed as to who believed what about sports for women.\textsuperscript{74} Miss Palmer's presentation was an effort to clarify the situation. She pointed out a statement from a book \textit{Athletics in Education}:

\begin{quote}
The women leadership in Physical Education is opposed to interschool and intercollegiate contests for girls and women. The women should know best what they want in education and it would seem best to accept the statement of women for women's activities. On the other hand the present leadership in women's athletics which refuses to sanction interschool competition is not receiving the full support of the women in the field and of the girls themselves.\textsuperscript{75}
\end{quote}

She then pointed out that the "Proceedings of the Athletic Federation of College Women" for the year 1936 said, "That intercollegiate relations are desirable when emphasis

\textsuperscript{73}Speech Prepared by Mary Yost for the 25th Anniversary of the Women's National Golf Tournament, June 19-25, 1966.


\textsuperscript{75}\textit{Ibid.}, 65-67.
is placed on social contact and enjoyment of the activity." 76

And yet, some women were in fact competing in various tournaments conducted by agencies other than colleges or universities in different parts of the country—tournaments such as, tennis, swimming, skating, basketball and even squash rackets. This kind of thing simply added to the confusion in the minds of many as to just what the "official attitude" was, or what it should be. 77

According to a report written by Miss Palmer, certain changes took place in women's physical education that indicated a need for a close look at the various attitudes towards competition.

1. Girls and women were being encouraged to become active in athletic activities.
2. Sports instruction and competition became a part of the required and supervised program of Physical Education in schools and colleges.
3. Recreation centers were created throughout the country.
4. State legislation for Physical Education became widespread.
5. Opportunities for teacher training became widespread.
6. Interest in participation moved far in advance of trained leadership.
7. Local and national organizations for promotion of sports flourished. 78

There were, at the time, two national organizations in existence that had been created to set up guidelines for

76 Ibid., 565.
77 Ibid., 565.
78 Ibid.
women. They were, the Women's Division of National Amateur Athletic Federation, 1923, and the National Section on Women's Athletics of the AAAPER established in 1937. The Women's Division of the N.A.A.F. established a twelve point program aimed at encouraging the promotion of sports and games for all girls and women and to establish "such ideals and principles in connection with sports and games as well as make certain that they were wisely chosen, wisely promoted and wisely supervised." Their slogan was "a game for every girl and every girl in a game."  

Miss Palmer then, made 15 recommendations of her own, for the consideration of all women physical educators, with the hope that these would establish a workable set of guidelines for sports competition for women that everyone could live by.

I believe we want:
1. Women who participate in sports to do so in relation to the more important things in life;
2. The selection and appointment of qualified women coaches, officials, and tournament leaders;
3. Supervision of the physical condition of players;
4. Understanding and achievement of right social relations;
5. Women to compete only in women's events and suitable mixed events;
6. No distinction made in women's sports between so-called amateurs and professionals;
7. An attitude of alertness to excellence of play;
8. Provision made for all players to participate and to compete in terms of actual ability and maximum expertness;

79Mary Yost, op. cit.

9. Women to admire excellence for its own sake, whether it be their own or that of an opponent;
10. Defeat accepted with dignity, self respect and goodwill;
11. Achievement to be its own reward;
12. To give pleasure and joy to those participating;
13. Fine competitors and fine sportswomen;
14. A sound mental attitude toward sport;
15. Women who participate in sports to do so without losing their natural feminine charm.

Evidently, some thought had been given to a women's tournament of some kind before Miss Palmer made her presentation at Evanston and perhaps this was an effort too, to send up a "trial balloon" to see what kind of reaction her proposals would cause. At any rate, after they got back to Columbus, Miss Geneva Watson who was on the staff at that time, said she told Miss Palmer, "Gladys, your paper was well received and I heard a lot of favorable comments. We have a brand new golf course, golf is a lady-like game, let's go!" The dye was cast, the wheels began to turn, and the women began to prepare their "case" slowly but surely, although it was several years before they felt that the time was "ripe" to spring their idea of a national golf tournament on the women in the profession.

Shortly after this the Midwest District of the A.A.H.P.E.R. had their annual convention and the announcement of the proposed golf tournament at Ohio State hit the

---

81 Ibid., 586-87.
82 Geneva Watson, Private Interview at her Home, February 21, 1969.
convention like a "bombshell." The women at Ohio State knew they had stirred up a real "hornets nest." Because of this reaction, the staff convinced Miss Palmer that she should go to the national convention in Atlantic City to defend their position. She agreed but said she would not go alone, so for moral support she took Geneva Watson and Mary Yost with her.83

Miss Palmer had her opportunity to speak at the convention. Miss Stein described what followed: "Well, let me tell you, when Gladys finished, the roof fell in. The other women not only rejected the proposal, they even stopped speaking to us and began to avoid us. It was awful."84

Mary Yost recorded the following notes which cover some events of the next few days of the convention.

Sat. A.M. executive committee receives letter from M.B. who says we are untimely—committee decides to squash us as this is a publicity stunt.
Sun. P.M. we arrive in midst of resolutions committee gathering material—Miss P. asked to talk and asked by leader to sit down—whole business pushed off—Watson and Mary Yost to tea where we were first ignored, then jumped on. Sun. nite—V.P. only 1 of 4 that showed up for dinner—she sat on a fence. . . . Mon. P.M.--pushed off business in a hurry to get to the resolutions. They were insulting.85

Miss Watson and Miss Stein continue:

83 Idem, Mary Yost.
84 Jenette Stein, Private Interview at her Home, February 21, 1969.
85 Idem, Mary Yost.
We decided to go through with it anyway just to prove that it could be done. The whole staff participated in the planning and it provided a tremendous 'esprit de corps'—After all, we were all renegades together. Not only were we 'outlaws' but we were ostracized in the national association and for years none of us was elected to any offices.

Anyway, we sent the entry blanks out all over the country. We weren't sure if we'd get any response or not. The girls credentials had to be requested from the college registrars (to insure their eligibility) because the physical education people wouldn't co-operate with us. For example, a girl from Smith College tried to enter the tournament and when the chairman of the women's department at Smith found out about it, she raised caine with the registrar and blocked the girl's entry. Well, the girl's father found out about this and he raised caine with the chairman who eventually backed down. The girl played in the tournament.86

Early in 1941 a series of events occurred that helped the women's staff arrive at their decision to launch the tournament the following June. Golf was very much in the news in Columbus at that time since the University Golf Course was completed and the N.C.A.A. Golf Tournament for men was going to be held on the new course this same spring. Patty Berg's presence in Columbus for the dedication of the golf course helped focus attention too, not only on golf at Ohio State but of women competing in golf in general.87

With all things considered, it seemed like the appropriate time for the women's division to announce its intention of conducting the first National golf tournament for

86 Ibid., Jenette Stein and Geneva Watson.
87 Ibid., Mary Yost.
women; so, entry blanks were mailed to colleges and universities all over the country, and with it the following letter was enclosed:

The faculty members of the Department of Physical Education for Women at The Ohio State University have recognized for some time a need for well organized and efficiently directed competitive opportunities for college and university women students who have attained "above average to superior" skill in certain sports. . . .

Among the teachers of physical education in colleges and universities, there are at present two schools of thought on this subject:

1. There are those who believe that college women who become skilled in sports should seek their competition in the many local, district and national tournaments now offered by the ever increasing number of sports organizations. They believe these tournaments provide sufficient opportunity for women students who enjoy the keenest competition and therefore the educational institution need feel no responsibility for these students except to encourage them to participate in sporadic intercollegiate competition on the now popular "sports day" basis.

2. There are those who believe that competition in sports, when properly organized and directed, has a contribution to make to the education of women and that it is the responsibility of women teachers of physical education to offer supervision and administration to a program for the college women who are highly skilled. . . .

While we in education have been fearing and dealing with the "bogymen" of competition, public opinion, which has always been the arbiter of women's role in sports, has determined that girls and women should have the opportunity to demonstrate their skill in organized competition. It would be foolish to attempt here to survey the rise of women in sports during the past twenty years. You are familiar with the fact that out-of-school organizations have provided and promoted competitive opportunities for girls and women in literally dozens of sports and that thousands of girls from twelve to twenty-five years of age are taking advantage of these opportunities. Women could compete during 1940 for local, district and national championships in: Archery, Badminton, Basketball, Bowling, Fencing, Figure Skating, Golf,
Horseback Riding, Lawn Tennis, Riflery, Roller Skating, Skiing, Softball, Speed Skating, Squash Racquets, Swimming, Table Tennis and Track and Field Athletics. There are almost as many different organizations conducting these tournaments as there are activities. These are efficient organizations developing their sports in an orderly way. Their primary purpose is to establish championships. Most of these organizations are necessarily financed by memberships and paid admissions to contests. Most of them take no responsibility for the health of the entrant. Most of them divide their interest between the participant and the spectator. Most of them have varying rules and regulations concerning eligibility, amateurism and professionalism. These characteristics of organization are not in keeping with the standards approved by the American Association for Health, Physical Education and Recreation although for the purpose these organizations have in mind many of them conduct very fine tournaments which meet the needs of our sports-loving population. It still remains the privilege of each individual girl to decide for herself whether or not she will prepare herself for these intense competitions. It remains the function of the teacher in the school to so inform herself that she will be capable of giving sound guidance when guidance is sought.

Because we at Ohio State acknowledge the elements of individual differences and because we are confident that teachers of physical education are the most capable of making constructive use of intercollegiate competition we are among those of the second school of thought who believe that competition has a contribution to make to the education of women and that college directors and teachers should offer supervision and administration to a program for those who are highly skilled. We believe that members of college and university faculties can create a pattern for women's intercollegiate sports competition which will place sports in their true relationship to other activities and which will make our physical education programs richer and broader.

Furthermore we believe that the best insurance for orderly development of this phase of the program would be an association of college directors and teachers to be known as the Women's National Collegiate Athletic Association whose specific function would be to determine practices in sports competition directed toward the best interests of the college woman. The point of view on standards which the national directors and teachers now hold would give assurance that that any practices developed would stress the
enjoyment of sports, the entertainment of the participants, satisfactions beyond the winning of a match, friendly cooperation and the development of good sportsmanship and character. We believe that this attitude of the leaders would permeate the competition. If the college teachers will assume their responsibilities, it is our hope that in order to secure the best values for college women, they will oppose: (1) paid admissions in connection with any kind of intercollegiate competition for women students; (2) any procedures which tend toward the exploitation of the individual for the enjoyment of spectators or for the athletic reputation of the college; (3) any teaching which creates the student opinion that performance is a reflection of the ability of the teacher or the reputation of a school; (4) any practices which over-emphasize the making or breaking of records or the winning of championships; (5) distinguishing between so-called amateurs and professionals in women's sports; (6) any practices which violate the standards as set forth by the American Association for Health, Physical Education and Recreation.

We hope that such an organization would move rather slowly in developing this phase of the program but that it would move. Courage wisdom and foresight must be used by the college directors and teachers in the solution of this problem unless we are willing to turn over our responsibilities to efficient but less capable organizations.

As an experimental step toward the assumption of leadership, by the college personnel, of competitive opportunities for the highly skilled college woman, the Ohio State University is inviting undergraduate college and university women to participate in an intercollegiate golf tournament, June 30th to July 3rd, 1941 in Columbus. We have proposed that no college woman may enter this tournament unless her entry blank is signed by the woman in charge of her physical education program. The signature is to indicate that the student is in good physical condition and that her means of transportation is approved. We have appointed a committee of ten of our regular faculty members in physical education to conduct this tournament. We hope many faculty members from other institutions will visit us with or without golf clubs at tournament time. We extend a cordial invitation to you and we shall do all we can to make your stay an enjoyable one. In the
meantime we would appreciate knowing your reactions to the thoughts herein expressed.\footnote{Gladys Palmer, "Concerning Competition," an Open Letter to Women Physical Educators, 1941.}

Dr. Mary Yost said:

As a result of our determination to go ahead with the tournament we were severely criticized by many of our professional colleagues and for awhile it looked as though there would be more faculty members from other schools here to investigate us than there would be contestants to play. But a last minute rush of entries assured us of a tournament.

Our three main concerns were:
1. Unfavorable publicity—looking back through the scrapbooks it seems one of the biggest concerns here was that of the girls being properly dressed and under no circumstances were they to wear shorts and halters. More than once we had to rush a girl downtown to buy a golf dress to tee off in because she hadn't brought one along. Our first publicity appeared on the Society Page—this was kind of a shock to us.
2. Sportsmanship
3. Awards—our own department disapproved of awards but since this was a national tournament we compromised by presenting medals inscribed "those who strive for merit shall attain success." Later we added an OSU rotating trophy and a selection of silver letter openers for team competition.\footnote{Idem., Mary Yost.}

Thirty-eight girls entered the competition and the tournament which lasted four days proved to be very successful, and the girls had a great time. The first team championship was won by Rollins College, Florida, while the individual championship was won by Eleanor Dudley from the University of Alabama.\footnote{Idem.} Dr. Margaret Mordy, who became chairman of the women's division at Ohio State in 1953, said
she believed that this tournament was the forerunner of modern day women's intercollegiate competition in the United States.91

The committee directly responsible for the tournament that first year was composed of 10 faculty members. Gladys Palmer, Dorothy Sumption, Jennette Stein, Geneva Watson, Blanche Sohl, Mary Yost, Ann Paterson, Virginia Bone, Ellen Laughead and Gertrude Nogal.92

Several months after the tournament, the country was at war. The tournament was not held again until the war ended in 1946 and this helped "cool off" many of the critics. Dick Larkins, athletic director at Ohio State pointed out to the women that unless the tournament moved to other campuses it was not really a national tournament at all but an Ohio State Invitational. The women were well aware of this but they wanted to be sure that whoever took the tournament next would conduct it in such a way that the tournament would not be hurt. In 1953 it was agreed that it would be moved to the University of North Carolina and from there it has moved to various campuses throughout the country and has continued to grow in numbers as well as in acceptance.93

---

91 Margaret Mordy, Private Interview at Her Office, February 21, 1969.

92 "An Invitation to College Women Who Play Golf," the First Entry Blank and Tournament Information Sent to All Colleges and Universities by the Women's Division, OSU, 1941.

93 Phyllis Bailey, Private Interview at Her Office, March 20, 1969.
Up until 1950, the tournament had been conducted by the Tripartite Committee on Golf representing the National Association for Physical Education of College Women, the Athletic and Recreation Federation for College Women and the Division for Girls and Women's Sports of the American Association for Health, Physical Education and Recreation.\textsuperscript{94}

In 1956 the Tripartite Committee recommended that a joint committee, of two representatives from the National Association for Physical Education of College Women, two from A.A.H.P.E.R., the executive secretary of the American Federation for College Women, and as ex-officers members, one student representative from N.F.C.W., the head of the physical education department or an appointed staff member of the hostess school for the next year and the A.A.P.H.E.R. consultant for Girls and Women's Sports, be responsible for the organization and administration of the golf tournament under the policies set forth by the Tripartite Committee.\textsuperscript{95}

The fact that the Women's National Golf Tournament was able to celebrate its twenty-fifth anniversary in 1966 attests to the fact that the foresight, determination and perseverance of the Women's Division at Ohio State was well worth the "pains" and abuse they suffered when they established this tournament. This is probably the greatest

\textsuperscript{94}Evelyn Rupert, Private Interview at Her Office, February 27, 1969.

\textsuperscript{95}Idem., Mary Yost.
single contribution to Physical Education, nationally, that the Women's Division at Ohio State has sponsored.

During this period of time when the women were preparing for their golf tournament in 1941, and in the months immediately following, the danger of the United States becoming involved in another World War was the great concern of the people in this country and it was obvious to many that the situation was getting more critical as the fall of 1941 approached.

As late as December 7, 1941 President Roosevelt was making a "last ditch" stand to preserve the peace when the Japanese bombed Pearl Harbor. We were at War! The atmosphere surrounding the University as to its total involvement in the war effort was expressed by President Bevis.

As this report goes to press the nation enters a state of declared war with the Axis Powers. In a very real sense we were at war before our whole national policy was controlled by that fact. Yet the declarations, preceded by the Japanese assault, vividly dramatized the actuality of war and heightened the war consciousness of average people. Unity came overnight.

The University has had a parallel experience. The actuality of war, undeclared though it was, was for many months apparent. University people continued to exercise their right of free discussion, and opinions on national policy varied. But the University endeavored to co-operate as fully as possible with the plans and policies of the Government. It granted leaves of absence to staff members drafted for government service. It refunded fees to students entering the armed forces. Its faculty undertook important research projects, organized training courses, helped establish civilian morale units. It trained pilots and made an important contribution to the physical examinations of aviation recruits. It tendered its service to the
Government in any way that might be desired; but more to the point, it organized continuous search­ing of its capacities for concrete ways in which to help, and tendered specific services to appropriate agencies as fast as any were discovered.

To the University too, the declared war has brought unity and increased tempo. The activities of faculty, students and University families are being channeled to national purposes. Ohio State University alongside camps and factories, takes its place as an agency for arming the nation.96

One of the early contributions to the war effort was by Dr. J. W. Wilce, Director of University Health Service (former football coach and Professor of Physical Education). He had worked out a plan of college co-operation in the appraisal of candidates for military aviation, which was subsequently adopted by members of the American Student Health Association. As a result of Dr. Wilce's efforts in this field, of "aviation medicine," the National Defense Program was implemented by the formation in colleges throughout the United States of "potential aviator supply banks."97

The activities of the Physical Education Department at Ohio State during the war were many and varied. Many of these were services to a civilian and military student body, while others were the nature of consultative work to the many kinds of programs of physical education developed

96Annual Report of the Board, 1941, p. IX.
97Ibid., p. 4.
during the war years. During these war years, 22 staff members, both men and women, entered the military service.98

At the beginning of the autumn quarter in 1942 there were 172 men enrolled in the teacher training program of physical education, but by the spring quarter there were only 47 of these men still in college. The enrollment in the women's division was fairly constant throughout these war years.99

The whole University went on an accelerated program, encouraging students to attend summer school each year, or to increase the number of hours taken each quarter in order to complete their education sooner than the normal four years.100 Another innovation was the establishing of "Twilight School" in the fall of 1942. The Physical Education Department introduced new programs too, in order to keep abreast of the rapidly changing conditions facing them. They adopted several plans.

a. The accelerated program—eleven women began this program but after one year it was no longer offered to the women since the need for them was not so critical as was the men's. This was the basic program for men all during the war.

99Ibid., p. 3.
100Ibid., p. 4.
b. The temporary certificate—a temporary teaching certificate was granted after a student had completed student teaching, and prior to graduation.

c. The wartime minor—this made it possible for a student to become certified in physical education after one academic year or after one and one-half summer quarters. This lasted until 1945.\textsuperscript{101}

The graduate program in physical education which had grown to become the second largest in the Graduate School of Ohio State, was severely cut back in enrollment also. In 1938 there were 175 men enrolled in graduate work in physical education and by 1943 this number had dropped to 21.\textsuperscript{102}

In 1942 the Department petitioned the University Council on Instruction for an expansion in the men's program to increase the requirement in physical education to all "able bodied male students" and the number of class sessions a week from two to three. The purpose underlying this proposal was solely to increase physical preparedness of men for military service. The normal peace time program was to be altered and the recreational type of activities were to be replaced by more vigorous ones such as: an obstacle course, climbing, running, numerous war time swimming activities, 

\textsuperscript{101}Ibid., pp. 3-4.

\textsuperscript{102}Ibid., p. 4.
boxing, wrestling, soccer, football, basketball and handball. All these activities were to be taught with the primary objective being that of developing strength and endurance. The request for approval of this program was denied. A second request was then submitted and it too was denied. In 1943 the Department once again asked the President and the Council for their opinion as to the advisability of re-submitting their request, but several months of debate and discussion in the various colleges the request was not made again.103

While the general enrollment of the University decreased during the war, the enrollment in the women's service classes increased at the rate of approximately 75 girls a quarter until by 1943 there were 2000 freshman and sophomore girls on campus.104 Since Pomerene Hall and the Field House were inadequate to handle numbers such as these, the women began to transport some of their classes off campus to recreational facilities such as golf and bowling alleys. However, gasoline rationing soon made that impossible so more classes in archery, hockey, soccer and baseball were organized and gymnastic exercises were reintroduced.105 The women never felt that it was necessary to go to any unusual program to provide physical fitness for the girls, such as the

103Ibid., pp. 5, 6.
104Ibid., p. 6.
105Ibid., p. 6.
men were doing. Instead they continued the kinds of activi­
ties that would contribute to the student's well being, to
her social adjustment and to her personal enjoyment.106

The women's sports clubs were very active during the
war in providing recreation for the girls on campus and were
coordinated by the Women's Recreation Association. The
women's Recreation Association had previously been called
the Women's Athletic Association, but because of the stigma
attached to the word athletic when used in any part of the
women's program, the name was changed.107

Since there were so many service men on campus, the
Women's Recreation Association organized the University
Canteen in an effort to provide social activities for these
service men and for the other students on campus as well.
This was a weekly event in Pomerene Hall and each of the
girls recreation clubs took a turn as hostesses for the
evening. The canteen proved to be quite successful.108

The greatest single contribution of the Department
during the war was the development and conduct of military
physical education programs on campus.109 President Bevis

106 James Pollard, History of the Ohio State Univer-
sity VIII (Columbus: The Ohio State University Press, 1967),
p. 111.
109 Ibid., p. 7.
cited the Department as affording "a good example of the manner in which the University program has been quickly adapted to war time needs." Rather than curtailment, he pointed out that the Department had "met, altered and intensified emphasis." In the spring of 1942 the Navy Recognition School began at Ohio State. These men were required, by military regulations, to take six hours of physical training a week. The Navy turned this responsibility over to the men's division of physical education thus making the physical education department the only university group to be directly involved with Navy training. Dr. Ashbrook was put in charge of the service class program for the Navy as well as for the study body still on campus, and according to Dr. Oberteuffer, did a magnificent job.

The tour of duty for these Naval officers was two months and it was staggered so that every month 150 new men cam on campus. This way there were always 300 Navy men present at Ohio State. These men took physical education three days a week from 8-10 and 10-12 o'clock.

The next military group on campus was the WTS (war training service) which was a pre-pre flight naval aviation group—they were required to take physical training 4 hours a week. After this group came the Army with 2000 men and

---

110Annual Report of the Board, 1941, p. IX.
111Delbert Oberteuffer, Private Interview, April 17, 1969.
112Idem.
they required six hours of physical education each week. At the same time the civilian men had only two hours per week.113

At the peak of this program the men were teaching some 15,540 man hours of physical education a week, which was almost three times greater than ever before. This became the largest physical education program in the United States in terms of man hours taught, according to Dr. Oberteuffer.114

Dr. Asbrook said that the facilities were so overcrowded that classes were held in every possible space imaginable, including the hallways of the men's gymnasium! While the program was intended to provide a degree of physical fitness, the normal service classes of games and sports of all types still prevailed and the program did not become one of mass calisthenics.115

Obviously the demands on the faculty were great and as time went on the problem became more acute as some 22 members of the department left for military service too. Dr. Oberteuffer said they used high school coaches, people on campus, 4-F's almost anyone who could walk and teach games, to plug the holes in the faculty.116

113Idem.
114Idem.
115Willard Ashbrook, Private Interview, April 24, 1969.
116Idem., Oberteuffer.
For three months in 1943 the Naval Recognition School enrolled members of the Women's Reserve and the physical training for them was conducted by Miss Alkire and Miss Yost of the Women's Division. Twelve Waves were enrolled that fall quarter.\textsuperscript{117}

Dr. Ashbrook said that the department served as a recruiting agency for the special physical training and athletic programs in the military. He personally recommended men and upper class physical education majors to Gene Tunney of the Navy, Tom Hamilton for pre-flight and to the Army and Coast Guard as well.\textsuperscript{118}

President Bevis had this to say about the contributions of the physical education department in the first few years of the war.

Few better examples may be found of one department within the University serving and being served by all other divisions than the department of physical education. . . .

Organized specifically to serve the entire University community and placed administratively within the President's Division instead of in a college, this department has made its influence felt widely and effectively in this second year of war.\textsuperscript{119}

In 1944 the Athletic Directors of the "Big Ten" sponsored a move for a four year requirement in physical education. An effort was made to initiate this at Ohio State but

\textsuperscript{117}Idem.
\textsuperscript{118}Idem., Ashbrook.
the plan was never accepted by the Council on Instruction. 120

All phases of physical education were caught up in national preparedness, including the golf course. These were "Victory Garden" years when the civilian population was encouraged to plant gardens to help alleviate food shortages. The University Gold Course made its contribution to the war by providing 50' x 60' plots of ground for victory gardens. 121

In 1945 ex-servicemen, who had been battle casualties, began to enroll in the University. This created a special need in physical education where upon "individual physical education" was established. Later on this developed further into adaptive physical education. 122 In 1948, the following citation was presented to the two individuals who were responsible for the development and conduct of the program, by the American Academy of Physical Education.

Citation: The Individual Physical Education Program for men of the Ohio State University.

The American Academy of Physical Education cites The Individual Physical Education Program for Men, developed by Professors Arthur S. Daniels and Charles R. Kovacic of the Ohio State University in the period from 1945-1948, as an effective and enlightened service to physically handicapped veterans and other students; as an illustration of intelligent adaptation of war-time learnings in physical rehabilitation procedures to peacetime programs; as a laudable

120Idem., Oberteuffer.

121Letter from Bob Kepler to Members of University Golf Course, February 25, 1944.

122Idem., Ashbrook.
instance of university and departmental cooperation in providing regular and special facilities and staff for a special program; and as a significant contribution to the development of an emerging specialty in present university physical education programs.

The Academy instructs its officers to release this citation to the public press and to send officially signed and sealed copies of the same to

Howard L. Bevis, President, The Ohio State University, Columbus, Ohio

Arthur S. Daniels, Department of Physical Education, The Ohio State University, Columbus, Ohio

Charles R. Kovacic, Department of Physical Education, The Ohio State University, Columbus, Ohio.\textsuperscript{123}

In 1945 there were 2505 men enrolled in the physical education service classes. The next year when the war ended the enrollment shot up to 7634 men because of the tremendous influx of ex G.I.'s.\textsuperscript{124} The problems of the department were a single story—the expansion of the demands for instructional and other services at a rapid rate and the expansion of staff and facilities at a much slower rate. The acute problems were inadequate space and equipment, and a disproportionate high increase in enrollment at the freshman level and in graduate students.

Not only did the mass of ex G.I.'s exert pressure on the space available for physical education classes, but a question arose when the registrar of the University called

\textsuperscript{123}Citation from the American Academy of Physical Education, Dick Larkins Files.

\textsuperscript{124}Idem., Oberteuffer.
Dr. Oberteuffer and asked whether these men should be required to take physical education or not since they had been in service. The answer was a definite yes they should because the feeling was that no objectives in military training served the same purposes as those of physical education. As a result, Ohio State was the only University in the United States that required ex servicemen to take physical education. A system of equivalents was established, however, which meant that if a man or woman had been involved in any kind of physical training in the military that was equal to that which was offered at Ohio State, specific numbers of quarters credit would be granted. Dr. Oberteuffer said that over 2000 quarters of credit were allowed to the 7634 men who enrolled in the fall of 1946 which meant that 5392 actually participated in the required program.

Enrollment in the women's teacher training program reached a new peak during the first year after the war with 138 majors and 20 minors registered in the fall. The demand for teachers of dance, especially in colleges and universities led to the establishment of a major in this field in 1946.

---

125 Ibid.
126 Idem.
127 Idem.
129 Ibid., p. 32.
In 1947, St. John retired after serving the University for 36 years as Head of the Department of Physical Education and Athletics. Richard Larkins, a former Ohio State athlete who was supervisor of teacher education at the time of St. John's retirement, was named as St. John's successor. Dr. Oberteuffer and Miss Palmer were chairmen of the men and women's divisions, respectively.

Summary

This 15 year period saw tremendous change take place as history moved from the peaceful years of the early 30's through a war in the 40's that changed our lives forever.

In 1932 the men's gymnasium and natatorium were dedicated and that same year Dr. Oberteuffer was employed to organize and develop the graduate program in physical education. This year also marked the beginning of graduate assistants in physical education at Ohio State.

The next year, the Men's Division established a recreation program at the Ohio Penitentiary which continued satisfactorily for several years.

In 1933, the first serious threat to physical education at Ohio State erupted when the "Klein Report" was published. The report was very damaging to the progress made in the Department up to this time but after countless meetings and debate, the Department was able to have this

---

report turned down by the University administration.

By 1939 the whole campus began to organize for national preparedness as the threat of War loomed once again.

In the Spring of 1941, the Women's Division established the first Women's National Intercollegiate Golf Tournament which caused a great furor among women physical educators throughout the nation, but the tournament took place and has continued for the past 28 years.

During the war which began in December, 1941, the Men's Division was overwhelmed as they not only conducted a program for the civilians still in school but for various military units based on campus as well. Classes were held in every available space, including the hallways of the gymnasium in order to accommodate the large numbers of people.

In 1947 St. John retired and Richard Larkins became Athletic Director and Dr. Oberteuffer was chairman of the Men's Division.
CHAPTER VI

POST WORLD WAR II--1947-1969

In the years immediately following the war, there was a tremendous influx of students on campuses all over the country. This necessitated a corresponding increase in faculty and it was during these years at Ohio State that the greatest growth in the addition of new faculty members in physical education took place as some 18 men were added to the staff. Along with this, the curriculum was expanded a great deal also and the years immediately following the war can be described as a period of rapid growth in the Department. The surge in enrollment continued for several years, slacked off for a short period of time and has continued to grow ever since.¹

At the same time, new activities were being introduced into both the men and women's divisions of physical education, courses were being added and deleted, and in general, the department began to grow in many directions.²

After World War II, professional curriculums were developed in school health education, public recreation

¹Idem, Oberteuffer.
²Idem.
(shared jointly with Social Administration), corrective therapy and outdoor education. Individual staff members continued to participate in campus and community activities. These included the normal service on college and University committees; state, regional and national offices in professional contributions to the literature in the field.\textsuperscript{3}

In the mid 50's some extraordinary work was done in the development of physical education experiences for handicapped persons. Mr. Taylor, Mr. Hewlett and Mr. Daniels developed special programs for the blind in tumbling, gymnastics, swimming, archery and others.\textsuperscript{4}

The Graduate Program in physical education showed a gross enrollment of 154 students in 1952 with 123 of them in attendance during the summer quarter. Fifteen Master's degrees and two Doctor of Philosophy degrees were granted that year.\textsuperscript{5}

By 1955-1956 the number of men enrolled in the basic physical education classes totaled 3400 and the major program included 225 men. The women's division enrolled 8458 women in their basic program and their major program involved 226 women. In the intramural program for men, figures

\textsuperscript{3}Idem.

\textsuperscript{4}Annual Report, Men's Division, 1955-56.

\textsuperscript{5}Delbert Oberteuffer, "The Graduate Program Activities 1951-52," May 19, 1952.
show that 8743 men participated in 18 sports involving 891 teams. The women's program showed a grand total of 5191 participants. The total budget for the department that year was:

Physical Education for men - $ 194,037 (10 months)
Physical Education for women - 183,106 (10 months)
Intramurals - men and women - 13,072 (10 months)
Intercollegiate athletics - 1,056,970 (10 months)  

The following requirements were prescribed December 15, 1954 and became effective January 1, 1956. They became mandatory in the State of Ohio for everyone preparing for high school teaching after this date.

MINIMUM REQUIREMENTS FOR A MAJOR IN HEALTH EDUCATION AND PHYSICAL EDUCATION for TEACHER-EDUCATION INSTITUTIONS

The minimum requirement for the special certificate in Health Education and Physical Education valid for service in grades 1-12, inclusive, shall consist of the following pattern of training:

Professional Requirements in Health Education and Physical Education

<table>
<thead>
<tr>
<th>Group</th>
<th>Professional Requirements in Health Education and Physical Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Human Anatomy and Physiology . . . . 6</td>
</tr>
<tr>
<td>(b)</td>
<td>Principles, Organization and Administration of Physical Education,</td>
</tr>
<tr>
<td></td>
<td>including Athletics, Recreation and Intramural Sports . . . . . . 6</td>
</tr>
<tr>
<td>(c)</td>
<td>Methods and Materials in Rhythms, Games of Low Organization, Stunts,</td>
</tr>
<tr>
<td></td>
<td>Tumbling, Apparatus, Recreational Group Activities, and Elementary</td>
</tr>
<tr>
<td></td>
<td>School Activities . . . . . . . . 6</td>
</tr>
<tr>
<td>(d)</td>
<td>Methods and Materials in Dance, Athletic Sports, including football,</td>
</tr>
<tr>
<td></td>
<td>basketball, baseball, track, tennis,</td>
</tr>
</tbody>
</table>

---

| Group (a) Biological Life Sciences: Biology, Zoology | 6 |
| Group (b) Principles, Organization and Administration of Physical Education, including Athletics, Recreation, and Intramural Sports | 3 |
| Group (c) Methods and Materials in Rhythms, Games of Low Organization, Stunts, Tumbling, Apparatus, Recreation Groups Activities, and Elementary School Activities | 4 |
| Group (d) Methods and Materials in Dance, Athletic Sports, including football, basketball, baseball, track, tennis, golf, swimming, soccer, speedball, volleyball, and others commonly used in secondary and college programs | 4 |
Group (e) Principles, Organization, Administration of School Health Education, including School and community Relationships, Methods and Materials for Teaching Health, and Evaluation .  3

Group (f) Personal and Community Hygiene, Nutrition, Disease Prevention and Control, Mental and Emotional Health, Accident Prevention and Control, Health Factors in Marriage, and Problems of Medical Care . . . . . . . . . . . . . . . . . . . .  4

Total Semester Hours . . . . 24

NOTE: Credit for the customary required service courses in physical education are not acceptable in satisfying any of the requirements above.

MINIMUM REQUIREMENTS FOR A MAJOR IN SCHOOL HEALTH EDUCATION

for

TEACHER-EDUCATION INSTITUTIONS

The minimum requirement for the special certificate in School Health Education valid for service in grades 1-12, inclusive, shall consist of the following pattern of training:

Professional Requirements in School Health Education

<table>
<thead>
<tr>
<th>Group</th>
<th>Professional Requirements in School Health Education</th>
<th>Semester Hours</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>Human Anatomy and Physiology</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>(b)</td>
<td>Principles, Organization, Administration of School</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health Education, including School and Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relationships, Methods and Materials for Teaching</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Health, and Evaluation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(c)</td>
<td>Communicable Disease and Bacteriology</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>(d)</td>
<td>Basic Courses in Health</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Courses required in (1) Personal and Community</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Hygiene, and (2) Mental and Emotional Health)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Related courses acceptable in this block include: Health Aspects of Home and Family, Disease Prevention and Control, Accident Prevention and Control, Problems of Medical Care, Problems of the Exceptional Child, Social Hygiene, Nutrition and Driver Education

Total Semester Hours. 36
MINIMUM REQUIREMENTS FOR A MINOR IN SCHOOL HEALTH EDUCATION
for TEACHER-EDUCATION INSTITUTIONS

The minimum requirement for certification in school Health Education valid for service in grades 7-12, inclusive, shall consist of the following pattern of training:

Professional Requirements in School Health Education

| Group (a) | Human Anatomy and Physiology | 6 |
| Group (b) | Principles, Organization, Administration of School Health Education, including School and Community Relationships, Methods and Materials for Teaching Health, and Evaluation | 6 |
| Group (c) | Basic Courses in Health | 12 |

(Courses required in (1) Personal and Community Hygiene, and (2) Mental and Emotional Health)

Related courses acceptable in this block include: Health Aspects of Home and Family, Disease Prevention and Control, Accident Prevention and Control, Problems of Medical Care, Problems of the Exceptional Child, Social Hygiene, Nutrition, and Driver Education

Total Semester Hours . 24

Early in 1950, President Bevis expressed the University's sorrow at the death of Mr. St. John.

The Board of Trustees expresses its sorrow in the death of Lynn St. John, Professor Emeritus of Physical Education and Athletics. His death on September 29, 1950, age 73, one of the last of those builders of the greater University who began their service during the administration of President William Oxley Thompson.

Under his directorship, the University won its first mythical Western Conference football championships in 1916 and 1917, nearly won another in 1919, and achieved engendered by these accomplishments that the Stadium campaign was launched, and

the Stadium era actually began in 1922. Under his guidance major facilities as the women's gymnasium in Pomerene Hall, the men's Physical Education Building, the Natatorium, and, in time, the 36-hole Golf Course.

The planning and the building of these facilities are only part of the St. John story. All the while these were in the making he was strengthening the physical education and athletic staffs and working for the steady improvement and enlargement of the dual program. Of particular importance was the adoption of a sound professional program in physical education with a degree in Education. As a result of this action, Ohio State graduates are directing physical education and athletic programs in High Schools and Colleges throughout the United States.

Mr. St. John soon established himself as an important figure in the Western Conference. In time his influence, and through him that of the University, was extended similarly to the National Collegiate Athletic Association, the National Basketball Committee, the American Olympic Association, and other related agencies. The prominent part he played in these organizations is attested by the high offices he held and the long periods for which he held those offices. During World War II he was a member of the Advisory Council on Physical Training for Naval Aviation. From 1944 to 1947 he was regional adviser to the American Commission for Living War Memorials. Professionally, he was a member of the College Physical Education Association and of the American Association of Health and Physical Education.

But, while these functions and accomplishments were the visible signs of his leadership, it was the inherent qualities of the man himself that stamped him for what he was and gave unusual significance to his long service to the University. He contributed immeasurably to its permanent progress and by his example and influence added greatly to its reputation and stature. . . .

While the post war years were ones of continued growth and development at Ohio State, they were also years of turbulence and internal strife that brought about changes in the

---

leadership of the men and women's division, some alterations in the physical education requirement and the separation of physical education and athletics.

From the middle 40's until 1951 the number of head football coaches that had come and gone at Ohio State had earned the University the dubious image as the "graveyard of coaches." The President pointed out:

... The fact is as stark as it is unappreciated that the recreational program at Ohio State does not enjoy that security which derives from being largely tax-supported. ... the University's sports program must make its way largely without aid from the taxpayer.

Athletic receipts mean, essentially, football receipts. Ever since the building of Ohio Stadium opened the modern period in athletic facilities, football gate receipts have paid the freight. This great dependence of the whole sports program upon the football "gate," both for operating costs and capital improvements, is not wholesome. It is the problem of athletics, and its ramifications are many.9

The following year, 1951, Wesley Fesler resigned as football coach, under terrific pressure. The Athletic Board said Fesler's "resignation attracted a degree of notoriety which demanded careful procedure in the selection of a successor."10 Again the President spoke of his concern:

... control of University athletics must remain in University hands. Yet with the football "gate" paying most of the freight for an operation with a yearly budget of $750,000, an appeal has inevitably been made for football attendance by the entire community, ... In this sense, college football has far outgrown its original campus status to make the team almost public property and the game's

9 Ibid., p. 47.
direction almost everybody's business. How to retreat to safer ground without abandonment of intercollegiate athletics is the major problem in college athletics today.\(^{10}\)

This concern with athletics in general and football in particular has been pointed out only because this "image" might very well have been the circumstances which first caused the seeds of unrest to be planted in the division of men's physical education that, 18 years later, would bring about the complete separation of athletics and physical education at Ohio State.

No one can pinpoint precisely when the talk of separating physical education and athletics began, but all agree that the move began sometime during the early 1940's.\(^{12}\) Obviously there was great concern on campus over the tremendous publicity (much of it unfavorable) given to football in particular and the fantastic pressures exerted on the football coaches at Ohio State as they came and left with alarming regularity. Added to this were the jibes leveled at the faculty in the men's division by faculty members of other departments such as, "When are you folks going to get out of the shadow of the stadium and enter the academic stream of the University?" and "Why don't you get into a college where you belong?"\(^{13}\) There were some in the men's division who

\(^{10}\)Ibid., pp. 62-63.

\(^{12}\)Interviews with various Physical Education Faculty Members.

\(^{13}\)Lewis Hess, Private Interview, April 28, 1969.
began to feel like "second class" citizens on campus and as time went on these feelings and ideas began to "snowball" into the inevitable showdown that would come in the middle 1960's.14 But, in the meantime there were other crises to be met and dealt with.

In 1953, Miss Gladys Palmer resigned as chairman of the women's division under very unhappy circumstances. Hard feelings had developed over the years within the women's division and came to a head, ironically, over the reassigning of some personnel in the organization of the Golf tournament the women had fought so hard to establish back in 1941.15 There were many contributing factors, no doubt, but this one seemed to bring everything to the breaking point and it caused a deep wound in the women. Miss Palmer did not have the support of her fellow in this matter, whereupon she resigned. Wordy was then named as chairman of the women of the Board of Trustees.17 (This kind of division has never taken place in the men's division. The years has become a matter of real sensitivity of the men.)18

14Idem.
16Idem.
17Richard C. Larkins, Private Interview, April 22, 1969.
18Idem.
began to feel like "second class" citizens on campus and as time went on these feelings and ideas began to "snowball" into the inevitable showdown that would come in the middle 1960's. But, in the meantime there were other crises to be met and dealt with.

In 1953, Miss Gladys Palmer resigned as chairman of the women's division under very unhappy circumstances. Hard feelings had developed over the years within the women's division and came to a head, ironically, over the reassigning of some personnel in the organization of the Golf tournament the women had fought so hard to establish back in 1941. There were many contributing factors, no doubt, but this one seemed to bring everything to the breaking point and it caused a deep division among the women. Miss Palmer did not have the backing of the director in this matter, whereupon she resigned. Miss Margaret Mordy was then named as chairman of the women's division by the Board of Trustees. (This kind of official action has never taken place in the men's division and over the years has become a matter of real sensitivity with some of the men.)

---

14 Idem.
16 Idem.
17 Richard C. Larkins, Private Interview, April 22, 1969.
18 Idem.
Miss Mordy said that she had two primary goals when she became chairman. The first was to "heal the breach" within the women's division and the second was to get the women active in the national organizations again through committee work and through elected offices.\footnote{Margaret Mordy, Private Interview, February 21, 1969.}

Up to this point, the women had not been completely forgiven for the furor they created with the Golf tournament in 1941. After several years, both of these goals were accomplished as the breach within the women's division was healed and eventually their presence in professional organizations was felt as members of the women's division were elected to various professional offices.\footnote{Idem.}

In 1957, after 23 years of service, Dr. Oberteuffer resigned as chairman of the men's division. The reasons that prompt men to follow certain courses of action are varied: he might have been interested in devoting more time to reading, writing and teaching; he might have felt that 23 years as chairman was long enough; or the fact that there was dissatisfaction among some of the men concerning the organization and administration of the men's division might have been the reason;\footnote{Letter from Five Senior Staff Members, to Richard C. Larkins, February 11, 1957.} or a combination of these
factors could have prompted his resignation. Whatever the cause, Dr. Oberteuffer did resign as chairman, but remained on the staff until 1966 when he retired. He continued to serve as chairman of graduate studies until 1965—a post he had held since graduate work was established in physical education at Ohio State in the 1930's.\(^{22}\)

That spring a committee was formed to consider the naming of a new chairman of the men's division and to consider also the present organization of the men's division. The committee was composed of Misters Hess, Ashbrook, Mooney, Daniels, Duffee, Oberteuffer and Cushman, who served as chairman.\(^{23}\) One of the first things the committee did was to establish a set of principles to serve as a guide in the organizational structure of the division. At the next meeting these were revised into the following:

1. The structure of the Division should be such that policy formulation will stem from a control committee upon which all of the major functions of the Division will be represented. Such policy will continuously be subject to the provisions of Principle \(^{3}\) below.

2. Provision should be made for representative faculty participation in the formulation of Division policy.

3. All policy matters of a major nature should be brought before the faculty of the Division for its consideration and approval, or other action.

\(^{22}\)Delbert Oberteuffer, Private Interview, April 17, 1969.

\(^{23}\)"Committee on Organization of the Men's Division," Minutes, March 16, 1957.
4. Provision should be made for immediate and long range planning to insure that the responsibilities and functions of the Division will be carried out effectively in the light of changing needs.

5. Provision should be made for establishing channels through which individual faculty members, or units of the Division may make suggestions and/or recommendations relative to the structure and functions of the Division.

6. Provision should be made for establishing a channel through which individual faculty members, or units of the Division may receive a hearing on violations, conflicts, or confusions in Division policy.

7. The responsibilities and functions of unit or area supervisors and Division committees should be clearly defined.

8. There should be continuous study of the structure and functions of the Division, with changes made as needed, in order that its functions may be conducted most effectively.

9. All policies and procedures of the Division, written or not, should be in full compliance with the Rules and Regulations of the University Faculty.

10. The administrative structure and working conditions of the Division should be such to make it possible for each faculty member to approximate his full potential in terms of service to students and the University.24

It was agreed too that the committee would recommend that Director Larkins request election of the new chairman by the Board of Trustees.25 This recommendation was not acted upon then, nor has it ever been.

By April 29, the work of the committee was finished. Along with the 10 guiding principles, they described in


detail the duties of the new chairman; created a co-ordinating committee whose task would be to formulate, review and submit to the faculty for consideration and action major policies, rules and procedures governing the operation of the division; and created a new plan of organization as follows: 26

Faculty
Division Chairman
Coordinating Committee (9)

Graduate Graduate Hygiene Basic Instruction
Committee Chairman Supervisor Joint
Supervisor

Subsequently, Mr. Lewis Hess was appointed as chairman of the men's division by Director Larkins, with faculty approval. 28 Earlier the men had requested this be done by official Board action, but this did not occur.

In October of 1957 a letter was sent to President Fawcett by Mr. Larkins, Mr. Hess and Miss Mordy, requesting that the men and women's divisions of physical education be placed under the Vice President for Instruction and Research. 29 Prior to 1955 they had been in the President's Division, but in 1955, Physical Education was put into the

27Ibid.
29Letter to President Fawcett, October 10, 1957.
Special Services area without any consultation and the feeling was that there should be a direct administrative connection with a more academic oriented area of the University structure.\textsuperscript{30}

Several months later Ronald Thompson, Executive Dean of Special Services wrote to Vice President Heimberger expressing the concern of the Athletic Department and Physical Education Department.

... The staffs of both departments agree that they want to keep the Athletic Department and the Department of Physical Education as a unit. They do not want to be a department in a college since they serve the whole University and would not want to be under the jurisdiction of any one college. They feel that there is need for thorough understanding among the various divisions in the Athletic Department and the Departments understanding would be disrupted by the transfer of the Department of Physical Education to a college. They feel that there are many advantages to the interchange of personnel and facilities with the Athletic Department and the departments of Physical Education and that this smooth operation would be interrupted if a change were made. While the departments are anxious to attain and maintain all possible academic prestige, they hope that their suggestions for possible transfer will not work against them now but that, rather, they will be permitted to continue as they are.\textsuperscript{31}

This expression was probably one of the early "seeds" planted that eventually caused the administration to take a closer look at the organization of athletics and physical

\textsuperscript{30}Delbert Oberteuffer, Private Interview, April 17, 1969.

\textsuperscript{31}Letter from Dean Thompson to Vice President Heimberger, February 11, 1958.
education which in turn led to the final separation of the two.

The negative attitude towards intercollegiate athletics for women had not changed very much up to this time, but since the women at Ohio State believed so strongly in it, a seven page policy statement was created and later revised in 1958 by Phyllis Bailey, Martha Dendy, Jean Grutzmacher, Lida Hays and Dorothy Wirthwein. According to Miss Rupert, the original statement served as a guide for the Division of Girls and Womens Sports when they constructed a policy statement which was to be national in scope. The basic philosophy included in the policy statement at Ohio State is as follows:

**INTER-COLLEGIATE POLICIES**
The Ohio State University
Department of Physical Education - Women's Division
1958

As a basic philosophy on competition the staff of physical education has accepted the following as beliefs:

The majority of life experiences are of a competitive nature—with one's self, with another individual, and with groups. An individual should be educated for the world in which he lives, and the school has an important responsibility in educating individuals for competition. The education in attitudes and action may take different forms and be treated in a variety of ways. There are, however, several basic factors which must be present.

---

32 Inter-Collegiate Policies, Dorothy Wirthwein, Chairman (The Ohio State University, Department of Physical Education—Women's Division, 1958).

33 Evelyn Rupert, Private Interview, February 27, 1969.
1. Competitive success must be important to the individual. If one does not care if he wins or is better than another, the degree of learning will not be as great.

2. Competitive situations must not be beyond the maturity of the individual. In our physical education program, it is desirable to have individuals progress from elementary to more complex situations, as from a tournament in a class, to intramurals, to intercollegiate competition.

3. Competent educators are needed. All forms of competitive events, from elementary to advanced, must be maintained. For those who are able to profit from advanced types of competition, it is unfair to deny them this higher challenge.

Physical education classes and intramural programs are recognized as contributing to the educational development of students in our colleges and universities. Likewise, an intercollegiate program has much to contribute to student development. Each student should be encouraged to develop as much skill in an activity as ability, interest, and time will allow. We, as teachers should do everything possible to overcome the current vogue of being satisfied with mediocrity.

It is good for a student to pit his skill against others of similar ability. It is good to share the experience of a well played game. It is good to give on one's best, and to play to win by fair and lawful means. Intercollegiate competition leads to excellence of performance, a drive for achieving perfection, and pride in accomplishment.

Through intercollegiate competition, social experiences are enlarged. Companionship with teammates on trips and friendliness with students of other institutions contribute to experiences which will never be forgotten.

The Women's Division of the Department of Physical Education has organized and conducted events for a number of years in which students from other colleges and universities have competed with O.S.U. girls in one or more sports. Standards of the NAPECW and DGWS, as well as O.S.U. policies, rules, and regulations have been used as guides. The policies have been revised as needed from time to time.

Since we believe that intercollegiate sports can further the educational growth of college women we feel that the purposes of such a program at Ohio State University are as follows (patterned after the
Tripartite Golf Committee statement of purposes):

1. To provide opportunity for O.S.U. women to participate in specified sports activities with other college women of comparable skill. This opportunity should be extended to the highly skilled players as well as to those of lesser skill.

2. To provide for participation in tournaments organized and conducted in accordance with the standards of NAPECW, DGWS, and ARFCW.

3. To provide opportunity for college women to grow in appreciation of highly skilled performance and the factors which contribute to its development.

4. To provide opportunity for individuals to conduct themselves in accordance with the highest ideals of sportsmanship when under the stress of keen competition, and to observe and appreciate sportsmanship as demonstrated by others.

5. To provide for further motivation and experience in a worthy leisure time activity.

6. To provide social experiences which are a part of the total education of college students.

7. To further cultural understandings and appreciations through contact with students from other institutions.34

Approximately one year later in March of 1959, the question of the place of physical education in the University structure, was raised again, this time by Dr. Oberteuffer.

SOME PROPOSED GUIDE LINES

1. The principle functions of the Department, namely, the offerings of basic physical education, basic health education, teacher education, and varsity athletics, are functions of instruction. Only the intramural sports program is offered for purely recreation purposes. Therefore, being principally instruction in character, the work of the Department could hardly be thought of as a special service of the University, but rather as an element in the

34Ibid., pp. 1-3.
total instructional program. Thus, it should be affiliated administratively with the Division of Instruction and Research.

2. Experience in basic physical education and health education is essentially a contribution to the general education of the student.

3. The principal task of the Department is that of offering basic physical education. Therefore, the College with which the Department is most closely affiliated would be that College principally responsible for general education.

4. In its instructional aspects, the Department performs two basic functions: the preparation of teachers of health education and physical education and it instructs the general student body from all five undergraduate colleges in basic physical education and health education. Teacher education is a professional responsibility leading to a professional degree. Basic health education and physical education are functions of general education. Therefore, if the Department are affiliated with general education (The College of Arts and Sciences), the professional curriculum for teachers and its degree (Bachelor of Science in Education) could and should remain under the jurisdiction of the College of Education. At the graduate level, the autonomous relationship to the Graduate School would remain preserved.

5. Intercollegiate athletics are considered, on this campus at least, to be outside the purview of academic instruction.

6. The administrative affiliation of health education, physical education, and intercollegiate athletics is not a prerequisite for the appropriate growth of health education and physical education. Therefore, a separation in name, fact, and administration between intercollegiate athletics and the instructional elements of health education and physical education should follow the existing separation in physical location.

7. If affiliation with any existing college is unacceptable or unwise then there would seem to be only one other solution, namely to form a School of Health and Physical Education and place the School directly in the Division of Instruction and Research. 35

---

In July, the coordinating committee wrote to Dean Thompson urging him to take whatever steps were necessary to have the Board of Trustees officially recognize the chairman of the men's division. They also pointed out that they felt that the men's division should become a department. 36

President Fawcett then raised two questions.

1. Should Physical Education for men and women continue under the Department of Athletics?
2. If there is to be a recognized chairman for men, it follows naturally that there would be one for women. Do we need more than one chairman for the entire Department, if a change is anticipated? 37

In the meantime a long dreamed of research laboratory was established and Donald Mathews was employed as Co-ordinator of Research for the Department of Physical Education. Dr. Hess in his role of chairman was primarily responsible for this and the funds were made available when he obtained a grant from the National Institute for Health for $10,000 which the University agreed to match. 38 The lab has grown not only in size and equipment but in stature as well as its reputation has become known nationally and in fact, internationally. The fact that the laboratory has only been in existence for 11 years, at Ohio State, represents quite an achievement under Dr. Mathews' leadership.

36 Letter to Dean Thompson from Co-ordinating Committee, Men's Division, July 24, 1959.
37 Interviews with various Faculty Members, Department of Physical Education, 1969.
38 Personal Interview with Dr. Hess, June 27, 1969.
By 1960, the University was under-going a general re-organization throughout its whole structure. At the same time, it was no secret that a wide gap had grown between men's physical education and the athletic department, and to some, it seemed irreparable. The existence of these two factors then, prompted Director Larkins to write the following letter to Dr. Ashbrook.

Dear Ash:

For the past few years, under the new University Administration, there have been many changes in administrative alignments. The one most familiar to our interests, of course, was the placing of the Men's and Women's Divisions of Physical Education in Special Services. A great deal of unrest has been expressed by our staff because we are completely out of the so-called "academic stream." In my opinion this unrest and feeling of concern is completely justifiable. Still another faction of our staff is continually alarmed at being burdened professionally by the "onus" of the emotional crises that seem to continually beset intercollegiate athletics. It occurs to me that we should make a thorough study of the future of our Department and be prepared to make a recommendation to the University for their consideration.

This is not an easy job. Let me point out some considerations that might be examined:

1. Our present system--its advantages and disadvantages.
2. A College of Health, Physical Education and Recreation, including Intercollegiate Athletics.
4. A School of Health, Physical Education and Recreation, with or without Athletics and not attached to any college.
5. A School of Health, Physical Education and Recreation, without Athletics, attached to the College of Arts or the College of Education.

Interviews with Various Faculty Members, Department of Physical Education, 1969.
6. A Department of Physical Education, excluding Athletics, within the College of Arts or the College of Education.

There are probably other administrative set-ups that could be added. It is with these facts in mind that I am appointing a Departmental Committee, consisting of Dr. Hess, Dr. Ashbrook, Dr. Hixson, from the Men's Division; Mr. Stahl, from Intercollegiate Athletics; Dr. Mordy, Miss Watson and Dr. Scott, from the Women's Division, with yourself as Chairman. This Committee shall be called, "The Committee to Study Department Reorganization."

I trust you will be willing to serve on this important assignment. Your acceptance will be appreciated.  

While talk of separation had been expressed off and on for several years prior to this, the formation of this Committee probably marks the precise moment in history when the eventual separation officially began—although no one was sure at that moment that separation would in fact be the consequence of the formation of this committee.

Before this committee was able to begin an in depth study of the problem, another major issue arose that took precedence over everything else for the next several years, and that question concerned physical education as a requirement at Ohio State. Actually, the council on Instruction began to question all requirements on campus at this time. This was another in a series of crises that had occurred over these many years in physical education at Ohio State


41 Delbert Oberteuffer, Private Interview, April 17, 1969.
and it began in May of 1960.\footnote{Idem.}

President Fawcett wrote a letter to Dr. Herrick, Executive Director of Campus Planning telling him to proceed to include the necessary funds for a physical education project in his next request to the Legislature. He also mentioned the possibility of the University going to a "check-in" system of required participation without credit. President Fawcett said too that Dr. Thompson would request the Council on Instruction to make a complete study of the entire physical education program and to make recommendations relative to the future of the program.\footnote{Letter from President Fawcett to Dr. Herrick, May 12, 1960.}

Dr. Hess then called a meeting which took place in Dr. Thompson's office. In attendance were Mr. Larkin, Dr. Mordy, Dr. Slapevich and Dr. Oberteuffer, Dr. Thompson, and Dr. Hess. This committee agreed that the following items in President Fawcett's letter indicated a serious threat to physical education and were of utmost importance for immediate action by the department of Physical Education.

A. The meaning of a check-in system of required participation.
B. The participation program without credit.
C. The request that the Council on Instruction make a complete study of our entire physical education program and frame recommendations.
D. Executive Dean Thompson indicated that Vice President Heimberger had at various times proposed a non-credit requirement and had on
occasion referred to a voluntary check-in type of participation with no credit.

E. Miss Mordy questioned whether or not this would also involve health education 400 and suggested the department prepare an intelligent stand regarding this matter. 44

Mr. Larkins stated that the department was in a very critical position and suggested that the number one priority at that point was to prepare adequate materials and points of view for the Council on Instruction. 45

The requirement in physical education at the time was one year for men and two years for women.

Dr. Oberteuffer suggested at the next meeting, that the Physical Education requirement would be settled by a number of influential people on campus and not by a faculty vote. He then suggested that a concerted effort be made by staff members to visit with some of these key people to try and determine the climate of thinking with regard to the future image of the University and the place of physical education in it. 46

Mr. Larkins then asked Dr. Oberteuffer if he would select a number of people from the staff to help him in the preparation of a document that would carefully explain the place of physical education on the University campus and its

44 Summary of the Initial Meeting of the Department of Physical Education Concerning the Physical Education Requirement, September 19, 1960.

45 Ibid.

46 Minutes of the Steering Committee Concerned with the Physical Education Requirement, September 28, 1960.
contribution to the education of University students. This document was to be printed for distribution.47

In an October conference with Dean Cottrell and Dr. Riddle, Dr. Oberteuffer reported that among other things, Dr. Riddle suggested that the department needed to clarify their position in the University administration and also their relationship to intercollegiate athletics. Dr. Riddle had also indicated that the council, having disposed of R.O.T.C. as a University requirement, was now intent upon getting rid of the only other all University requirement, which was physical education.48

Through various meetings and conferences with individuals on campus, it became clear that most people felt physical education was important but they seriously questioned the fact that it offered University credit. The problem basically then was to justify physical education for credit and to establish the place of physical education in higher education. One of the concerns too was the problem of attempting to justify a two year requirement for women and only a one year requirement for men. In an October meeting in 1960, the opinion was expressed that it might be necessary to draw up plans for a compromise of some sort.49

---

47 Ibid.
48 Report to the Steering Committee by Dr. Oberteuffer, October 7, 1960.
49 Minutes of the Steering Committee on the Physical Education Requirement, October 18, 1960.
In November a 14 page document prepared by the Department was completed and distributed. It was titled "The Contributions of Health Education and Physical Education to the General Education of Students at the Ohio State University." This was an effort to show the place of physical education in a University and some justifications for its existence.50

That same month, the Department organized a "steering" committee to answer questions of the Council of Instruction. In December this committee met with the Council and were instructed to develop a "bold, new plan" for physical education.51

In April of 1961, the Council on Instruction had granted the Department a year's delay to permit the development of this new plan, whereupon the Director dissolved the steering committee and substituted a Planning Committee to study the problem. This committee was composed of Dr. Mordy, Dr. Sliepecevich, Professor Stein and Professor Hull of the Women's Division; and Dr. Hess, Dr. Oberteuffer, Professor Mooney and Dr. Mand representing the Men's Division.52 One of the early decisions made by this group was

50 The Contributions of Health Education and Physical Education to the General Education of Students at The Ohio State University, The Ohio State University, November, 1960.

51 Letter from Richard Larkins to Dr. Oberteuffer, April 27, 1961.

52 Ibid., (N.P.).
that even though departmental organization preceded the investigation of the Council on Instruction, it should be tabled for the time being at least. This was to be a battle for survival and there would be no talk of separation of physical education and athletics by members of the department until the struggle was over, although according to Dr. Oberteuffer members of the council stated on various occasions that they felt that physical education should find a "college home" rather than stay in Special Services and that they would also enjoy a more respectable status in the University if physical education were separated from Intercollegiate Athletics.\(^53\)

On October 23, Miss Mordy presented her "suggested Program for the Future" for physical education to the committee on Basic Instruction. It was her contention that fitness, conditioning and recreation were not worthy of being included in the college program for grades or credit. She then suggested that a fourth area in basic education be added to the existing fields of science, social science and humanities. This area would be called leisure arts.\(^54\)

\(^{53}\)Delbert Oberteuffer, Private Interview in His Office, April 17, 1969.

\(^{54}\)Committee on Basic Instruction, Minutes, November 6, 1961.
At the November meeting, Dr. Hess read a letter from Vice President Heimberger to Mr. Thompson which stated that no recommendation could be made to the Campus Planning Commission concerning a new women's building until a plan concerning the future of physical education at Ohio State was submitted by the Physical Education Department. Mr. Heimberger was critical of the department for their delay in submitting such a plan. The feeling then was that the Faculty Council thought the physical education people were stalling and the department felt that the Council was stalling.55

At this same meeting Dr. Mand presented the first "bold new program" of physical education.56

Basically he proposed that a new course be established which would include the subject matter of Health Education 400. It would also establish a student profile of skills and fitness, present information about sports and recreation, instruct in motor analysis and exercise physiology, and present to the student a survey and orientation of sports included in the physical education program.57

In January 1962, the Department submitted a report to Dean Thompson who in turn forwarded this information to Mr. Heimberger in the following letter:

55 Ibid.
57 Ibid.
They believe that the present format for physical education remains the best and most flexible program for meeting the stated objectives of the department.

They believe further that physical education should be required of all undergraduate students; that academic credit should be granted for these courses; and that marks should be given. They are convinced that the student should be allowed to select the activity courses of his choice with effective faculty guidance.

The Departments have made the following proposals for modification of their program:

1. They believe that elective credit should be allowed beyond the present requirements for the student who wishes to continue the physical education program.

2. They believe that the departments should proceed to develop proficiency examinations for those students who are qualified upon college entrance to be exempt from part or all of the program.

3. They believe that the department should extend its guidance function to insure wise course selection on the part of students.

4. They believe that there are areas of subject matter content in physical education which need to be stressed through supplementary lectures and/or assigned readings. This subject matter is presently covered in many sections of physical education, but to insure mastery by all students, should be presented in a systematic, organized manner. . . .

Several days later Dean Thompson wrote to Mr. Larkins, Hess and Miss Mordy telling them of a conference he had had with Mr. Heimberger. He said that Mr. Heimberger made several points:

1. He felt the Ohio State University was out of step with other large schools (in physical education).

---

58Letter from Dean Thompson to Vice President Heimberger, January 25, 1962.
2. He raised a question concerning the application of credit earned through physical education toward the degree.

3. . . . the possibility of not scheduling freshman students at all during the first quarter but during this quarter to give them guidance and determine what they should have, perhaps in place of physical education. . . . it might be determined that the student should have a course in rapid reading or a course in speech therapy rather than a course in physical education. . . . He raised the question . . . concerning the requirement of physical education for everyone.

4. Dr. Heimberger did come back to his "check-in, check-out" system. . . . there might be some kind of a program whereby the student would simply give indication or evidence that he had participated in an individual sport program.

5. Dr. Heimberger made the suggestion that the Department might exempt many students from current required program and then use the time for the students who need physical education most.

6. Dr. Heimberger feels that you fear the elimination of the required physical education program and that you want to stand protected by the Board of Trustee regulation. . . . he would favor a four-year required program if this program would produce youth who are good physical specimens. 59

---

The President's Permanent Planning Committee, which had been formed in December of 1959, submitted a "Report on the Organization of The Ohio State University" on May 15, 1962 in which they had this to say about physical education.

Physical Education: The Physical Education department is part of an administrative and educational complex which can be made educationally sound only by major surgery. The Department is responsible to the Director of Athletics and Physical Education, who is himself responsible to the President through (1) The Executive Dean of Students (2) The Executive Dean of Special Services. The Department is responsible to (3) The Dean of the College of Education. The department is responsible for

---

59 Letter from Dean Thompson to Richard Larkins, Margaret Mordy and Lewis Hess, January 22, 1962.
three kinds of education: (1) Basic physical education, (2) health education, and (3) teacher training. These are related in kind, but hardly in purpose. The teacher training program is a responsibility of the College of Education, hence subject to faculty supervision and control. The basic physical education and health programs are subject only to the decisions of the Department faculty; and no larger faculty sits in judgment on its courses or program.

The committee believes that no satisfactory solution is possible without first divorcing the Department of Physical Education from athletics. It questions the propriety of isolating a department from the whole educational organization and from association with a related body of faculty. The committee feels that administrative decisions must be made before it can propose a place in the University organization for a department which is not at present in the educational organization.60

The next day, a memorandum was sent to the planning committee of the Department of Physical Education by the Council on Instruction. The purpose of this document was to let the Department know the thinking of the Council of Instruction and to give the Department an opportunity to react to these ideas. It said:

The Council does not agree with the proposal that elective credit be given for physical education beyond the present requirement. . . .

The Council does endorse strongly the proposal to develop proficiency examinations, and to exempt properly qualified students from part or all of the requirement. . . .

We believe that the duration of the requirement for basic Physical Education should be the same for women as for men. . . .

Lastly, it is the belief of the Council on Instruction that the Department of Physical Education cannot achieve fully the status which it seeks as a bona fide academic department engaged in both

60 The President's Permanent Planning Committee, Report on the Organization of The Ohio State University (Phase I), May 15, 1962, p. 10.
teaching and research, in the University as long as it is so closely tied to the Athletic Department and is deprived of a college home. The Council strongly urges that Physical Education seek a collegiate home in the near future.\textsuperscript{61}

According to Dr. Hess, no effort was made in the man's division to get a definite consensus by means of a straw vote (concerning Phase I), but what follows presented several points of view—the ones most prevalent by the members of the staff.

A. We would be in an advantageous position to upgrade the Professional Preparation Program.

B. Research would be improved in that Health and Physical Education could expect significant acceptance by many of the agencies granting funds for research. . . . In our present relationship, too frequently we are looked upon as being part of the athletic program and . . . we are frequently assumed to be interested only in the highly-organized, competitive intercollegiate sports.

C. In terms of our administrative relations, there is a general feeling that these relationships would be strengthened, or improved, due to the fact that the Department of Physical Education would be in close cooperation with departments and organizations of the University directly under the Vice President for Instruction and Research. . . . Under these circumstances, the staff would be looked upon as equals to other staff members on campus.

It was pointed out by several members of the staff that, though the men's Division . . . is supposed to be part of the larger whole Department, it has no voice whatsoever in the problems or conduct of intercollegiate athletics. It is obvious that a number of the objectives of Physical Education are not compatible with a number of the objectives of the Intercollegiate Athletic Program.\textsuperscript{62}

\textsuperscript{61}Memorandum to the Planning Committee of the Department of Physical Education from the Council on Instruction, May 16, 1962.

\textsuperscript{62}Letter from Lewis Hess to Dr. Fullington, November 1, 1962.
The reaction from the women's division was quite the opposite from that of the men.

I. It is difficult for us to make a clear statement concerning the effect on the Women's Division if the plan were to be adopted as proposed. We have a tendency "to view with alarm" any change which might disrupt operations and relationships which are satisfactory. We have had excellent cooperative arrangements for many years with the College of Education in the conduct of the professional education program of our department. This we assume would not be markedly different were we budgeted in this College. Whether the College of Education would concern itself as much with our basic programs in health and physical education, with our intramural and intercollegiate programs, with our research program (currently more closely associated with the Departments of Anatomy and Physiology) we can not say. . . . We in the Women's Division have felt that our present administrative relations are highly satisfactory. We have been fairly treated in matter of budget, of promotions and of securing personnel. Communication between the Division and the Administration and vice versa has been direct and swift. We have not been neglected in appointments to important University Committees and Councils, nor in elective bodies such as the Graduate Council, Faculty Council, or the Conference Committee of the Teaching Staff. It is conceivable that our representation in such university agencies might be lost or at least jeopardized, were we to submerge our identity in a college or lose our present autonomy.

IV. Our reaction to the total plan as presented is one of disappointment. We feel that the plan is neither "bold" or "new" but is rather an "anthology" of organizational patterns selected from sister institutions. . . .

V. Our Division would suggest the following modifications of the report:
A. For our department:
   1. We believe that Physical Education and Athletics should continue to be allied. Philosophically we endorse the principle that athletics should be an outgrowth of an instructional and intramural program. We feel that the teaching of the highly talented sports performer is a responsibility of a physical education department.
Although we are not naively unaware that the great spectator-income producing sports are engulfed in problems, we see no solution of these problems resulting from the suggested separation. Nor do we see what purpose would be served by separating one or two sports and leaving the so-called minor sports and women's intercollegiate program in the department. This would be inconsistent as well as administratively awkward. Joint use of facilities, equipment and personnel make our present administrative alignment more convenient and more economical.

2. We find no logic in the suggestion that Physical Education be assigned to a present or proposed college. Our work is so diversified that we need association with a great variety of allied fields. Not all of these would ever be found in any one college for example:
   Basic Physical Education & Health Education
   serve all colleges.
   Dance—would be most closely identified with Art, Music, and Speech.
   Health Education—with Behavioral Sciences and Life Sciences.
   Recreation—with Social Sciences
   Physical Education—Professional Education Program—with Life Sciences and Education.
We therefore favor our continuation under the Executive Dean of Special Services where we have had administrative support and freedom to function effectively. We would suggest that the title of this might be changed to Special Areas, and that perhaps other departments with multi-dimensional disciplines might be added to Special Areas.63

Up to this point, there was some semblance of unity between the men and women's divisions as the threat of losing the physical education requirement hung over their heads. This was a battle for a common cause. But as these discussions continued over several years and it became apparent that separation of physical education and athletics was

63 Report by Margaret Mordy (N.D.).
becoming the primary goal of the men's division, the women resisted and took precisely the opposite stand. Consequently there were two critical questions facing the department at the same time. The first issue concerned the attempt to save the physical education requirement, and on this the department was pretty well unified while on the other hand the men and women were definitely on "opposite sides of the fence" regarding separation from athletics.

In January of 1963, the Committee on Reorganization, submitted three plans of possible organization for physical education, to be critically reviewed by member of the Department. They were referred to simply as Plans "A," "B" and "C."

PLAN A
ONE DEPARTMENT

The status quo cannot be accepted. Administratively we have been a single Department only on paper. Actually we have functioned as four distinct and separate divisions held together by a single administrative officer. To achieve status as an integrated Department we would have to undergo major surgery, post operative care and psychoanalysis.

Such therapy would involve:
1. The establishment of an interdivisional committee to discuss policy involving the operation of every phase of departmental effort.
2. Some means (perhaps one above) whereby the professional persons in physical education would have the opportunity officially to express themselves on problems dealing with the administration and conduct of intercollegiate athletics.
3. Holding the University rule for advancement in rank and salary for the Department as a whole not separate Divisions.
4. Joint planning for new buildings, facilities and fields.
5. Making the Men's and Women's Divisions one division with units for health, physical education and recreation. This is necessary for the
better development of instruction and research in these areas and for better recognition of our functions locally and nationally. Organization by function is sound.

6. Changing some questionable practices now existing in the Division of Athletics to eliminate abuses of the educational career of the student-athlete, for example, allowing coaches to advise majors and minors when professional people are provided to carry out this function.64

PLAN B
PHASE I

If Phase I is to be pursued, it is suggested that a College of Health, Physical Education and Recreation be developed as the best device through which to serve the interests of these areas.

This would clearly place these areas administratively where they belong—under instruction and research and would be in keeping with organizational trends in many other big Universities.

It would facilitate a more efficient working relationship in achieving the varied objectives of the program than if Physical education were to be placed as a single department under a College (as suggested in the Planning Committee Report) for the following reasons:

(a) the Men's and Women's Divisions of Physical Education are responsible for health and physical education instruction in the basic requirement of the University and health, physical education and recreation in the professional education program. If each of these areas is to develop to best meet the purposes of this Land Grant University a college combining them and giving each equal emphasis administratively is sound and meets the criteria listed on page 3 (2) of the report.

(b) The areas of Health, Physical Education and Recreation must work closely with Health Services, Medicine, Dentistry, and other professional Colleges, and can do so better as a College than a single area under any of the proposed Colleges.

(c) a College organized as to its functions—Health, Physical Education and Recreation—would be more logical and theoretically, at least, be able to achieve its goals better than one organized with separate divisions for men and women.

64A Proposal Submitted by the Committee on Reorganization, Physical Education Department, January 21, 1963.
(d) Physical Education, Intramurals, and Athletics must share staff and facilities. Joint planning in the use of these could be more effectively accomplished if Physical Education as an administrative entity can deal directly with Athletics and Intramurals rather than through a Dean of a College not acquainted or necessarily interested in these extracurricular activities.

(e) a College of Health, Physical Education and Recreation would guarantee adequate representation for these interests on the Council of the proposed University College. The basic instruction program in Health and Physical Education serves all entering students so the functioning of the University College would be a primary concern of these areas.

(f) a College of Health, Physical Education and Recreation could work professionally with the College of Education--as other proposed Colleges would have to function.

A disadvantage to this plan is the separation of Intramurals and Athletics from the basic instruction and professional programs. Actually, this separation of Intercollegiate Athletics, Intramurals and Men's Physical Education has existed for years. Also, the primary purpose of the Men's Division is instruction and research, whereas the primary purpose of Intramurals and Athletics is recreational therefore, academically the latter are extracurricular even though they may have significant educational benefits.\textsuperscript{65}

PLAN "C"

Proposal III. A School of Health, Physical Education, Recreation, and Athletics:
Director of the School
Sections of the School
Section for Women's Physical Education--Chairman
Basic Physical Education
Teacher Education
Dance
Intramural, Club and Extramural
Section for Men's Physical Education--Chairman
Basic Physical Education
Teacher Education
Intramural and Club program
Section for Health Education--Chairman
Basic Health Education
Professional Preparation

\textsuperscript{65}Ibid.
Section for Recreation Education—Chairman
Section for Graduate Education & Research—Chairman
Section for Intercollegiate Athletics—Chairman
Chairmen of Sections with the Director would comprise an executive committee.

Committee structure:
- Joint Committee for Basic Physical Education
- Joint Committee for Teacher Education
- Joint Committee for Intramural Sports

Rationale:
1. We should remain a comprehensive unit, retaining all phases of our present program.
2. The present Divisions for Men and for Women should be maintained for a number of reasons:
   a) The curriculum in basic physical education and in professional programs of physical education vary for men and women because of sex differences of biological, social & cultural origins.
   b) The administration of programs of physical education is simplified by sex division in such matters as: Dressing and shower room supervision, specialized equipment, safety and protective equipment, and counseling students in such intimate concerns as variation from societal "norms" in physical development.
   c) There are real differences in the type of recreational opportunities (intramural and club programs) sought by men and woman students. These programs should be separately planned and administered.
   d) Joint committees could plan effectively for basic physical education, teacher education, and intramural sports in developing:
      1) Common philosophic bases.
      2) Common goals and purposes.
      3) Common standards for quality instruction and for course content.
      4) Coeducational courses and co-curricular experiences.
      5) Uniform procedures and forms for maintaining student records.
   e) Joint effort in regard to staff appointees has never been experienced—men know the sources from which to seek qualified men; women know the sources from which to seek qualified women. Until we have more experience—or at least develop some cooperative techniques in selecting staff we are not ready for a combined staff.
3. Health Education is essentially operating as a unit at the present time. All courses are coeducational and the administrative procedures are established. This area could be unified at any time.

4. The recreation curriculum is new and was established as a common curriculum. This area would receive stronger status in this structure—although the number of staff and the number of the students enrolled are small.

5. The graduate section should have the responsibility for supervising the research program. The joint graduate faculty has the precedent and background for section status in the proposed school.

6. Men's intercollegiate athletics wherever it is placed in the administrative structure poses special problems. These it seems to me are:
   a) The problem of external control—namely the Athletic Council at the local level, and the Western Conference and NCAA at the regional and national levels. No other unit in the University has policy development and fiscal responsibility placed outside the "line" organization.
   b) The problem of "visibility"—athletics have moved into the public domain to the degree that every interested person can observe and "own" an interest in the athletic program. This has diminished the role of the expert or the scholar in the field of physical education in the mind of the public. (The space program is highly visible, too—but the scholars and experts by contrast, still control the program.) Whether we can reclaim a respect for our "expertness" from the public is a moot question. I believe we should continue to make the effort however.

All in all—I can not shake my belief that the experiences in Athletics can be (and in most instances are) valuable educational experiences for the participants. As such they should not be separated from the educational structure of the University. The Physical Education Department is of course the logical "home" for Athletics in this structure. We should of course continue our efforts to iron out our differences with the coaching staff, to fight for improvement in the educational quality of athletics, to cooperate in research efforts which may help solve some of the concerns of our coaching colleagues, and to maintain impeccable ethics in our relationships with one another.66

66 Ibid.
After much discussion, it was apparent that the Department could not arrive at a consensus and some of the men felt that a consensus would never be reached. They felt too that if any reorganization or alteration of the Department was to take place it would probably have to be done with less than unanimous agreement among the staff. Consequently the following communication was sent to Dr. Fullington by several of the faculty in the men's division.

The Planning Committee has suggested to The Department of Physical Education and Athletics that the Department study its current relationship to the University for purposes of examining its organization, function, and format. The Committee has suggested principally that the instructional aspects of physical education and health education be separated from the program of Intercollegiate Athletics and that the former seek a "college home."

The Council on Instruction has made the same suggestions.

It is in response to this counsel that the following recommendations, are made as the first phase of establishing a format for these areas which safely and wisely can be carried into the future.

1. That there be established a Department of Health Education, Physical Education and Recreation.

2. That this new Department be placed within the new College of Life Science (if such a College materializes), or within the present College of Education, or, if that is not feasible within the present College of Arts.

3. That the current program, personnel, and facilities of the Division for Men of the Department of Physical Education and Athletics be transferred thereto and become the initial nucleus of the new Department.

4. That, in Phase One, the functions of the Department of Health Education, Physical Education and

---

67 Letter from Several Men Faculty--Men's Division to Dr. Fullington, February 20, 1963.
Recreation include: a) Basic instruction in Physical Education for men; b) Basic instruction in Health Education for men; c) Professional education in Health Education, Physical Education and Recreation Leadership leading to the Bachelor of Science in Education degree; d) Professional education at the Master's and Doctoral levels in these fields; e) the supervision and direction of the research laboratory now located in the Men’s Gymnasium and; f) the program of Intramural sports for men.

5. That such professional degrees (B.S. in Education, M.A., Ph.D.) as are now granted for successful completion of curriculum requirements continue to be granted by the College of Education and the Graduate School.

6. That a high-level conference be held involving University Administration, the Department of Physical Education and Athletics, and the new Department for purposes of allocating building and field facilities.

7. That joint staff appointments be made, where desirable, between the new Department of Health Education, Physical Education and Recreation and the presently existing Department of Physical Education and Athletics.

We believe that if those seven recommendations can be accepted in principle, the details for consummating the development can be readily activated. Phase Two of the plan might well embrace these and other matters inherent or implied in the plan.68

Before any action could be taken on the communication, another aspect in the role of physical education on campus entered the picture when the Educational Affairs Commission of Student Senate formed a sub-committee to study the physical education program at Ohio State. They sent out a questionnaire to the student body to try and determine their feelings toward (1) a required physical education program like the one at present, or (2) one in which the course would

---

68 Letter from Certain Staff of Men's Division of Physical Education to the President's Permanent Planning Committee, February 20, 1963.
still be required, but in which the grade would not count in the grade-point ratio. The results of the questionnaire and recommendations by the sub-commission follow:

RESOLUTION
required physical education

WHEREAS, the role of physical health and fitness in safeguarding our national interest is becoming more and more important,
WHEREAS, one of the important goals of a university is to prepare its students for productive citizenship,
WHEREAS, the following factors have been revealed in a study by the physical education sub-committee of the Student Senate, a study which included a survey of the required physical education programs of other institutions and a survey of some 1,500 members of the student body,

1. Many students take physical education courses in which they have had previous experience (such as in high school physical education), thus defeating the principle that "University physical education does not embrace as its prime responsibility the pleasant team games of adolescence. It moves beyond those into the realm of adult activity and makes an effort to supply the college student with opportunity for experience in attractive and leisure time pursuits," and nullifying one of the most vital goals of the physical education program, "the opportunity to learn the skills of individual chosen recreational activities which will have lifelong use."

2. The reason for the above attitude is primarily the fear of receiving a grade in physical education which would adversely affect the point-hour.

3. The practice of counting physical education grades in the accumulative point-hour is far from universal, as evidence by the fact that only one other Western Conference School counts physical education in the university point-hour for all students.

\[69\] Student Senate, "Results and Recommendations from a Study by the Physical Education Sub-Commission," April 1, 1963.
4. Both men and women must fulfill an ROTC requirement, thus removing the original reason for a difference in the physical education requirements of men and women.

5. A significant number of students feel that the physical education requirements of men and women should be equalized.

6. More students would choose courses in physical education beyond the university requirement if credit for graduation were granted to the additional courses.

7. Some students, as would be expected, are unable to take a course of their choosing due to close-outs or schedule conflicts.

8. Students on the whole seem to feel that the required physical education program is of definite benefit and has a rightful place in University requirements as provided by Faculty Rule 31.07.

WHEREAS, these factors indicate several changes which we believe would, if enacted, result in a required physical education program of more service, benefit, and enjoyment to the student and to the nation.

BE IT RESOLVED, that the Student Senate recommend the following modifications in the University program of required physical education to the Division of Men's and Women's Physical Education, the Council on Instruction, and other concerned parties:

1. that required physical education be graded on an S or U basis (or a similar basis not counting in the point-hour), with the student being required to complete a certain number of quarters satisfactorily as a requirement for graduation,

2. that the physical education requirements for men and women be equalized,

3. that credit toward graduation be granted to physical education courses taken beyond the University requirement,

4. that students be allowed to skip a quarter of physical education to be made up later, so that a student would be able to wait for a course he is especially interested in, and would not be forced to take a course in which he has no interest.70

70 Ibid., (N.P.).
Subsequently, these recommendations were "transmitted with approval" by the council on Student Affairs to the Council on Instruction. The eventual outcome was:

At its meeting on December 18, 1963, the Council on Instruction took the following actions in regard to proposals from the Department of Physical Education and the Student Senate concerning the Physical Education Requirement:

1. The Council approved and will recommend to the Faculty Council that, effective with the beginning of the Summer Quarter 1964, Rule 31.0702 (Women Students) of the Rules for the University Faculty be changed from "one hour of physical education, for each quarter offered, until a total of six hours has been earned" to read "one hour of physical education, for each quarter offered, until a total of three credit hours has been earned."

2. The Council approved the changes in existing courses 425, 426, and 427 to elective status for both men and women, and to withdraw permanently 404.

3. The Council agreed with the recommendation of the Student Senate relative to the extension of the privilege of deferring a quarter of physical education for purposes of allowing more appropriate selection of activities, and hereby requests the Department of Physical Education to make such deferments for such purposes more readily available and more widely known.

4. The Council did not approve the recommendation of the Student Senate that grades for the required courses be changed to "satisfactory" and "unsatisfactory" in place of the present grading practice. These courses will remain on the academic schedules of students and will continue to be included in the point-hour requirements for graduation.

5. When the Basic Education Requirements are reviewed in the future, and not later than two years from this date, December 1963, the Council on Instruction should review the physical education and hygiene requirements (31.0701 and 31.0703) for freshman men and women to explore the possibility of including such opportunities on an optional basis.

71 The Ohio State Lantern, April 18, 1963, p. 1.
(6) The Council also encourages the Physical Education Department to improve its proficiency examinations with a view toward excusing more students from the requirement, and to make the department's policy in this regard more widely known to the students.72

The physical education requirement for women was officially changed to one year on January 14, 1964.73

Several months after the men had sent their official proposal to Dr. Fullington, the President's Planning Committee sent this proposal back to all faculty members for their reactions, deleting the names of the men who first submitted the plan to "protect the anonymity" of the backers of this proposal.74 The Planning Committee stated that "it is abundantly clear to the Committee that at the present time there are diverse opinions in both divisions of the department regarding the proper administrative alignment of Physical Education. . . ."75 They went on to say:

... However, from our study and thought on this problem it is quite clear to this Committee that for the necessary development of instruction and research in physical education and health education, it is imperative that this department regard itself, and be regarded by its colleagues, as a regular academic department in a collegiate home, and not as a stepchild of intercollegiate athletics. This view has

73 Secretary's Report #43 on the Actions of the Faculty Council, January 15, 1964.
74 Memorandum from the President's Permanent Planning Committee to the Physical Education Department, April 3, 1963.
75 Ibid.
been expressed repeatedly by representatives of the administration, of the faculty, by the Council on Instruction, and by the President's Permanent Planning Committee. It is a view shared also by a significant number of staff from your department. In other words, the Committee does not believe that maintenance of the status quo for physical education is conducive to departmental health and development, and consequently urges the faculty of the department to consider a more definitive academic alignment.  

Dr. Mary Yost responded to this in a letter that not only expressed her particular point of view but no doubt also expressed the feelings of the majority, if not all, of the people in the women's division. Up to this point, there is no evidence that the women ever favored separating physical education from athletics and Dr. Yost's letter makes this point very clear.

I strongly object to the procedure followed in presenting this plan for the following reasons:

1. Your committee at no time asked for individuals or small groups to propose specific plans for reorganizing our Department. Had you done so you would have received other plans reflecting an entirely different point of view.

2. Since no request came from your committee for a plan and since for several years we have had a committee whose function it was to consider departmental organization I feel that these men were out of order in submitting their plan to you directly without going through the departmental committee.

3. Although you state that your Committee does not necessarily endorse this proposal, you are in effect doing so when you state "for the necessary development of instruction and research in physical education and health education, it is imperative that this department regard itself, and be regarded by its colleagues, as a regular academic department in a collegiate home, and not a step-child of intercollegiate athletics." By this statement you imply that physical education must be separated from athletics and thereby are supporting a minority group whose objective in this plan, as well as in the plans they as individuals submitted earlier to
our own committee, was to achieve this separation.

I believe this plan should be returned to the originators and that they should be instructed to submit it via our departmental committee as the department plan if it meets with majority approval or as a minority report accompanying the department plan if it does not receive majority approval.

Personally, I am opposed to the separation of physical education and athletics on both philosophical and administrative bases. The members of our profession, and particularly the women in it, have believed that the extra curricular program, both intramural and extramural, is the out growth of our class instruction and that we are responsible for the education and training of the dub and the expert alike. Each individual should have equal opportunity to develop his full potentialities in his chosen sport or sports and proper competitive opportunities should be arranged at his level whether it be against other members of a beginning class, in an intramural tournament or in varsity sports.

Since we must share facilities, equipment and personnel it is desirable administratively to have a unified department. Until now we have been very fortunate in our relationships with the Athletic Director and the Dean of Special Services.

Many of us, and I believe the majority of us, do not feel that we are "a step-child of intercollegiate athletics" or without "a collegiate home." The status seekers who are making these claims and think that a divorce would help would still be looked down on by those who are opposing to anything other than the traditional liberal arts subjects. I'm sure in the College of Life Sciences or the Arts College we'd really be "low men on the totem pole" budgetarily speaking and in prestige. At least where we are we get a fair deal in terms of budget and personnel.

My specific reactions to the proposed plan are as follows:

1. I do not believe any group or division should be allowed to secede from a department unless this action meets with the approval of the majority.

2. They suggest that this new department be composed of the personnel of the Division for Men but that their function include among other items the professional education leading to the Bachelor's degree and the professional education at the graduate level. By omission of the words "for men" which are listed after the other functions, the implication is that they are seeking control of all
professional education for women as well as for men. This they have tried to do by other means for years and is one of the reasons many of the women have opposed any plan in which we would lose our status as a separate division.

3. This group has asked that men's intramurals be one of the functions of the new department. Since varsity sports do not differ from intramural sports in educational purpose but only in the skill of the participants and in certain necessary methods of administration, I fail to see how it is possible to separate these two areas. Since I believe activities in both these areas have as much educational value for the participants as ordinary classroom subjects I do not believe that the curricular and extracurricular activities should be separated administratively. However, if a division were made throughout the university on the credit basis I would be unable to see why intramural and intercollegiate athletics should not be part of the same administrative organization.

In addition to feeling that this plan should have been submitted through departmental channels I believe action on any plan is premature for the following reasons:

1. No decision has been reached on the physical education requirement. This certainly will influence the functions of the department and those in turn may influence what type of organization is desirable.

2. No decision has been reached on the general organizational pattern of the university. As a department that deals with the majority of students in the university our organization undoubtedly would be influenced by the overall structure.  

During the next few months, as these questions remained unresolved, attempts were being made within the Department to arrive at some kind of consensus in order to provide not only a "united front" but to provide direction for the Department as well.

Letter from Mary Yost to the President's Permanent Planning Committee, April 10, 1963.
As far as separation of physical education and athletics was concerned, it appears that the men and women had firmly settled into two separate schools of thought by this time, and in fact, not all the men were in favor of separation.

The issue concerning the University requirement of physical education was particularly critical at the moment because the Council on Instruction was about to officially begin deliberations on this matter. There were nine members on the Council, all of whom were appointed by Vice-President Heimberger, who had given every indication that he did not favor the physical education requirement.78 The physical education department had never had any representation on the Council, but now it was apparent to the Department that it was absolutely necessary that they be represented, whereupon Dick Larkins, through President Fawcett was able to get Dr. Oberteuffer appointed to the Council on Instruction.79 This changed the picture a great deal since the Department would not only have a representative at all the meetings to carry the fight for them, but they also had in their representative, Dr. Oberteuffer, a dynamic, persuasive speaker who would indeed fight the battle. The

78 Delbert Oberteuffer, Private Interview in His Office, April 17, 1969.

79 Richard C. Larkins, Private Interview in His Office, St. John Arena, April 22, 1969.
entire issue went much deeper than whether the requirement was eliminated or not, to Dr. Oberteuffer at least. Not only did he believe that the Department was fighting for survival, but he felt too that his own professional reputation was at stake. He said that all the physical educators in the country were watching to see what was going to happen at Ohio State and that "if Obie couldn't defend his own program on his own campus" then all that he had said and written about the values of physical education over these many years was meaningless and any leadership he had provided in physical education throughout the country was finished.\textsuperscript{80} This was not a committee exercise to be taken lightly!

The story of this critical point in the history of physical education at Ohio State was described by Dr. Oberteuffer as follows:

The move to re-organize the University really began around 1960 when the Council on Instruction began to question all requirements on campus. It was a philosophical question as to what students should really get in a college education --what is an educated man? They wondered if there should be a "common core" for all students at Ohio State, so they established the basic education requirements--but they deferred coming to grips with physical education, they simply ignored it. Serious questions were then raised as to the requirement of physical education in higher education which promoted the

\textsuperscript{80}Idem., Oberteuffer.
Department to publish the 1960 pamphlet, mentioned earlier, in which they listed their reasons why they believed physical education deserved a place in higher education. About a year later, Mr. Larkins, Hess, Oberteuffer and Miss Mordy met with the Council whereupon they were asked plainly, to justify the existence of physical education in higher education. They were given six months to prepare an answer. 81

In the meantime, Dr. Oberteuffer was appointed to the Council. One of his first objectives was to try and determine the feelings of each of the members concerning this issue. Once he had done this he learned that two of the strongest opponents would be leaving the Council at the end of the year, whereupon he prevailed on Vice-President Heimberger to delay the hearing on physical education until the next academic year—Mr. Heimberger agreed. 82

As it turned out, one of the new members became an opponent also while the other was in favor of the requirement, so this represented a gain for the Department. 83

Basically there were two questions to be answered. (1) How could we justify academic credit for physical education, and (2) How could we make this a requirement? The

81 Idem.
82 Idem.
83 Idem.
Department stated their position on these two questions in a document prepared in one month, for the Council. 84

When the discussions officially began in the Council meetings, each meeting was approximately two hours in length and they met twice a week. Dr. Oberteuffer said these sessions were very exhausting but fair. After six of these sessions, he felt that the battle was being lost so he called Mr. Larkins, Mr. Hess and Miss Mordy together and told them that the outlook at the moment was bleak. These four people then decided on a new course of action, best described as a strategic retreat in which priorities were set up whereby the Department could give a little bit at a time until the Council was satisfied, but still retain the requirement. The first concession they agreed on was to give up one year of the two year requirement for women. Well, by this time the Council members felt that they had exhausted all avenues of discussion and called for a caucus on the issue. The caucus was 7-2 in favor of the requirement. An official vote was then called for and it too went 7-2 in favor of the requirement. The struggle was over and once again the physical education department had survived, losing only the one year of the women's two year requirement. 85

This was Dr. Oberteuffer's last major contribution to physical education at Ohio State. He commented later that

84 Idem.
85 Idem.
the struggle over the requirement had exhausted him emotionally and mentally and he knew that it was not possible for him to continue his responsibilities in the Department any longer. The next year he retired.\textsuperscript{86}

Dick Larkins said, "There's no question about it, Obie saved the requirement."\textsuperscript{87}

Upon his retirement a dinner was held in Dr. Oberteuffer's honor by the physical education department. Among the presentations made was a bound volume of selected writings by Dr. Oberteuffer titled \textit{Man in Function, . . Man in Total}.\textsuperscript{88} A gift of over $5,000 was also presented to him whereupon he and Mrs. Oberteuffer donated this to the University Development fund, the interest from the principal will be for the aid and assistance of graduate or undergraduate professional students in research, purchase of books and the like.\textsuperscript{89}

Among his many awards and honors is the Luther H. Gulick Award for distinguished service which is the highest award afforded to a member of the American Association for Health, Physical Education and Recreation. Miss Margaret Mordy, chairman of the women's division had this to say at Dr. Oberteuffer's retirement dinner.

\begin{itemize}
\item \textsuperscript{86} Idem.
\item \textsuperscript{87} Idem., Larkins.
\item \textsuperscript{88} Delbert Oberteuffer, \textit{Man in Function, . . Man in Total} (Columbus: The Spahr & Glenn Company, 1966).
\item \textsuperscript{89} Idem., Oberteuffer.
\end{itemize}
Delbert Oberteuffer, professor, lecturer, author and editor, is a name well known to our allied fields of health education, physical education and recreation. A distinguished scholar, a recognized leader, and a stimulating teacher, he has contributed richly to broadening the concept of our profession, not only in his native state of Oregon, his adopted state of Ohio, but in the entire United States and indeed the world. . . .

He is author of two widely used text-books, Physical Education and School Health Education. Both of these were selected in the year of their publication by the Enock Pratt Free Library as among the forty outstanding books of those years.

He is probably the best known and most articulate spokesman for our profession. There is scarcely a person in our related fields who has not had the privilege of hearing Delbert Oberteuffer deliver one of his renowned addresses. A dramatic and stimulating speaker, his thought-provoking ideas and his forceful delivery have brought him standing ovations from his audiences. . . .

A man of conviction he takes a strong stand on current issues, expressing his beliefs forcefully and openly, whether his views be popular or otherwise. He is respected equally by his friends and his foes for his forthrightness and his willingness to do battle for causes he believes to be right. . . . 90

Now that the Department was assured of its place in the University community, the question of separation which had lain relatively dormant during the University re-organization, was once again revived with renewed vigor. While evidence shows that the women had no desire to sever their connections with the athletic department, some of them at least began to see that a choice was going to have to be made, and that was (1) not to separate and stay in the special services area, or (2) to separate and join the .

90Ibid., pp. 1-3.
"academic stream" of the University thereby enjoying more academic prestige on campus. Basically, this was the choice that had to be made.\footnote{Interviews with various Faculty Members, Physical Education Department, 1969.}

In March of 1966, Vice President John C. Weaver appointed an "advisory committee on the Academic Organization and Location of the Department of Physical Education."\footnote{Report of the Advisory Committee on the Academic Organization and Location of the Department of Physical Education, Arthur D. Lynn, Chairman (The Ohio State University, 1967), p. 1.} Mr. Weaver was of the opinion that the Department should have appropriate administrative housing within a college and charged the committee to advise the Vice President for academic affairs on a desirable organization design and an appropriate college home.\footnote{Ibid., p. 1.}

In October Dr. Hess wrote to Dr. Mordy advising her of the following:

Dear Dr. Mordy:

Over a year ago the Men's Division of the Department of Physical Education, in discussing university reorganization and the place of physical education in the academic stream, by a voice vote of those with the rank of instructor and above, indicated that their first choice would be to have a College of Health, Physical Education, Recreation and Dance in the university structure. After considerable discussion and when the likelihood of becoming a college did not appear to be forthcoming on this campus, it was agreed that our second choice would be to become a "School" within one of the Colleges on campus.
The Men's Division through a voice vote expressed the desire to become a "School" in the College of Education.

Again on October 2, 1967, the Assistant Professors, Associate Professors and Professors, with several staff members not present, voted unanimously to become a "School" in the College of Education. We are of the opinion, that we would like to move to the College of Education as a School, with the Women's Division staying with the Men's Division in this move.

During the past year, a committee chaired by Dr. Arthur Lynn and consisting of Dr. George Thompson of the Department of Psychology; Dr. Mary Beyrer; and Miss Naomi Allenbaugh for Women's Physical Education and Dr. W. P. Cushman and Dr. B. L. Bennett from Men's Physical Education outlined a plan for the internal organization of a College or School of Physical Education, Health Education and Recreation. This plan was approved by the Men's Division Staff in a regular staff meeting. To date, however, this plan has not been presented officially through the Lynn committee, but the representatives of the Men's Division on the Lynn committee did present the plan to the Men's Division of the Department of Physical Education. There are, of course, some changes in the plan due to the fact that Dance has now moved to another college.

I trust you recognize that the intention of this letter is to indicate that there is a strong, almost unanimous support by the Men's Division to become a School of Health, Physical Education and Recreation in the College of Education so that physical education, health education and recreation stay together in one unit.

I should like to point out, that due to the multiple functions of the Men's Women's Divisions which include teacher education; the basic physical education program; the basic health education program; the two professional health education courses for elementary and secondary teachers; the professional physical education course for all elementary teachers; the intramural sports for women; the intercollegiate sports for women and the women's recreation program, we feel that the area of Health Education, Physical Education and Recreation should have "School" status.94

94 Letter from Lewis Hess to Margaret Mordy, October 4, 1967.
In November, Dr. Mordy distributed the report to the staff of the women's division for their reactions. The report of the Lynn Committee stated:

This committee retains substantial affection for the present location of the Department of Physical Education in the Office of Academic Affairs. It also notes the possible long-run merit of establishing a College of Health Education, Physical Education, and Recreation. Despite some satisfaction with present arrangements and collegial aspirations for the future, the committee is of the present opinion that the following recommendations are in the best interests of the Department and the University.

It recommends that a School of Physical Education, Health Education, and Recreation be established and be located in the College of Education and that the present faculty and units (except Dance) of the Department of Physical Education be transferred to the School and the Department as such be eliminated.

Organizational logic, much history, and prevailing faculty attitudes suggest—indeed they urge—careful consideration of not only the collegial location but also the internal organization of the School here proposed as well as the provision of effective leadership for that unit. It is strongly recommended that the School of Physical Education, Health Education and Recreation include four (4) subunits, or divisions, as follows: (1) Men's Physical Education; (2) Women's Physical Education; (3) Health Education; and (4) Recreation. All four units are concerned with man and his movement in our society.

It is assumed that the School would be headed by a Director who would be responsible for leadership, coordination, and development of the four divisions and their several programs. The inclusion of a recreation unit in the proposed school does not suggest that all elements of the University recreation program would necessarily be included in this unit however desirable that may be in the long run. Administratively, the Director will report to the Dean of the College of Education. In addition to such other School and Division committees as may from time to time be required, it is recommended that there be a joint committee on graduate study and programs representing all constituent units of the School. This committee

---

95 Letter from Dr. Mordy to the Staff, November 1, 1967.
would be responsible for advising the Director on graduate programs, curricula, research, and personnel. It, of course, may be assisted by such subcommittees and task forces as seem appropriate. Similar committees may be appointed within the constituent divisions of the School.

The committee expresses no final opinion on the question of separate budgets for the constituent units of the School but registers a hearty concern for the development of effective mechanisms for the efficient and appropriate allocation of always scarce resources. While separate budgetary mechanisms are no substitute for effective, creative and equitable leadership decisions, they merit careful consideration when the infrastructure of the School is determined.

The committee notes the essentiality of objectivity and the avoidance of bias on the part of the leadership of the proposed School. Accordingly, it notes the distinct desirability of a most careful search for outside leadership for the School and of a careful selection of the first Director in order that the best possible person be obtained for this key role in the on-going development of this area on this campus.

This committee further recommends the development of a single coordinated physical facility or facilities for teaching and research in physical education, health education and recreation. This is of necessity a suggestion looking to the long run. In the interim, your committee suggests the development of joint planning for the use of existing facilities.96

The details involving the four areas of concern and how they would function in the new administrative structure was also submitted to staff members at this time. This included:

UNIT OF MEN’S PHYSICAL EDUCATION

1. Description of Unit Proposed
This unit would include the entire program of physical education as it affects male students of The Ohio State University with the exception of

intramural sports and intercollegiate athletics and the recreational activities of the Ohio Union and other campus groups.

2. Rationale for Separate Organizational Status

The need for separate organizational status is apparent because of the size of the staff and the number of students who are served. For the current year the work of this unit required the full or part-time services of 46 men. This staff taught classes for 16,600 men in the basic instruction program; for 370 men majoring or minoring in physical education; and for 80 graduate students although not all of the graduate courses were taught by men.

This unit will have primary responsibility for the operation and administration of the Men's Physical Education Building including the research laboratory, the Natatorium, twenty tennis courts, and outdoor field areas.

3. Programs to be Given

This unit would be responsible for the following programs:

a. The basic instruction program which includes the three quarter university physical education requirement plus three hours which may be elected.

b. The adapted physical education program for students with disabilities.

c. The undergraduate professional program for major and minor students in physical education. (Joint with Women's Division)

d. The graduate program for men and women in physical education and in health education and physical education leading to the master's degree and the Ph.D. (Joint with Women's Division)

e. A program of research in exercise physiology, physical anthropometry, measurement, and related areas for students and faculty. (Joint with Women's Division)

f. A noon-hour recreational program three days a week for members of the University Faculty and Administration, Battelle Memorial Institute, and Chemical Abstracts.

g. A club program for students who want to play sports such as volleyball, rugby, and handball which are not varsity sports.

h. Saturday morning program for children.

4. Relation to Programs of Other Units

These programs relate to other units as follows:
Program  

a. Basic instruction  
b. Adapted  
c. Undergraduate professional  
d. Graduate  
e. Research  
f. Faculty recreation  
g. Student clubs  
h. Saturday morning for children  

Related Units  

All undergraduate colleges  
All undergraduate colleges, University Health Service  
College of Education, units of Health Education and Recreation  
Graduate School, units of Health Education and Dance.  
Departments of Physiology, Preventive Medicine, and Anatomy; units of Health Education and Dance.  
Faculty and staff of all departments, administrative personnel, Battelle Institute, Chemical Abstracts.  
All undergraduate colleges and graduate students.  
All university faculty and staff, Rehabilitation Center.  

In addition to the above, the faculty of this unit teach a substantial number of freshmen health education classes for the unit of Health Education. Also, members of the faculty of this unit coach the varsity sports of soccer, lacrosse, fencing, ice hockey, gymnastics, swimming, tennis, golf and wrestling for the Department of Athletics. Their salary for coaching is paid by the Athletic Department. Faculty of this unit engaged in professional preparation are also members of the faculty of the College of Education.

5. Administration  
This unit should be administered by one person at the head. He should be assisted by one person responsible for each of the following programs:  
a. basic instruction  
b. adapted  
c. undergraduate professional  
d. graduate  
e. faculty recreation  

The head of the unit should be assisted by a Coordinating Committee composed of the person responsible for each program listed above plus at least four elected members. Two of these should be from the senior staff and two from the junior staff. The head of the unit should have the authority to delegate such other responsibilities as seems appropriate and necessary. The graduate education program should be combined with that of the Women's Division. In addition there should be a joint committee from this unit and the Women's
Physical Education unit for the coordination of the undergraduate professional program and another joint committee for the basic instruction program.

6. Budget Responsibility

This would lie with the head of the unit and with the help of the Coordinating Committee.

7. Future Plans

A. Expansion of the number of classes in physical education on a co-recreational basis.

B. Increase in facilities and staff to provide more opportunities for student and faculty physical education and recreation. Facilities and areas for physical education have actually declined over the past decade but the number of students, staff, and faculty have increased tremendously. Reference is made here to the recent study by the committee headed by Professor Art Leissa in Engineering Mechanics.

C. Increased staff and facilities will provide better service to students taking elective courses in physical education. For example, this spring quarter 450 men registered for the elective course but approximately 100 men dropped the course because they could not get the activity of their choice.

D. Inclusion of some academic content into basic physical education courses such as the physiological and health bases for exercise, the place of sport in our culture, economic factors in sports participation, comparative physical education, etc.

E. In line with future university plans, expansion of the graduate program both in number of students and the growth of courses in new areas.

F. Associated with the above points, an increase in the facilities of the research laboratory and the research opportunities for both students and faculty.

G. Extension of the basic instruction program in physical education to the branch colleges and the University College.

8. Cost Analysis (to be done later)

UNIT OF WOMEN'S PHYSICAL EDUCATION

1. Description of Unit Proposed

The unit of Women's Physical Education shall encompass initially two distinct programs and one program coordinated with the Men's Division, (unit)

A. General Program

B. Professional Program

C. Graduate Program (coordinated with the Men's Division Unit)

The General and Professional Programs are considered permanent facets of the unit; the Graduate Program shall be developed as a single, comprehensive unit in conjunction with the Men's Physical Education Unit.
The business for each Program shall be conducted by its administrative head.

2. Programs
   A. General Program
      1) Courses of Study
         Courses of study for the basic physical education program, the general University requirement, shall be planned and administered within the Unit of Women's Physical Education, (for women students according to their specific needs).
         NOTE: The enrollment of women in basic physical education was 11,897, summer 1965 through spring 1966.
         An elective program shall be provided within the University requirement.
         NOTE: A wide variety of activities allows each student to plan for physical education experiences which permit the acquisition of excellence in a selected activity or an increase in range of activity skills. The program offers opportunities for participation in racquet sports, field sports, aquatics, outdoor education, and dance at the beginning, intermediate and advanced levels. It provides opportunity for study in greater depth of knowledge about movement.
         A curriculum committee shall be responsible for constant review of content and quality of the courses of study and for stimulating the improvement of existing content as well as for the development of new ideas and content.
         A Men's-Women's Joint Curriculum Committee shall be responsible for reviewing and developing a wide variety of appropriate coeducational activities.
      2) Future Plans
         Throughout the Western civilization Physical Education is rapidly taking on a new focus which is adding new concepts to the curricula. The influence of this additional focus is becoming apparent in elementary and secondary schools as well as in colleges and universities. The focus on several sheets of movement and its importance to man is apparent in the following ideas presently under study. These ideas are to be developed as potential areas of study in general education.
         The Nature of Man and Movement
         Movement Behavior
         Movement Notation
The Family and Movement Education
Sports: Current Culture, The World
Movement Knowledge and Recreational Adequacy.

B. Professional Program

1) Courses of Study

Professional courses for women majors (certified in physical education and health education) and minors in physical education.

- Fundamental motor skills and specialized activity skills
- Advanced and level courses to permit development of excellence and specialization
- Science of development through activity
- Movement and learning
- Cultural connotations of movement
- Curriculum development
- Physical Education; elementary and secondary schools
- Field experience

Courses of study for students in related areas.

- Elementary education
- Occupational therapy
- Dance
- Recreation
- Health education

A Unit Curriculum Committee shall constantly evaluate the above programs and promote changes in keeping with advanced research findings and educational thinking.

A Joint Men's and Women's Units Committee shall coordinate program efforts in the appropriate areas of study.

2) Future Plans

The Teacher Education Committee of the present Women's Division of the Department of Physical Education has projected a five year program of professional preparation which will provide opportunity for more intensive study of the discipline, in areas such as:

- Contemporary perspectives of movement
- Human Movement potential
- Structure and context of movement
- Movement and form
- Sports notation

Elective opportunities for concentrated study in:

- Behavioral sciences
- Life sciences
- Humanities

C. Graduate Programs

1) Courses of Study
Masters program in
  Physical Education
  Combined Physical Education and Health Education
Doctoral program in
  Physical Education
Elective courses for students in related field of
  Health Education
  Recreation
  Dance
  Elementary Education

2) Research program for
Graduate students
Faculty

3) Future Plans
   Interdisciplinary study and research by faculty
   and students
   Movement therapy
   Movement education and exceptional children
   Movement and gerontology
   Movement and body percepts.
   NOTE: Qualified members of both the Men's and
   Women's Units shall hold major responsibilities for development and implementation of
   graduate studies for men and women students.

3. Rationale for Separate Organizational Status
The Department of Physical Education as presently
constituted provides learning experiences for every
student at the University through the
  basic physical education for the undergraduate
  student body, professional physical education
  experiences provided for all
  students in the elementary education area in
  the School of Education,
  professional preparation available for these stu-
  dents wishing to become specialists in
  physical education (kindergarten through
twelfth grade)
Separate organizational status would provide greater
ease in administering the many programs, provide
better communication among staff members serving
specific programs, eliminate excessive prolifera-
tion of staff energy and attention, provide greater
opportunity for study and development of new ideas
through less diversion of staff time and energy into
a multiplicity of projects and committees, maintain
situations conducive to continued study and devel-
opment of physical education as a discipline.

4. Relation to Programs of Other Units
The relationship to other units is apparent in the
earlier descriptions of the course and program
offerings. Each unit provides course offerings
for students in the other units.
Each unit has a unique contribution to make to every other unit in the broad terms of movement education, health understandings, and recreational understandings and perceptions.

The plan for separate units allows for the continued interchange of thinking which presently occurs among the described areas, but in additions allows for concentration on the needed research and study for the advancement of programs in each unit. The plan will permit continuation of the University-wide interdisciplinary exchanges which are a distinct part of the present area operations.

5. Administration
There should be:
- An administrative head to conduct the work of the unit.
- Area administrators to coordinate the unit programs and to work closely with the unit's administrative head.

6. Budget Responsibility
This problem should be a second step in the faculty deliberations of the above report.

7. Cost analysis to be done later

Unit of Health Education

Introduction
Health education is the process of providing learning experiences which favorably influence knowledge, attitudes and conduct related to individual and community health. The subject matter content of health education is easily identified as hygiene, the science of health and preservation of life. It is a multi-disciplinary field since knowledge is drawn from the basic sciences such as biology, anatomy, physiology, chemistry and microbiology as well as special content areas as nutrition, marriage and family life, personality development and adjustment, disease control, stimulants and depressants, community and international health.

1. Description of Unit Proposed.
The purpose of this unit is to provide instruction, research and services in health education. The unit provides programs of general education and teacher education at the undergraduate level and professional education at the graduate level.

2. Rationale for Separate Organizational Status.
The purpose and size of the programs and size of the staff warrant a separate unit. Through health education and physical education have some common objectives, the subject matter and methods of these two areas are distinct. The general health education program reaches
9000 students and the undergraduate professional program over 1500 students. Twenty-five students are presently active in the graduate program including nine Ph.D. candidates. Seven full-time and four part-time health educators and twenty-five or more physical education people who are qualified to teach sections of freshman hygiene and first aid courses are necessary to staff the present programs. The programs are coeducational but under the present division structure, the personnel is divided administratively by sex. A unit would facilitate over-all program planning by placing all health education personnel under a single head and would make the health education programs more visible.

3. Programs to be Given.

This unit would be responsible for the following programs:

a. The basic instruction program which includes Health Education 400, a TV-discussion course required of all university students, and Health Education 473, First Aid, which is elective. Health Education 400 requires eight large television viewing and sixty discussion sections each quarter. Eleven sections in first aid are offered throughout the academic year.

b. Two professional courses in school health education Health Education 609 and 610, which are required by the College of Education of elementary and secondary education major students. Twenty-three sections of these courses must be staffed by health educators.

c. The undergraduate health program required in the joint major of health and physical education. This includes Health Education 473, first aid, Health Education 510, a five hour course in hygiene, and three courses in school health education: Health Education 692, School Health Services; Health Education 644, The Teaching of Health; and Health Education 645, Organizational Relationships in School Health Education.

The undergraduate major and minor programs in health education, in addition to the health education courses in the joint major of health and physical education, Health Education 641, an advanced course in personal health problems, is required. The major and minor programs in health education are multi-disciplinary and in addition to the courses mentioned above require courses in the health or health related sciences offered by other departments such as Microbiology 509,
Microbiology in Relation to Man, and Sociology 520, Factors in Successful Marriage.

d. Graduate study in health education at the masters doctoral levels.

e. Faculty services and research.

4. Relation to Program of Other Units.

a. Basic Instruction: Health Education 400, is required of all students in undergraduate colleges. Health Education 473, elective and open to all students, is required by the College of Pharmacy and the unit of women's physical education.

b. A three hour course in school health is required of students in elementary and secondary teacher education programs, College of Education (3,b).

c. Courses in hygiene and school health education are required by the men's and women's units of physical education (3,c).

d. Three courses in school health education are required of dental hygienists in the four year dental hygiene-education program.

e. The Graduate Program meets the standards of the Graduate School. Research by graduate students in this area is often inter-disciplinary and involves faculty from psychology, education, sociology, and other areas.

f. The health education staff are faculty members in the College of Education.

5. Administration.

The Unit should be administered by one person. He should be assisted by persons in charge of the required, undergraduate professional programs.


This would lie with the head of the unit with the advice of coordinating committee.

7. Future Plans.

a. Increase in basic instruction programs to meet the undergraduate college needs. For example, Health Education 400 should be a 3 hour course. More sections of Health Education 473 are needed.

b. Increase in research by faculty through curricular grants from Health, Education and Welfare. Increase in staff a prerequisite.

c. Improvement in the graduate program offerings to meet the demand for more graduate students, particularly at the Ph.D. level.

d. Development of a graduate program in cooperation with preventive medicine to educate community health educators for needed positions in public health agencies. Stipends from U.S.P.H.S. will, in all probability, be made available to these students.
e. Improvement in in-service education programs for teachers of health in secondary schools who are teaching health with only a minimal professional preparation.

f. Development of a center for the State of Ohio for recruitment of and placement of health education major students.

Unit of Recreation

Introduction

Of the five units being proposed for this "Internal Organizational Structure," the Recreation Unit is the only one for which the following proposals are not currently functioning in actuality. (The majority of the suggested programs now exist in other units and programs in the University.) The philosophy underlying this proposal is a sound one and should be given detailed consideration and priority in implementation as soon as possible. The top priority must be the appointment of a unit director who has an understanding of the field of recreation in its widest and deepest context.

1. Description of Unit Proposed

Theoretically, this unit should include the Men's Intramural's program, which is currently contained in the Athletic Department; the Women's Intramural and Extramural programs, currently administered in the Women's Division of the Physical Education Unit; and the activities of the Ohio Union. Also included will be the professional education program (recreation major and minor) and courses offered as services for all university students; these are now "housed" within the professional preparation areas of the Men's and Women's Division of the Department of Physical Education.

II. Rationale for Separate Organizational Status

In its most comprehensive context, the field of recreation is broad and varied. It includes all types of activities on the university campus in which the student voluntarily participates in his leisure time for his personal pleasure without credit as well as a professional and service program.

All of these programs proposed in the above paragraph, No. 1, could be administered by a Unit Chairman who is committed to Recreation in its broadest scope.

The current trend in administering Recreation programs in colleges and universities throughout the country is to embrace all facets of this field—including the organized intramural program, the all-university types of recreation as found in programs in Faculty Recreation, University Campus and Recreational Areas, Student Union activities, human conservation programs, natural resource activities, camping, outdoor education,
and teaching and non-teaching curricula on both the undergraduate and graduate level. Each has as its premise the constructive use of leisure time within an educational setting and framework and not merely a student activity setting.

III. Programs to be Offered
A. Undergraduate Professional Preparation

Four years ago, as a result of student and faculty requests, the major program in Recreation was transferred from the Department of Social Administration to the Department of Physical Education. It is a co-educational program, and offers both teaching and non-teaching curricula. About twelve students have graduated from it; currently over 30 students are enrolled. Because of its multidisciplinary nature, it now has a small core of recreation courses, perse, and uses offerings from other departments and schools to complete its curricula.

Plans for the future development of the undergraduate program include (1) a non-teaching curricula which prepares students for recreational leadership in hospitals, industry, youth serving groups, the Armed Forces, therapeutics, etc. (2) a minor in school recreation (3) a core of courses designed with an outdoor education emphasis for i.e., the elementary and secondary education major.

B. Graduate Professional Preparation

At the graduate level, multidisciplinary programs which involve the areas of recreation, natural resources and city planning are in the planning stages. These programs will prepare the recreation generalist or the recreation administrator. Specialty areas within these programs could prepare individuals to pursue (1) the "economics of recreation," i.e., in the Bureau of Outdoor Recreation, Washington, D.C.; or (2) "facility planning" in school-community recreation programs; or (3) "recreational planning" for large community programs.

C. Men's Intramurals
D. Women's Intramurals and Extramurals
E. Student Union Activities
F. "All-university" types of recreation, including outdoor education, natural resource and human resource programs, including faculty recreation activities.

IV. Relation to Programs of Other Units

There is an indirect relationship of the professional preparation programs in the Unit of Recreation to all the other units in this "Internal Structure," but there is a definite relationship to the Unit of Men's Physical Education. Historically, intramural and extramural programs are outgrowths of physical education programs,
particularly in women's sports. There is also a direct relationship to the Office of Student Relations and the many Student Organizations. The professional programs will utilize course offerings in many other departments, particularly Sociology, Social Work, Psychology, and the Natural Resources Institute besides the other units in this structure.

V. Administration

The unit should be administered by a director assisted by one person in charge of each of the following programs:
- Undergraduate professional program
- Graduate professional program
- Women's Intramurals and Extramurals
- Men's Intramurals
- Ohio Union activities
- Other "all-university" recreation programs as developed

VI. Budget Responsibility

This would lie with the person who administers the program. Certain channels of budget responsibility would also be established with the Office of Student Relations in connection with the Student Activity Fees.

VII. Future Plans

As stated in the Introduction, most of the programs in this unit are not functioning in this proposed framework. However, all the programs with their personnel do exist and could be organized within the structure once a Unit Director has been secured. The one program in real need of development as well as additional personnel currently is that concerned with Undergraduate and Graduate Professional Preparation. At least six additional faculty members are needed in that area.

VIII. Cost Analysis (to be done later)97.

On December 1, 1967, Dean Lynn sent the report of the advisory committee to the new Vice-President John Corbally. The report had been unanimously approved by the committee two days prior to this. Mr. Corbally then wrote to Mr. Larkins, Mr. Hess and Miss Mordy notifying them that the advisory committee had in fact sent him their report and asked him to

97Ibid.
"move ahead with the implementation of this recommendation." He then suggested that copies be distributed to the staff so that everyone could have an opportunity to react to it during the winter quarter.

The Department voted to accept the report of the Advisory Committee in February, 1968.

After additional discussions in the Faculty Senate, the entire question of the location of physical education in the University structure and its relationship to athletics was finally resolved on June 13, 1968. This question, which had first been raised in the mid 50's, therefore took some 13 years before a solution was finally reached. The official action was as follows:

The establishment of a school of Physical Education in the College of Education to replace the Department of Physical Education.

As a result of a comprehensive study by a Faculty Advisory Committee on the Academic Organization and Relocation of the Department of Physical Education, it was recommended that a school of Physical Education be established in the College of Education, effective July 1, 1968, to replace the current Department of Physical Education. This recommendation was endorsed by the faculty of the College of Education on April 23, 1968, the Council on Academic Affairs on May 6, 1968 and the University Faculty County on May 14, 1968.

---

98Letter from John E. Corbally to Dr. Mordy, Dr. Hess and Mr. Larkins, December 5, 1967.

99Letter from Dr. Hess and Dr. Mordy to John E. Corbally, February 2, 1968.

100Annual Meeting of the Board, 1968, p. 758.
The essential nature of the recommendation is that the Department of Physical Education be re-organized and established as a School with appropriate academic sub-units with provisions for the development of a single co-ordinated faculty which shall be responsible for teaching, research, and service in physical education, health education and recreation. Although the Department of Physical Education has not been a direct administrative unit of the College of Education, there has been a close and long term relationship with the College of Education through which all of the Departments' curricula and course materials have been approved.

This recommendation is submitted to the Board of Trustees for approval in the belief that such a co-ordinated academic unit is essential for the long term development of a viable physical education program within the University.

Upon motion by Mr. Dunlap, seconded by Mr. Frances, the Board of Trustees approved the above recommendation by unanimous voice vote.101

It is impossible to make any valid evaluation or judgment of this action at present—that will be the lot of future historians. Some members of the faculty in physical education still view this with mixed emotions. The action by the Board has not solved all the problems. For example, most of the women believe this was a serious mistake and it will hurt physical education in time;102 former Director Larkins believes the same;103 most of the men are convinced that this is the greatest single thing that has ever happened to physical education at Ohio State, so the two divergent schools of thought still persist; and lastly, a year

101Ibid., p. 758.
102Interviews with various Women Faculty Members, 1969.
103Richard Larkins, Private Interview in His Office, St. John Arena, April 22, 1969.
after the Board action which created a School of Physical Education took place, a director of the School still has not been named.

Conclusion

Events like this do not just happen. There are forces, circumstances, events and people behind them. The question might be asked—why would a physical education department anywhere, want to separate from athletics when some people still view the varsity athlete as the epitome of physical education as regards physical skills and the ability to perform. Other academic areas have their advanced students and accelerated programs, is not that what the varsity athlete is to physical education? If there is any truth to this, why separate? Conversely, some disagree strongly with this premise.

Recent history, in many respects, is the most difficult of all history to write, and since it is not possible to look back on the separation of the Department with any real perspective, no attempt will be made to evaluate this occurrence. Instead, the reasons for and against, along with the expressed feelings of individuals involved will simply be stated for the possible use of future historians. According to Dr. Ashbrook, the individuals actively advocating separation, initially, were Dr. Oberteuffer, Dr. Hess, Dr. Ashbrook, Dr. Cushman and Dr. Bennett. As time went on, more and more support was given to these men by other faculty members in the men's division, and when Dr.
Oberteuffer retired, Dr. Hess assumed the leadership in this movement.\textsuperscript{104} In fact, Dr. Hess as the chairman, provided the greatest push and was the "stem winder" for the split of Physical Education from athletics and the move into the "academic stream" of the University.\textsuperscript{105}

Many of the men in the department were also members of the various coaching staffs and naturally were not in favor of separating from the athletic department. According to Dr. Hixson, the "straw that broke the camels back" and swung many of the "fence riders" to support separation occurred in the mid 60's. The University passed an across the board pay raise for the instructional faculty of the University but neglected instructional personnel in athletics and physical education as they were not budgeted in the academic area of the University. Many of the men blamed this oversight on the fact that physical education was not housed in the academic structure; and, this was due, in part at least, to their association with athletics in special services. The raise was finally granted, by special action; but, the damage had been done. Many of the physical educators felt they were looked upon as "second

\textsuperscript{104}Willard Ashbrook, Personal Interview in His Office, The Ohio State University, April 24, 1969.

\textsuperscript{105}Lewis Hess, Personal Interview in His Office, The Ohio State University, June 27, 1969.
class citizens" and to their way of thinking this was the proof.106

During many hours of interviews with the men and women involved, many reasons were given as to why the split occurred and why the two areas finally separated. Dr. Lewis Hess offered several reasons but said his main concern was, "that if health and physical education are academic, then we should be in a college, not a special services area."107 Dr. Willard Ashbrook and Dr. Bruce Bennett offered several reasons also and maintained that the divergent objectives between physical education and the athletic department had grown so far apart that the two were simply no longer compatible.108 Dr. Wesley Cushman stated that the University had committed itself to greater emphasis on graduate work, research and instruction and that health and physical education could only achieve this by being an integral part of the College of Education. He also stated that by working with public school administrators through the College of Education, the Department of Health and Physical Education could exert a greater influence in the public schools of the State.109

_____
106 Chalmer Hixson, Personal Interview in his Office, The Ohio State University, April 23, 1969.
107 Lewis Hess, Personal Interview in His Office, The Ohio State University, June 27, 1969.
108 William Ashbrook and Bruce Bennett, Personal Interviews at Ohio State University, April 24, 1969.
109 Wesley Cushman, Personal Interview in His Office, The Ohio State University, June 30, 1969.
There were many other reasons given also by these and other faculty members. Some of these might be personal feelings of individuals, groups of staff members or in fact the whole division of men or women. Without any regard for priorities, these are the various reasons given during the course of this particular study and are listed solely to record the great number of views that developed during this period of re-organization.

1. The Council on Instruction encouraged it.
2. The President's Planning Committee suggested it.
3. Vice President Heimberger encouraged it when he said "when are you going to move out of the shadow of the stadium and into the academic stream of the University?"
4. Physical education had no voice in the operation of athletics even though we were all in the same department, but coaches could vote on matters pertaining to physical education.
5. We were second class citizens in relation to the athletic department regarding money, travel and facilities.
6. The Director was too busy with athletics to worry about physical education.
7. Coaches had faculty rank but did not teach any classes. When coaches were out of a job, physical education was expected to absorb them—often times at salaries that were higher than other staff members.
8. A feeling of dissatisfaction with the lack of leadership of the Department.
9. Pressure was put on faculty members by certain coaches to give athletes good grades in order to keep them eligible.
10. High salaries paid to coaches was a bone of contention.
11. Personality conflicts.
12. Jealousy because of great publicity given to athletics.
13. Physical education was often turned down for money requests, and addition of facilities and yet all the families of all the football coaches and certain administrators were guests of the athletic department at the Rose Bowl Game.
14. The two areas were too diverse in philosophy and objectives to be compatible.
15. Separation will give us more academic prestige.
16. The sports that caused the most trouble were football, basketball, track and swimming.
17. Coaches were hired with academic rank but were not qualified to teach.
18. There was resentment directed toward coaches counseling physical education majors regarding their course work.
19. We do not wish to be considered associates of some of the unsavory things characteristic of professional intercollegiate athletics.
20. There was no one to represent physical education around the council table.110

As was noted earlier, the women as a group, were never in favor of separating from athletics. It is not possible to document this, but it appears that they felt very secure in that particular method of organization; they had a great deal of autonomy; they had no quarrel with the athletic department or individuals in it and consequently they might have seen the new organization as a kind of threat to their division as a whole, and possibly to themselves as individuals. The fact that they went along with the move did not alter their basic desire not to separate, but when the "chips were down," accepting separation was the only way to insure "academic respectability," consequently there really was no choice to be made.

Basically the attitude of the women's division was expressed in the following letter to Director Larkins.

110Interviews with Various Faculty Members in the Department, 1969.
1. The women are content with the present organization—many were philosophically committed to the relatedness of physical education and athletics. Some women feel they have been forced to compromise to solve problems for the men.

2. The feeling exists that where "schools" or "colleges" have been established there have been substantial decreases in the number of women being employed and a decline in the quality of the women who are hired.

3. The feeling exists that our weakest areas in terms of curriculum development are those which involve joint effort of the two division, namely our undergraduate and graduate professional programs.

4. The women believe they are doing a better job than the men and this would suffer in the reorganization.

5. The women feel that personal ambition of some of the men to achieve the position of "director" has been behind the push for re-organization.

6. A feeling that this is the life long goal of an emeritus professor and he is masterminding this move.

It is possible to make several observations at this point.

1. The women had no desire to separate from the athletic department.

2. The women were highly suspicious of the real motives behind the men's desire for a re-organization.

3. The leadership in the men's division felt the growth of the men and women's divisions was being hampered by their association with the athletic department.

4. The men wanted more academic respectability through a re-alignment.

---

5. Some of the men felt that this was the only way health and physical education could become part of the academic area of the University.

6. The men were dissatisfied with the leadership of the Department.

In spite of the time and magnitude of the problems just settled, not all the efforts of the Department were concerned with these two issues during all these years. The normal growth and continued development that could be expected of a department in a rapidly growing University was very much in evidence.

Health education has grown quite rapidly since the late 1940's. According to Dr. Cushman, the Jackson Mills Conference of 1948 was the most significant event in establishing health education as a major area. As a result of the conference, Dr. Oberteuffer, Dr. Cushman, Dr. Paterson and Miss Allenbaugh made important changes in the course offerings in health, based on the standards developed at this conference. They also set up a health education major largely from existing courses in the physical education department and other departments as well. This effort was to be co-educational and was the only area at that time that was jointly planned by both the men and women. Another factor which helped was the desire on the part of the College
of Education to require all secondary teachers to have some training in health education.\textsuperscript{112}

The graduate program in health education began in the late 40's also and the first Ph.D. graduate, who specialized in Health Education, was Helen Star.\textsuperscript{113}

By 1964 the curriculum in health education was as follows:

**MAJOR IN HEALTH EDUCATION**

This program is offered by the Department of Physical Education to provide preparation in School Health Education. Students successfully completing this curriculum are eligible for the Ohio 4 year Provisional High School Certificate validated for the teaching of Health Education in grades 7-12. Its purpose is to prepare full time support, co-ordination and special teachers of School Health Education.

I. General University Requirements
II. General College Requirements
III. University Basic Education Requirements
IV. Content courses in major area
   - Introduction Anatomy - 5
   - Public Health Engineering - 3
   - First Aid - 1
   - Personal Health Problems - 3
   - Teaching of Health - 4
   - Organization Relationships in School Health Education - 3
   - School Health Survey - 3
   - Efficient Speaking - 5
   - Fundamentals of Nutrition - 5
   - Microbiology in Relation to Man - 5
   - Principles of Physical Education - 5
   - Introduction to Physiology - 10
   - Exceptional Children - General Survey - 3
   - Adolescence - 3
   - Factors in Successful Marriage - 3

V. Required Professional Courses

\textsuperscript{112}Wesley Cushman, Private Interview in His Office, The Ohio State University, April 25, 1969.

\textsuperscript{113}Idem.
Introduction to Study of Education - 3
Elementary Education Concepts of Teaching - 4
Child Guidance - 4
Theory and Practice in Secondary Teaching - 5
Student Teaching - 9
Audio Visual - 3
Philosophy of Education - 3
Introduction to Guidance Survey - 3
Educational Psychology - 5

MINOR IN
HEALTH EDUCATION
Required Courses 38 hours
Anatomy and/or Physiology - 10
Principles, Administration and Methods of the
School Health Education Program - 10
Personal and Community Hygiene - 9
Current Progress in Disease Control - 2
Microbiology in Relation to Man - 5
Exceptional Children - General Survey - 3
Adolescence - 3
School Orientation of Children - 4

The dance area had grown to such an extent under
Helen Alkire that it became an important part of the women's
division. A dance major was established in 1947, but in 1967
the dance major was moved (by request of the dance faculty)
to the College of Arts and Sciences. The trend in dance
has been toward that of a performing Art and teachers of
dance have long felt that dance, as such, does not belong
in physical education. Consequently the move was made. The
dance curriculum, prior to 1967 was:

114 The Ohio State University Catalog, 1964-65, Published by The Ohio State University, Columbus, Ohio, pp. 29-91.

115 Margaret Mordy, Private Interview in Her Office, The Ohio State University, February 21, 1969.
1964-65

Degrees offered - B.S. in Education, M.A. Arts, Ph.D.

All undergraduate curricula in the Department of Physical Education lead to the degree B.S. in Education. The programs in this area prepare students in the following fields.
1. Teachers of Physical Education, dance, and Health in School and College
2. Coaches of Athletic Teams
3. Directors of school and community programs
4. Directors of intramural and interscholastic athletic programs

Dance Education

The dance major is a program planned for students with special interests and capabilities in dance, and is administered by the Women's Division of Physical Education. Stress is given to the craft of dancing techniques, choreography and production. The course of study is complemented by an academic program diverse in content and intellectual stimulation. 27 elective hours, 12 of which are beyond the requirement number for graduation, have been included for further study in one or more of the related arts, language or science. The dance curriculum qualifies students to teach in high school, colleges and universities. Students completing this program are eligible for the Ohio 4 year Provision High School Certificate Grades 7-12.

I. General University Requirements - Physical Education R.O.T.C. or Health Education 6 quarters of Science, Social Science and Humanities

II. General College Requirements - English Composition and Reading

III. University Basic Education Requirements - Science - 15, Social Science - 15, Humanities - 15

IV. Content Courses in Major Area

Introduction Anatomy - 5
Introduction to Art - 3
School Health Survey - 3
Esthetics - 3
Physical Education Activities - 6
Dance Notation - 4
Principles of Physical Education - 5
Dance Composition - 3
Dance Production - 5
Kinesiology - 5
Minor Problems in Dance Education - 6
Introduction to Physiology - 5
Acting - 3
History of Theatre - 9
DANCE 1964-65

V. Required Professional Courses

Introductory Study of Education - 3
Theory and Practice in Secondary Education - 5
Student Teaching - 9
Philosophy of Education - 3
History of Western Education - 4
Teaching of Health - 4
Theory and Practice of Dance Education - 4
Direct Teaching Experience in Physical Education - 2
Theory and Practice of Modern Dance - 3
Physical Education for Secondary School Youth - 3
Educational Psychology - 5

University dance group is a performing concert group open to men and women students. Concerts, workshops and lecture demonstrations are presented annually and national concert tours are arranged every 2 or 3 years. Qualification for membership include a high degree of skill in modern and ballet techniques and experience in production and composition.

Preparatory Dance Group - is a wing of the University Dance Group, open to students through auditions. Through regular technique sessions and composition study, the group gains knowledge of dance as an art form, and seeks to acquire the skill requisite to membership in the University Dance Group.116

A non-teaching major in public recreation designed "especially to prepare personnel for employment in public recreation" had been created by the Department of Physical Education and the School of Social Work. The requirements were:

1. General University Requirements
2. General College Requirements
3. University Basic Education Requirements
4. Content Courses in Major Area
   Field Service Project in Education - 10
   Handicrafts - 4
   Audio Visual - 3
   Adult Education - 3
   Informative Writing - 5
   Art for Elementary Teachers - 5
   First Aid - 1

116 Ibid., pp. 289-90.
Music for Group Recreation - 2  
Supervision of Playground and Community Recreation Activities - 2  
Physical Education for Elementary Child - 4  
Theory and Practice in Dance - 2  
Camp Counseling - 3  
Public Recreation - 3  
American State Government - 5  
Local Government in United States - 3  
Principles of Public Administration - 5  
Social Psychology - 3  
Adolescence - 3  
Principles of Group Leadership  
Sociology of Urban Life - 5  
The Community - 4  
Collective Social Behavior - 3  
Leisure and Recreation - 4  
School and Community - 3

The feelings and attitudes of the women's division toward intramural and intercollegiate sports for women during the 1960's had not changed since they established the National Golf Tournament some twenty years prior to this. Their intramural and intercollegiate program is an outgrowth of the instructional program and none of the girls can participate in any sport in which a class is not offered. Miss Phyllis Bailey had this to say:

... the Department of Physical Education, Women's Division throughout the years had been a leader in the field of competition for women. The Women's National Collegiate Golf Tournament was founded and conducted at Ohio State for several years. ... Now this tournament has become so big that last year a regional midwest intercollegiate tournament was started.

In the same manner, the Ohio College Women's Tennis Tournament was organized and conducted by our department for several years. It, too, became well enough established that various colleges throughout Ohio hostess this tournament each year.

117Ibid., p. 293.
Our departmental intercollegiate policies have been used as guidelines at various times in formulating both state and national policies for intercollegiate competition for college women. We are proud of our heritage and continually strive to carry on a program of the highest quality.\textsuperscript{118}

Even though there is a very definite trend toward intercollegiate athletic competition for women today, the major emphasis in the women's division at Ohio State is still the intramural program.\textsuperscript{119}

By 1965, it was apparent that there was a real need in the secondary schools of Ohio for men who were qualified not only to coach athletic teams, but who could teach subjects other than physical education, since there were relatively few of these teaching positions in high schools. This need was discussed at great length during the Green Meadows Conference at Worthington, Ohio in 1965. By 1967, the men's division at Ohio State had established a "Teaching of Sports" minor under the leadership of Dr. Hixson. The first graduate with this "minor" was Ted Bauer in the Autumn of 1968. According to Dr. Hixson, Ohio State was one of the first Universities in the country to establish such a program.\textsuperscript{120}

In the Fall of 1968 Dr. Mordy resigned as Chairman of the Women's Division to become assistant Dean of Program

\textsuperscript{118}Phyllis Bailey, Private Interview in Her Office, The Ohio State University, May 6, 1969.

\textsuperscript{119}Idem.

\textsuperscript{120}Idem., Hixson.
in the College of Education. Mary Beyrer was named as Acting Chairman for the rest of the school year.

After physical education separated from the athletic department and became a School in 1968 a significant change took place regarding the curriculum. For the first time the men and women developed a joint major in physical education. The new curriculum illustrates the trend in physical education at Ohio State in 1969, and that is greater emphasis on the scientific aspects of physical education; the adoption of more academically oriented courses and a greater emphasis on classroom subjects in the professional preparation of major students.

The major program as it stands today is composed of a "core" of subjects which are required during the first two years. After this a student can specialize in one of five areas—interscholastic sports, science, elementary physical education, secondary physical education or health education.

The "core" further illustrates the direction of physical education as described previously.

**CORE REQUIRED**

- Nature of Human Movement - 5 hours
- Kinesiology - 5 hours
- Historical Foundations - 5 hours

---

121 School of Physical Education, "Physical Education Undergraduate Program, Fall, 1968.

122 Ibid.
Zoology - 10 hours
Science of Development through Activity - 5 hours
Movement Behavior and Perceptual Process - 5 hours
Orientation to Physical Education - 2 hours
Philosophical Foundations of Physical Education - 5 hours
Activities - 9 hours
Advanced Skills - 4-6 hours

This emphasis has carried over to graduate school also. Beginning in the summer of 1969, six new courses will be offered: Concepts of the Body in Physical Education, Mechanical Analysis of Motor Skills, Human Movement Theory in Physical Education, Comparative Physical Education and International Sport, Areas and Facilities in Physical Education and Advanced Skill Techniques.124

Physical education at Ohio State has "run the gamut" from the formal calisthentic type of program begun by Dr. Linhart in 1898 to individual and team sports, physical fitness, activities with carry over value and now the scientific aspects and concern with human movement.

Summary
At the end of World War II there was a tremendous growth in the student population on campus which created pressure on facilities, curriculum offerings and staff. This forced a spurt in the growth of all areas of the

123Ibid.
124"Graduate Study, Health Education, Physical Education," The Ohio State University (N.D.), p. 4.
University and in order to handle these large numbers of students, some 18 additional faculty members were employed in physical education at the end of World War II. This was a period of great growth in staff and program.

Dr. Oberteuffer resigned as Chairman of the Men's Division in 1957 and Lewis Hess was named as his successor. Some re-organization took place at that time including the establishment of a co-ordinating committee which has grown into a most effective group within the Men's Division.

In 1960 a general University re-organization began to take place which set in motion the machinery that would eventually bring about the split between physical education and athletics some eight years later.

Another critical issue came to the front when the Council on Instruction questioned the University requirement for physical education. Dr. Oberteuffer "carried the ball" and the requirement was saved. However, most people in the department believe that it is only a matter of time until physical education becomes an elective at Ohio State.

In July, 1968 the School of Health and Physical Education was established.

What of the future of physical education at Ohio State; the requirement, the new curriculum and the School itself? The answers to these will be answered by time and recorded by future historians.
APPENDIX A

PHOTOGRAPHS OF FACILITIES
Fig. 1.—The Armory - 1898

Fig. 2.—The Interior of the Armory - 1908
Fig. 3.—Aerial View of Pomerene Hall - 1923

Fig. 4.—Women's Field House with the Southwest Tower of the Stadium in the Background - 1927.
Fig. 5.—Men's Gymnasium (on the right) and Natatorium (on the left) - 1931.

Fig. 6.—Tennis Courts and Outdoor Physical Education Play Area Just West of the Gymnasium and South of the Stadium.
Fig. 7.—Aerial View of the University Golf Course
1935

Fig. 8.—Aerial View of French Field House (left),
1956, St. John Arena (center) 1956 and the Ice Rink (right)
1962
APPENDIX B

PHOTOGRAPHS OF DEPARTMENT CHAIRMAN
Fig. 9.—Dr. Christopher P. Linhart, Ohio State University's First Physical Educator – 1898-1904.

Fig. 10.—Dr. H. Shindle Wingert – Director of Men's Physical Education – 1906-1915.
Fig. 11.—Stella Elliot Canfield  
Associate Director of the Gymnasium  
1897-1900.

Fig. 12.—Florence Meyer  
Director, Physical Education  
Women's Division, 1915-1920

Fig. 13.—Ethel Scofield  
Director, Physical Education  
Women, 1920-1922.
Fig. 14.—Don Huddleson—Director of the Gymnasium 1904-1905.

Fig. 15.—A Group of "Gym Aids," 1901.
Fig. 16.—Lydia Clark
Director, Physical Education
Women, 1922-1932

Fig. 17.—Gladys Palmer
Chairman, Women's Division
1932-1952

Fig. 18.—Margaret Mordy
Chairman, Women's Division
1953-1968

Fig. 19.—Mary Beyrer
Acting Chairman, Women's Division, 1969-
Fig. 20.—Lynn W. St. John
Head of the Department
1915-1947

Fig. 21.—Richard Larkins
Head of the Department
1947-1968

Fig. 22.—Delbert Oberteuffer
Chairman, Men's Division
1933-1957

Fig. 23.—Lewis Hess
Chairman, Men's Division
1957-
APPENDIX C

PHOTOGRAPHS OF PHYSICAL EDUCATION ACTIVITIES
Fig. 24.—Men's Gymnastic Exhibition on Ohio Field
1909

Fig. 25.—Women Running a Sprint During a Play Day — 1925.
Fig. 26.—Women’s Physical Education in the Armory—1909.

Fig. 27.—Physical Education Students in Summer School—1917. Mr. St. John Standing at Lower Left.
Fig. 28.—Men's Physical Education Class Inside the Armory Showing the "Gym Aids" in Front - 1914.

Fig. 29.—Men's Physical Education Class Playing Medicine Ball - 1920.
3 * t ;
Fig. 30.—Women's Physical Education Class Demonstrating Danish Gymnastics - 1920.

Fig. 31.—Women's Physical Education Class in Equitation—in Front of Ohio Stadium - 1930.
Fig. 30.—Women's Physical Education Class Demonstrating Danish Gymnastics — 1920.

Fig. 31.—Women's Physical Education Class in Equitation— in Front of Ohio Stadium — 1930.
APPENDIX D

FACULTY MEMBERS WITH AT LEAST
20 YEARS OF SERVICE
FACULTY MEMBERS WITH AT LEAST
20 YEARS OF SERVICE
As of 1968-1969

**Men**

<table>
<thead>
<tr>
<th>Start Year</th>
<th>End Year</th>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1923</td>
<td>1966</td>
<td>Bernard Mooney</td>
<td>43</td>
</tr>
<tr>
<td>1924</td>
<td>1964</td>
<td>Leo Staley</td>
<td>40</td>
</tr>
<tr>
<td>1926</td>
<td>1966</td>
<td>Laurence Snyder</td>
<td>40</td>
</tr>
<tr>
<td>1930</td>
<td></td>
<td>Floyd Stahl</td>
<td>39</td>
</tr>
<tr>
<td>1926</td>
<td>1963</td>
<td>Michael Peppe</td>
<td>37</td>
</tr>
<tr>
<td>1932</td>
<td></td>
<td>Richard Larkins</td>
<td>37</td>
</tr>
<tr>
<td>1932</td>
<td>1968</td>
<td>Delbert Oberteuffer</td>
<td>36</td>
</tr>
<tr>
<td>1912</td>
<td>1947</td>
<td>L. W. St. John</td>
<td>35</td>
</tr>
<tr>
<td>1934</td>
<td></td>
<td>Willard Ashbrook</td>
<td>35</td>
</tr>
<tr>
<td>1919</td>
<td>1952</td>
<td>Samuel Cobb</td>
<td>33</td>
</tr>
<tr>
<td>1927</td>
<td>1960</td>
<td>Walter Duffee</td>
<td>33</td>
</tr>
<tr>
<td>1936</td>
<td>1967</td>
<td>Carl Wirthwein</td>
<td>31</td>
</tr>
<tr>
<td>1915</td>
<td>1946</td>
<td>Frank Castleman</td>
<td>31</td>
</tr>
<tr>
<td>1932</td>
<td>1962</td>
<td>Ernest Godfrey</td>
<td>30</td>
</tr>
<tr>
<td>1941</td>
<td></td>
<td>E. B. Trotter (secretary)</td>
<td>28</td>
</tr>
<tr>
<td>1934</td>
<td>1961</td>
<td>Herman Wirthwein</td>
<td>27</td>
</tr>
<tr>
<td>1939</td>
<td>1966</td>
<td>Robert Kepler</td>
<td>27</td>
</tr>
<tr>
<td>1942</td>
<td></td>
<td>Ernest Biggs</td>
<td>27</td>
</tr>
<tr>
<td>1942</td>
<td></td>
<td>Anthony Montonaro</td>
<td>27</td>
</tr>
<tr>
<td>1943</td>
<td></td>
<td>Chalmer Hixson</td>
<td>26</td>
</tr>
<tr>
<td>1923</td>
<td>1946</td>
<td>Harold Olsen</td>
<td>23</td>
</tr>
<tr>
<td>1946</td>
<td></td>
<td>Wesley Cushman</td>
<td>23</td>
</tr>
<tr>
<td>1946</td>
<td></td>
<td>Lewis Hess</td>
<td>23</td>
</tr>
<tr>
<td>1946</td>
<td></td>
<td>Esco Sarkkinen</td>
<td>23</td>
</tr>
<tr>
<td>1947</td>
<td></td>
<td>Casey Fredericks</td>
<td>22</td>
</tr>
<tr>
<td>1947</td>
<td></td>
<td>Joseph Hewlett</td>
<td>22</td>
</tr>
<tr>
<td>1912</td>
<td>1933</td>
<td>Jack Wilce</td>
<td>21</td>
</tr>
<tr>
<td>1947</td>
<td>1968</td>
<td>Lyal Clark</td>
<td>21</td>
</tr>
<tr>
<td>1948</td>
<td></td>
<td>Bruce Bennett</td>
<td>21</td>
</tr>
<tr>
<td>1949</td>
<td></td>
<td>Charles Beetham</td>
<td>20</td>
</tr>
</tbody>
</table>

**Women**

<table>
<thead>
<tr>
<th>Start Year</th>
<th>End Year</th>
<th>Name</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1923</td>
<td>1963</td>
<td>Esther Gilman</td>
<td>40</td>
</tr>
<tr>
<td>1922</td>
<td>1958</td>
<td>Dorothy Sumption Wirthwein</td>
<td>36</td>
</tr>
<tr>
<td>1922</td>
<td>1957</td>
<td>Gladys Palmer</td>
<td>35</td>
</tr>
<tr>
<td>1929</td>
<td>1964</td>
<td>Jeannette Stein</td>
<td>35</td>
</tr>
<tr>
<td>1930</td>
<td>1963</td>
<td>Geneva Watson</td>
<td>33</td>
</tr>
<tr>
<td>1935</td>
<td>1967</td>
<td>Lida Hays</td>
<td>32</td>
</tr>
<tr>
<td>1937</td>
<td></td>
<td>Mary Yost</td>
<td>32</td>
</tr>
<tr>
<td>1926</td>
<td>1958</td>
<td>Shirley Armstrong</td>
<td>32</td>
</tr>
<tr>
<td>1940</td>
<td>1968</td>
<td>Helen Alkire</td>
<td>28</td>
</tr>
<tr>
<td>1941</td>
<td></td>
<td>Naomi Allenbaugh</td>
<td>28</td>
</tr>
</tbody>
</table>
APPENDIX E

DEPARTMENT CHAIRMAN AND YEARS IN OFFICE
DEPARTMENT CHAIRMAN AND YEARS IN OFFICE

Men

1897-1904 Christopher Linhart - Director of Gymnasium
1904-1906 Don Huddleson - Director of Gymnasium
1906-1915 H. Shindie Wingert - Director of Physical Education (Men)
1915-1947 L. W. St. John - Head of Department
1947-1968 Richard Larkins - Head of Department
1933-1957 Delbert Oberteuffer - Chairman
1957- Lewis Hess - Chairman

Women

1897-1900 Stella Elliot - Associate Director of Gymnasium
1900-1903 Clara Berryman - Associate Professor of Physical Education
1903-1906 Maud Martin - Director of Physical Education for Women
1906-1908 Bertha Hopkins - Director of Physical Education for Women
1908-1909 Norma Searing - Director of Physical Education for Women
1909-1914 Alice Littlejohn - Director of Physical Education for Women
1914-1915 Dorothy Bocker - Director of Physical Education for Women
1915-1920 Florence Meyer - Director of Physical Education for Women
1920-1922 Ethel Scofield - Director of Physical Education for Women
1922-1932 Lydia Clark - Director of Physical Education for Women
1932-1952 Gladys Palmer - Chairman
1952-1953 Mary Draper - Acting Chairman
1953-1968 Margaret Mordy - Chairman
1969- Mary Beyrer (Acting Chairman)
APPENDIX F

MAJOR PUBLICATIONS OF FACULTY MEMBERS
MAJOR PUBLICATIONS OF FACULTY MEMBERS


St. John, L. W., and Wilce, J. W. How to Enjoy Football. Columbus: Athletic Board Ohio State University, 1923.


Yost, Mary, et al. *Physical Education--Basic Concepts for College Students*. Dubuque: Wm. C. Brown Co., Inc., 1967. (This book was written by nine members of the faculty of the women's division. Mary Yost, Chairman, Marilyn House, Mary Hull, Margaret Lightbody, Peggy Richardson, Evelyn Rupert, Nancy Wardwell, Ruth Wheeler, Marcella Woods.)
APPENDIX G

FACULTY ROSTERS, 1897-1969
Faculty Rosters Physical Education
Men and Women, 1897-1969

Men

1897-1897
Christopher P. Linhart - Director of Gymnasium

1898-1899
Christopher P. Linhart - Director of Gymnasium
Don Huddleson - Assistant in Gymnasium

1899-1900
Christopher P. Linhart - Director of Gymnasium
Don Huddleson - Assistant in Physical Education

1900-1901
Christopher P. Linhart - Director of Gymnasium
Don Huddleson - Instructor

1901-1902
Christopher P. Linhart - Director of Gymnasium
Don Huddleson - Instructor

1902-1903
Christopher P. Linhart - Director of Gymnasium
Don Huddleson - Instructor

1903-1904
Christopher P. Linhart - Director of Gymnasium
Don Huddleson - Instructor

1904-1905
Don Huddleson - Instructor

1905-1906
Don Huddleson - Instructor
Wm. Knapp - Assistant in Physical Education

1906-1907
H. Shindle Wingert - Director of Physical Education (Men)

1907-1908
H. Shindle Wingert - Director of Physical Education for Men
J. Thomas Kibler - Assistant in Physical Education for Men

1908-1909
H. Shindle Wingert - Director of Physical Education for Men
J. Thomas Kibler - Assistant in Physical Education of Men
1909-1910
H. Sindle Wingert - Director of Physical Education for Men
J. Thomas Kibler - Assistant in Physical Education of Men
E. A. Bauer - Sec. Assistant in Physical Education of Men

1910-1911
H. Shindle Wingert - Director Physical Education for Men
J. Thomas Kibler - Assistant in Physical Education of Men
Emery A. Bauer - Assistant in Physical Education of Men

1911-1912
H. Shindle Wingert - Director Physical Education for Men
H. A. Alexander - Assistant in Physical Education of Men
E. A. Bauer - Assistant in Physical Education of Men

1912-1913
H. Shindle Wingert - Director of Gymnasium
G. H. Bartholomew - Instructor
Henry Ohlson - Instructor
John Heffelfinger - St. Assistant

1913-1914
H. Shindle Wingert - Director of Gymnasium
G. H. Bartholomew - Instructor
Henry Ohlson - Instructor

1914-1915
H. Shindle Wingert - Director of Gymnasium
George Bartholomew - Instructor
Henry Ohlson - Instructor

1915-1916
L. W. St. John - Administrator
J. W. Wilce - Professor
F. R. Castleman - Professor
Henry Ohlson - Instructor
Allison Marsh - Instructor
George Trautman - Instructor (Part-time)
Campbell Graf - St. Assistant

1916-1917
L. W. St. John - Administrator
J. W. Wilce - Professor
F. R. Castleman - Professor
J. H. Nichols - Assistant Professor
Henry Ohlson - Instructor
Allison Marsh - Instructor
George Trautman - Instructor
1917-1918
L. S. St. John - Professor, Administrator
J. H. Nichols - Professor, Director Track and Field
J. W. Wilce - Professor, Football, Intramural
H. C. Ohlson, Instructor
George M. Trautman - Instructor
Ossian C. Bird - Instructor
Wayne Wright - Assistant - Part-time
F. R. Castleman - Professor - Part-time

1918-1919
L. W. St. John - Professor, Administrator
F. R. Castleman - Professor, Director Track and Field
J. H. Nichols - Professor
J. W. Wilce - Professor, Football and Intramural
H. C. Ohlson - Instructor
O. C. Bird - Instructor
George M. Trautman - Assistant Professor

1919-1920
L. W. St. John - Professor, Administrator
J. H. Nichols - Professor
J. W. Wilce - Professor, Football
F. R. Castleman - Professor, Director Track and Field
George M. Trautman - Professor, Frosh Football
O. C. Bird - Assistant Professor, Part-time
H. C. Ohlson - Instructor
Samuel Cobb - Instructor, Part-time
Harry Caldwell - Assistant, Part-time

1920-1921
L. W. St. John - Professor, Administrator
J. H. Nichols - Professor
J. W. Wilce - Professor, Football
F. R. Castleman - Professor, Track and Field
G. M. Trautman - Assistant Professor, Director of Baseball
and Frosh. Football
S. H. Cobb, Instructor
Darwin Hindman - Instructor
Al Haff - Instructor, Part-time
Wayne Fogle - St. Assistant
Ralph Stewart - St. Assistant
Wilbur Fish - St. Assistant, Part-time
V. R. Billingsley - Secretary

1921-1922
L. W. St. John - Professor, Administrator
J. H. Nichols - Professor
F. R. Castleman - Professor, Field and Track
J. W. Wilce - Professor, Football
G. M. Trautman - Assistant Professor, Baseball and Assis­tant Administrator
Samuel Cobb - Assistant Professor
1921-1922 (Contd.)
Harry Caldwell - Instructor
Glenn Alexander - Instructor, Part-time
R. M. Greuninger - St. Assistant
R. T. Matson - St. Assistant
Cecil Clough - St. Assistant, Part-time
Paul Norton - St. Assistant, Part-time
V. R. Billingsley - Secretary

1922-1923
L. W. St. John - Professor, Administrator
J. H. Nichols - Professor
J. W. Wilce - Professor, Football
F. R. Castleman - Professor, Track and Football
Samuel Cobb, Assistant Professor
G. M. Trautman - Assistant Professor, Assistant to Administrator
Glenn Alexander - Instructor
R. M. Greuninger - St. Assistant
Paul Norton - St. Assistant
V. R. Billingsley - Secretary

1923-24
L. W. St. John - Professor, Administrator
J. H. Nichols - Professor
J. W. Wilce - Professor, Football
F. R. Castleman - Professor, Track and Field
Samuel Cobb - Assistant Professor
G. M. Trautman - Assistant Professor, Assistant to Administrator
Bernard Mooney - Instructor
Glenn Alexander - Instructor, Gymn Coach
Walter Essman - Instructor, Assistant Coach
H. G. Olsen - Instructor, Basketball
R. M. Greuninger - St. Assistant
Alvin Backman - St. Assistant
Walter Pemberthy - St. Assistant

1924-1925
L. W. St. John - Professor, Administrator
J. H. Nichols - Professor
J. W. Wilce - Professor, Football
F. R. Castleman - Professor, Track and Football
Samuel Cobb - Assistant Professor, Asst. Coach
Geo. Trautman - Assistant Professor, Asst. Administrator
Bernard Mooney - Instructor, Asst. Coach
Leo Staley - Instructor, Gym Coach
V. R. Billingsley - Secretary
Louis Kunzig - Instructor
H. G. Olsen - Instructor, Director Basketball
Walter Essman - Instructor, Asst. Coach
1924-1925 (Contd.)
Robert Greuninger - Assistant
A. W. Backman - St. Assistant
Walter Pemberthy - St. Assistant
Carl Tishler - St. Assistant

1925-1926
L. W. St. John - Professor, Administration
J. H. Nichols - Professor
J. W. Wilice - Professor, Football
F. R. Castleman - Professor, Track and Field
Geo. Trautman - Assistant Professor, Asst. Administration
H. G. Olsen - Assistant Professor, Basketball
Samuel Cobb - Assistant Professor, Asst. Coach
Bernard Mooney - Instructor - Wrestling
Walter Essman - Instructor, Asst. Coach
Leo Staley - Instructor, Gym Coach
V. a. Billingsley - Secretary
Robert Greuninger - Assistant Instructor
Walter Pemberthy - St. Assistant
Carl Tishler - St. Assistant

1926-1927
L. W. St. John - Professor, Administration
J. H. Nichols - Professor
J. W. Wilice - Professor, Football
F. R. Castleman - Professor, Track
Samuel Cobb - Assistant Professor, Asst. Coach
Geo. Trautman - Assistant Professor, Asst. Administration
H. G. Olsen - Assistant Professor, Basketball
Bernard Mooney - Instructor, Wrestling
Leo Staley - Instructor, Gym Coach
H. S. Wood - Instructor
Darwin Hindman - Instructor
S. S. Willaman - Instructor, Intra. and Asst. Coach
Laurence Snyder - Instructor, Asst. Coach
Andrew Oberlander - Instructor
Wm. Griffith - Instructor, Asst. Coach
M. C. Chambers - Instructor, Trainer
V. R. Billingsley - Secretary
Michael Peppe - St. Assistant
Willard Altman - St. Assistant
Walter Caldwell - St. Assistant
D. H. Kreuger - St. Assistant
Henry Frederick - St. Assistant
Dudley Glick - St. Assistant
Manuel Kueckle - St. Assistant
1927-1928
L. W. St. John - Professor, Administrator
J. H. Nichols - Professor
J. W. Wilce - Professor, Football
F. R. Castleman - Professor, Track
Samuel Cobb - Assistant Professor, Asst. Coach
Geo. Trautman - Assistant Professor, Asst. Administration
H. G. Olsen - Assistant Professor, Basketball
Darwin Hindman - Instructor
Bernard Mooney - Instructor, Wrestling
H. S. Wood - Instructor
S. S. Willaman - Instructor, Intra.-Asst. Coach
Leo Staley, Instructor, Gym Coach
V. R. Billingsley - Secretary
A. V. Pryor, Assistant
Walter Duffee - Assistant Medical Examiner, Team Physician
Willard Altman - St. Assistant
Walter Caldwell - St. Assistant
Wm. Cox - St. Assistant
Wm. Scheidt - Graduate Assistant
Willard Cotter - Graduate Assistant

1928-1929
L. W. St. John - Professor, Administrator
J. W. Wilce - Professor, Football
F. R. Castleman - Professor, Track
Samuel Cobb - Assistant Professor, Asst. Coach
Harlan Metcalf - Assistant Professor
Geo. Trautman, Assistant Professor, Asst. Administrator
Darwin Hindman - Assistant Professor
Walter Duffee - Assistant Professor, Team Physician
H. S. Wood - Assistant Professor, Asst. Director Intra.
H. G. Olsen - Assistant Professor, Basketball
S. S. Willaman - Assistant Professor, Intra. Asst. Coach
Bernard Mooney - Instructor, Wrestling
Leo Staley - Instructor, Gym Coach
Michael Peppe - Instructor
A. V. Pryor - Assistant
M. C. Chambers - Assistant
Walter Petry - St. Assistant
Walter Altman - St. Assistant
Roy Hussey - Secretary

1929-1930
L. W. St. John - Professor, Administrator
F. R. Castleman - Professor, Track
J. W. Wilce - Professor
Samuel Cobb - Assistant Professor, Asst. Coach
Harlan Metcalf - Assistant Professor
Darwin Hindman - Assistant Professor
Walter Duffee - Assistant Professor, Medical Examiner and Team Physician
1929-1930 (Cont'd.)

H. S. Wood - Assistant Professor, Intra.
A. J. Oberlander - Assistant Professor, Asst. Coach
L. N. Snyder - Assistant Professor, Assit. Coach
S. S. Willaman - Assistant Professor, Dir. of Football
H. G. Olsen - Assistant Professor of Basketball
Leo Staley, Assistant Professor, Gymn Coach
Michael Peppe - Instructor
Bernard Mooney - Instructor, Wrestling
H. F. Castle - Instruction
A. V. Fryor - Assistant
Wm. Cox - St. Assistant
Williard Altman - St. Assistant
Roy Hussey - Secretary

1930-1931

L. W. St. John - Professor, Administrator
F. R. Castleman - Professor, Track
J. W. Wilce - Professor
Harlan Metcalf - Assistant Professor
Samuel Cobb - Assistant Professor, Asst. Coach
Darwin Hindman - Assistant Professor
Harold Wood - Assistant Professor, Intra.
Laurence Snyder - Assistant Professor, Asst. Coach
H. G. Olsen - Assistant Professor, Basketball
Harry Castle - Instructor
Bernard Mooney - Instructor, Wrestling
Michael Peppe - Instructor, Swimming
Floyd Stahl - Instructor, Asst. Coach
Leo Staley - Instructor, Gym Coach
A. V. Fryor - Assistant
Walter Duffee, Medical Examiner, Team Physician
Roy Hussey - Secretary

1931-1932

L. A. St. John - Professor, Administrator
F. R. Castleman - Professor, Track
J. W. Wilce - Professor
S. S. Willaman - Professor, Football
Harlan Metcalf - Assistant Professor
Samuel Cobb - Assistant Professor, Asst. Coach
Darwin Hindman - Assistant Professor
Harold Wood - Assistant Professor, Intra.
Laurence Snyder - Assistant Professor, Asst. Coach
Harry Castle - Instructor, Soccer
Bernard Mooney - Instructor, Wrestling
Michael Peppe - Instructor, Swimming
Floyd Stahl - Instructor, Asst. Coach
Leo Staley - Instructor, Gym Coach
Walter Duffee - Medical examiner, Team Physician
Roy Hussey - Secretary
1932-33
L. W. St. John - Professor, Administrator
Frank Castleman - Professor, Director of Track
John Wilce - Professor
Delbert Oberteuffer - Professor
S. S. Willaman - Professor, Football
Harlan Metcalf - Associate Professor
Darwin Hindman - Associate Professor
Samuel Cobb - Assistant Professor
Harold Wood - Assistant Professor, Intr.
Lawrence Snyder, Assistant Professor, Track Coach
Bernard Mooney - Instructor, Wrestling
Michael Peppe - Instructor, Swimming
Floyd Stahl - Instructor, Assistant Coach
Leo Staley, Instructor, Gym Coach
Wesley Fesler, Instructor - Asst. Coach
Richard Larkins - Instructor, Asst. Coach
Willard Altman - Assistant, Asst. Coach
Ernest Godfrey - Assistant - Asst. Coach
Harold Olsen - Assistant - Basketball
Cyril Surington - Graduate Assistant, Asst. Coach
Walter Duffee - Medical Examiner, Team Physician
Roy Hussey, Secretary

1933-34
L. W. St. John - Professor, Administrator
Frank Castleman - Professor, Director of Track
John Wilce - Professor
Delbert Oberteuffer - Professor
S. S. Willaman - Professor - Football
Harlan Metcalf - Associate Professor
Darwin Hindman - Associated Professor
Samuel Cobb - Assistant Professor
Harold Wood - Assistant Professor, Intra.
Lawrence Snyder - Assistant Professor, Track Coach Athletic News Bureau
Ernest Godfrey - Assistant Professor - Asst. Coach
Harold Olsen - Assistant Professor, Basketball
Richard Larkins - Instructor, Asst. Coach
Bernard Mooney - Instructor, Wrestling
Michael Peppe - Instructor, Swimming
Floyd Stahl, Instructor, Asst. Coach
Leo Staley - Instructor, Gym Coach
Cyril Surington - Graduate Assistant, Asst. Coach
Walter Duffee - Medical Examiner, Team Physician
V. R. Billingsley - Secretary
1934-35
L. W. St. John, Chairman - Professor, Administrator
Frank Castleman - Professor, Director Track
Delbert Oberteuffer - Professor
Francis Schmidt - Football - Professor
Harlan Metcalf - Associate Professor
Darwin Hindman - Associate Professor
Harold Wood - Associate Professor, Intra.
Samuel Cobb - Assistant Professor
Lawrence Snyder - Assistant Professor, Track Coach
Ernest Godfrey - Assistant Professor, Asst. Coach
Harold Olsen - Assistant Professor, Basketball
L. Gordon Staley - Assistant Professor, Gym Coach
Richard Larkins - Assistant Professor, Asst. Coach
Bernard Mooney - Instructor, Wrestling
Michael Peppe - Instructor, Swimming
Frank Riebel, Instructor, Fencing
Floyd Stahl - Instructor, Asst. Coach
Walter Duffee - Medical Examiner, Team Physician
V. R. Billingsley, Secretary

1935-36
L. W. St. John, Chairman, Professor, Administrator
Frank Castleman - Professor, Director Track
Delbert Oberteuffer - Professor
Francis Schmidt - Professor, Football
Harlan Metcalf - Associate Professor
Harold Wood - Associate Professor, Intra.
Willard Ashbrook - Associate Professor
Samuel Cobb - Assistant Professor
Lawrence Snyder - Assistant Professor, Track
Ernest Godfrey - Assistant Professor, Asst. Coach
Harold Olsen - Assistant Professor, Basketball
L. Gordon Staley - Assistant Professor, Gym Coach
Frederick Mackey - Instructor, Assist. Coach
Bernard Mooney - Instructor, Wrestling
Michael Peppe - Instructor, Swimming
Frank Riebel-Instructor, Fencing
Floyd Stahl - Instructor, Baseball
Herman Wirthwein - Instructor
Walter Duffee - Medical Examiner, Team Physician
Robert Francis - Graduate Assistant
Richard Voliva - Graduate Assistant
V. R. Billingsley; Benjamin Carroll - Secretary

1936-1937
L. W. St. John, Chairman - Professor, Administrative
Frank Castleman - Professor, Director Track
Delbert Oberteuffer - Professor
Francis Schmidt - Professor, Football
Harold Wood - Associate Professor, Intra.
Willard Ashbrook - Associate Professor
Glenn Howard - Associate Professor
1936-1937 (Contd.)
Samuel Cobb - Assistant Professor
Lawrence Snyder - Assistant Professor, Track
Ernest Godfrey - Assistant Professor, Assit.
Harold Olsen - Assistant Professor, Basketball
L. Gordon Staley - Assistant Professor, Gym Coach
Bernard Mooney - Assistant Professor, Wrestling
Frederick Mackey - Instructor, Assit.
Michael Peppe - Instructor, Swimming
Frank Riebel - Instructor, Part-time, Fencing
Floyd Stahl - Instructor, Baseball
Carl Wirthwein - Instructor
Herman Wirthwein - Instructor, Tennis
Walter Duffee - Medical Examiner, Team Physician
Joseph Petta; Richard Stulty - Part-time Assistants
Kenneth Carpenter; Edward Sears - Graduate Assistants
V. R. Billingsly; Benjamin Carroll, Secretaries

1937-1938
L. W. St. John, Chairman - Professor, Administrative
Frank Castleman - Professor, Director Track
Delbert Oberteuffer - Professor
Francis Schmidt - Professor, Football
Willard Ashbrook - Associate Professor
Walter Duffee - Associate Professor, Medical Examiner, Team Physician
L. Gordon Staley - Associate Professor, Intr.
Samuel Cobb - Assistant Professor
Lawrence Snyder - Assistant Professor, Track
Ernest Godfrey - Assistant Professor, Assit. Coach
Harold Olsen - Assistant Professor, Basketball
Bernard Mooney - Assistant Professor, Wrestling
Glenn Howard - Assistant Professor, Wrestling
Richard Larkins - Assistant Professor
Michael Peppe - Assistant Professor, Swimming
Frederick Mackey - Instructor - Assit. Coach
Frank Riebel (Part-time) - Instructor, Fencing
Floyd Stahl - Instructor, Baseball
Richard Stultz - Instructor
Carl Wirthwein - Instructor
Herman Wirthwein - Instructor
Charles Erdmann; Fred Schiff - Graduate Assistants
Benjamin Carroll - Secretary

1938-1939
L. W. St. John, Chairman - Professor Administrative
Frank Castleman - Professor, Director Track
Delbert Oberteuffer - Professor
Francis Schmidt - Professor, Football
Willard Ashbrook - Associate Professor
Walter Duffee - Associate Professor, Medical Examiner, Team Physician
1938-1939 (Contd.)
L. Gordon Staley - Associate Professor, Intra.
Samuel Cobb - Assistant Professor
Lawrence Snyder, Assistant Professor, Track
Ernest Godfrey - Assistant Professor, Asst. Coach
Harold Olsen - Assistant Professor, Basketball
Bernard Mooney - Assistant Professor, Wrestling
Glenn Howard - Assistant Professor
Richard Larkins - Assistant Professor
Michael Peppe - Assistant Professor, Swimming
J. Edward Blichle - Instructor, Asst. Coach
Sidney Gillman - Instructor, Assit. Coach
Frederick Mackey - Instructor, Baseball
Frank Riebel (Part-time) - Instructor, Fencing
Richard Stultz - Instructor
Carl Wirthwein - Instructor
Herman Wirthwein - Instructor, Tennis
Noel Petree; Olin Stark; N. Bauman Stults - Graduate Assistants
Benjamin Carroll - Secretary

1939-1940
L.W. St. John, Chairman - Professor Administrative
Frank Castleman - Professor, Director of Track
Delbert Oberteuffer - Professor
Francis Schmidt - Professor, Director Football
Harold Olsen - Professor, Director Basketball
Lawrence Snyder - Professor, Track
Willard Ashbrook - Associate Professor
Walter Duffee - Associate Professor, Medical Examiner, Team Physician
L. Gordon Staley - Associate Professor, Director Intra.
Ernest Godfrey - Associate Professor, Asst. Coach
Samuel Cobb - Assistant Professor
Bernard Mooney - Wrestling, Assistant Professor
Glenn Howard - Assistant Professor
Richard Larkins - Assistant Professor
Michael Peppe - Assistant Professor, Swimming
Frederick Mackey - Assistant Professor, Baseball
J. Edward Blichle - Instructor, Asst. Coach
Sidney Gillman - Instructor, Asst. Coach
Robert Kepler - Instructor - Golf
Frank Riebel (Part-time) - Instructor Fencing
Richard Stultz - Instructor
Carl Wirthwein - Instructor
Herman Wirthwein - Instructor, Tennis
Olden Gillum; Charles Hackensmith - Graduate Assistants
Benjamin Carroll - Secretary
1940-1941
L. W. St. John, Chairman - Professor, Director of Athletics
Frank R. Castleman - Professor, Director of Track
Delbert Oberteuffer - Professor
Francis Schmidt - Professor, Director of Football
Harold Olsen - Director of Basketball - Professor
Lawrence Snyder - Professor, Track
Willard P. Ashbrook - Associate Professor
Walter Duffee, Medical Examiner - Associate Professor, Team Physician
L. Gordon Staley - Associate Professor, Director of Intra.
Ernest Godfrey, Associate Professor, Asst. Coach
Samuel Cobb - Associate Professor
Bernard Mooney - Assistant Professor, Wrestling
Glenn Howard - Assistant Professor
Richard Larkins - Assistant Professor
Michael Peppe - Assistant Professor, Swimming
Frederick Mackey - Assistant Professor, Baseball
J. Edward Bickle - Instructor, Asst. Coach
Sidney Gillman - Instructor, Asst. Coach
Robert Kepler - Instructor, Golf
Frank Riebel (Part-time) Instructor, Fencing
Richard Stultz - Instructor
Carl Wirthwein - Instructor
Herman Wirthwein - Instructor, Tennis
John Higgins - Assistant
Franz Hoskins; Robert Kretchmar; Christopher Traicoff, Graduate Assistants
Benjamin Carroll - Secretary

1941-1942
L. W. St. John, Chairman - Professor, Director of Athletics
Frank R. Castleman - Professor, Director of Track
Delbert Oberteuffer - Professor
Harold Olsen - Professor, Director of Basketball
Lawrence Snyder - Professor, Track Coach
Paul Brown - Professor, Director of Football
Willard P. Ashbrook - Associate Professor
Walter Duffee - Associate Professor, Medical Examiner, Team Physician
L. Gordon Staley - Associate Professor, Director of Intra.
Ernest Godfrey - Associate Professor
Samuel Cobb - Assistant Professor
Bernard Mooney - Assistant Professor, Wrestling
Glenn Howard - Assistant Professor
Richard Larkins - Assistant Professor
Michael Peppe - Assistant Professor, Swimming
Frederick Mackey - Assistant Professor, Baseball and Asst. Football
Paul Bixler - Instructor - Asst. Coach
J. Edward Bickle - Instructor - Asst. Coach
Fred Heisler - Instructor, Asst. Coach
Robert Kepler - Instructor, Golf
Hugh McGranahan - Instructor, Asst. Coach
Trevor Rees - Instructor, Asst. Coach
Frank Riebel (Part-time) - Instructor, Fencing
1941-1942 (Contd.)

Richard Stultz - Instructor
Carroll Widdoes - Instructor, Asst. Coach
C. R. Wirthwein - Instructor
Herman Wirthwein - Instructor, Tennis
Francis Baujan; Benjamin Carroll; Joseph Novak; Wm. Taylor
Graduate Assistants
E. Bynum Trotter, Secretary

1942-1943

L. W. St. John, Chairman - Professor, Director of Athletics
Frank Castleman - Professor, Director Track
Delbert Oberteuffer - Professor
Harold Olsen - Professor, Director of Basketball
Lawrence Snyder - Professor, Military
Paul Brown - Professor, Director of Football
Willard Ashbrook - Associate Professor
Walter Duffee - Associate Professor, Medical Examiner, Team Physician
L. Gordon Staley - Associate Professor, Director Intr.
Ernest Godfrey - Associate Professor, Frosh. Football
Samuel Cobb - Associate Professor
Glenn Howard - Associate Professor
Richard Larkins - Associate Professor
Ernest Biggs - Assistant Professor
Bernard Mooney - Assistant Professor, Military
Michael Peppe - Assistant Professor, Swimming
Frederick Mackey - Assistant Professor, Asst. Football and Baseball
Eugene Beck - Instructor
Paul Bixler - Instructor, Asst. Coach
J. Edward Blickle, Died 1942
Fred Heisler, Military
Robert Kepler, Golf and Manager Club House
Hugh McGranahan, Asst. Coach
Anthony Montonaro, Wrestling
Trevor Rees, Military
Frank Riebel, Fencing
Richard Stultz, Military
Carroll Widdoes, Assistant Coach
Carl Wirthwein
Herman Wirthwein, Tennis
E. Bynum Trotter, Secretary

1943-1944

L. W. St. John, Chairman - Professor, Director of Athletics
Frank Castleman - Professor, Director of Track
Delbert Oberteuffer
Harold Olsen - Professor, Director Basketball
Laurence Snyder - Professor, Military
Paul Brown - Professor, Director of Football
1943-1944 (Contd.)

Willard Ashbrook - Professor
Walter Duffee, Medical Examiner - Associate Professor, Team Physician
L. Gordon Staley - Associate Professor, Director Intra.
Ernest Godfrey, Associate Professor, Asst. Football
Samuel Cobb - Associate Professor
Glenn Howard - Associate Professor
Richard Larkins - Associate Professor, Military
Ernest Biggs - Assistant Professor, Trainer
Bernard Mooney - Assistant Professor, Military
Michael Peppe - Assistant Professor, Swimming
Frederick Mackey - Assistant Professor, Asst. Football and Baseball
Carl Wirthwein - Assistant Professor
Edward Alexinas - Instructor
Paul Bixler - Instructor, Asst. Football
Herbert Coon - Instructor
Dan Dillon - Instructor
Homer Edington - Instructor
Jack Graf - Part-time, Instructor
Fred Heisler - Instructor, Military
Chalmers Hixson - Instructor
Robert Kepler, Instructor, Golf and Manager Club House
Hugh M. Granahan - Instructor, Asst. Football
Trevor Rees, Instructor, Military
Frank Riebel, Instructor
Richard Stultz - Instructor, Military
Carroll Widdoes - Instructor, Asst. Football
Herman Wirthwein - Instructor, Tennis
Lester Bailey; Campbell Graf; John Stothomas; Lowell Wrigley
Part-time Assistants
Wm. Eick; Robert McCormick; Thomas Meyer - Part-time St. Assistants
E. Bynum Trotter - Secretary

1944-1945

L. W. St. John, Chairman - Professor, Director of Athletics
Frank Castleman - Professor, Director of Track
Delbert Oberteuffer - Professor
Harold Olsen - Professor, Director of Basketball
Lawrence Snyder - Professor, Military
Paul Brown - Professor, Military
Willard Ashbrook - Professor, Military
Walter Duffee - Associate Professor, Team Physician
L. Gordon Staley - Associate Professor, Director Intra.
Ernest Godfrey - Associate Professor, Asst. Football
Samuel Cobb - Associate Professor, Military
Glenn Howard - Associate Professor
Richard Larkins - Associate Professor
Michael Peppe - Associate Professor, Swimming
1944-1945 (Contd.)
Ernest Biggs - Assistant Professor, Trainer
Bernard Mooney - Assistant Professor, Military
Carl Wirthwein - Assistant Professor
Herman Wirthwein - Assistant Professor, Tennis
Homer Edington - Assistant Professor, Asst. Football
Paul Bixler - Instructor, Asst. Football
Dan Dillon - Instructor, Assist. Football
William Eick - Instructor
Harold Eisenhart - Instructor
George Haney - Instructor, Asst. Track
Fred Heisler - Instructor, Military
Charlmers Hixson - Instructor, Military
Robert Kepter, Instructor, Golf and Manager of Club House
Trevor Rees, Instructor, Military
Frank Riebel - Instructor, On.
Richard Stultz - Instructor, Military Lv.
Bernard Warner - Instructor
Carroll Widdoes - Instructor, Acting Head Football
Lester Brailey; Keo Nakama - Part-time Assistant
E. Bynum Trotter - Secretary

1945-1946
L. W. St. John, Chairman - Professor, Director of Athletics
Frank Castleman - Professor, Director Track
Delbert Oberteuffer - Professor
Harold Olsen - Professor, Director Basketball
Laurence Snyder - Professor, Military Lv.
Willard Ashbrook - Professor, Military Lv.
Carroll Widdoes - Professor, Head Football
Walter Duffee - Associate Professor, Medical Examiner, Team Physician
L. Gordon Staley - Associate Professor, Director Intra.
Ernest Godfrey - Associate Professor, Asst. Football
Samuel Cobb, Assoaite Professor, Military Lv.
Richard Larkins - Associate Professor
Michael Peppe - Associate Professor, Swimming
Arthur Daniels - Associate Professor
Ernest Biggs - Assistant Professor, Military Lv.
Bernard Mooney - Assistant Professor, Wrestling
Carl Wirthwein - Assistant Professor
Herman Wirthwein - Assistant Professor, Tennis
Homer Edington - Assistant Professor, Asst. Football
Paul Bixler - Assistant Professor, Asst. Football
Dan Dillon - Instructor, Assistant Football
William Eick - Instructor
George Haney - Instructor, Asst. Track
Chalmers Hixson - Instructor, Military Lv.
Robert Kepler - Instructor, Golf and Manager
Trevor Rees - Instructor, Military Lv.
Frank Riebel - Instructor, On Lv.
Richard Stultz - Instructor, Military Lv.
1945-1946 (Contd.)
Morris Appell; Roland Eckard; Charles Slagle - Assistants
Rochelle, Adamsen and Donald Dean - St. Assistants
E. Bynum Trotter - Secretary

1946-47

Professors
Lynn W. St. John, Chairman, Director of Athletics
Delbert Oberteuffer; Laurence Snyder, Track Coach;
Willard Ashbrook; Carrol Widdoes, Asst. Football;
Paul Bixler, Head Football; Ernest Godfrey, Asst. Football;
Richard Larkins; Michael Peppe, Swimming; Walter Duffee,
Medical Examiner, Team Physician

Associate Professors
L. Gordon Staley, Director Intra.; Samuel Cobb; Arthur
Daniels; Bernard Mooney, Wrestling; Wesley Cushman

Assistant Professors
Ernest Biggs; Carl Wirthwein; Herman Wirthwein; Tennis;
Chalmers Hixson; Lewis Hess; William Dye, Director Bas-
ketball; Esco Sarkkinnen, Asst. Football; Samuel Selby,
Asst. Football

Instructors
George Haney; Robert Kepler, Golf and Club House
Manager; Albert Katzenmeyer; Charles Kovacic; Herbert
Kroeten; George Lynn; Anthony Montonaro; Charles Slagel;
Christopher Traicoff

Assistant Instructors
William Demora and Donald Henry

Graduate Assistants
Julius Fisher; Donald Gatchell; Walter Gregg; Harold
Kinzig; James Mason; Raymond Nason; Matthew Resick

Student Assistants
Rochelle Darone; Walter Carey; John Williams

E. G. Trotter - Secretary

1947-48

Professors
Richard Larkins, Head of Department, Director Athletics
Delbert Oberteuffer, Chairman; Lawrence Snyder, Track;
Willard Ashbrook; Carrol Widdoes, Asst. Football;
Wesley Fesler, Head Football; Ernest Godfrey, Asst. Foot-
ball; Michael Peppe, Swimming; Walter Duffee, Medical
Examiner, Team Physicians; Lynn W. St. John (Emeritus)
1947-1948 (Contd.)

Associate Professors
L. Gordon Staley, Director Intra.; Samuel Cobb; Arthur Daniels; Bernard Mooney, Wrestling; Wesley Cushman; Floyd Stahl, Baseball; Ernest Biggs, Trainer

Assistant Professors
Carl Wirthwein; Herman Wirthwein, Tennis; Chalmers Hixson; Lewis Hess; William Dye, Director Basketball; Esco Sarkkinen, Asst. Football; Samuel Selby, Asst. Football; Robert Kretchmar; Richard Stultz; Lyal Clark, Asst. Football; Charles Kovacic

Instructors
George Haney, Asst. Track; Robert Kepler, Golf and Manager Club House; Herbert Kroeten; Anthony Montonaro; Andre Deladrier, Fencing; C. L. Fredericks, Asst. Wrestling; Joseph Hewlett, Gym Coach; Richard Fisher, Asst. Football

Assistant Instructors
Richard Mackey; N. B. Stults

Graduate Assistants
Robert McCormick; Matthew Resick; Albert Wise, Jr.

Student Assistants
Walter Garey; Alice Walsh

E. B. Trotter, Secretary

1948-1949

Professors
Richard Larkins, Director of Athletics
Delbert Oberteuffer, Chairman; Laurence Snyder, Track; Willard Ashbrook; Carroll Widdoes, Asst. Football; Wesley Fesler, Head Football; Ernest Godfrey, Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; Arthur Daniels; Lynn St. John (Emeritus)

Associate Professors
L. Gordon Staley, Director of Intra; Samuel Cobb; Bernard Mooney, Wrestling; Wesley Cushman; Floyd Stahl, Baseball; Lewis Hess

Assistant Professors
Bruce Bennett; Ernest Biggs, Head Trainer; Carl Wirthwein; Herman Wirthwein, Tennis; Chalmers Hixson; William Dye, Director of Basketball; Samuel Selby, Asst. Football; Robert Kretchmar; Lyal Clark, Asst. Football; Charles Kovacic.
1948-1949 (Contd.)

Instructors
George Haney, Asst. Track; Robert Kepler, Golf and Club House Manager; Anthony Montonaro; C. L. Fredericks, Asst. Wrestling; Joseph Hewlett, Gym Coach; Richard Fisher, Asst. Football; Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. Track Coach; Robert Kaplan, Fencing; William Taylor

Graduate Assistants
William Craig; Lee Hulett; Mark Matovina; Robert Ragsdale

Student Assistants
Walter Garey and Ray Shinner

E. B. Trotter - Secretary

1949-1950

Professors
Richard Larkins, Director of Athletics
Delbert Oberteuffer, Chairman; Laurence Snyder, Track; Willard Ashbrook; Wesley Fesler, Head Football; Ernest Godfrey, Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; Arthur Daniels; Lynn W. St. John (Emeritus)

Associate Professors
L. Gordon Staley, Director Intra.; Samuel Cobb; Bernard Mooney; Wesley Cushman; Floyd Stahl, Baseball; Lewis Hess; Carl Wirthwein

Assistant Professors
Bruce Bennett; Ernest Biggs, Head Trainer; Herman Wirthwein, Tennis; Chalmer Hixson; William Dye, Director of Basketball; Robert Kretchmar; Lyal Clark, Asst. Football; Charles Kovacic

Instructors
Robert Kepler, Golf and Club House; Anthony Montonaro; C. L. Fredericks, Wrestling Coach; Joseph Hewlett, Gym Coach; Richard Fisher, Asst. Football; Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. Track; Robert Kaplan, Fencing; William Taylor

Graduate Assistants
Robert Cobb; Robert Duncan; Joseph Garcia; Donald Hamilton; Mark Matovina; Edwin Richardson

E. B. Trotter - Secretary
1950-1951

Professors
Richard Larkins, Director of Athletics
Delbert Oberteuffer, Chairman; Lawrence Snyder, Track;
Willard Ashbrook; Wesley Fesler, Football Coach; Ernest Godfrey, Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; L. Gordon Staley, Director Intra.; Arthur Daniels

Associate Professor
Samuel Cobb; Bernard Mooney; Wesley Cushman; Floyd Stahl, Basketball Coach; Lewis Hess; Carl Wirthwein; Robert Kepler, Golf and Manager Club House; Martin Karow, Baseball

Assistant Professor
Bruce Bennett; Ernest Biggs, Head Trainer; Herman Wirthwein, Tennis; Chalmer Hixson (on leave); Robert Kretchmer; Lyal Clark, Asst. Football; Charles Kovacic; George Staten, Freshman Baseball; Anthony Montonaro

Instructors
C. L. Fredericks, Wrestling Coach; Joseph Hewlett, Gym Coach; Richard Fisher, Asst. Football; Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. Track; Robert Kaplan, Fencing; William Taylor

Graduate Assistants
Robert Cobb; John Leon Staley; Brinton Piez; James Horner; Howard Curtis

E. B. Trotter - Secretary

1951-1952

Professors
Richard Larkins - Director of Athletics
Delbert Oberteuffer, Chairman, Laurence Snyder, Track;
Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey, Asst. Ad., and Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; L. Gordon Staley, Director Intra. Arthur Daniels

Associate Professors
Samuel Cobb; Bernard Mooney; Wesley Cushman; Floy Stahl, Asst. Ad., and Basketball Coach; Lewis Hess; Carl Wirthwein; Robert Kepler, Golf and Club House; Martin Karow, Baseball
1951-1952 (Contd.)

Assistant Professors
Bruce Bennett; Ernest Biggs, Trainer; Herman Wirthwein, Tennis; Chalmer Hixson (on leave) Robert Kretchmer; Doyt Perry, Asst. Football; Charles Kovacic; George Staten, Freshman Baseball & Basketball; Anthony Montonaro

Instructors
C. L. Fredericks, Wrestling; Joseph Hewlett, Gym Coach; William Hess, Asst. Football; William Arnsparger, Jr., Asst. Football, Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. Track; Robert Kaplan, Fencing, William Taylor

Assistant Graduates
Robert Bartels; Bernard Johnson; Charles L. Mand

E. B. Trotter - Secretary

1952-1953

Professors
Richard Larkins - Director of Athletics
Delbert Oberteuffer, Chairman; Laurence Snyder, Track; Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey, Asst. Ad. & Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; L. Gordon Staley, Director Intra. Arthur Daniels

Association Professors
Samuel Cobb, Retired; Bernard Mooney; Wesley Cushman; Floyd Stahl, Asst. Ad. & Basketball; Lewis Hess; Carl Wirthwein; Robert Kepler, Golf and Club House; Marty Karow, Baseball;

Assistant Professors
Bruce Bennett; Ernest Biggs, Trainer; Herman Wirthwein, Tennis; Chalmer Hixson; Doyt Perry, Asst. Football; Charles Kovacic; George Staten, Freshman Baseball and Basketball; Anthony Montonaro; Robert Kaplan, Fencing; Casey Fredericks, Wrestling; Joseph Hewlett, Gym

Instructors
Frederic Beekman; Eugene Fekete, Asst. Football; William Hess, Asst. Football; William Arnsparger, Jr., Asst. Football; Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. Track; Thomas Taylor; Charles L. Mand; Richard Mackey; Harry Strobel, Asst. Football

Graduate Assistants
William Gerhold; John Corkery; Richard Gordin; Robert Montebella

E. B. Trotter, Secretary
1953-1954

Professors
Richard Larkins - Director of Athletics
Delbert Oberteuffer, Chairman; Laurence Snyder, Track;
Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey
Asst. Ad. and Asst. Football; Michael Peppe, Swimming;
Walter Duffee, Medical Examiner, Team Physician; L. Gordon
Staley, Director Intra.; Arthur Daniels

Associate Professors
Samuel Cobb (Retired); Bernard Mooney; Wesley Cushman;
Floyd Stahl, Asst. Ad., and Baseball; Lewis Hess; Carl
Wirthwein; Robert Kepler, Golf and Club House; Marty
Karow; Baseball

Assistant Professors
Bruce Bennett; Ernest Biggs, Trainer; Herman Wirthwein,
Tennis; Chalmer Hixson; Doyt Perry, Asst. Football;
Charles Kovacic; George Staten, Director of Ticket Sales;
Anthony Montonaro; Robert Kaplan, Fencing; Casey Fredericks
Wrestling; Joseph Hewlett, Gym; Thomas Taylor

Instructors
Frederick Beekman; Eugene Fekete, Asst. Football; William
Hess, Asst. Football; William Arnsparger, Jr., Asst. Foot-
ball; Esco Sarkkinen, Asst. Football; Charles Beetham,
Asst. Track; Charles L. Mand; Harry Strobel, Asst. Foot-
ball; Fred Taylor, Freshman Baseball and Basketball

Graduate Assistants
William Gerhold; Warren Fraleigh; Edward Baker; Chester
McPhee

E. B. Trotter - Secretary

1954-1955

Professors
Richard Larkins - Director of Athletics
Delbert Oberteuffer, Chairman; Laurence Snyder, Track;
Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey
Asst. Ad., Asst. Football; Michael Peppe, Swimming;
Walter Duffee, Medical Examiner, Team Physician; Wesley
Cushman; L. Gordon Staley, Director Intra. Arthur Daniels;
Lewis Hess

Associate Professors
Samuel Cobb (Retired); Bernard Mooney; Carl Wirthwein;
Robert Kepler, Golf and Club House; Marty Karow, Baseball;
Chalmer Hixson; Floyd Stahl, Asst. Ad., and Basketball
1954-1955 (Contd.)

Assistant Professors
Bruce Bennett; Ernest Biggs, Trainer; Herman Wirthwein, Tennis; Doyt Perry, Asst. Football; Charles Kovacic; George Staten, Director of Ticket Sales; Anthony Montonaro, Robert Kaplan, Fencing; Casey Fredericks, Wrestling; Joseph Hewlett, Gym; Thomas Taylor; Lyal Clark, Asst. Football

Instructors
Frederick Beekman, Asst. Director of Intra.; Eugene Fekete, Asst. Football; William Hess, Asst. Football; Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. Track; Charles L. Mand; Harry Strobel, Asst. Football; Fred Taylor, Freshman Basketball and Baseball; Howard Knuttgen, Jr., Soccer and Lacrosse

Graduate Assistants
Roy Davis; Walter Erwing; Jerome Hemendinger; Frank Maurer; Warren Fraleigh

E. B. Trotter, Secretary

1955-56

Professors
Richard Larkins - Director of Athletics
Delbert Oberteuffer - Chairman; Laurence Snyder, Track; Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey, Asst. Ad., Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; Wesley Cushman; L. Gordon Staley, Director Intra.; Arthur Daniels; Lewis Hess; Bernard Mooney

Associate Professors
Samuel Cobb (Retired); Carl Wirthwein; Robert Kepler, Golf and Club House; Marty Karow, Baseball; Chalmer Hixson; Floyd Stahl, Asst. Ad., and Basketball

Assistant Professors
Bruce Bennett; Ernest Biggs, Trainer; Herman Wirthwein, Tennis, Charles Kovacic; George Staten, Director of Ticket Sales; Anthony Montonaro; Robert Kaplan, Fencing; Casey Fredericks; Wrestling; Joseph Hewlett, Gym; Thomas Taylor, Lyal Clark, Asst. Football; Charles L. Mand

Instructors
1955-1956 (Contd.)

Graduate Assistants
William Anderson; Andrew Breiner; Walter Ersing; Philip Green; Robert Laughter

E. B. Trotter, Secretary

1956-1957

Professors
Richard Larkins - Director of Athletics
Delbert Oberteuffer - Chairman; Laurence Snyder, Track;
Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey,
Asst. Ad., Asst. Football; Michael Peppe, Swimming; Walter
Duffee, Medical Examiner, Team Physician; Wesley Cushman;
L. Gordon Staley, Director, Intra.; Arthur Daniels; Lewis
Hess; Bernard Mooney

Associate Professors
Samuel Cobb (Retired); Carl Wirthwein; Robert Kepler, Golf
and Club House; Marty Karow, Baseball; Chalmer Hixson;
Floyd Stahl, Asst. Ad., and Basketball; Charles Kovacic

Assistant Professors
Bruce Bennett; Ernest Biggs, Trainer; Herman Wirthwein,
Tennis, Charles Kovacic; George Staten, Director of Ticket
Sales; Anthony Montonaro; Robert Kaplan, Fencing; Casey
Fredericks, Wrestling; Joseph Hewlett, Gym; Thomas Taylor,
Lyal Clark, Asst. Football; Charles L. Maud

Instructors
Frederic Beekman, Asst. Director Intr.; Eugene Fekete,
Asst. Football; William Hess, Asst. Football; Esco
Sarkkinen, Asst. Football; Charles Beetham, Asst. Track;
Harry Strobel, Asst. Football; Fred Taylor, Freshman Base-
ball and Basketball; Howard Knuttgen, Jr., Soccer and
Lacrosse, Clive Rush, Asst. Football; Walter Ersing

Graduate Assistants
William Anderson; Byron Bozarth; Avery Harvill; Seymour
Kleinman; Robert Laughter; Jerry Noss; Thomas Sheehan;
Thomas Stubbs

E. B. Trotter, Secretary

1957-1958

Professors
Richard Larkins - Director of Athletics
Delbert Oberteuffer - Chairman; Laurence Snyder, Track;
Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey,
Asst. Ad., Asst. Football; Michael Peppe, Swimming; Walter
Duffee, Medical Examiner, Team Physician; Wesley Cushman;
L. Gordon Staley, Director Intra.; Arthur Daniels; Lewis
Hess; Bernard Mooney
1957-1958 (Contd.)

Associate Professors
Samuel Cobb (Retired); Carl Wirthwein; Robert Kepler, Golf and Club House; Marty Karow, Baseball; Chalmer Hixson; Floyd Stahl, Asst. Ad., and Basketball; Bruce Bennett; Anthony Montonaro

Assistant Professors
Ernest Biggs, Trainer; Herman Wirthwein; George Staten, Director of Ticket Sales; John Hendrix, Tennis; Robert Kaplan; Fencing; Casey Fredericks, Wrestling; Joseph Hewlett, Gym; Thomas Taylor; Lyal Clark, Asst. Football; Charles Majd

Instructors
Frederic Beekman, Asst. Director Intra. Eugene Fekete, Asst. Football; William Hess, Asst. Football; Esco Sarkkinen, Asst. Football; Charles Beetham, Asst. Track; Harry Strobel, Asst. Football; Fred Taylor, Freshman Baseball and Basketball; Howard Knutgen, Soccer and Lacrosse; Clive Rush, Asst. Football; Walter Ersing; Seymore Kleinman; Jerry Noss; Thomas Sheehan

Assistant Instructor—Avery Harvill

Graduate Assistants
Paul Hartman; John DeWar; Harold Ray

E. B. Trotter, Secretary

1958-1959

Professors
Richard Larkins – Director of Athletics
Delbert Oberteuffer; Laurence Snyder, Track; Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey, Asst. Ad., Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; Wesley Cushman; L. Gordon Staley, Director, Intra.; Arthur Daniels; Lewis Hess, Chairman; Bernard Mooney

Associate Professors
Samuel Cobb (Retired); Carl Wirthwein; Robert Kepler, Golf and Club House; Marty Karow, Baseball; Chalmer Hixson; Floyd Stahl, Asst. Ad.; Bruce Bennett; Anthony Montonaro; Donald Mathews

Assistant Professors
Ernest Biggs, Trainer; Herman Wirthwein, George Staten, Director of Ticket Sales; John Hendrix, Tennis; Robert Kaplan, Fencing; Casey Fredericks, Wrestling; Joseph Hewlett, Gym; Lyal Clark, Asst. Football, Charles Majd
1959-1959 (Contd.)

Instructors
Frederic Beekman, Asst. Director Intra.; Eugene Fekete, Asst. Football; Esco Sarkkinen, Asst. Football; Glenn Schembechler, Jr., Asst. Football; Frank Truitt, Jr., Freshman Basketball; Charles Beetham, Asst. Track; Harry Strobel, Asst. Football; Fred Taylor, Basketball; Howard Knuttgen, Lacrosse; Frank Ellwood, Asst. Football; Walter Ersing, Soccer; Seymour Kleinman; Thomas Sheehan

Graduate Assistants
John Browder, Harold Ray

E. B. Trotter, Secretary.

1959-1960

Professors
Richard Larkins - Director of Athletics
Delbert Oberteuffer; Laurence Snyder, Track; Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey, Asst. Ad., Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; Wesley Cushman; L. Gordon Staley, Director, Intra.; Lewis Hess, Chairman; Bernard Mooney

Associate Professors
Samuel Cobb (Retired); Carl Wirthwein; Robert Kepler, Golf and Club House; Marty Karow, Baseball; Chalmer Hixson; Floyd Stahl, Asst. Ad.; Bruce Bennett; Anthony Montonaro; Donald Mathews

Assistant Professors
Ernest Biggs, Trainer; Herman Wirthwein, George Staten, Director of Ticket Sales; John Hendrix, Tennis; Robert Kaplan, Fencing; Casey Fredericks, Wrestling; Joseph Hewlett, Gym; Lyal Clark, Asst. Football; Charles Mayd

Instructors
Frederic Beekman, Asst. Director Intra.; Esco Sarkkinen, Asst. Football; Glenn Schembechler, Jr., Asst. Football; Frank Truitt, Jr., Freshman Basketball; Charles Beetham, Asst. Track; Harry Strobel, Asst. Football; Fred Taylor, Basketball; Howard Knuttgen (on leave), Lacrosse; Frank Ellwood, Asst. Football; Walter Ersing, Soccer, Seymour Kleinman, Thomas Sheehan; Robert Bartels; Donald Harper; Paul Hartman

Graduate Assistants
Dale Conly, Robert Gair; Robert Kime; Howard Sludher; Michael Willson; Robert Griffith; Walter Jewsbury

E. G. Trotter, Secretary
Professors
Richard Larkins - Director of Athletics; Delbert Oberteuffer; Laurence Snyder, Track; Willard Ashbrook; Wayne W. Hayes, Football; Ernest Godfrey, Asst. Ad., Asst. Football; Michael Peppe, Swimming; Walter Duffee, Medical Examiner, Team Physician; Wesley Cushman; L. Gordon Staley, Director, Intra.; Lewis Hess, Chairman; Bernard Mooney; Chalmer Hixson

Associate Professors
Carl Wirthwein; Robert Kepler, Golf and Club House Manager; Marty Karow, Baseball; Floyd Stahl; Bruce Bennett; Anthony Montonaro; Donald Mathews

Assistant Professors
Ernest Biggs, Trainer; Herman Wirthwein, George Staten, Director of Ticket Sales; John Hendrix, Tennis; Robert Kaplan, Fencing Casey Fredericks, Wrestling; Joseph Hewlett, Gym; Lyal Clark, Asst. Football, Charles Magd

Instructors
Frederic Beekman, Asst. Director Intra.; Esco Sarkkinen, Asst. Football; Glenn Schembechler, Jr., Asst. Football; Frank Truit, Jr., Freshman Basketball; Charles Beetham, Asst. Track; Harry Strobel, Asst. Football; Fred Taylor Basketball; Walter Ersing, Soccer; Robert Bartels; Donald Harper, Paul Hartman, Lacrosse; James Sweeney; Gordon Larson; Asst. Football; Gene Slaughter; Asst. Football

Graduate Assistant: David Camaione

E. B. Trotter, Secretary

Professors
Richard Larkins - Director of Athletics; Lewis Hess, Chairman; Willard Ashbrook; Wesley Cushman; Ernest Godfrey, Asst. Ad., Asst. Football; Wayne W. Hayes, Football; Chalmer Hixson; Bernard Mooney; Delbert Oberteuffer; Michael Peppe, Swimming; Laurence Snyder, Track; L. Gordon Staley, Director Intra.

Associate Professors
Ernest Biggs, Trainer; Bruce Bennett; John Hendrix, Tennis; Marty Karow, Baseball; Robert Kepler, Golf and General Manager Golf Course; Charles Magd; Donald Mathews; Anthony Montonaro; Floyd Stahl, Asst. Ad.; Carl Wirthwein

Assistant Professors
Lyal Clark, Asst. Football; Casey Fredericks; Wrestling; Joseph Hewlett, Gym; Robert Kaplan; Fencing; George Staten, Director Ticket Sales; Seymour Kleinman
1961-1962 (Contd.)

Instructors
Robert Bartels; Frederic Beekman, Asst. Director Intra.; Charles Beetham, Asst. Track; Thomas Bedecki; Walter Ersing, Soccer; Donald Harper; Paul Hartman, Lacrosse; William Gunlock, Asst. Football, Esco Sarkkinen, Asst. Football; Glenn Schembechler, Asst. Football; Harry Strobel, Asst. Football; James Sweeney; Fred Taylor, Basketball; Frank Truit, Freshman Football

Graduate Assistants
Robert Gobin; Richard Bowers; James Ewers; Edward Fox; Richard Gordin; Prescott Johnson; Wayne Kauffman; Fred Hagerman; Dale Harback; Jan Merder; Darrell Simko; William Wilgus

E. B. Trotter, Secretary

1962-1963

Professors
Richard Larkins - Director of Athletics; Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes; Football; Chalmer Hixson; Bernard Mooney; Delbert Oberteuffer; Michael Peppe; Laurence Snyder, Track; L. Gordon Staley, Director Intra. Donald Mathews

Associate Professors
Ernest Biggs, Trainer; John Hendrix, Tennis; Marty Karow, Baseball; Robert Kepler, Golf and General Manager; Charles Maid, Anthony Montonaro; Floyd Stahl, Asst. Ad., Carl Wirthwein

Assistant Professors
Robert Bartels; Frederic Beekman, Asst. Director Intra.; Lyal Clark; Asst. Football; Casey Fredericks; Wrestling; Joseph Hewlett, Gym; Robert Kaplan, Fencing; Seymour Kleinman; George Staten, Director Ticket Sales

Instructors
Charles Beetham, Asst. Track; Thomas Bedecki; Frank Ellwood; Asst. Football; Walter Ersing, Soccer; Donald Harper; Paul Hartman, Lacrosse; William Gunlock, Asst. Football; Esco Sarkkinen, Asst. Football; Glenn Schembechler, Asst. Football; Harry Strobel, Asst. Football; Fred Taylor, Basketball; Frank Truit, Freshman Basketball; Robert Gobin; James Ewers; Edward Olson; William Wilgus

Graduate Assistants
William Bock; Charles Carroll; J. Douglas Eaton; Ronald Gladman; Fred Hagerman; Bruce Hollering; Wayne Kauffman; Dwight Sams; Charles Saunders; John Scheppi; Robert Singer

E. B. Trotter, Secretary
1963-1964

Professors
Richard Larkins - Director of Athletics; Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes; Football; Chalmer Hixson; Bernard Mooney; Delbert Oberteuffer; Michael Peppe; Laurence Snyder, Track; L. Gordon Staley, Director Intra.; Donald Mathews

Associate Professors
Ernest Biggs, Trainer; John Hendrix, Tennis; Marty Karow, Baseball; Joseph Hewlett; Gym; Robert Kepler, Golf and General Manager; Charles Maid; Anthony Montonaro; Floyd Stahl, Asst. Ad.; Carl Wirthwein

Assistant Professors
Robert Bartels, Swimming; Frederic Beekman, Asst. Director Intra.; Lyal Clark, Asst. Football; Casey Fredericks, Wrestling; Seymour Kleinman; George Staten, Director Ticket Sales

Instructors
Charles Beetham, Asst. Track; Thomas Bedecki, Ice Hockey; Charles Carroll; Frank Ellwood, Asst. Football; Walter Ersing, Soccer; Fred Hagerman; Donald Harper; Paul Hartman, Lacrosse; Esco Sarkkinen, Asst. Football; Robert Singer; Charles Simonian, Fencing; Harry Strobel, Asst. Football; Fred Taylor, Basketball; Frank Truitt, Freshman Basketball; Edward Olson; Edward Coates; David Costill; William Bock

Graduate Assistants
Karl Dunlap, S. O. Hall; Y. Luduc, M. Malmisur; M. Melnick; F. Middleton; Terry Parsons; James Samuels; M. Turvey

E. B. Trotter, Secretary

1964-1965

Professors
Richard Larkins, Director of Athletics, Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes, Football; Chalmer Hixson; Donald Mathews; Bernard Mooney, Delbert Oberteuffer; Michael Peppe, Emeritus; Laurence Snyder, Track; L. Gordon Staley, Emeritus

Associate Professors
Ernest Biggs, Trainer; John Hendrix, Tennis; Joseph Hewlett, Gym; Marty Karow, Baseball; Robert Kepler, Golf; General Manager House and Golf Course; Charles Maid; Anthony Montonaro; Floyd Stahl, Asst. Ad.; Carl Wirthwein
1964-1965 (Contd.)

Assistant Professors
Robert Bartels, Swimming; Frederic Beekman, Director Intra.
Lyal Clark, Asst. Football; Walter Ersing, Soccer; Casey
Fredericks, Wrestling; Paul Hartman, Lacrosse; Seymour
Kleinman; George Staten, Director Ticket Sales; Robert
Singer; Fred Taylor, Basketball; Frank Truit, Freshman
Basketball

Instructors
Thomas Bedecki, Ice Hockey; Charles Beetham, Asst. Track;
Andrew Breiner; William Bock; Richard Bowers; Charles
Carroll; Edward Coats; Sidney Hall; Donald Harper;
Michael Malmisur; Merrill Melnick; Ronald O'Brien, Diving
Coach; Edward Olson, Esco Sarkkinen, Charles Simonian,
Fencing; Harry Strobel

Assistant Instructor: Karl Dunlap

Graduate Assistants
Robert Boyles; John Chapman; Darrell Crase; James Fine;
John Machado; Richard Mostardi; Elliott Plese; Richard
Swanson; Wyatt Webb; Reuben Stöhs

E. B. Trotter, Administrative Assistant

1965-1966

Professors
Richard Larkins, Director of Athletics, Lewis Hess, Chair-
man; Willard Ashbrook; Bruce Bennett; Wesley Cushman;
Ernest Godfrey, Emeritus; Wayne W. Hayes, Football; Chalmer
Hixson; Donald Mathews; Bernard Mooney, Delbert Oberteuf-
fer; Michael Peppe, Emeritus; Laurence Snyder, Track;
L. Gordon Staley, Emeritus

Associate Professors
Ernest Biggs, Trainer; John Hendrix, Tennis; Joseph Hew-
lett, Gym; Marty Karow, Baseball; Robert Kepler, Golf,
General Manager House and Golf Course; Charles Mayd;
Anthony Montonaro; Floyd Stahl, Asst. Ad.; Carl Wirthwein

Assistant Professors
Robert Bartels, Swimming; Frederic Beekman, Director Intra.
Lyal Clark, Asst. Football; Walter Ersing, Soccer; Casey
Fredericks, Wrestling; Paul Hartman, Lacrosse; Seymour
Kleinman; Esco Sarkkinen, Asst. Football; George Staten,
Director of Ticket Sales; Harry Strobel, Asst. Football,
Fred Taylor, Basketball

Instructors
Charles Beetham; David Bohnke; Richard Bowers; Asst. Track;
Andrew Breiner; Charles Carroll; Edward Coates; Darrell
Crase; Karl Dunlap; Sidney Hall; Donald Harper; Ernie
Instructors (Contd.)
Maglischo; Michael Malmisur; Merrill Melnick; Ronald O'Brien, Diving; Edward Olson, Charles Simonian; Fencing; Glen Sonmor, Ice Hockey; Richard Swanson; Wyatt Webb

Graduate Assistants
James Agli; Robert Beran; Robert Block; Arthur Chapman; Rudolph Collins; Robert Gensemer; Richard Hohn; James Jones; Jerome Kalsmen; Robert Kurucy; Richard Mostardi; Frank Roselione

E. B. Trotter, Administrative Assistant

1966-1967

Professors
Richard Larkins, Director of Athletics, Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes, Football; Chalmer Hixson; Donald Mathews; Bernard Mooney, Emeritus; Delbert Oberteuffer; Michael Peppe, Emeritus; Charles Magd

Associate Professors
Ernest Biggs, Trainer, John Hendrix, Tennis; Joseph Hewlett; Marty Karow, Baseball; Robert Kaplan; Anthony Montonaro; Floyd Stahl, Asst. Ad.; Carl Wirthwein

Assistant Professors
Robert Bartels, Swimming; Frederic Beekman, Director of Intra.; Charles Carroll; Lyal Clark, Assistant Director Intra.; Edward Coates; Walter Ersing, Soccer, Casey Fredericks, Wrestling; Seymour Kleinman; Esco Sarkkinen, Asst. Football; George Staten, Director Ticket Sales; Harry Strobel, Asst. Football; James Sweeney; Gym; Fred Taylor, Basketball

Instructors
Charles Beetham; David Bohnke; Richard Bowers; Andrew Breiner; Karl Dunlap; Donald Harper; Roderick Myers, Golf; Harry Neale, Ice Hockey; Ronald O'Brien, Diving Coach; Edward Olson; Charles Simonian, Fencing; Conrad Steele, Lacrosse; Wyatt Webb

Teaching Associates
James Agli; Robert Block; Don Bethe; Robert Fensemer; James Jones; Robert Kurucy

Teaching Assistants
John Becker; Cecil Eaves; Jerry Kalamen; Harold Lerch; Jim Liese; G. McCaleys; John Piper, R. Price; Dennis Salder; F. Woods, David Tanzi

E. B. Trotter, Administrative Assistant
1967-1968

Professors
Richard Larkins, Director of Athletics; Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes, Football; Chalmer Hixson; Charles Maud; Donald Mathews; Bernard Mooney, Emeritus; Delbert Oberteuffer; Michael Peppe, Emeritus

Associate Professors
Ernest Biggs, Trainer; John Hendrix, Tennis; Joseph Hewlett; Robert Kaplan; Marty Karow, Baseball; Seymour Kleinman; Anthony Montonaro; Floyd Stahl, Assistant Director Athletics; Carl Wirthwein, Emeritus

Assistant Professors
Robert Bartels; Frederic Beekman, Director Intra.; Lyal Clark, Asst. Director Intra.; Edward Coates; Walter Ersing, Soccer; Casey Fredericks, Wrestling; Jerry Gotta; Esco Sarkkainen, Asst. Football; Charles Simonian, Fencing; George Staten, Director Ticket Sales; Harry Strobel, Asst. Football; James Sweeney, Gym; Fred Taylor, Basketball

Instructors
James Agil; Charles Beetham, Asst. Director Intra.; Don Bethe; David Bohnke; Richard Bowers; Andrew Breiner; John Bruce, Swimming; Karl Dunlap; Donald Harper, Roderick Myers, Golf; Harry Neale, Ice Hockey; Ronald O'Brien, Diving; Conrad Steele, Lacrosse; Joseph Willis

Teaching Associates
John Becher; Cecil Eaves; Jerry Kalamen; Harold Lerch; Dennis Solder; Francis Woods

Teaching Assistants
John Adolph; T. L. Chen; William Douglas; Frederick Holliday; Frank LaSeta; James Liese; Peter Lively; David Snyder; David Tanzi; Richard Wettan; Charles Witten

E. B. Trotter, Administrative Assistant

1968-1969

Professors
Lewis Hess, Chairman; Willard Ashbrook; Bruce Bennett; Wesley Cushman; Ernest Godfrey, Emeritus; Wayne W. Hayes, Football; Chalmer Hixson; Richard Larkins, Director of Athletics; Charles Maud; Donald Mathews; Bernard Mooney, Emeritus; Delbert Oberteuffer, Emeritus; Michael Peppe, Emeritus

Associate Professors
Robert Bartels; Ernest Biggs; John Hendrix, Tennis; Joseph Hewlett; Robert Kaplan; Marty Karow; Baseball; Seymour
1968-1969 (Contd.)

Associate Professors (Contd.)
Kleinman; Anthony Montonaro; Floyd Stahl, Assistant Director of Athletics; Carl Wirthwein, Emeritus

Assistant Professors
Frederic Beekman, Director Intra.; Edward Coates; Robert Epskamp, Track; Walter Ersing, Soccer; Casey Fredericks, Wrestling; Jerry Gotta; Donald Harper; Esco Sarkkin, Assistant Football; Charles Simonian, Fencing; George Staten, Director Ticket Sales, Harry Strobel, Assistant Director Intra.; James Sweeney, Gym; Fred Taylor, Basketball

Instructors
Richard Bowers; Andrew Breiner; John Bruce, Swimming; Grydon, Comstock; Arthur DeGenaro; William Douglas; Karl Dunlap, Volleyball; James Liese; Roderick Myers; Harry Neale, Ice Hockey; Ralph Sabock; Conrad Steele; Lacrosse; Charles Witten; Frank Zubovich, Assistant Track

Teaching Associates
Tom Adolph; John Becker; James Bell; Richard Wettan

Teaching Assistants
Robert Black; Gerald Braza; David Camaione; T. L. Chen; Bruce Hollering; William Hotchkiss; Lloyd Laubach; Gary Mason; Chester McPhee; John Nash; Darwin Semotiuk; Thomas Steele; Leonard Whitney

E. B. Trotter, Administrative Assistant

Women

1897-1898—Stella Elliot, Associate Director of Gymnastics
1898-1899—Stella Elliot, Associate Director of Gymnastics
1899-1900—Stella Elliot Canfield, Associate Director of Gymnastics
1900-1901—Clara Maude Berryman, Associate Professor of Physical Education
1901-1902—Clara Maude Berryman, Associate Professor of Physical Education
1902-1903—Clara Maude Berryman, Associate Professor of Physical Education
1903-1904—Maud Winifred Martin, Director of Physical Education for Women
1904-1905—Maud Winifred Martin, Director of Physical Education for Women
1905-1906—Maud Winifred Martin, Director of Physical Education for Women
1906-1907—Bertha Hopkins, Director of Physical Education (Women)
1907-1908—Bertha Hopkins, Director of Physical Education for Women
1908-1909—Norma Searing, Director of Physical Education for Women; Kathryn Darnell, Student Assistant
1909-1910—Alice Littlejohn, Director of Physical Education for Women; Kathryn Darnell, Student Assistant
1910-1911—Alice Littlejohn, Director of Physical Education for Women; Kathryn Darnell, Student Assistant
1911-1912—Alice Littlejohn, Director of Physical Education for Women; Dora Sauer, Assistant
1912-1913—Alice Littlejohn, Director of Physical Education for Women; Dora Sauer, Assistant; Florence Marsh, Student Assistant
1913-1914—Alice Littlejohn Goetz, Director of Physical Education for Women; Dora Sauer, Assistant; Florence Marsh, Student Assistant
1914-1915—Dorothy Bocker, Director of Physical Education for Women; Marguerite Moore, Assistant; Dora Sauer, Assistant
1915-1916—Florence Meyer, Assistant Professor; Margaret Hammett, Assistant; Hannah Scofield, Student Assistant
1916-1917—Florence Meyer, Assistant Professor; Margaret Hammett, Instructor; Selma Mesloh, Assistant
1917-1918—Florence Meyer, Assistant Professor; Margaret Hammett, Instructor; Selma Mesloh, Assistant, On Leave first Semester
1918-1919—Florence Meyer, Assistant Professor, On Leave; Instructors—Margaret Hammett, Katherine Fisher; Selma Mesloh, Assistant
1919-1920—Florence Meyer, Assistant Professor; Instructors—Ethel Scofield, Clara Raynor Rank
1920-1921—Ethel Scofield, Assistant Professor; Instructors—Clark Raynor Rank, Dorothy Gibling
1921-1922—Ethel Scofield, Assistant Professor; Instructors—Clara Raynor Rank, Dorothy Gibling
1922-1923—Lydia Clark, Director, Professor; Ethel Scofield, Assistant Professor; Instructors—Clara Raynor Rank; Dorothy Sumption; Gladys Palmer
1923-1924—Lydia Clarke, Professor; Gladys Palmer, Assistant Professor; Gertrude Jones, Assistant Professor and Medical Adviser; Instructors—Katharine Hersey; Dorothy Sumption; Esther Gilman; Margaret Cheney
1924-1925—Lydia Clark, Professor; Assistant Professors—Gladys Palmer; Gertrude Jones. Instructors—Dorothy Sumption; Esther Gilman; Katharine Hersey; Margaret Cheney; Marian Johnson; Virginia Hill
1925-1926—Lydia Clark, Professor; Gerturde Jones, Professor and Medical Adviser. Assistant Professors—Gladys Palmer; Katharine Hersey; Instructors—Dorothy Sumption; Esther Gilman; Margaret Cheney; Marian Johnson; Ruth Weythman; Virginia Hill; Elizabeth Maris; Edith Bond. Student Assistants—Esther Riippa; Harriet Stephen; Margaret Laube; Louise Langbehn; Martha Griffith; Helen Saum; Marguerite Kellerman; Rae Tryon

1926-1927—Lydia Clark, Professor; Gertrude Jones, Professor, On Leave; Shirley Armstrong, Assistant Professor, Medical Director; Assistant Professors—Gladys Palmer; Katharine Hersey; Instructors—Dorothy Sumption; Esther Gilman; Margaret Cheney; Lenore Alway; Helen Schleman; Anna Hall; Edna Munro; Elinor Schroeder; Marian Johnson; Ruth Weythman. Student Assistants—Edith Traftzer; Harriet Stephen

1927-1928

Lydia Clark, Professor; Shirley Armstrong, Professor, Medical Examiner
Assistant Professors
Gladys Palmer, On Leave; Margaret Robertson; Katharine Hersey
Instructors
Dorothy Sumption; Esther Gilman; Lenore Alway; Helen Schleman; Ann Hall; Adele Kimm; Helen Saum; Elizabeth Setton; Margaret Meyer; Elizabeth Maris; Ida Merrill; Margaret Cheney; Dorothy Dillon; Norma Johannus; Nellie Eastburn

1928-1929

Lydia Clark Benedict, Professor, On Leave; Gladys Palmer, Assistant Professor, Acting Chairman; Shirley Armstrong, Professor, Medical Examiner; Margaret Robertson, Assistant Professor, Assistant Medical Examiner
Assistant Professors
Katharine Hersey; Dorothy Sumption; Esther Gilman
Instructors
Lenore Alway; Helen Schleman; Adele Kimm; Elizabeth Setton; Virginia Blunt; Margaret Lea; Helen Saum; Ann Hall
Student Assistants
Roberta Connelly; Virginia Bone; Wilma Snider
1929-1930

Lydia Clark Benedict, Professor; Shirley Armstrong, Professor, Medical Adviser
Assistant Professors
  Gladys Palmer; Katharine Hersey; Dorothy Sumption; Esther Gilman; Margaret Robertson, Assistant Medical Adviser
Instructors
  Lenore Alway; Virginia Blunt; Virginia Kling; Margaret Lea; Helen Schleman; Elizabeth Setton; Adele Kimm; Margaret Meyer; Jennette Stein.
Ruth Semans, Assistant; Wilma Snider, Student Assistant

1930-1931

Lydia Benedict, Professor; Shirley Armstrong, Audrey Bowers, Professors and Medical Advisers
Assistant Professors
  Gladys Palmer; Esther Gilman; Katharine Hersey; Dorothy Sumption (On Leave)
Instructors
  Lenore Alway; Virginia Blunt; Helen Schleman; Virginia Kling; Margaret Lea; Jennette Stein; Geneva Watson
Roberta Connolley, Assistant

1931-1932

Lydia Benedict, Professor; Shirley Armstrong, Professor and Medical Adviser
Assistant Professors
  Charlotte Winnemore, Medical Adviser; Gladys Palmer; Esther Gilman; Katharine Hersey; Dorothy Sumption;
Instructors
  Lenore Alway; Virginia Blunt; Helen Schleman; Jennette Stein; Geneva Watson

1932-1933

Professors
Lydia Benedict, Chairman; Shirley Armstrong, Medical Adviser
Assistant Professors
  Gladys Palmer; Katharine Hersey; Dorothy Sumption; Esther Gilman; Charlotte Winnemore, Medical Examiner
Instructors
  Hermine Sauthoff; Louise Schutz; Jennette Stein; Geneva Watson

1933-1934

Shirley Armstrong, Professor, Medical Adviser
Associate Professors
  Gladys Palmer, Acting Chairman; Katharine Hersey
1933-1934 (Contd.)

Assistant Professors
Dorothy Sumption; Esther Gilman; Charlotte Winnemore
(Medical Adviser); Emma Waterman

Instructors
Louise Schutz; Jennette Stein; Geneva Watson

1934-1935

Shirley Armstrong, Professor, Medical Adviser
Associate Professors
Gladys Palmer, Acting Chairman; Katharine Hersey
Assistant Professors
Dorothy Sumption; Esther Gilman; Charlotte Winnemore,
Medical Adviser; Emma Waterman
Instructors
Hermine Sauthoff; Louise Schutz; Jennette Stein; Geneva
Watson
Assistants
Warrine Eastburn; Margaret Gettinger; Geneva Jacobs

1935-1936

Shirley Armstrong, Professor, Medical Adviser
Associate Professors
Gladys Palmer, Acting Chairman; Katharine Oberteuffer
Assistant Professors
Esther Gilman; Charlotte Winnemore, Medical Adviser
Instructors
Henrietta Cherrington; Lida Hays; Geneva Jacobs; Louise
Schutz; Jennette Stein; Geneva Watson
Assistants
Mary Dillon; Margaret Gettinger; Evelyn Rupert

1936-1937

Professors
Gladys Palmer, Chairman; Katharine Oberteuffer; Shirley
Armstrong, Medical Adviser
Dorothy Sumption, Associate Professor
Assistant Professors
Esther Gilman; Charlotte Winnemore, Medical Adviser;
Jennette Stein; Geneva Watson
Instructors
Henrietta Cherrington; Mary Dillon; Lida Hays; Geneva
Jacobs; Louise Schutz
Assistants
Margaret Gettinger; Ruth Hook
1937-1938

Professors
Gladys Palmer, Chairman; Katharine H. Oberteuffer; Shirley Armstrong, Medical Adviser
Dorothy Sumption, Associate Professor

Assistant Professors
Esther Gilman; Charlotte Winnemore, Medical Adviser; Jennette Stein; Geneva Watson; Violet Boynton

Instructors
Henrietta Cherrington; Mary Dillon; Ruth Hook; Mary Yost

Assistant Professors: Margaret Gettinger; Ann Paterson
Graduate Assistants: Helen Alkire; Lucille Stoll

1938-1939

Professors
Gladys Palmer, Chairman; Katharine Hersey Oberteuffer; Shirley Armstrong Medical Adviser

Associate Professor: Dorothy Sumption

Assistant Professor
Charlotte Winnemore, Medical Adviser; Jennette Stein; Geneva Watson; Violet Boynton

Instructors
Virginia Bone; Henrietta Cherrington; Mary Dillon Creamer; Ruth Hook; Mary Yost;

Assistant: Margaret Gettinger, Ann Paterson
Graduate Assistants: Helen Alkire; Robert Westhafer

Lucy Tingley, Secretary

1939-1940

Professors
Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser

Associate Professors: Dorothy Sumption; Violet Boynton

Assistant Professors
Esther Gilman; Charlotte Winnemore, Medical Adviser; Jennette Stein; Geneva Watson

Instructors
Virginia Bone; Henrietta Cherrington; Mary Dillon Creamer; Ruth Hook; Ann Paterson Roberta Westhafter; Mary Yost

Assistant: Martha Ann King
Graduate Assistants: Esther Blackburn; Evelyn Cross

Lucy Tingley, Secretary

1940-1941

Professors
Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser

Associate Professors: Dorothy Sumption; Violet Boynton

Assistant Professors
Esther Gilman; Charlotte Winnemore; Medical Adviser; Jennette Stein; Geneva Watson
1940-1941 (Contd.)

Instructors
Helen Alkire; Virginia Bone; Gertrude Nogal; Ruth Hook;
Ann Paterson; Roberta Westhafer; Mary Yost
Assistant: Martha Ann King
Graduate Assistant: Ellen Laughead
Lucy Tingley, Secretary

1941-1942

Professors
Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser
Associate Professors: Dorothy Sumption; Violet Boynton
Assistant Professors
Esther Gilman; Charlotte Winnemore, Medical Adviser;
Jennette Stein; Geneva Watson
Instructors
Helen Alkire, Naomi Allenbaugh; Virginia Bone; Gertrude VanNorman; Virginia Hitt; Flora White; Mary Yost
Assistants: Martha Ann King; Blanche Sohl
Graduate Assistant: Mary Snider
Lucy Tingley, Secretary

1942-1943

Professors
Gladys Palmer; Shirley Armstrong, Medical Adviser
Associate Professors: Dorothy Sumption Wirthwein; Violet Boynton
Assistant Professors: Esther Gilman; Charlotte Winnemore,
Medical Adviser; Jennette Stein; Geneva Watson
Instructors: Helen Alkire, Naomi Allenbaugh; Virginia Bone;
Ruth Hook; Margaret Maclachlan; Virginia Hitt Thalman;
Mary Yost
Assistants: Martha Ann King; Blanche Sohl
Graduate Assistant: Evelyn Rupert
Lucy Tingley, Secretary

1943-1944

Professors
Gladys Palmer; Shirley Armstrong, Medical Adviser
Associate Professors: Dorothy Sumption Wirthwein; Violet Boynton, Military Leave
Assistant Professors: Esther Gilman; Charlotte Winnemore,
Medical Adviser; Jennette Stein; Geneva Watson; Ann Paterson; Evelyn Rupert
Instructor: Helen Alkire; Naomi Allenbaugh; Mary Bohnsack;
Virginia Bone; Ruth Hook; Military Leave; Mary Yost
Assistants: Carol Buchwalter; Martha Ann King; Blanche Sohl
Graduate Assistant: Florence Grabiel Cafege
Lucy Tingley, Secretary
1944-1945

Professors:
  Gladys Palmer, Shirley Armstrong, Medical Adviser
Association Professors: Dorothy Sumption Wirthwein; Violet Boynton, Military Leave; Ann Paterson
Assistant Professors: Esther Gilman; Charlotte Winnemore, Medical Adviser; Jennette Stein; Geneva Watson; Evelyn Rupert
Instructors: Helen Alkire; Naomi Allenbaugh; Mary Bohnsack; Virginia Bone; Beverly Cleaveland; Ruth Hook, Military Leave; Blanche Sohl; Roberta Westhafer; Helen Wildermuth; Mary Yost, Military Leave
Assistant: Carol Buchwalter
Graduate Assistant: Florence Grabiel Cafege
Lucy Tingley, Secretary

1945-1946

Professors:
  Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser
Associate Professors: Dorothy Sumption Wirthwein; Violet Boynton, Military Leave; Ann Paterson
Assistant Professors: Esther Gilman; Jennette Stein; Geneva Watson; Evelyn Rupert; Naomi Allenbaugh
Instructors: Helen Alkire, Mary Bohnsack; Virginia Bone; Ruth Hook, Military Leave, Blanche Sohl; Mary Yost, Military Leave; Nancy Gregson; Catherine Marting; Barbara Yager; Wilma Noble; Janelle Smilley; Lida Hays Compton; Eleanor Becker
Assistants: Carol Buchwalter; Florence Grabiel Cafege
Graduate Assistant: Magdaline Strine
Lucy Tingley, Secretary

1946-1947

Professors:
  Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser; Dorothy Sumption Wirthwein; Ann Paterson
Associate Professors: Esther Gilman; Jennette Stein; Geneva Watson
Assistant Professors: Evelyn Rupert; Naomi Allenbaugh; Helen Alkire; Mary Yost
Instructors: Blanche Sohl; Nancy Gregson Catherine Marting; Barbara Yager Wilma Noble; Janelle Swilley; Lida Hays; Eleanor Becker; Joyce Hays; Marilyn Rimson
Assistants: Carol Buchwalter; Florence Grabiel Cafege; Jean Rittenour; Virginia Lewis
Lucy Tingley, Secretary
1947-1948

Professors
Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser; Dorothy Wirthwein; Ann Paterson

Associate Professors: Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professors: Evelyn Rupert, Naomi Allenbaugh; Helen Alkire; Mary Yost; Frances Harding, Medical Adviser

Instructors: Blanche Sohl; Nancy Gregson; Catherine Marting; Wilma Noble; Janelle Swilley Parrett; Lida Hays; Eleanor Becher; Joyce Hays; Barbara Heller

Assistants: Carol Buchwalter; Florence Grabel Cades; Jean Rittenour; Virginia Lewis; Alice Lee Brown; Virginia Crofts; Ina Kummer

Lucy Tingley, Secretary

1948-1949

Professors
Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser; Dorothy Wirthwein; Ann Paterson

Associate Professors: Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professors: Evelyn Rupert; Naomi Allenbaugh; Helen Alkire; Mary Yost; Frances Harding, Medical Adviser; Nancy Gregson

Instructors: Blanche Sohl; Catherine Marting; Wilma Yardley; Janelle Parrett; Lida Hays; Virginia Crafts; Joyce Hays; Barbara Heller

Assistants: Carol Buchwalter; Jean Rittenour; Virginia Lewis; Marion Sauborn; Janice Fogle

Lucy Tingley, Secretary

1949-1950

Professors
Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser; Dorothy Wirthwein; Ann Paterson

Associate Professors: Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professors: Evelyn Rupert; Naomi Allenbaugh; Helen Alkire; Mary Yost; Frances Harding, Medical Adviser; Nancy Gregson; Catherine Marting

Instructors: Blanche Sohl; Margaret Blunt; Mary Draper; Betty Thompson; Lida Hays; Virginia Crafts; Barbara Heller

Assistants: Carol Carroll; Jean Rittenour; Virginia Lewis; Jeannette Parfitt; Janice Fogle

Lucy Tingley, Secretary
1950-1951

Professors
Gladys Palmer, Chairman; Shirley Armstrong; Medical Adviser; Dorothy Sumption Wirthwein; Ann Paterson
Associate Professors: Esther Gilman; Jennette Stein; Geneva Watson
Assistant Professors: Evelyn Rupert; Naomi Allenbaugh; Helen Alkire, Mary Yost; Frances Harding, Medical adviser; Catherine Bremner
Instructors: Blanche Sohl; Margaret Blunt; Mary Draper; Betty Thompson; Lida Hays; Virginia Crafts; Barbara Heller; Barbara Canine; Jean Rittenour
Graduate Assistants: Elisabeth Heterington; Margaret Iden
Lucy Tingley, Secretary

1951-1952

Professors
Gladys Palmer, Chairman; Shirley Armstrong; Medical Adviser; Dorothy Sumption Wirthwein; Ann Paterson
Associate Professors: Esther Gilman; Jennette Stein; Geneva Watson
Assistant Professors: Evelyn Rupert; Naomi Allenbaugh; Helen Alkire, Frances Harding, Medical Adviser
Instructors: Blanche Sohl; Iris Marcus; Mary Draper; Betty Thompson; Lida Hays; Elizabeth MacKinnon; June Hackett; Virginia Crafts; Barbara Heller; Barbara Caine; Jean Rittenour
Graduate Assistants: Pauline Hess; Elaine Gavigan
Lucy Tingley, Secretary

1952-1953

Professors
Gladys Palmer, Chairman; Shirley Armstrong, Medical Adviser; Dorothy Sumption Wirthwein; Ann Paterson
Associate Professors: Esther Gilman; Naomi Allenbaugh; Jennette Stein; Geneva Watson
Assistant Professors: Helen Alkire; Evelyn Rupert; Mary Jane Draper, Acting Chairman; Frances Harding, Medical Adviser
Instructors: Blanche Sohl; Iris Marcus Kleinman; Betty Thompson; Lida Hays; Elizabeth MacKinnon; June Hackett; Virginia Crafts; Barbara Heller; Barbara Canine; Jean Rittenour; Betsy Bousfield
Graduate Assistants: Dorothea Brown; Mary Ann Ellis; Marianna Trebell
Lucy Tingley, Secretary
1953-1954

Professors
Shirley Armstrong, Medical Adviser; Gladys Palmer; Ann Paterson; Dorothy Sumption Wirthwein

Associate Professors: Margaret Mordy, Chairman; Naomi Allenbaugh; Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professors: Frances Harding, Medical Adviser; Evelyn Rupert

Instructors: Betsy Bousfield; Virginia Crafts; Mary Ann Ellis; June Hackett; Lida Hays; Iris Marcus Kleinman; Catherine Kocher; Shirley Ritcheson; Jean Rittenour; Blanche Sohl; Eula Lee West

Graduate Assistants: Dorothea Brown; Jean Grutzmacher

Lucy Tingley, Secretary

1954-1955

Professors
Shirley Armstrong, Medical Adviser; Gladys Palmer; Ann Paterson; Dorothy Sumption Wirthwein

Associate Professors: Margaret Mordy, Chairman; Naomi Allenbaugh; Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professors: Helen Alkire; Frances Harding, Medical Adviser; Evelyn Rupert; Suzanne Schroeder; Mary Yost

Instructors: Betsy Bousfield; Virginia Crafts; June Hackett; Lida Hays; Shirley Ritcheson; Jean Rittenour; Blanche Sohl; Eula Lee West

Graduate Assistants: Rosemary Donovan; Roberta Park; Mary Pieroth

Lucy Tingley, Secretary

1955-1956

Professors
Shirley Armstrong (Medical Adviser); Gladys Palmer; Ann Paterson; Dorothy Sumption Wirthwein

Associate Professors: Margaret Mordy, Chairman; Naomi Allenbaugh; Esther Gilman; Jennette Stein; Geneva Watson

Assistant Professors: Helen Alkire; Virginia Crafts; Frances Harding (Medical Adviser); Lida Hays; Evelyn Rupert; Suzanne Schroeder; Mary Yost

Instructors: Betsy Bousfield; Adella Graves; Roberta Park; Shirley Ritcheson; Jean Rittenour; Blanche Sohl; Eula Lee West

Shirley Wimmes, Visiting Lecturer

Graduate Assistant: Betty Hartman; Jane Heidorn; Patience Thomas

Lucy Tingley, Secretary
1956-1957

Professors
Shirley Armstrong, Medical Adviser; Gladys Palmer; Elena Shipcevich; Dorothy Sumption Wirthwein

Association Professors: Margaret Mordy, Chairman; Naomi Allenbaugh; Esther Gilman; Jennette Stein; Geneva Watson
Assistant Professor: Helen Alkire; Virginia Crafts; Frances Harding (Medical Adviser); Lida Hays; Evelyn Rupert; Suzanne Schroeder; Mary Yost
Instructors: Phyllis Bailey; Martha Dendy; Idella Graves; Jean Grutzmacher; Betty Hartman; Jean Rittenour; Blanche Sohl; Marilyn Tavores
Marian Solleder, Assistant Instructor
Graduate Assistants: Gladys Beal; Mary Beyrer; Lillian Fisher; Vera Jaffe; Mildren Jedlicka; Jan Paulin
Beverly Schrober, Secretary

1957-1958

Professors
Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser; Elena Shipcevich; Dorothy S. Wirthwein
Associate Professor: Naomi Allenbaugh; Esther Gilman; Jennette Stein; Geneva Watson
Assistant Professors: Helen Alkire; Florence Fogle; Frances Harding, Medical Adviser; Lida Hays; Evelyn Rupert; Suzanne Schroeder; Mary Yost
Instructors: Phyllis Bailey; Mary Beyrer; Marilyn Conklin; Martha Dandy; Idella Graves; Jean Grutzmacher; Betty Hartman; Mary Hull; Blanche Sohl; Marian Solleder; Marilyn Tavores; Shirley White
Grace Davies - Visiting Lecturer
Assistant Instructors: Vera Blaine; Shirley Ritcheson
Graduate Assistants: Mary Jane Haskins; Jean Irwin; Helen Savic
Beverly Schober Hay, Secretary

1958-1959

Betty Wagner Stentz - Visiting Lecturer

Professors
Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Gladys Palmer, Emeritus; Elena Shipcevich
Associate Professors: Helen Alkire, Naomi Allenbaugh; Esther Gilman; Jennette Stein; Geneva Watson; Mary Yost
Assistant Professors: Virginia Crafts; Florence Fogle; Lida Hays; Evelyn Rupert; Suzanne Schroeder
Instructors: Phyllis Bailey; Mary Beyrer; Vera Blaine; Martha Dendy; Idella Graves; Jean Grutzmacher; Mary Hull; Blanche Sohl; Marian Solleder; Marilyn Tavores; Shirley White
Graduate Assistants: Mary Jane Haskins; Virginia McCampbell
1959-1960

Professors
Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Gladys Palmer, Emeritus; Elena Sliepcevich; Jennette Stein; Geneva Watson
Association Professors: Helen Alkire, Naomi Allenbaugh; Esther Gilman; Evelyn Rupert; Phebe Scott; Mary Yost
Assistant Professors: Phyllis Bailey; Mary Beyrer; Virginia Crofts; Florence Fogle; Lida Hays; Suzanne Schroeder
Instructors: Martha Dendy; Jean Grutzmacher; Mary Jane Haskins; Mary Hull; Blanche Sohl; Marian Solleder; Marilyn Tavares; Shirley White; Hazel Varner
Part Time: Betty Stentz; Marjorie Wood; Eula Sabock
Graduate Assistants: Tullikki Kyllonen; Pauline Rhinehart; Katherine Wyly

1960-1961

Professors
Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Gladys Palmer, Emeritus; Esther Gilman; Elena Sliepcevich; Jennette Stein; Geneva Watson
Associate Professors
Helen Alkire, Naomi Allenbaugh; Florence Fogle; Evelyn Rupert; Phebe Scott; Mary Yost
Assistant Professors: Phyllis Bailey; Mary Beyrer; Virginia Crafts; Mary Jane Haskins; Lida Hays; Suzanne Schroeder
Instructors: Mary Hull, Ann Lilly; Bette Prater; Marian Solleder; Marilyn Tavares; Hazel Varner; Shirley White; Katherine Wyly
Part Time Instructors: Joy Moulton; Betty Wagner Stentz; Marjorie Wood; Eula Sabock
Graduate Assistants: Doris Blohm; Gail Cassen; Ann Nolte; Louise Owen; Mary Ann Turner; Jo Ann Tyler

1961-1962

Professors
Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Gladys Palmer, Emeritus; Naomi Allenbaugh; Esther Gilman; Elena Sliepcevich (On Leave)
Jennette Stein; Geneva Watson
Associate Professors: Helen Alkire; Mary Beyrer; Florence Fogle; Evelyn Rupert; Phebe Scott; Mary Yost
Assistant Professors: Phyllis Bailey; Virginia Crafts; Mary Jane Haskins; Lida Hays; Suzanne Schroeder; Edna Wooten, Part time
Instructors: Martha Dendy; C. Peggy Gazette; Mary Hull; Sharon Kinney; Anne Lilly; Ann Nolte; Louise Owen; Betty Prater; Marian Solleder; Ruth Tandy; Hazel Varner; Shirley White; Katherine Wyly
Part Time Instructors: Joy Moulton; Eula Sabock; Elizabeth Stentz; Marjorie Wood
Graduate Assistants: Joyce Haignere; Mary Pauline Hendrickson; Frances Smith
1962-1963

Professors
Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Helen Alkire; Naomi Allenbaugh; Esther Gilman, Visiting Professor; Elena Sliepcevich (On Leave)
Jennette Stein; Geneva Watson

Associate Professors: Mary Beyrer; Florence Fogle; Evelyn Rupert; Phebe Scott; Mary Yost

Assistant Professor: Phyllis Bailey, Virginia Crafts, Martha Dendy; Mary Jane Haskins; Lida Hays; Mary Hull; Bette Logsdon; Suzanne Schroeder; Marian Solleder; Ruth Wheeler; Edna Wooten

Instructors: Vera Blaine; Margaret Ellis; Peggy Gazette; Ann Lilly; Ann Nolte; Carolyn Osborn; Louise Owen; Frances Smith; Ruth Tandy; Shirley White

Part-Time Instructors: Joy Moulton, Eula Sabock; Elizabeth Stentz

Graduate Assistants: Mary Hendrickson; Jane Morrison; Lee Sadler; Carole Simpson; Helen Tinnin

1963-1964

Professors
Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Esther Gilman, Emeritus; Geneva Watson, Emeritus; Helen Alkire; Naomi Allenbaugh; Phebe Scott; Jennette Stein, Mary Yost

Associate Professors: Phyllis Bailey; Mary Beyrer; Virginia Crafts; Florence Fogle; Evelyn Rupert, Suzanne Schroeder

Assistant Professors: C. Peggy Gazette; Mary Jane Haskins; Lida Hays; Mary Hull; Bette Logsdon; Ann Nolte; Marian Solleder; Ruth Wheeler; Edna Wooten

Instructors: Vera Blaine; Carolyn Bowers; Margaret Ellis; Judith Herrold; Marilyn House; Margaret Hukill; Ann Lilly; Frances Olson; Louise Owen; Ruth Tandy; Shirley White

Part Time Instructors: Alma Cremer; Joy Moulton; Eula Sabock; Elizabeth Stentz

Part Time Assistant Instructors: Lucy McIver; Janet Wynn

Visiting Lecturers: Birte Hanson; Shirley Wrinmer

Graduate Assistants: Marcella Woods; Helen Briva; Mary Cotton; Natalie Goodhartz; Carole Hayes; Ann Roberts; Beverly Sepkowitz; Robin Staley; Helen Tinnin

1964-1965

Professors
Margaret Mordy, Chairman; Shirley Armstrong, Medical Adviser, Emeritus; Esther Gilman, Emeritus; Jeanette Stein; Emeritus; Geneva Watson, Emeritus; Helen Alkire; Naomi Allenbaugh; Mary Beyrer; Evelyn Rupert; Phebe Scott; Mary Yost

Associate Professors: Phyllis Bailey; Virginia Crafts; Florence Fogle; Suzanne Schroeder
Assistant Professors
C. Peggy Gazette; Mary Jane Haskins; Lida Hays; Mary Hull; Bette Logsdon; Ann Nolte; Marian Solleder; Ruth Wheeler; Edna Wooten

Instructors: Carolyn Bowers; Joanna Davenport; Margaret Ellis; Judith Herrold; Marylin House; Margaret Hukill; Ann Lilly; Frances Olson; Louise Owen; Ruth Tandy; Marcella Woods

Part Time Instructors: Alma Cremer; Joy Moulton; Eula Sabock; Elizabeth Stentz

Part Time Assistant Instructors: Lucy McIver; Ann Roberts; Janet Wynn

Graduate Assistants: Holly Chapman; Barbara Cooley; Natalie Goodhartz; Marbara Grills; Jane Heldorn; Karol Kahrs; Catherine Miller; Peggy Richardson

1965-1966

Professors
Margaret Mordy, Chairman; Helen Alkire; Naomi Allenbaugh; Shirley Armstrong (Medical Adviser, Emeritus); Mary Beyrer; Esther Gilman, Emeritus; Evelyn Rupert; Thebe Scott; Jeannette Stein, Emeritus; Geneva Watson, Emeritus; Mary Yost

Associate Professors: Phyllis Bailey; Virginia Crofts; Janet Felshin; Florence Fogle; Bette Logsdon; Suzanne Schroeder; Marian Solleder

Assistant Professors: Vera Blaine; Edrie Ferdun; C. Peggy Gazette; Lida Hays; Mary Hull; Ann Lilly; Ann Nolte; Ruth Wheeler

Instructors: Carolyn Bowers; Barbara Cooley; Margaret Ellis; Ann Fox; Judith Herrold; Marylin House; Margaret Hukill; Frances Olson; Louise Owen; Peggy Richardson; Ruth Tandy; Marcella Woods; Janet Wynn

Part Time Instructors: Alma Cramer; Joy Moulton; Eula Sabock; Nancy Wardwell

James Payton - Teaching Associate

Graduate Assistant: Beverly Ball; Holly Chapman; Sarah Erbaugh; Natalie Goodhartz; Jane Heldorn; Kathleen Hettig; Martha Knight; Margaret Lightbody; Catherine Miller; Deanna Pommerenk; Shirley Ritcheson

1966-1967

Professors
Margaret Mordy, Chairman; Helen Alkire; Naomi Allenbaugh; Shirley Armstrong (Medical Adviser, Emeritus); Mary Beyrer; Esther Gilman, Emeritus; Evelyn Rupert; Jeannette Stein, Emeritus; Geneva Watson, Emeritus; Mary Yost

Associate Professors: Phyllis Bailey; Virginia Crofts; Janet Felshine; Florence Fogle; Bette Logsdon; Suzanne Schroeder

Assistant Professors: Vera Blaine; Edrie Ferdun; Lida Hays; Mary Hull; Ann Lilly; James Payton; Ruth Wheeler
1966-1967 (Contd.)

Instructors: Carolyn Bowers; Joyce Branna; Barbara Cooley; Ann Fox; Judith Herrold; Marylin House; Margaret Hukill; Frances Olson; Margaret Patton; Lynn Rawlins; Peggy Richardson; Ruth Tandy
Part time Instructors: Alma Cremer; Eula Sabock; Nancy Wardwell
Lecturers: Dorothy Driver; Margaret Lightbody
Mary Lou Abbott - Part Time Lecturer
Teaching Associate: Barbara Bogart; Coralie Emmons; Natalie Goodhartz; Jane Heidorn
Teaching Assistant: Beverly Ball; Carol Cross; Willa Chambers; Diane DeBacy; Jo Ann Friesen; Wanda Hall; Judith Jensen; Lea Johnson; Doris Kostrinsky; Wilhelmina McFee; Shirley Ritcheson; Nancy Stanich; Celia Eilson

1967-1968

Professors
Margaret Mordy, Chairman; Helen Alkire; Naomi Allenbaugh; Shirley Armstrong (Medical Adviser, Emeritus); Mary Beyrer; Esther Gilman, Emeritus; Evelyn Rupert; Jeannette Stein, Emeritus; Geneva Watson, Emeritus; Mary Yost
Associate Professors: Phyllis Bailey; Vera Blaine; Florence Fogle; Bette Logsdon; Suzanne Schroeder
Assistant Professors: Dorothy Allen; Carolyn Bowers; Annie Clement; Margaret Hukill; Mary Hull; Ann Lilly; Barbara Nelson; James Payton; Ruth Tandy; Ruth Wheeler; Shirley Wynne
Instructors: Joyce Brannan; Barbara Cooley; Natalie Goodhartz; Judith Herrold; Marylin House; Lea Johnson; Jerry Kvasnicha, Jr.; Margaret Patton; Lynn Rawlins; Peggy Richardson; Sharon Weber
Part Time Instructors: Alma Cremer; Eula Sabock; Nancy Wardwell
Part Time Lecturers: Mary Lou Abbott; Barbara Collins; Marjorie Held
Teaching Associates: Barbara Bogart; Ethel Docherty; Jane Heidorn; Judith Jensen; Wilhelmina McFee; Phyllis Philp; Pat Tanner
Teaching Assistants: San Dee Broida; Susannah Payton; Melissa Wyss

1968-1969

Professors
Margaret Mordy, Chairman, 1968; Naomi Allenbaugh; Shirley Armstrong (Medical Adviser, Emeritus); Mary Beyrer, Acting Chairman, 1969; Esther Gilman, Emeritus; Evelyn Rupert; Jeannette Stein, Emeritus; Geneva Watson, Emeritus; Mary Yost
Associate Professors: Phyllis Bailey; Florence Fogle; Bette Logsdon; Suzanne Schroeder
Assistant Professors: Dorothy Allen; Carolyn Bowers; Joyce Brannan; Annie Clement; Marylin House; Margaret Hukill; Mary Hull; Ann Lilly; Wilhelmina McPhee; Barbara Nelson; Helen Stevens; Ruth Wheeler
Instructors: Mary Abbott; Natalie Goodhartz; Lee Johnson; Hollis Matson; Janet Walter; Sharon Weber;
Part Time Instructors: Alma Cremer; Bula Sabock; Nancy Wardwell
Part Time Lecturers: Barbara Collins; Marjorie Held
Teaching Associates: Catherine Bennett; Kathleen Hettig; Beverly Labrecque; Heidie Mitchell; Dorothy Quisenberry; Virginia Studer; Pat Tanner; Hilda Williams
Teaching Assistants: Margo Anderson; Margot Beldon; Edith Bresloff; Montrew Delaplane; Geraldine Johnson; Sue Miller; Louella Romero; Barbara Sperry; Karen Zikaris
PHYSICAL EDUCATION AND ATHLETIC FACILITIES

<table>
<thead>
<tr>
<th>Facility</th>
<th>Year</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Armory and Gymnasium</td>
<td>1898</td>
<td>$100,000.00</td>
</tr>
<tr>
<td>Ohio Stadium</td>
<td>1922</td>
<td>$1,700,000.00</td>
</tr>
<tr>
<td>Pomerene Hall</td>
<td>1923</td>
<td>$583,790.00</td>
</tr>
<tr>
<td>Women's Field House</td>
<td>1927</td>
<td>$26,809.00</td>
</tr>
<tr>
<td>Men's Gymnasium</td>
<td>1931</td>
<td>$500,000.00</td>
</tr>
<tr>
<td>Natatorium</td>
<td>1931</td>
<td>$314,353.47</td>
</tr>
<tr>
<td>Golf Course</td>
<td>1935</td>
<td>$363,617.36</td>
</tr>
<tr>
<td>St. John Arena</td>
<td>1956</td>
<td>$3,710,344.70</td>
</tr>
<tr>
<td>French Field House</td>
<td>1956</td>
<td>$1,024,103.50</td>
</tr>
<tr>
<td>Ice Rink</td>
<td>1962</td>
<td>$459,376.09</td>
</tr>
<tr>
<td>Athletic Facility North</td>
<td>1967</td>
<td>$114,119.17</td>
</tr>
</tbody>
</table>
### ANNUAL BUDGET

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Salaries</th>
<th>Equipment</th>
<th>Armory</th>
</tr>
</thead>
<tbody>
<tr>
<td>1897-1898</td>
<td>$5,220</td>
<td>$1,220 6 mos. Jan. 1-June</td>
<td>$5,000</td>
<td></td>
</tr>
<tr>
<td>1898-99</td>
<td>3,600</td>
<td>2,800</td>
<td>800</td>
<td></td>
</tr>
<tr>
<td>1899-1900</td>
<td>3,745</td>
<td>2,950</td>
<td>895</td>
<td></td>
</tr>
<tr>
<td>1900-1901</td>
<td>3,600</td>
<td>2,950</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1901-1902</td>
<td>3,700</td>
<td>3,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1902-1903</td>
<td>3,850</td>
<td>3,300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1903-1904</td>
<td>4,000</td>
<td>3,325</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1904-1905</td>
<td>4,275</td>
<td>3,525</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1905-1906</td>
<td>3,900</td>
<td>3,125</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1906-1907</td>
<td>6,470</td>
<td>5,820</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1907-1908</td>
<td>5,785</td>
<td>5,010</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1908-1909</td>
<td>5,905</td>
<td>5,110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1909-1910</td>
<td>6,653.15</td>
<td>5,300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1910-1911</td>
<td>7,046.59</td>
<td>5,570</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1911-1912</td>
<td>8,031.02</td>
<td>6,150</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1912-1913</td>
<td>9,998.23</td>
<td>7,650</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1913-1914</td>
<td>10,757.93</td>
<td>8,050</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1914-1915</td>
<td>11,419.08</td>
<td>8,650</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1915-1916</td>
<td>19,716.66</td>
<td>12,930</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1916-1917</td>
<td>16,311.97</td>
<td>13,490</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1917-1918</td>
<td>13,995.48</td>
<td>12,295</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1918-1919</td>
<td>18,256.44</td>
<td>16,325</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1919-1920</td>
<td>25,609.65</td>
<td>22,180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1920-1921</td>
<td>30,838.81</td>
<td>24,960</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1921-1922</td>
<td>34,554.19</td>
<td>28,180</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1922-1923</td>
<td>45,906.28</td>
<td>34,660</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1923-1924</td>
<td>59,291.35</td>
<td>41,958.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1924-1925</td>
<td>63,476.23</td>
<td>44,156.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1925-1926</td>
<td>68,219.47</td>
<td>50,899.98</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1926-1927</td>
<td>80,573.66</td>
<td>54,791.65</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1927-1928</td>
<td>84,707.65</td>
<td>61,546.36</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1928-1929</td>
<td>87,296.54</td>
<td>67,171.66</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1929-1930</td>
<td>94,518.55</td>
<td>75,630.82</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Total Men</td>
<td>Total Women</td>
<td>Salaries for Instruction Men</td>
<td>Salaries for Instruction Women</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>-------------</td>
<td>-------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>1930-1931</td>
<td>$53,431.58</td>
<td>$48,900.51</td>
<td>$40,435.00</td>
<td>$37,265.77</td>
</tr>
<tr>
<td>1931-1932</td>
<td>82,867.27</td>
<td>42,337.67</td>
<td>36,465.75</td>
<td>35,165.33</td>
</tr>
<tr>
<td>1932-1933</td>
<td>58,528.68</td>
<td>38,247.54</td>
<td>39,771.00</td>
<td>31,882.00</td>
</tr>
<tr>
<td>1933-1934</td>
<td>48,164.66</td>
<td>33,135.60</td>
<td>34,886.00</td>
<td>25,796.66</td>
</tr>
<tr>
<td>1934-1935</td>
<td>53,961.53</td>
<td>33,901.71</td>
<td>32,448.00</td>
<td>24,064.00</td>
</tr>
<tr>
<td>1935-1936</td>
<td>54,926.75</td>
<td>35,404.94</td>
<td>38,844.33</td>
<td>26,725.32</td>
</tr>
<tr>
<td>1936-1937</td>
<td>69,963.30</td>
<td>41,640.40</td>
<td>44,396.00</td>
<td>30,271.00</td>
</tr>
<tr>
<td>1937-1938</td>
<td>70,757.38</td>
<td>48,697.76</td>
<td>44,991.00</td>
<td>30,406.33</td>
</tr>
<tr>
<td>1938-1939</td>
<td>75,374.76</td>
<td>46,058.85</td>
<td>44,358.00</td>
<td>28,681.00</td>
</tr>
<tr>
<td>1939-1940</td>
<td>73,408.17</td>
<td>51,832.51</td>
<td>46,020.00</td>
<td>31,074.00</td>
</tr>
<tr>
<td>1940-1941</td>
<td>82,072.40</td>
<td>52,544.60</td>
<td>47,836.00</td>
<td>31,710.00</td>
</tr>
<tr>
<td>1941-1942</td>
<td>74,991.42</td>
<td>53,128.26</td>
<td>49,606.33</td>
<td>34,503.00</td>
</tr>
<tr>
<td>1942-1943</td>
<td>78,699.10</td>
<td>54,816.63</td>
<td>64,696.00</td>
<td>40,775.00</td>
</tr>
<tr>
<td>1943-1944</td>
<td>95,396.20</td>
<td>60,290.01</td>
<td>64,991.00</td>
<td>40,406.33</td>
</tr>
<tr>
<td>1944-1945</td>
<td>72,479.40</td>
<td>62,694.06</td>
<td>55,575.00</td>
<td>42,176.00</td>
</tr>
<tr>
<td>1945-1946</td>
<td>92,620.87</td>
<td>93,407.50</td>
<td>64,770.49</td>
<td>56,402.00</td>
</tr>
<tr>
<td>1946-1947</td>
<td>183,297.85</td>
<td>101,020.73</td>
<td>98,370.50</td>
<td>57,875.00</td>
</tr>
<tr>
<td>1947-1948</td>
<td>152,157.29</td>
<td>123,600.87</td>
<td>114,554.00</td>
<td>84,727.00</td>
</tr>
<tr>
<td>1948-1949</td>
<td>157,988.01</td>
<td>126,528.22</td>
<td>116,499.00</td>
<td>93,244.00</td>
</tr>
<tr>
<td>1949-1950</td>
<td>153,015.39</td>
<td>130,187.23</td>
<td>113,961.00</td>
<td>93,056.00</td>
</tr>
<tr>
<td>1950-1951</td>
<td>150,954.09</td>
<td>127,933.53</td>
<td>112,325.00</td>
<td>90,219.00</td>
</tr>
<tr>
<td>1951-1952</td>
<td>147,776.29</td>
<td>139,772.01</td>
<td>120,471.00</td>
<td>100,819.00</td>
</tr>
<tr>
<td>1952-1953</td>
<td>157,158.23</td>
<td>143,202.02</td>
<td>128,693.00</td>
<td>106,104.33</td>
</tr>
<tr>
<td>1953-1954</td>
<td>164,502.19</td>
<td>152,420.73</td>
<td>129,799.00</td>
<td>108,676.00</td>
</tr>
<tr>
<td>1954-1955</td>
<td>179,046.21</td>
<td>166,444.19</td>
<td>142,416.67</td>
<td>116,207.00</td>
</tr>
<tr>
<td>1955-1956</td>
<td>214,314.66</td>
<td>207,643.03</td>
<td>155,266.00</td>
<td>132,317.00</td>
</tr>
<tr>
<td>1956-1957</td>
<td>249,637.60</td>
<td>250,125.91</td>
<td>170,941.80</td>
<td>154,051.10</td>
</tr>
<tr>
<td>1957-1958</td>
<td>273,997.84</td>
<td>272,920.24</td>
<td>184,172.50</td>
<td>162,919.00</td>
</tr>
<tr>
<td>1958-1959</td>
<td>273,160.84</td>
<td>269,849.12</td>
<td>185,811.00</td>
<td>161,837.00</td>
</tr>
<tr>
<td>1959-1960</td>
<td>314,868.35</td>
<td>280,791.17</td>
<td>198,381.32</td>
<td>168,985.00</td>
</tr>
<tr>
<td>1960-1961</td>
<td>322,199.21</td>
<td>313,848.63</td>
<td>208,723.00</td>
<td>188,774.00</td>
</tr>
<tr>
<td>1961-1962</td>
<td>312,108.68</td>
<td>337,358.99</td>
<td>219,334.50</td>
<td>221,770.00</td>
</tr>
<tr>
<td>1962-1963</td>
<td>352,392.92</td>
<td>379,487.16</td>
<td>256,248.00</td>
<td>253,266.00</td>
</tr>
<tr>
<td>1963-1964</td>
<td>385,462.67</td>
<td>408,970.13</td>
<td>279,893.00</td>
<td>281,208.50</td>
</tr>
<tr>
<td>1964-1965</td>
<td>478,454.62</td>
<td>454,519.38</td>
<td>295,675.00</td>
<td>290,772.37</td>
</tr>
<tr>
<td>1965-1966</td>
<td>459,290.50</td>
<td>499,143.23</td>
<td>318,336.00</td>
<td>321,922.50</td>
</tr>
<tr>
<td>1966-1967</td>
<td>488,524.67</td>
<td>519,616.63</td>
<td>343,417.00</td>
<td>343,337.00</td>
</tr>
<tr>
<td>1967-1968</td>
<td>543,035.94</td>
<td>580,200.87</td>
<td>422,570.56</td>
<td>436,069.04</td>
</tr>
</tbody>
</table>
A. Sources

Annual Report of the Board of Trustees, 1897-1968.


Financial Report of The Ohio State University, 1897-1968.

"Graduate-Study, Health Education, Physical Education." School of Physical Education, The Ohio State University, 1968.

Guiding Principles for the Organization of the Men's Division." Physical Education Department, The Ohio State University, March 16, 1957.

House Bill Number 452, Columbus, Ohio: March 20, 1917.


Lesson Plans, O. C. Bird, The Ohio State University, 1917.

Minutes, Council on Instruction. The Ohio State University, December 18, 1963.

Minutes, Graduate Committee on Physical Education, The Ohio State University, 1932-1968.

Minutes, Steering Committee Concerned with the Physical Education Requirement, The Ohio State University, September 28, 1960.

Minutes, Steering Committee Concerned with the Physical Education Requirement, The Ohio State University, October 18, 1960.

Minutes of The University Faculty, The Ohio State University, 1879-1968.


A Special Report to President Bevis, The Ohio State University, November 30, 1945.

"Physical Education News," Columbus: The Ohio State University, XI (November, 1951).

Pollard, James E. *History of the Ohio State University, the Story of Its First Seventy-Five Years, 1873-1948.* Columbus: The Ohio State University Press, 1952.

*History of The Ohio State University VIII.* Columbus: The Ohio State University Press, 1967.

*Ohio State Athletics 1879-1959.* Columbus: The Ohio State Athletic Department, 1959.

Program, "Annual Open House." Columbus: Press Ohio State Reformatory, May 9, 1914.

Program, O.S.U. Fourth Annual Field Day. Columbus: The Ohio University, May 26, 1894.

"Public Services of the Department of Physical Education." The Ohio State University, January 15, 1935. (N.A.)

"Regulations of the Department of Physical Education, Women's Division." Columbus: Press Ohio State Reformatory (N.D.), about 1922.

Report of the Advisory Committee on the Academic Organization and Location of the Department of Physical Education. Arthur D. Lynn, Chairman. Columbus: The Ohio State University, 1967.


Report, "Opportunities before The Ohio State University for Training Personnel in Public Health Administration, Education and Physical Education." (N.A., N.D.)

Report of the Organization of the Men's Division of Physical Education. Wesley Cushman, Chairman. Columbus: The Ohio State University, 1957.


"Revised Standards." Department of Physical Education, The Ohio State University, 1954.

Scrapbook Compiled by Mary Yost, Women's Division of Physical Education, The Ohio State University.

Speech by L. W. St. John, Dedication of the Men's Gymnasium, The Ohio State University, February 27, 1932.

Speech by President Rightmire, Dedication of the Men's Gymnasium, The Ohio State University, February 27, 1932.

Student Senate. Results and Recommendations from a Study by the Physical Education Sub-Commission. The Ohio State University, April 1, 1963.

"Summer Quarter Announcement of Coaching Courses for Men," The Ohio State University, July 23, 1927.

The Department of Physical Education. A Response to the Third and Final Report of the Committee on University Courses, Activities and Programs. Columbus: The Ohio State University, 1933.

The Department of Physical Education. The Contributions of Health Education and Physical Education to the General Education of Students at The Ohio State University. Columbus: The Ohio State University, 1960.

The Makio, 1898-1968.

The Ohio State University Archives, Hitchcock Hall, 1897-1969.
The Ohio State University Catalog, 1890-1969.
The Ohio State University Department of Photo History.
The Ohio State University Directory, 1897-1968.
The Ohio State Lantern, Editorial, May 31, 1884, P. 1.
The Ohio State Lantern, Editorial, March 29, 1917, P. 2.
The Ohio State Lantern, Editorial, April 18, 1963, P. 2.
The President's Permanent Planning Committee. Report on the Organization of The Ohio State University (Phase-I).
Columbus, Ohio: The Ohio State University, 1962.
Third and Final Report of the Committee on University Courses, Activities and Program—Physical Education, Arthur J. Klein, Chairman, Columbus, Ohio: The Ohio State University, 1933.
"War History 1940-1945." The Department of Physical Education and Athletics, The Ohio State University, N.D.).

B. Personal Interviews

Miss Naomi Allenbaugh, Professor of Physical Education, The Ohio State University, February 26, 1969.

Dr. Willard Ashbrook, Professor of Physical Education, The Ohio State University, April 24, 1969.

Miss Phyllis Bailey, Director of Women's Intramurals, The Ohio State University, May 6, 1969.

Dr. Bruce Bennett, Professor of Physical Education, The Ohio State University, April 24, 1969.

Dr. Mary Beyrer, Chairman Women's Division Physical Education, The Ohio State University, February 25, 1969.

Dr. Wesley Cushman, Professor of Health Education, The Ohio State University, April 25-June 30, 1969.

Miss Esther Gilman, Professor Emeritus, The Ohio State University, December 15, 1968.

Mr. Bruce Harding, Former University Archivist, The Ohio State University, December 20, 1968.
Dr. Lewis Hess, Chairman Men's Division Physical Education, The Ohio State University, April 28, June 27, 1969.

Dr. Chalmer Hixson, Professor of Physical Education, The Ohio State University, June 27, 1969.

Mr. Richard Larkins, Director of Athletics, The Ohio State University, April 22, 1969.

Dr. Margaret Mordy, Former Chairman, Women's Division Physical Education, The Ohio State University, February 21, 1969.

Dr. Delbert Oberteuffer, Professor Emeritus, The Ohio State University, April 3, 10, 17, 1969.

Mrs. Katharine Oberteuffer, Former Professor of Physical Education, The Ohio State University, June 4, 1969.

Dr. James Pollard, University Historian, The Ohio State University, December 15, 1968.

Miss Evelyn Rupert, Professor of Physical Education, The Ohio State University, February 27, 1969.

Miss Jennette Stein, Professor Emeritus, The Ohio State University, February 21, 1969.

Miss Geneva Watson, Professor Emeritus, The Ohio State University, February 21, 1969.

Mr. Frank Welling, Former Student at Ohio State 1903-1907, February 14, 1969.

Dr. Mary Yost, Professor of Physical Education, The Ohio State University, April 15, 1969.

C. Letters

Benedict, Lydia to President Rightmire, December 19, 1931.

Brown, Mary Louise to President Thompson, May 26, 1922.

Charters, W. E. to President Rightmire, May 10, 1932.

Chubb, Charles and Clyde Morris to President Thompson, July 15, 1922.

Conrad, Elisabeth to President Thompson, July 6, 1922.
Converse, Effie, Mary Henderson and Annie Sieber to President Thompson, May 22, 1919.

Co-ordinating Committee (Physical Education) to Dean Thompson, July 24, 1959.

Corbally, John to Margaret Mordy, Lewis Hess and Richard Larkins, December 5, 1967.

Fawcell, Novice to Dean Thompson, August 19, 1959.

_____ to Dr. Herrick, May 12, 1960.

Five Senior Staff Members to Richard Larkins, February 11, 1957.

Hess, Lewis to Dr. Fullington, November 1, 1962.

_____ to Margaret Mordy, October 4, 1967.
_____ and Margaret Mordy to John Corbally, February 2, 1968.

Kepler, Bob to Member University Golf Course, February 25, 1944.


_____ to Delbert Oberteuffer, April 27, 1961.

Littlejohn, Alice to President Thompson (N.D.), 1912.

McPherson, W., and Henderson, W. to Board to Trustees, July 19, 1922.

McPherson, W. to President Rightmire, May 10, 1932.


Mordy, Margaret to the Women's Staff, November 1, 1967.


Morrill, J. L. to President Thompson, July 19, 1922.


Oberteuffer, Delbert to L. W. St. John, August 27, 1931.

_____ to L. W. St. John, November 4, 1932.
St. John, L. W. to President Thompson, March 3, 1916.

_____ to President Thompson, July 1, 1919.

_____ to President Thompson, June 12, 1922.

_____ to President Thompson, July 12, 1922.

_____ to President Thompson, July 18, 1922.

_____ to President Thompson, July 18, 1922.

_____ to President Rightmire, May 5, 1931.

_____ to President Rightmire, May 5, 1932.

_____ to President Rightmire, May 7, 1932.

_____ to President Thompson, November 1, 1947.

Several Faculty Men (Physical Education) to Dr. Fullington, February 20, 1963.

Thompson, R. to Vice President Heimberger, February 11, 1958.


_____ to Vice President Heimberger, January 25, 1962.


_____ to L. W. St. John, August 7, 1919.

_____ to Board of Trustees, July 14, 1922.

Trilling, Blanch to President Thompson (N.D.), 1922.

Wingert, H. S. to President Thompson (N.D.), 1911.

Yost, Mary to President's Permanent Planning Committee, April 10, 1963.

D. Letters to the Writer

Grueninger, Robert, Director of Physical Education, Western Reserve University, Graduate of The Ohio State University, 1926.

Nichols, J. H., Former Professor of Physical Education at The Ohio State University.

Paterson, Ann, Former Professor of Physical Education at The Ohio State University.
Tishler, Carl. Professor Emeritus, Texas A & M, Graduate of The Ohio State University 1926.

E. Unpublished Material


FEBRUARY 26-27-1932

DEDICATION

Ohio State University
NATATORIUM AND GYMNASIUM
COLUMBUS, OHIO

TWO TWENTY-FIVE CENTS
OFFICIAL DEDICATION PROGRAM

THE NEW NATATORIUM
THE NEW MEN'S GYMNASIUM

featuring . . . . .

The New Buildings
Men's Physical Education
Women's Physical Education
The Intramural Department
The Intramural Festival
Intercollegiate Athletics

DEDICATION COMMITTEE

Clyde T. Morris, Chairman Athletic Board
J. L. Morrill, Secretary, Athletic Board
L. W. St. John, Director of Physical Education and Athletics
Carl E. Steeb, Administration
James E. Pollard, News Bureau
Harold S. Wood, Intramural
Milfred Batten, Student Senate
John B. Fullen, Alumni Secretary
Geo. M. Troutman, Varsity "O"
Alumni

Published By

The Ohio State University Athletic Association
L. W. St. John, Director

FEBRUARY TWENTY-SIX AND TWENTY-SEVEN, NINETEEN HUNDRED AND THIRTY-TWO.
THE new Natatorium, constructed entirely out of athletic receipts, and the new Men's Gymnasium, provided for the male students and faculty members at Ohio State University by the State of Ohio, are splendid and greatly needed additions to the university's physical education and athletic facilities. This dedication booklet has been prepared to describe and illustrate not only these facilities but also the personnel and purposes of the entire Department of Physical Education.

The following pages, in addition to leading articles on these two new structures and the Physical Education Department proper, afford a brief review of the activities of the department for the past year and a short sketch of the men and women who carry on the instruction and coaching work.

We welcome the students, alumni and friends of the university to the campus on this notable occasion. We sincerely hope that they will enjoy their inspection of these splendid structures and the two-day program that has been arranged for them. May these new units strengthen the bond between the alumni, the students and the citizens of the State of Ohio.

L. W. St. John,
Director of Athletics.
SPORT as an educational vehicle rather than a spectacle has long been the motive guiding the program of the Department of Physical Education at Ohio State. The new Physical Education Building Group, consisting of Gymnasium and Natatorium, now takes its place in this program. At this time of their formal dedication, these buildings should be regarded not so much for their ample educational facility and not seating space be provided. This limitation involved curtailing facilities for swimming and precluded provision for extensive water sports.

The Athletic Board, whose problems include the administration of inter-collegiate athletic relations, and the Physical Education Department, have many overlapping interests. A close relationship exists between them. This relationship, and a desire to provide added facility for inter-collegiate sports, especially swimming, led to a study of their problems together and the preparation of a joint building program under which these new structures have been erected. This program concentrated the expenditure of the State’s $550,000 on physical education facilities and made available an additional $325,000 from Athletic Board revenues to include swimming accommodations in physical education and to provide unstintingly for aquatic sports.

The architectural problem involved two phases. First, there was the specific problem of providing adequate space properly, conveniently and efficiently arranged. Second, there was the problem of fitting the building gracefully into a studied position in the campus scheme. Accessibility to the recreation fields determined the general location west of Neil Avenue and southeast of the Stadium.

The building has been designed to be a part of a large rectangular group of buildings around the expanded horticulture gardens. The north and south axis of this group will extend from the University Power Plant on the north to the new wing of the Botany and Zoology building on the south. The exterior appearance of the buildings follows the general char-
acter previously established by the design of the Power Plant, in order to be complementary to it. The materials are red brick, with gray limestone trim over a two-story concrete base.

The preliminary study of the building was based upon the expanded needs of a 20-year program. This study showed that a building costing about $2,250,000 would probably be required ultimately. A layout of such a building was made, and from that the portions required for present needs to be built within the available funds were selected for construction. This procedure accounts for the present appearance and arrangement of the group. The entire lower portion has been built, forming a large and spacious "podium" or terrace upon which the two principal portions of the superstructure have been imposed. The Gymnasium occupies the west portion, facing the playing fields, and the Natatorium forms the north wing, facing the power plant on Seventeenth Avenue extension.

The principal feature of the Gymnasium is the large room, 90 feet wide and 225 feet long, extending north and south in the west wing. This room has a curved ceiling, lined with painted slabs of sheet cork. At the side walls, the room is 24 feet high and the center of the ceiling is 35 feet above the floor. The floor is divided into five gym courts, each provided with basketball goals. The courts on each end may be separated from the three middle courts by means of folding partitions, which when not in use are contained within wall pockets and are entirely out of sight. These folding partitions, 28 feet, 8 inches high and 82½ feet wide when opened, are among the largest in the United States.

On the opposite side of the main corridor from the large gym room, and facing the Horticulture Gardens, are two stories of offices and conference rooms for the Physical Education Department, Intramural Department and for the directors and coaches of the several branches of athletics. A space below the main gym floor is designated for lockers and each of its two stories is 11 feet high. The total ultimate locker capacity is 7000. At present, the areas under the two end gym courts are left open for special exercise rooms and wrestling.

Opposite the locker rooms, under the offices, are six handball courts of regular size, 18½ feet wide, 36 feet long and 20 feet high. These have wood-lined walls and ceilings and are provided with flush-type lighting fixtures, so that there is no obstruction of any kind on floor, ceiling, one end wall and two side walls. A small observation corridor extends along the rear of these courts at the mezzanine level.

In the two lower stories of the structure...
The above chart of the organization of the Physical Education and Athletic Departments of the Ohio State University needs little explanation but should require a great deal of comment. As pictured before you this organization is rather unique from two or three points of view. The only symbol needed to read the picture is the fact that the dotted line appearing here and there indicates “Financial Support but NOT Control.” Headed by the President of the University and by the Board of Trustees, the responsibilities for the entire picture fall onto the shoulders of Mr. L. W. St. John, who is at once the Head of the Department of Physical Education for Men and Women and Director of Athletics. Under the former classification comes the Major Course in Physical Education, and all the required work programs not only for the men but for the women as well. Under the latter head falls the program of Intercollegiate Athletics, involving the dozen or more sports carried on in this activity and the immense amount of participation in intramurals.

The second item worthy of particular interest is the overlapping of all members of the instructional and coaching forces. By that is meant the fact that all members of the department are enlisted not only as coaches in the different sports but also as members of the instructional force in the required work program as well as in the professional or major course in Physical Education. To those not familiar with the physical education “required work” program, be it set down here that every student, man or woman, is compelled to “work off” a certain amount of physical education training in all courses of the University except the Graduate School. In complying with this necessity the student has the option of selecting instruction in any one of a long list of activities.

The instructional force not only has the responsibility for this required instruction but also handles the Major Course work which is linked up very definitely with the College of Education. In the Women’s Department all the members of the “force” take on duties in connection with the Women’s Intramurals. In the Men’s Department, a separate Director of Intramural Sports is in charge while the Varsity Coaches have classroom work in connection with the required work and the Major Course in addition to their duties as head coach of their various sports.

This is exceptional as far as most Universities go. The system evolved not only makes for an harmonious whole among all members of the departments (Physical Education and Athletic) but also lends the expert teaching of a man interested in an individual sport to every student entering his classes. From the number of requests for the above chart by men all over the country heading up such departments we are confident that the organization is made along wholesome and progressive as well as logical lines.
Physical education, properly conceived, is a genuine branch of education. It has as its subject matter a large group of activities commonly called “big-muscle” or “whole-body” activities, including games and sports, gymnastics, swimming, dancing, and the like.

The chief justification for physical education lies in the fact that many of these activities are inherently worthwhile, that they contribute to what the ancient Greeks called “the good life.” If a person finds it desirable to spend time listening to a symphony orchestra, or reading a book, or contemplating a painting, no one requires him to explain or justify this fact. The experience is good in itself and the fact that it gives a satisfying and wholesome pleasure is justification enough. Under the right circumstances a certain game of tennis, or handball, or volleyball, or a certain swim or horseback ride may be a bit of living that is its own justification, just as is reading a poem, or listening to a sonata, or holding a conversation with a friend; and any distinction that makes the literary or musical experience a high one and the sport experience a lower one seems entirely without justification except in tradition.

Physical education has other values which are of tremendous importance but which are probably best realized not when they are kept in mind as primary objectives, but when they are looked on as by-products of activities carried on for their own sake. Probably the most important one of these values is health. The effectiveness of games and sports in achieving and maintaining health is, of course, recognized by all, and need not be elaborated here.

In addition, physical education has great possible values in social training. This social training may be of a good many different kinds, but it is more or less obvious that the experience which people have in playing games in company with other people constitutes a social experience of great value. To say the least, it breaks down undue reserve and facilitates social intercourse; it makes friendship and comradeship come more easily and to many people, not to mention the value in the actual friendships made with teammates and opponents. Physical activities also supply uniquely favorable situations for leadership to make itself felt in the development of standards of conduct. These standards of conduct as applied to the actual games and sports, are commonly called sportsmanship, but under favorable conditions sportsmanship can be so generalized as to apply to other activities of life.

The aims of the Ohio State University department of physical education are in accord with the above ideas. They are, therefore, to bring about the participation by the students, now and in later life, in games and sports that are inherently worthwhile; to see that this participation is productive of the greatest possible good in the way of developing and maintaining health, and in providing valuable social experiences; and to supply the kind of leadership that will tend to develop in the students desirable standards of conduct.

The work which the department of physical education does in attempting to achieve these aims is of several different kinds. First of all, the services for women students are for most purposes kept rather distinct from those for men, and since that women’s activities are discussed elsewhere in this booklet, the following remarks will apply only to the work for men students.

If we wish men to participate in certain activities, the first thing we must do is to see that they are equipped with the skill and knowledge necessary for fair success in such participation. Consequently the first service of the department is to offer a large number of courses of instruction in the actual performance of a wide variety of physical education activities. All first-year men are required to take such courses for two hours a week throughout the first year; for this reason they are commonly known as the “required courses” or “required work.” Each student chooses one sport or other activity out of a fairly large number offered. With certain exceptions each man selects three different activities in his three quarters as a freshman. The activities offered vary with the seasons, outdoor activities predominating in the fall and spring, and indoor ones in the winter. During the last school year about twenty-five different activities were of-
SAMUEL S. WILLAMAN

Mr. Willaman is a former Ohio State University athlete, graduating from here in 1914. He was a member of the varsity track and football teams while a student. He returned to the University in 1926 as director of intramural athletics and assistant football coach. He was appointed director of football in 1929. Prior to coming to Ohio State, he was coach and director at Alliance High School, at Cleveland East Tech and at Iowa State College.

H. G. OLSEN

Mr. Olson is varsity basketball coach and assistant athletic director. He is a graduate of the University of Wisconsin where his athletic competition covered both football and basketball. He came to Ohio State University in 1922 after serving as director of athletics at Ripon College and at Bradley Polytechnic Institute.

DR. J. W. WILCE

Dr. J. W. Wilce is a graduate of the University of Wisconsin and was a member of the crew and of the varsity football and basketball teams during his college athletic participation. He came to Ohio State University in 1913 as director of football, serving in that capacity until 1929. Prior to joining the Ohio State staff, he served as coach of football at LaCrosse High School, Wisconsin, and of freshman football at the University of Wisconsin. He is now with the Student Medical Service and actively engaged in the practice of medicine.

HAROLD S. WOOD

Mr. Wood is a former student at the University of Michigan and a graduate of Oberlin College, participating in football, basketball and track at the latter institution. He came to Ohio State University in 1926 as an instructor in Physical Education, after serving as assistant freshman football coach and assistant intramural director at the University of Michigan. His present title is director of intramural athletics, while he also serves as assistant professor of Physical Education.

WESLEY E. FESLER

Wesley Fesler in competition at Ohio State University in 1928, 1929 and 1930 achieved an enviable athletic record in football, baseball and basketball. For the past year he has been assistant football coach and assigned to work with backfield and end candidates.

RICHARD LARKINS

Mr. Larkins competed at Ohio State University in 1928, 1929 and 1930 and was equally proficient in football and basketball. Since his graduation he has been serving as assistant football coach.
LEO G. STALEY

Mr. Staley is coach of the varsity gymnastic team and assistant soccer coach. He is a graduate of both International Y. M. C. A. College and of Ohio State University. His athletic participation covered cross country, wrestling and gymnastics. Prior to coming to Ohio State he served as physical education instructor and coach at Amherst College.

MICHAEL PEPPE

Following extensive experience in physical education work with the Columbus public schools and city recreation department, Mr. Peppe came to the University in 1928 as an instructor in Physical Education. He was appointed coach of the first swimming team when it was organized two years ago and is at present in charge of all swimming activities in the new natatorium.

HARRY F. L. CASTLE

Mr. Castle has been soccer coach since 1929 and is also assisting with swimming, tennis and freshman track. He is a graduate of University College, Southampton, England, where his undergraduate athletic activities were outstanding in both soccer and track.

BERNARD F. MOONEY

Mr. Mooney came to Ohio State as instructor in Physical Education in 1923 and has since been named as varsity wrestling coach. He is a graduate of both International Y. M. C. A. College and Ohio State University. During his intercollegiate career he participated in both football and wrestling, gaining the New England intercollegiate championship and the A.A.U. championship in his weight.

CAPT. H. H. FISHER, U. S. A.

Captain Fisher is coach of the Ohio State University rifle team which has been high in national standing for several years. He is a graduate of the Infantry School at Ft. Benning, and at one time held the Arizona state pistol record at 50 yards. He has also coached several service teams.

DR. FRANK RIEBEL

Dr. Riebel came to Ohio State University in 1926 as fencing coach, turning out championship teams for the next two years. Following one year's leave of absence, he again rejoined the staff in the same capacity. He is a graduate of Ohio State University and was Western Conference foil's champion in 1924. He has had extensive experience not only as a participant but as a coach.
DR. FRANK RILEY CASTLEMAN

Dr. Castleman is a graduate of Colgate University and of the medical college of Ohio State University. At Colgate he was an All-American halfback and outstanding on the basketball and track teams. Before coming to Ohio State University in 1913 he served as director of athletics at the University of Colorado with marked success. In 1913 he was named director of track and cross country and head soccer coach here. He is now director of the required courses of the Men's Physical Education Department and professor of Physical Education, while retaining his track and cross country duties.

ROY A. HUSSEY

As secretary to the Physical Education department and supervisor of the office, Mr. Hussey's duties put him in contact with all first year men. He supervises the scheduling of required physical education courses and also serves as instructor in required classes.

CAPT. MELVIN L. McCREARY, U. S. A.

Captain McCreary is a graduate of Ohio University where he participated in football and baseball. He is a member of the military department, coming here in 1928. Since 1930 he has been varsity polo coach.

LAURENCE N. SNYDER

As a student at Dartmouth and later as a student at Ohio State University, Mr. Snyder had an enviable record in both football and track. Upon his graduation in 1925, he was awarded the Western Conference Scholarship Medal. He is now assistant track coach and is concerned with both the varsity and freshman teams.

OSCAR L. THOMAS

Mr. Thomas is a graduate of Ohio State University and returned here in 1927 to serve as assistant secretary of the Y. M. C. A. In 1929 he was appointed to his present capacity, as assistant to the director of athletics. He serves as supervisor to Scarlet Key, the University's managerial organization.

SAMUEL H. COBB

Mr. Cobb came to Ohio State University in 1920 as instructor in Physical Education. He has been an assistant professor since 1921 and is assistant director of required physical education courses for men. He is faculty advisor to the Varsity A Association and supervisor of practice teaching for physical education major students. He is a graduate of Amherst College and also attended Cornell and Harvard.
HENRY D. TAYLOR

Mr. Taylor graduated from Ohio State University in 1909 and was a member of the varsity basketball and baseball teams while in school. He returned to the University in 1922 as alumni recorder and director of ticket sales. He now serves as assistant athletic director during the winter and spring quarters in addition to his ticket duties and coaches the freshman baseball team.

DARWIN A. HINDMAN

Mr. Hindman is a graduate of both Oberlin College and the University of Illinois. He is an assistant professor and his energies are devoted entirely to teacher training work. He came to Ohio State in 1925 after serving as physical education instructor at George Peabody College, Nashville, Tennessee, and at the University of Illinois.

W. D. GRIFFITH

Mr. Griffith graduated from Ohio State University in 1920 and was a member of the varsity track team while in school. After his graduation he served as publicity director of the Ohio Department of Agriculture and the Ohio State Fair, and coached the freshman track team at the University. He joined the University staff in his present capacity in 1927. He is director of athletic publicity, editor of the football programs and director of the Ohio Relays.

V. R. BILLINGSLEY

Mr. Billingsley is a graduate of Bliss Business College. He joined the University staff in 1914 and is now in charge of the ticket office in the southeast tower of the stadium. As assistant director of ticket sales he handles advance reservations and game sales on all athletic events.

TUCKER P. SMITH

As varsity trainer, Mr. Smith is charged with the conditioning of athletes on all the varsity squads. He came here in 1929 after serving as assistant trainer at the University of Illinois and at Northwestern University.

WILLARD D. ALTMAN

Mr. Altman is an instructor in boxing, wrestling, tennis and other required Physical Education subjects in addition to serving as assistant wrestling coach. He is a graduate of Ohio State University, entering here in 1924 following practical experience as a swimming instructor at the Columbus Y. M. C. A.
ERNEST GODFREY
Mr. Godfrey competed in football and basketball while at Ohio State University and, on graduating in 1915, went to Wooster High School as athletic director and coach. In 1916 he affiliated himself with Wittenberg College, returning here in 1928. He is freshman football coach and supplements his work with freshman scholarship activities.

DR. WALTER E. DUFFEE
Also a graduate of Ohio State University, Dr. Duffee returned here in 1922 as assistant medical examiner. He is now medical examiner for Men's Physical Education and team physician to all varsity squads, the latter capacity bringing him into contact with every athlete on the University sport teams.

HARLAN G. METCALF
Mr. Metcalf is an assistant professor and has charge of individual physical education. He also assists in teacher training. Prior to coming to Ohio State, he attended Oberlin, New York University and Columbia, competing in football and track as an undergraduate.

DON MILLER
As one of the famous "Four Horsesmen," Mr. Miller achieved football fame at Notre Dame. On graduation, he went to Georgia Tech as backfield coach, enjoying marked success. He came to Ohio State three years ago as assistant coach in charge of backfield candidates.

GEORGE HAUSER
Mr. Hauser was an All-American tackle at the University of Minnesota in 1915, 1916 and 1917. On his graduation, he remained as assistant coach and later served as line coach under Sam S. Willaman at Iowa State College. Later he went to Colgate as head football coach and came to Ohio State in 1929 as line coach.

CYRIL T. SURINA
Mr. Surina graduated from Ohio State University two years ago. As an undergraduate, he participated in boxing and in football and since graduation, has been serving as assistant football coach. He also acts as assistant in Physical Education required courses.

CHARLES E. CONWAY
Mr. Conway is custodian of equipment for the athletic department. He came here in 1926 to take over the task of issuing, checking and supervising the repairing of all equipment for the many sport squads at the University.
WAYNE B. WRIGHT

Mr. Wright is a graduate of Ohio State University and was a member of the baseball teams of 1915, 1916 and 1917, the latter squad winning the first Western Conference Championship in this sport for Ohio State. He returned in 1928 to serve as assistant baseball coach and has since been named head coach.

FLOYD S. STAHL

Mr. Stahl is a graduate of the University of Illinois and was a member of the varsity baseball team for three years. He joined the staff of Ohio State University in 1930 after several successful seasons with the football, basketball and track squads at Stivers High School, Dayton. He is coach of the reserve football team and of the freshman basketball and baseball squads.

WALTER B. BAKKE

Mr. Bakke is assistant trainer at Ohio State University, coming here in 1930 after experience in both coaching and teaching in the Denver, Colorado, public schools. He is a former student at the University of Illinois.

GEORGE SARGENT

As coach of the varsity golf team, Mr. Sargent has developed many outstanding individuals. He is a prominent figure in the golf world, a former National Open Champion and, until recently, was professional at the Scioto Country Club.

HERMAN WIRTHWEIN

Mr. Wirthwein was graduated from Ohio State University in 1916. As an undergraduate, he gained letters in tennis during his last two years in school and was a member of the basketball team for three years. Until recently he has been director of the city recreation department and has supplemented his other activities by serving as coach of the varsity tennis team.

TONY AQUILA

“Tony” was a member of the construction crew that built the cinder track at old Ohio Field in 1907. Since that time he has been named groundskeeper at the University and supervises repairs and improvements on the University athletic plant.
ESTHER A. GILMAN

Miss Gilman was formerly an instructor in Central School Hygiene and Physical Education, New York City and has been an assistant professor in charge of individual work at Ohio State University since 1923. She is a graduate of the Teachers College, Columbia University.

LENORE K. ALWAY

After previous experience in high school physical education work, Miss Alway joined the Ohio State University staff in 1926 as instructor in Physical Education. She is a graduate of the University of Minnesota.

HELEN B. SCHLEMAN

Miss Schlaman is a graduate of Northwestern University and Wellesley College. She has been an instructor in Physical Education at Ohio State since 1926 and is a member of the Woman's National Officials Rating Committee.

VIRGINIA H. BLUNT

Miss Blunt is a graduate of Smith College and also attended Wellesley College Hygiene and Physical Education Department. She has been an instructor in Physical Education at Ohio State University since 1928. For the two years prior to that time, she was associated with the Brookline Public Schools.

GENEVA WATSON

Miss Watson brought extensive experience in physical education work to Ohio State University when she joined the staff in 1930. A graduate of the University of Chicago and the University of Wisconsin, she was later associated with the Battleville, Oklahoma, Public Schools, Kansas State College, University of Wisconsin and San Jose State Teachers College. She is an instructor in dancing.

JENNETTE A. STEIN

Miss Stein is a graduate of Ohio State University. After graduation, she was affiliated with the John Adams High School, Cleveland and later with the University of Colorado. She has been an instructor in Physical Education here since 1930 and is a member of the Woman's National Baseball Rules Committee.
LYDIA CLARK BENEDICT

Mrs. Benedict has been with Ohio State University since 1922 as a professor of Physical Education and Chairman of the Women's Division. She was formerly associated with Kent Place School for Girls and with Illinois State Normal University. She is a graduate of Columbia University, a member of many national physical education societies and the author of several works on physical training.

SHIRLEY ARMSTRONG, M.D.

Dr. Armstrong is a graduate of Indiana University and the Indiana University Medical School. She is an associate in Student Medical Service and has been a professor and medical adviser for women at Ohio State University since 1926.

CHARLOTTE WINNEMORE, M.D.

Dr. Winnemore joined the staff of the Physical Education Department in 1931 as an assistant professor and medical advisor for women. She was formerly a physician at the State Training School and Hospital, Mansfield Depot, Connecticut, and is a graduate of the Women's Medical College of Pennsylvania.

GLADYS E. PALMER

Miss Palmer has been an assistant professor of physical education here since 1922 after similar experience at the University of California at Los Angeles and the University of Colorado. She is a graduate of the University of Wisconsin and a member of several national women’s athletic organizations. She is the author of "Baseball for Girls."

KATHARINE F. HERSEY

Miss Hersey came to Ohio State University in 1924 as assistant professor of Physical Education. A graduate of both Columbia University and Ohio State, she was later affiliated with the staffs of Scarborough School, New York, the University of California, the University of Minnesota and the University of Colorado. She is a member of several national health and physical education societies and the author of many articles on women’s physical education.

DOROTHY SUMPTON

Miss Sumption has been an assistant professor of Physical Education at Ohio State University since 1922 and has served as instructor in the Columbia University summer sessions since 1927. She is a graduate of the University of Wisconsin, Columbia and the Gymnastic Paaplos College, Denmark. She has published works on gymnastics and archery.
The Women’s Division of the Department of Physical Education provides instruction and recreation in a variety of activities for all first and second-year women in their required courses, offers a four-year professional teacher training course and conducts an extra-curricular recreation program. A brief description of department activities follows:

Professional Course in Physical Education

The College of Education offers a four-year course in Physical Education leading to the Bachelor of Science degree. Graduates from this department receive a provisional state teaching certificate, which qualifies them to teach in Ohio schools.

The need of teachers competent to organize and administer the program of health and physical education in the public schools of Ohio is great. The professional course in Health and Physical Education at Ohio State University aims to prepare students to develop this field of work in elementary or in secondary schools, in colleges or in departments of recreation.

The four-year curriculum includes courses in science and education fundamental to the understanding of the problems of health and physical education, and courses in theory and practice directly related to this special field.

The practical courses, including games, sports, rhythmic activities, offer an opportunity for students to learn through actual participation those skills and knowledge of organization which they will find necessary when presenting those activities to children.

Courses in child development principles, organization and administration and in methods of teaching health education and physical education are required in the junior and senior year. In connection with several courses, children's classes are organized at Pomerene Hall. Students thus have a chance to apply principles and methods of teaching in situations which are similar to those in the schools.

Practice teaching is carried on in the public schools during the senior year. Through cooperative work on the part of student and supervisor the students gain in an understanding of pupil interests and of effective teaching methods.

A department advisory system assures the student of careful attention to individual problems, and aids the faculty, through personal contact with the student, in making teaching recommendations.

A full description of the course will be found in the College of Education Bulletin.

Individual Work

Individual work is given for those students who at the time of their medical and physical examinations are found with conditions which are amenable to exercises or which need individual supervision if they are to take physical education. These may be conditions as postural or foot difficulties, weak backs, poor general development, chronic appendicitis, thyroid, heart, constipation, post-operative, etc.

Each student is helped to understand the nature and cause of her problem as revealed by her medical and physical examination. Suggestions are made as to ways and means of overcoming her handicaps. This involves a discussion of points pertinent to the problem in question, such as analysis of posture, health habits, the value of exercise and the intelligent choice of activity.
EQUITATION

Horseback riding, offered as a credit activity, is rather an unusual feature in a required work program. Classes are conducted with a view to giving the novice the opportunity to acquire enough skill and confidence to enjoy the sport as recreation during her leisure time in and after college. The open fields along the Olentangy River south of the Stadium are used for riding ring and bridle path. Here, removed from traffic, but adjacent to the campus, the students can enjoy riding with minimum risk at minimum cost.

The Boot and Saddle Club was organized by the students in 1929 as an extra curricular activity. The club has made a practice of giving some sort of demonstration each spring on Field Day. Informal rides together, occasional breakfast parties, or a paper chase may be included in the activities of the club.

GOLF

During the winter quarter, courses are offered in the fundamentals of golf. We are able by means of golf cages, to teach the different strokes that are necessary and to provide practice periods for the students. Part of this time is spent familiarizing the girls with the equipment, rules, and general course lay-outs. Special emphasis is placed on the form, ease and accuracy of the student's strokes. In the spring we go out of doors and practice approach shots and putting. The girls enjoy ending the work with an inter-class tournament at one of the city clubs.

FIELD HOCKEY

Field hockey is the favorite out-of-door-team sport of many Ohio State University women. About 250 of them play every fall in physical education classes.

As the closing event of the last season, the Women's Division sponsored a Hockey Festival. The four class teams from Ohio University were our guests for the occasion. The teams from each school played matches with corresponding class teams from another school. At noon all guests were entertained at luncheon at Pomerene Hall. This sort of competition, with its accompanying sociability, was highly satisfactory to all those who participated. We plan to repeat something of this kind next season.
SWIMMING

With the splendid facilities of the Natorium, and the increasing interest in swimming as a form of recreation, a great many students enroll in swimming classes each quarter. Students are classified according to ability and are given the opportunity to elect a beginning, intermediate or advanced class on the basis of that classification. Emphasis is placed upon the acquisition of sufficient skill to enable the student to handle herself with safety in the water, and to develop speed according to her own ability.

Swan Club is the honorary swimming organization conducted by its student members for recreational purposes. The club aims to improve the standards of swimming among its members and in the university at large. It has been customary for the club to give a demonstration or pageant each year and to take part in telegraphic meets with other universities and colleges.

VOLLEYBALL

During the Fall Quarter approximately 250 freshman and sophomore girls enrolled in volleyball classes and an additional 30 to 40 come out for class teams.

With both outdoor and indoor courts available, inclement weather does not interfere with progress of this sport.

A great majority of students enter with high school experience in volleyball. Four teams in each of seven sections give opportunity for spirited intra-sectional and inter-sectional games. These are followed by an inter-class tournament of representative teams.

Some time during the winter the four class teams from Denison University are coming to Columbus to play the Ohio State teams.

FOLK DANCING

Classes in folk dancing are offered during the winter quarter. In these classes the student is encouraged to develop interest in the folk music, customs and dances of many countries. The great variety of material available makes this an interesting and attractive activity. Each year the students, taking their work in folk dancing, have given a Folk Festival as a culmination of their class work. Through their mass character, the costumes, and such simple decorations as are available, a truer impression is given the color and spirit of the folk dance than it is possible to obtain in the regular classes. It is for this reason that the festival has been made a project in the folk dancing classes.
BASEBALL

Baseball is offered in the winter and spring quarters. During the indoor season, the games are played in the gymnasium and the official indoor baseball rules are followed. Classes are held outside as soon as the weather permits. Women's outdoor baseball requires a sixty-foot diamond, and a twelve-inch playground ball is used.

The students are divided into teams and tournaments are held within the classes. The winning teams from the various sections compete in a tournament at the end of the season.

FIELD AND TRACK

The interest in field and track events has waned in recent years due to the increased popularity of those sports which can be continued in life after school. For those students who wish to improve their skill in running, jumping and throwing events, some opportunity is given. At the end of the spring season a track meet is generally held in connection with Field Day activities.

ARCHERY

Archery has become a very popular sport in recent years all over the country and the enthusiasm has spread to Ohio State. Many girls elect archery for their required physical education and each spring a telegraphic meet is held with other universities. Tournaments in which teams from various classes compete, and individual high score tournaments, are held on Field Day in the late spring.

TENNIS

Women students have recently shown increased interest and desire to learn how to play tennis. Classes in tennis strokes are given during the winter quarter, while as many as 350 to 400 girls receive instruction in strokes and playing on the courts during the spring. Tournaments are always a part of the physical education class program in tennis.
DANCING

Physical Education courses in dancing are offered throughout the year. The classes are graded so that first quarter, second quarter and advanced classes are open to the students each term. The work during the first two quarters is mainly concerned with rhythm and body coordinations. Composition and improvisation are introduced in the advanced classes along with more difficult technique.

Orchesis is the honorary dance organization. Tryouts for Orchesis are held each quarter and anyone successfully completing the tests is eligible for membership. The purpose of Orchesis is to give those interested the opportunity to enjoy creative activity. Its responsibility is production and program work.

SOCCER

Soccer is one of the most popular of the autumn team sports. It combines the elements of kicking, dodging and running and affords an opportunity for interesting team work. The game is a vigorous one, but includes none of the dangerous elements of personal contact between players. This fall some very exciting games were played between class teams.

BASKETBALL

Girls in almost every Ohio high school play basketball. That, in some measure, accounts for the popularity of the sport in the university. Every winter about 250 enroll in basketball classes, for instruction and the fun of playing. Tournaments are played within the class sections. At the end of the season intersectional matches are scheduled providing further competition.

MISCELLANEOUS ACTIVITIES

There are some activities which are not given an important place in our program, but which nevertheless furnish recreation for the women students.

Among the most popular might be named, ping-pong, deck tennis, aerial dart, quoits and horseshoe pitching.
“Sports for All”  
—A slogan and an idea which received its first real emphasis at The Ohio State University and the University of Michigan in 1913, and has since become a major consideration of physical educators throughout the United States until today there are but few colleges and universities without organized intramural athletic programs.

The Intramural Department at The Ohio State University is that division of the Physical Education and Athletic Department which promotes, furnishes equipment for, and supervises competition in over a score of sports. All students and faculty members are encouraged to take part in the intramural sports program which has become an important part of the extra-curricular activity of the university.

Intramural teams are composed of fraternity, independent, college, military, church and faculty groups. By far the largest percentage is in fraternity competition with independents ranking second. Last year 83 percent of the members of the 49 social fraternities and 73 percent of the 23 professional fraternities were active participants in the intramural athletic program. All but two of the fraternities on the campus participated in one or more of the intramural sports.

The Intramural Department derives its revenue from intercollegiate athletic contracts and its sports program is closely related with the programs of the Intercollegiate as well as the Physical Education Department.

No intramural sports receive direct coaching, but thirteen of the sports offered are taught in the required program of the Physical Education Department. All Freshmen at the Ohio State University are required to take three quarters of physical education in which they have an opportunity to receive coaching and supervised activity in a large number of sports.

The Physical Education Department, in its class work, lays the foundation for intramural sports through developing the interest and skill in a diversified sports program. The Intramural Department affords an opportunity for the student to compete in these sports and others in which they have developed an interest.

Intercollegiate athletics remain the highest goal for those who have achieved sufficient skill in intramural athletics.

The extensive program of intramural athletics at the Ohio State University is sufficiently diversified to interest most every student, since there are both team games and individual athletic activities and sports of a vigorous and non-vigorous nature.

The 24 sports promoted by the Intramural Department are as follows:

Autumn Quarter—Indoor baseball, speedball, cross country, bowling, horseshoe pitching and golf.

Winter Quarter—Boxing, wrestling, fencing, and Festival indoor track, rifle and pistol shooting, foul shooting, handball, basketball and bowling.

Spring Quarter—Badminton, playground ball, horseshoe pitching, baseball, tennis, golf, archery, relay carnival, swimming, polo and Sigma Delta Psi.

The value of intramural athletics is manifested in a number of ways. First of all, it encourages the student to partake of physical activity and exercise which college students are so prone to neglect. Then there is the recreational value . . . the exhilaration experienced in winning a hard-fought game . . . the pleasure of giving one's best in clean competition. There is the fellowship . . . the wide range of acquaintance which intramural participants receive.

Physical activity, recreation, fellowship—all are primary attributes of intramural athletics. But the outstanding value of intramural sports lies in the spirit of sportsmanship which they engender, the co-operation in competitive effort which they develop. To show youths how to acquire respect for the spirit of rules and to demonstrate to them that there is something more in athletics than percentage columns—that is wherein the real worth of intramural athletics lies.

The total participation in intramural athletics for the last year, including duplications, was 14,720 and with 4,133 different individuals taking part.
The Intramural Department offers students an opportunity to develop their administrative and executive abilities, and also their interest in the various sports promoted by the Intramural Department for the benefit of students and faculty. Students starting as freshman managers may receive their senior appointment after three years of demonstrated efficiency as freshman, sophomore, and junior managers.

In the past, four senior managers have been appointed. One designated as all-year manager, the other three being assigned to fall, winter, or spring quarters. The all-year manager has general charge of the student managers, and promotes the special events of the year, such as the cross-country race, the intramural festival, pentathlon, the swimming meet, etc. Each of the other senior managers serves for one quarter, and is responsible for the organization and conduct of all sports during the quarter. Junior managers are in charge of individual sports. Sophomore managers act as assistants to the junior managers, while freshman managers are taken up with the detail work of the department. This year there have been three senior managers.

In recognition for service rendered, senior managers receive the Varsity "O" membership in the "Scarlet Key," the managers' association and other privileges awarded the wearer of the "O." Junior and sophomore managers who have successfully completed their year's work respectively receive gold and silver charms. Freshmen receive numerals, the four outstanding freshmen receiving both sweaters and numerals.

The Intramural Department is greatly indebted to the members of the Physical Education and Athletic Staff for their aid in promotion and helping to conduct the sports program. The records of the department are efficiently handled by Mrs. A. C. Hunter, the Intramural secretary.
History of Intramurals in the Western Conference

Intramural athletics is often considered a somewhat new program but in reality is probably the oldest form of group athletic competition in the world. The present Intercollegiate systems of the colleges and universities are developments and outgrowths of the club and group competition of the early sixties, which was patterned after the sport activities of the English universities.

With the Americanization of the English sports, and the methods in which they were carried on, came the stressing of competitiveness and specialization of sports competition through which medium the American schools express their peculiar spirit towards each other, with the success of the school being gauged somewhat by the number of athletic contests won.

The interclub and intergroup competition still remained but was overlooked due to the systematization and keen interest in intercollegiate competition. Those students who were unable to make the college teams but who desired to compete in athletics sought expression in impromptu challenge games among the various groups. Gradually these loose units centered about a definite unit such as the college class and so interclass competition came into being but in a loosely organized manner.

The feeling of achievement in making the class team was almost as great to the near-athlete as the making of the varsity team by the real athlete. The love of sports and sport competition by those unable to represent the school on its varsity teams kept alive the Intramural spirit even during the years of the greatest emphasis on intercollegiate athletics.

With the increasing interest in class competition came better organization of this competition with class committees being formed to legislate and supervise interclass contests. Soon the classes elected managers to take care of the details of organizing teams, etc., and as this class interest grew, the smaller groups, such as fraternities, boarding clubs, etc., became interested in this athletic competition and fraternity and club committees were formed to conduct their games. The fraternity association (Panhellenic) greatly stimulated interfraternity competition and was the first step towards centralization of organization and control of Intramural athletics.

Interest in group competition prospered and grew tremendously under student control and the number of teams desiring to compete increased to a point where student organizations could no longer adequately supervise and control it.

In 1912 the interest in interclass, intergroup and interfraternity athletic competition as evidenced by the number of teams competing brought about recognition by the athletic association in a few of the colleges and universities who had been furnishing fields and game facilities but were giving but little or no thought to its supervision. In 1912 the interest in Intramural athletic competition was so great that the athletic association of Ohio State and Michigan simultaneously saw the need of centralized control of their Intramural programs and in the fall of 1913, Dr. J. W. Wilce, who had been impressed by the interclass and interfraternity competition at Wisconsin while there as a student and who saw the need of more control and better organization, was appointed Director of Intramural Athletics at Ohio State University to work out a system by which more students could take advantage of the benefits of athletic competition. At the same time, Mr. Floyd Rowe was given this responsibility at Michigan.

Interest in Intramural athletics increased tremendously under centralized control due to the better distribution of fields and facilities and much improved methods of supervision.
All-Year Participation

Alpha Chi Rho and Triangle tied for first place in the total number of points scored in the intramural participation contest. Alpha Chi Rho gained permanent possession of the participation trophy, having won it for three years. Triangle have the new trophy in their possession for this year and are making a strong bid for its permanent possession.

Participation points are awarded on the basis of sports entered, achievement such as winning the league championship, group championship, university championship, etc. Individuals may earn points for their organization by competing in the individual sports such as boxing and wrestling.

Intramural sports consist of three classes: Major sports consist of Class “A” basketball, indoor baseball, bowling, playground ball, Festival, and Pentathlon. Minor sports include speedball, cross country, foul shooting, tennis, volleyball, handball, badminton, Class “B” basketball and bowling, swimming, and horseshoe pitching. The special class includes boxing, wrestling, fencing, golf, rifle shooting, and pistol shooting.

Additional points are awarded for achievement in sports, nevertheless the team that competes in the most contests during the year should win the all-year participation trophy.

Achievement awards are made in each sport and participation points are so arranged that the participation trophy is truly significant of participation. The following organizations were high in participation in 1930-31:

Alpha Chi Rho .................. 688 Points
Triangle ......................... 688 Points
Alpha Phi Delta .................. 581 Points
Pi Kappa Alpha .................. 540 Points
Sigma Nu ......................... 527 Points
Zeta Beta Tau ...................... 496 Points
Phi Kappa Sigma .................. 496 Points
Alpha Sigma Phi .................. 481 Points
Lambda Chi Alpha .................. 464 Points
Phi Kappa Tau ...................... 463 Points

Participation points are given for Class “B” sports. In sports such as basketball and bowling, second teams are organized in fraternities to permit more men to compete in these interesting sports. A Class “B” championship is earned but no Class “B” teams may enter the elimination tournaments for University championships. No man may compete on more than one team in the same sport in intramural athletics. This permits more men to play and increases the total individual participation.
SPEEDBALL—Fall 1931

University Champion—
Alpha Phi Delta "A" Team
University Runner-up—
Alpha Phi Delta "C" Team
Freshman Champion ............ Alpha Phi Delta
College Champion ............ Mechanical Engineers

895 men on 72 different teams competed in intramural speedball during the past season. Speedball is a very popular fall sport and takes the place of football on the intramural sports program. The game originated at the University of Michigan and it is a combination of the fundamentals of soccer, football and basketball. The sport was included in the intramural program in 1925, and interest in it has grown steadily.

Speedball is a game which requires none of the special equipment necessary in football and is a game that is easily learned. All men on speedball teams have an equal opportunity to take part in the scoring, and for that reason it is more popular in intramural programs than the game of touch football which it has largely replaced.

CROSS COUNTRY—Fall 1931

Individual Champion ............ John Moore
Fraternity Champion .......... Lambda Chi Alpha
Fraternity Runner-up .......... Sigma Delta Rho
Organization Champion ...... Strollers
Organization Runner-up ...... Possum Club

John Moore, a freshman, led the field of 78 harriers over the three-mile varsity cross country course in the fast time of 16.08\(\frac{1}{2}\) minutes.

There are comparatively few participants in the cross country race due to the fact that participation in this race necessitates a long period of training and conditioning.

Entries may be made by organizations and by individuals and although an unlimited number of men may run for their organization, only the first three to finish count toward the organization score. In college competition five men compose the cross country team.
VOLLEYBALL—Fall 1931

University Champion—
Kappa Alpha Psi "A" Team
University Runner-up—
Sigma Alpha Epsilon "C" Team

Volleyball was added to the intramural sports calendar for the first time this year and the added facilities of the new Physical Education Building have stimulated much interest in this activity.

The fall volleyball tournament was entered by 70 teams and over 500 men took part in this popular fall sport.

Approximately 40 members of the Ohio State University faculty are playing volleyball three days per week, and a picked team from this faculty group are competing against a student group as a feature of the Intramural Festival.

An outdoor volleyball tournament will probably be scheduled for the spring quarter on the courts west of the Physical Education Building.

BOWLING


The above team represented the Ohio State University in the Western Conference Bowling Championship Tournament which is sponsored by the Ohio State University yearly. The men composing the Western Conference team were chosen from the 25 bowlers for the highest average score for the regular intramural bowling season. The Ohio State team won this championship in 1929.

Over 200 teams bowled throughout the Winter Quarter in the intramural tournament, and of this number 47 teams were composed of faculty men.

This year's tournament is still in progress and will be concluded at the end of this quarter.

In 1924 there were less than 30 teams competing in intramural bowling, and this number has grown to over 200, indicating the popularity of this sport.
Thirty-eight organizations participated in the preliminaries and finals of the 17th Annual Festival. About 400 men competed for honors which were given in a great many diversified sports. A crowd of 5000 watched the activities last year.
EIGHTEENTH ANNUAL IN

PHYSICAL EDUCATION

Friday, February 2

FESTIVAL SPON

FRATERNITY PRESIDENTS

STUDENT SENATE

Alpha Epsilon Pi
Alpha Gamma Rho
Alpha Gamma Sigma
Alpha Phi Delta
Alpha Psi

Alpha Tau Omega
Alpha Zeta
Beta Theta Pi
Delta Sigma Phi
Delta Tau Delta

Delta Theta Sigma
Delta Upsilon
Phi Beta Delta
Phi Delta Theta
Phi Epsilon Pi

Court 2—135-lb. Wrestling:
7:30 P. M.—H. A. Marsh vs. H. Aschinger.

Court 3—Class "B" Basketball:
7:30 P. M.—

Court 4—125-lb. Wrestling:
7:30 P. M.—D. S. Sterner vs. J. E. Cox.

Court 2—145-lb. Wrestling:
7:42 P. M.—J. Katzman vs. H. L. Jones.

Court 4—155-lb. Wrestling:
7:42 P. M.—A. M. Downes vs. J. Tobin.

Fraternity Relays:
7:50 P. M.—

Court 2—Fencing:
7:55 P. M.—Foils.

Court 3—Class "B" Basketball:
7:55 P. M.—

Court 4—Fencing:
7:55 P. M.—Epee.

Fraternity Relays:
8:10 P. M.—

Court 2—165-lb. Wrestling:
8:20 P. M.—J. Strick vs. L. Greenblatt.

Court 4—115-lb. Wrestling:
8:20 P. M.—D. P. Caravona vs. H. Z. Levy.

Court 3—Volleyball:
8:20 P. M.—Faculty vs. Students.

Court 2—Badminton:
8:35 P. M.—
INTRAMURAL FESTIVAL
EDUCATION BUILDING
February 26, 1932

PRESIDENTS' COUNCIL

Phi Gamma Delta
Phi Kappa
Phi Kappa Sigma
Phi Kappa Psi
Phi Kappa Tau

Pi Kappa Alpha
Sigma Alpha Epsilon
Sigma Alpha Mu
Sigma Chi
Sigma Phi Epsilon

Sigma Pi
Tau Kappa Epsilon
Theta Chi
Triangle
Zeta Beta Tau

Court 4—Badminton:
8:35 P. M.—

Court 3—University Championship:
8:40 P. M.—Basketball Game.

Court 2—175-lb. Wrestling:
8:55 P. M.—A. Trostein vs. J. Greenberg.

Court 4—Heavyweight Wrestling:
8:55 P. M.—V. Tanski vs. E. Renner.

Court 3—University Championship:
9:05 P. M.—Basketball Game.

Living Statuary:
9:20 P. M.—

Sorority Sing Finals:
9:40 P. M.—

Fraternity Sing Finals:
9:50 P. M.—

All-University Dance:
10:10 P. M.—Gymnasium.

Swimming Exhibition:
10:10 P. M.—Varsity and Swan Club.

Floor Show—Scarlet Mask Talent:
11:30 P. M.—

All-University Dance:
Until 1:00 A. M.

Bobby Jones Recording Orchestra.
## All Time Intramural Festival Records

<table>
<thead>
<tr>
<th>Event</th>
<th>Record</th>
<th>Made by</th>
<th>Organization</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fraternity Relay</td>
<td>1 min., 5 4-5 sec</td>
<td>Alpha Sigma Phi</td>
<td>1926</td>
<td></td>
</tr>
<tr>
<td>Independent Relay</td>
<td>1 min., 7 1-5 sec</td>
<td>Dust Raisers</td>
<td>1926</td>
<td></td>
</tr>
<tr>
<td>Sorority Relay</td>
<td>1 min., 5 sec</td>
<td>Waid, Zanglein</td>
<td>Chi Omega</td>
<td>1925</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Russ, Lue,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chi Omega</td>
<td>1925</td>
<td></td>
</tr>
<tr>
<td>Church Relay</td>
<td>1 min., 14 sec</td>
<td>Dodero, Ervin</td>
<td>United Brethren</td>
<td>1922</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Long, Beamer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Military</td>
<td>1 min., 12 1-5 sec</td>
<td>Stoddard, Miller</td>
<td>Company D</td>
<td>1922</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ashbrook, Gardner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tertulia Relay</td>
<td>1 min., 10 3-5 sec</td>
<td>Bascom, Springer</td>
<td>La Salle</td>
<td>1922</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lue, Bannerman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sorority Needle Race</td>
<td>8 3-5 sec</td>
<td>Miss Strait, Guthrie</td>
<td>Delta Delta Delta</td>
<td>1925</td>
</tr>
<tr>
<td>Shot Put</td>
<td>53 ft., 1 1-3 in</td>
<td>Snyder</td>
<td>Arts</td>
<td>1922</td>
</tr>
<tr>
<td>Sack Race</td>
<td>4 min., 1-5 sec</td>
<td>Benton</td>
<td>Pi Kappa Alpha</td>
<td>1925</td>
</tr>
<tr>
<td>Three-Legged Race</td>
<td>3 seconds</td>
<td>Ryan and Grim</td>
<td>Phi Kappa Psi</td>
<td>1925</td>
</tr>
<tr>
<td>35-Yard Dash</td>
<td>4 seconds</td>
<td>Ginn</td>
<td>Agriculture</td>
<td>1914</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tie Record</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45-Yard Dash</td>
<td>6 sec., Tie Record</td>
<td>Powers</td>
<td>Sigma Nu</td>
<td>1925</td>
</tr>
<tr>
<td>Potato Race</td>
<td>17 1-5 sec</td>
<td>Marek</td>
<td>Kappa Sigma</td>
<td>1925</td>
</tr>
<tr>
<td>660-Yard Race</td>
<td>1 min., 34.5 sec</td>
<td>W. Bloor</td>
<td>Delta Chi</td>
<td>1930</td>
</tr>
<tr>
<td>kiddie Car Race</td>
<td>11 2-5 sec</td>
<td>Benton</td>
<td>Pi Kappa Alpha</td>
<td>1925</td>
</tr>
<tr>
<td>Sorority Cross Word</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Puzzle Race</td>
<td>1 minute</td>
<td>Miss Benham, Black</td>
<td>Alpha Xi Delta</td>
<td>1925</td>
</tr>
<tr>
<td>45-Yard Low Hurdles</td>
<td>5 2-5 sec</td>
<td>Rockaway</td>
<td>Phi Kappa Psi</td>
<td>1927</td>
</tr>
<tr>
<td>High Jump</td>
<td>6 feet</td>
<td>Anson</td>
<td>Chi Phi</td>
<td>1926</td>
</tr>
<tr>
<td>Obstacle Race</td>
<td>9 2-5 sec</td>
<td>Dinmons</td>
<td>Phi Kappa</td>
<td>1926</td>
</tr>
<tr>
<td>220-Yard Dash</td>
<td>25 3-5 sec</td>
<td>Petry</td>
<td>Alpha Sigma Phi</td>
<td>1926</td>
</tr>
<tr>
<td>Tie Record</td>
<td>Gains</td>
<td>Kappa Alpha Psi</td>
<td>1925</td>
<td></td>
</tr>
<tr>
<td>440-Yard Dash</td>
<td>55 3-5 sec</td>
<td>Heintz</td>
<td>Swastika</td>
<td>1928</td>
</tr>
<tr>
<td>Western Conference</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Walking Race</td>
<td>30 seconds</td>
<td>Chubb</td>
<td>Ohio State</td>
<td>1926</td>
</tr>
<tr>
<td>College Relay</td>
<td>1 min., 10 sec</td>
<td></td>
<td>Agriculture</td>
<td>1926</td>
</tr>
<tr>
<td>600-Yard Race</td>
<td>1 min., 19 sec</td>
<td>Young</td>
<td>Swastika</td>
<td>1926</td>
</tr>
<tr>
<td>Sorority Charleston Contest</td>
<td></td>
<td>Mina Bornheim</td>
<td>Sigma Delta Tau</td>
<td>1926</td>
</tr>
</tbody>
</table>

## PENTATHLON RECORDS

<table>
<thead>
<tr>
<th>Event</th>
<th>Record</th>
<th>Made by</th>
<th>Organization</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standing Broad Jump</td>
<td>10 ft., 11 in</td>
<td>Beck</td>
<td>Sigma Pi</td>
<td>1925</td>
</tr>
<tr>
<td>35-Yard Dash</td>
<td>4 seconds</td>
<td>Morris</td>
<td>Sigma Pi</td>
<td>1924</td>
</tr>
<tr>
<td>600-Yard Run</td>
<td>1 min., 22 4-5 sec</td>
<td>Guthrie</td>
<td>Delta Tau Delta</td>
<td>1924</td>
</tr>
<tr>
<td>Shot Put</td>
<td>42 feet</td>
<td>Workman</td>
<td>Kappa Sigma</td>
<td>1922</td>
</tr>
<tr>
<td>High Jump</td>
<td>5 ft., 9 in</td>
<td>Anson</td>
<td>Chi Phi</td>
<td>1926</td>
</tr>
</tbody>
</table>
BOXING — 1932

A total of 125 men participated in boxing in both classes A and B. The above men fought for championship on ‘Fite Nite,’ February 3, at the Coliseum.

Charles Berry, defending champion, lost the decision to the wiry Tadco in an exciting curtain raiser. James won the decision after putting O’Donnell down for a count of nine. Brill scintillated and sparkled in securing a technical knockout over Lebo.

Hummel cleverly outboxed the aggressive Alexander, the defending champion. “Jumping Joe” Benis came back after a year’s layout to trounce his game opponent, Joe Borchert. Force proved too strong and willing for the rangy Catri to gain the verdict. Zeckhauser regained his lost championship in an extra round bout against the husky Hosking.

BASKETBALL—Winter 1931

Basketball proved very interesting last year with a total of 300 teams entered. Over 2000 students participated on fraternity, college, and independent teams. Finals took place in the 17th Annual Festival. The strong Phi Gamma Delta proved too big for their opponents in the climaxing game. This year’s tournament has been so organized as to insure the best teams getting into the finals.
PISTOL AND RIFLE SHOOTING

PISTOL

University Champion ................. Cubs
University Runner-up .............. Cherubini Military Team
Fraternity Champion ............... Delta Theta Sigma
Freshman Champion .............. Lambda Chi Alpha

RIFLE

University Champion ............... Agriculture
University Runner-up ............ Delta Upsilon
Freshman Champion ............... Alpha Mu Pi Omega
Freshman Runner-up .............. Delta Tau Delta
Fraternity Champion ............... Delta Upsilon
Fraternity Runner-up .............. Alpha Mu Pi Omega
Military Champion ................ T. E. Ress
Military Runner-up ............... R. F. Kaiser

Five hundred and seventy-nine men competed in the Rifle Tournament, while 281 took part in the Pistol division. A and C teams represented the Fraternity division, while others represented College, Independent, and Military teams.

Both events were run off with the co-operation of the Military Department. This sport is one of the most popular of the minor events offered by the Intramural Department.

POLO

University Championship ............. Blue
Smith, Berman, Lohmeyer, Kahn

University Runner-up ............. Yellow

Twenty men participated in this daring sport. Three teams were formed and played for the championship. Due to the fact that polo has only been played for three years at Ohio State, this sport has not had the time to expand in comparison with the other sports offered. But from year to year polo is becoming ever popular and it is hoped in the near future that it will rank with the rest.
FENCING—1931 Champions

Champion Foils: J. F. Craig
Runner-up Foils: F. W. Seryak
Champion Sabre: J. Sandfort
Runner-up Sabre: W. Tudor
Champion Epee: A. Kaufer
Runner-up Epee: J. F. Craig

Seventy-five men were entered in this tournament under the general supervision of Dr. Riebel, varsity fencing coach. Gold and silver charms were awarded fencers. These finalists met last year during the festival.

HORSESHOE PITCHING

Fall Quarter Doubles Champions:
R. Mechling—G. Kenfield
Runner-up: E. C. Heinson—H. W. Roberts

Spring Quarter Champion (Team):
Veterinary Medicine

Spring Quarter Team Runner-up:
Delta Theta Sigma

Approximately 400 contestants took part in this sport. In the spring quarter flights are organized in both Class A and B (active teams). In the fall quarter any two students are allowed to compete as a doubles team. The horseshoe courts are northwest of the varsity baseball diamond. Fraternity, college and independent teams made up the list of competitors. Farmers are not the only ones who enjoy the gentle art of horseshoe pitching, as can be observed by the entry list. This sport calls forth men from all walks of university life, and to say it is popular to all is putting it mildly.

DOUBLES CHAMPIONS

VETERINARY MEDICINE

R. MECHLING  G. KENFIELD

The Reason for Class "B"

Class "B" is composed of the second teams from fraternities already having entered Class "A" teams in Intramural competition. The formation of Class "B" permits more men from each organization to take part in team sports in which but a few men compose the team. Class "B" is promoted in basketball, bowling and horseshoe pitching, due to the tremendous interest in these sports.

This classification is in line with the Intramural athletic policy of providing ways and means of encouraging the most students to participate in beneficial physical exercise.

In the past year, there were 40 "B" teams in bowling, 40 in basketball, and 33 in horseshoe pitching, with a total of 940 men participating. It is thus apparent that many more men have been given the opportunity to enjoy their athletics through this medium than if only first teams were permitted in all Intramural sports. No organization may enter a "B" team without an "A" team.
PENTATHLON—Spring 1931

Approximately 250 athletes representing 30 organizations entered this contest. Individuals may enter all six events. Their total score consists of the sum of highest points gained in five of the six events. Spectators witnessing these contests amounted to approximately 2500. This is the most interesting and attractive event offered to men during the spring quarter and is rivalled only by the Winter Festival for number of entrants and spectators. This contest proves more than any other, the all-around athletic ability of a man.

SIGMA DELTA PSI
Ohio State Promotes Sigma Delta Psi

Sigma Delta Psi is a national honorary athletic fraternity composed of men who have demonstrated their all-round athletic ability by passing successfully eleven different tests.

The following requirements must be met by the candidate before he is elected to membership in the fraternity:

1. 100-yard dash, 11 3/5 seconds.
2. 220-yard low hurdles, 31 seconds.
3. Running high jump, 5 feet.
4. Running broad jump, 17 feet.
5. 16-lb. shot (candidates weighing 160 lbs. or over), 30 feet. If less than 160 lbs., the following proportion: 160 lbs. candidate's weight. 30 ft. : x.
6. Pole vault, 8 feet, 6 inches.
7. Throwing baseball, 250 feet on fly.
8. Punting football, 120 yards on fly.
9. Swimming, 100 yards, two minutes.
10. One-mile run, 6 minutes.
11. Tumbling: (a) front handspring, (b) handstand, 10 seconds, (c) fence walk at height of chin.
SWIMMING—Spring 1931

Twenty organizations took part in the annual swimming meet of the Intramural Department. Over 125 individuals participated in the relays, 40-yard dash, breast stroke, back stroke, 220-yard free style and fancy diving. Fifteen hundred watched the events. The meet turned out to be a close race between the Sigma Alpha Epsilon and Beta Theta Pi, the winner being determined by the outcome of the fancy diving, in which Uncles, Sigma Alpha Epsilon, turned the tide. Corrodi, Beta Theta Pi, repeated his sterling performance of last year, and copped high honors, with Andy Fela, Sigma Alpha Epsilon, a close second.

SIGMA ALPHA EPSILON

Individual Champion..........Wm. Corrodi,
Beta Theta Pi
Fraternity Champion..........Sigma Alpha Epsilon
Fraternity Runner-up........Beta Theta Pi
Relay Champion..............Beta Theta Pi
Relay Runner-up.............Sigma Alpha Epsilon
40-yard Dash..............Wm. Corrodi, Beta Theta Pi
Breast Stroke..............Andrew Fela,
Sigma Alpha Epsilon
Back Stroke....................Andrew Fela,
Sigma Alpha Epsilon
220-yard Free Style..........Andrew Fela,
Sigma Alpha Epsilon
Fancy Diving..................Gene Uncles,
Sigma Alpha Epsilon

BASEBALL

1930-31 Champions

University Champion.........Pi Kappa Alpha
University Runner-up........Alpha Chi Rho
College Champion..........Veterinary Medicine
Independent Champions............Cubs
Fraternity Champions..........Pi Kappa Alpha
Fraternity Runner-up........Alpha Chi Rho

Top honors in this sport were earned by the strong Pi Kappa Alpha group. A total of 628 men participated in A and B divisions of the Fraternity, College and Independent Leagues. Games are played on four new fields south of the Stadium and on freshman and varsity diamonds when not in use. Pi Kappa Alpha upset the dope bucket by dethroning last year’s leaders, Alpha Chi Rho, in a thrilling game.
GOLF—Spring 1931

Doubles Champions... B. Kelley and V. Kelley,  
Beta Theta Pi  
Doubles Runners-up... Snyder and Tracewell.  
Delta Upsilon  
Singles Champion... A. Tracewell, Delta Upsilon  
Singles Runner-up... Preotle, Independent  
Faculty Champion  ... Sam Willaman,  
Faculty Runner-up  ... Harold G. Olsen,

A total of 227 individuals competed in this sport. 120 in doubles, 90 in singles, and 17 in faculty competition. Matches were played on the Indian Springs and Dublin Road courses. Golf progress in intramurals has made rapid strides considering the amount of interest and the number of matches teed off. Faculty participation was considerably greater than in past years. Tom Thumb Golf was discontinued since it proved to be but a passing fad. Nevertheless, it proved highly successful while it lasted, with outdoor golf gaining in adherents.

PLAYGROUND BALL—Spring 1931

University Champion .......... Alpha Epsilon Pi  
University Runner-up ........ Zeta Beta Tau  
Fraternity Champion .......... Alpha Epsilon Pi  
Fraternity Runner-up ........ Zeta Beta Tau  
College Champion ................ Dental  
College Runner-up .............. Metallurgy  
Independent Champion ....... Collegians  
Independent Runner-up ...... Lantern  
Faculty Champion ............... Service  
Faculty Runner-up ............. History

Playground ball was second highest in total number of participants, 1487 competing in all four leagues. Games are played on fields south of the Ohio Union, on the old Ohio Athletic Field near 18th and High, and on the fields south of the Stadium. The competition in playground ball was intensified by the unusual calibre of the teams. Many a no-hit, no-run game was turned in by the stellar performances of Kowal, Alpha Epsilon Pi, and Levine, Dental. In the finals, the versatile Alpha Epsilon Pi team led by Kowal, overwhelmed the Woodruff Avenue boys in a fast and exciting contest.
TENNIS—Spring 1931

A group of 256 men competed in this intramural sport. 192 doubles teams, 48 singles, and 16 freshmen were active in spring tennis. Matches are played on the nine courts back of the Armory and those back of the new Gymnasium. The Independent men appeared to have a monopoly on tennis championships, judging from the results. Greenstein took two championships, and is due to be a star netter for the varsity.

University Doubles Champions—Greenstein and Korb, Independent.
University Doubles Runners-up—Clark and Santagelo, Independent.
Men's Singles Champion—Santangelo, Independent.
Men's Singles Runner-up—Korb, Independent.
Freshman Singles Champion—Greenstein, Independent.
Freshman Singles Runner-up—Clark, Independent.

FRESHMAN WEEK PROGRAM—Fall 1931

For the second consecutive year the Intramural Department promoted a playground ball tournament during Freshman Week. Forty sections entered teams, the total number of men being about 300. The championship was won by Section 29 with Robert Cotton as manager. Tennis, horseshoes and golf were other sports offered to the new students. This program was offered to new students for the first time three years ago, and has become such an essential part in the Freshman Week activities that its continuance in the future is guaranteed.
All-University Certificate Award

The Ohio State University
Intramural Athletic Department

This is to certify that
Marion Mills
has been elected to membership on
The All-University Team
for proficiency in
Baseball
1929

ENGRAVED certificates, of which the above is a small replica, will be awarded the members of the All-University teams in Speedball, Indoor Baseball and Bowling at the conclusion of tonight's sports program.

The selection of All-University teams in all league sports has been done to provide additional incentive for excellence in play and affords the outstanding players who perhaps are on losing teams some recognition for their demonstrated ability. That these selections are significant was seen by the great interest and comment upon the announcement of each All-University team. No trophy award is provided the outstanding individuals unless they happen to be on winning teams and this achievement in being selected on the mythical All-University team has been received with popular approval.

The officials making the team selections are well qualified to choose through intimate knowledge of the various players' ability. In two-thirds of the appointments there has been unanimous agreement as to the players appointed, and the players not appointed have respected and endorsed the final selections of the officials.

The men earning their places on these All-University Teams were selected by a committee of two or more officials who officiated in the greatest number of games in that sport.

FACULTY RECREATION

The Ohio State University probably has more faculty men competing in its intramural program than any college or university in the country. Most of the 370 lockers in the faculty locker room in the Physical Education Building are occupied.

During the Fall and Winter Quarters 47 faculty bowling teams have been bowling in intramural competition once per week, and since a bowling team is composed of five men and substitutes, there will be over 350 faculty men enjoying this popular sport.

In addition to faculty bowling the Intramural Department offers playground ball in the Fall and Spring Quarters, handball, volleyball, tennis, badminton, and golf tournaments in their seasons.

Swimming has become a very popular faculty activity with over 200 faculty men swimming regularly.

It is the observation of the Intramural Department, supplemented by the opinions of many members of the faculty, that the men prefer formal recreation, provided that the facilities are available, to scheduled team competition. For this reason more emphasis is put on making facilities available to faculty than in running numerous tournaments.

The 1931 faculty bowling championship was won by the Agricultural Engineering Department with Chemistry No. 2 team as runner-up, and Rural Economics in third place. A consolation match in which all teams rolled was won by Mineral Industries.

The playground ball championship was won by the Service Department with the Department of History as runner-up.

In the handicap golf tournament Mr. S. S. Willaman defeated Mr. H. G. Olsen for the faculty golf championship.
## All-U. Teams

### Speedball

<table>
<thead>
<tr>
<th>Name</th>
<th>Fraternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles F. Low</td>
<td>Triangle</td>
</tr>
<tr>
<td>Louis W. Mellot</td>
<td>Triangle</td>
</tr>
<tr>
<td>Herbert Brown</td>
<td>Sigma Pi</td>
</tr>
<tr>
<td>Jerry Fisher</td>
<td>Sigma Lambda Pi</td>
</tr>
<tr>
<td>Charles Weinberg</td>
<td>Sigma Lambda Pi</td>
</tr>
<tr>
<td>Fred Trivisonno</td>
<td>Alpha Phi Delta</td>
</tr>
<tr>
<td>John Parillo</td>
<td>Alpha Phi Delta</td>
</tr>
<tr>
<td>Nunzio Cerassa</td>
<td>Alpha Phi Delta</td>
</tr>
<tr>
<td>Clyde Mann</td>
<td>Alpha Phi Delta</td>
</tr>
<tr>
<td>John Lancione</td>
<td>Alpha Phi Delta</td>
</tr>
<tr>
<td>Max Padlow</td>
<td>Alpha Epsilon Pi</td>
</tr>
<tr>
<td>James Light</td>
<td>Sigma Alpha Mu</td>
</tr>
<tr>
<td>George Strollo</td>
<td>Alpha Phi Delta</td>
</tr>
<tr>
<td>Harold Westervelt</td>
<td>Phi Gamma Delta</td>
</tr>
<tr>
<td>Ted Wilson</td>
<td>Phi Gamma Delta</td>
</tr>
</tbody>
</table>

### Baseball

<table>
<thead>
<tr>
<th>Name</th>
<th>Fraternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charles F. McGrath</td>
<td>Alpha Chi Rho</td>
</tr>
<tr>
<td>Charles Kazmerchak</td>
<td>Cubs</td>
</tr>
<tr>
<td>Alvin H. Frye</td>
<td>Pi Kappa Phi</td>
</tr>
<tr>
<td>Fred Hauck</td>
<td>Alpha Chi Rho</td>
</tr>
<tr>
<td>William Huffman</td>
<td>Phi Kappa Tau</td>
</tr>
<tr>
<td>Roger Sharp</td>
<td>Cubs</td>
</tr>
<tr>
<td>Joseph Pascale</td>
<td>Theta Chi</td>
</tr>
<tr>
<td>Martin Peck</td>
<td>Cubs</td>
</tr>
<tr>
<td>Aaron Einhorn</td>
<td>Cubs</td>
</tr>
<tr>
<td>D. McNutt</td>
<td>Delta Sigma Phi</td>
</tr>
<tr>
<td>George L. Thompson</td>
<td>Alpha Chi Rho</td>
</tr>
<tr>
<td>Geo. A. Lanzendorfer</td>
<td>Alpha Chi Rho</td>
</tr>
<tr>
<td>Reno Zancanella</td>
<td>Pi Kappa Alpha</td>
</tr>
<tr>
<td>Everett Swain</td>
<td>Pi Kappa Alpha</td>
</tr>
</tbody>
</table>

### Basketball

<table>
<thead>
<tr>
<th>Name</th>
<th>Fraternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paul Taylor</td>
<td>Independent</td>
</tr>
<tr>
<td>Edwin Farmer</td>
<td>Independent</td>
</tr>
<tr>
<td>Harold Westervelt</td>
<td>Phi Gamma Delta</td>
</tr>
<tr>
<td>Lee B. Peterson</td>
<td>Independent</td>
</tr>
<tr>
<td>Michael Kowall</td>
<td>Alpha Epsilon Pi</td>
</tr>
<tr>
<td>Ted Wilson</td>
<td>Phi Gamma Delta</td>
</tr>
<tr>
<td>Louis Balant</td>
<td>Independent</td>
</tr>
<tr>
<td>Sidney Gillman</td>
<td>Zeta Beta Tau</td>
</tr>
<tr>
<td>Donald Wasem</td>
<td>Delta Theta Sigma</td>
</tr>
</tbody>
</table>

### PlayGround Ball

<table>
<thead>
<tr>
<th>Name</th>
<th>Fraternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Kowal</td>
<td>Alpha Epsilon Pi</td>
</tr>
<tr>
<td>Leo M. Levin</td>
<td>Phi Delta Epsilon</td>
</tr>
<tr>
<td>Morris Shaffer</td>
<td>Collegians</td>
</tr>
<tr>
<td>Irvin Weiss</td>
<td>Alpha Epsilon Pi</td>
</tr>
<tr>
<td>Edwin Rose</td>
<td>Zeta Beta Tau</td>
</tr>
<tr>
<td>Richard Lindsay</td>
<td>Collegians</td>
</tr>
<tr>
<td>Carl Ehrensberger</td>
<td>Phi Gamma Delta</td>
</tr>
<tr>
<td>Joe Benis</td>
<td>Zeta Beta Tau</td>
</tr>
<tr>
<td>Howard Rabenstein</td>
<td>Alpha Tau Omega</td>
</tr>
<tr>
<td>Morris Vinocur</td>
<td>Alpha Epsilon Pi</td>
</tr>
<tr>
<td>William Phillips</td>
<td>Alpha Epsilon Pi</td>
</tr>
<tr>
<td>Harold Westervelt</td>
<td>Phi Gamma Delta</td>
</tr>
<tr>
<td>Isadore Levine</td>
<td>Phi Delta Epsilon</td>
</tr>
<tr>
<td>Ray Barry</td>
<td>Dental</td>
</tr>
<tr>
<td>Julian Waxman</td>
<td>Zeta Beta Tau</td>
</tr>
<tr>
<td>Elmer C. Piotter</td>
<td>Phi Delta Chi</td>
</tr>
</tbody>
</table>

### Bowling

<table>
<thead>
<tr>
<th>Name</th>
<th>Fraternity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Howard F. Krichbaum</td>
<td>Phi Delta Chi</td>
</tr>
<tr>
<td>Samuel Hahn</td>
<td>Independent</td>
</tr>
<tr>
<td>Nicholas J. LaTorca</td>
<td>Independent</td>
</tr>
<tr>
<td>John P. Bolton</td>
<td>Independent</td>
</tr>
<tr>
<td>Robert Aaron</td>
<td>Independent</td>
</tr>
<tr>
<td>Clark Witwer</td>
<td>Phi Kappa Tau</td>
</tr>
<tr>
<td>William Davies</td>
<td>Independent</td>
</tr>
</tbody>
</table>
The value of Intramural athletics is manifested in a number of ways. First of all, they provide an outlet for the physical activity and exercise which college students are so prone to neglect. Then there is the recreational value . . . the exhilaration experienced in winning a hard-fought game . . . the pleasure of giving one's best in clean competition. There is the fellowship . . . the wide range of acquaintance-ship which participants in intramural athletics receive.

Physical activity, recreation, fellowship all are primary attributes which intramural athletics provide. But the outstanding value of intramural sports lies in the spirit of sportmanship which they engender, the co-operation in competitive effort which they develop. To show youths how to acquire respect for the spirit of rules and to demonstrate to them that there is something more in athletics than percentage columns— that is wherein the real worth of intramural athletics lies.

And participants do exhibit the sportsmanship which the department endeavors to promote. Games are, for the most part, hard-fought and clean. In securing this good sportsmanship, the department's efforts are happily supplemented by the peculiar position which the players occupy. Each man is a member of some social or fraternal organization and each is anxious to uphold the honor and respect of that organization. Therefore, he is careful to conduct himself as a true sportsman lest any misconduct on his part be reflected upon the reputation of his organization.

**SUMMARY OF INTRAMURAL ATHLETIC PARTICIPATION FOR ONE YEAR**

<table>
<thead>
<tr>
<th>SPORTS</th>
<th>FRATERNITIES INDEPENDENT</th>
<th>COLLEGE</th>
<th>MILITARY</th>
<th>FACULTY</th>
<th>GRAND TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TEAMS</td>
<td>IND.</td>
<td>TEAMS</td>
<td>IND.</td>
<td>TEAMS</td>
</tr>
<tr>
<td>Indoor Baseball</td>
<td>96</td>
<td>1037</td>
<td>5</td>
<td>53</td>
<td>4</td>
</tr>
<tr>
<td>Speedball</td>
<td>66</td>
<td>845</td>
<td>2</td>
<td>29</td>
<td>4</td>
</tr>
<tr>
<td>Cross Country</td>
<td>0</td>
<td>0</td>
<td>78</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Horseshoes (Fall)</td>
<td>147</td>
<td>1017</td>
<td>16</td>
<td>63</td>
<td>12</td>
</tr>
<tr>
<td>Bowling</td>
<td>170</td>
<td>1192</td>
<td>41</td>
<td>317</td>
<td>12</td>
</tr>
<tr>
<td>Basketball</td>
<td>44</td>
<td>300</td>
<td>2</td>
<td>33</td>
<td>7</td>
</tr>
<tr>
<td>Rifle Shooting</td>
<td>31</td>
<td>189</td>
<td>1</td>
<td>15</td>
<td>5</td>
</tr>
<tr>
<td>Pistol Shooting</td>
<td>47</td>
<td>285</td>
<td>4</td>
<td>35</td>
<td>1</td>
</tr>
<tr>
<td>Foul Shooting</td>
<td>0</td>
<td>0</td>
<td>96</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Boxing</td>
<td>0</td>
<td>0</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Wrestling</td>
<td>0</td>
<td>0</td>
<td>90</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Fencing</td>
<td>30</td>
<td>166</td>
<td>3</td>
<td>23</td>
<td>0</td>
</tr>
<tr>
<td>Festival (Indoor Track)</td>
<td>64</td>
<td>997</td>
<td>10</td>
<td>105</td>
<td>10</td>
</tr>
<tr>
<td>Playground Ball</td>
<td>59</td>
<td>397</td>
<td>2</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Baseball</td>
<td>40</td>
<td>525</td>
<td>5</td>
<td>44</td>
<td>4</td>
</tr>
<tr>
<td>Tennis</td>
<td>0</td>
<td>0</td>
<td>312</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Golf</td>
<td>0</td>
<td>0</td>
<td>580</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Relay Carnival</td>
<td>0</td>
<td>0</td>
<td>125</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Swimming</td>
<td>23</td>
<td>88</td>
<td>2</td>
<td>14</td>
<td>0</td>
</tr>
<tr>
<td>Polo</td>
<td>0</td>
<td>0</td>
<td>84</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Volleyball</td>
<td>0</td>
<td>0</td>
<td>64</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Handball (Approx.)</td>
<td>0</td>
<td>0</td>
<td>260</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Badminton (Approx.)</td>
<td>0</td>
<td>0</td>
<td>150</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Archery</td>
<td>0</td>
<td>0</td>
<td>130</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sigma Delta Psi</td>
<td>0</td>
<td>0</td>
<td>207</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

**TOTAL**

1154 12,315

The above record does not include participation in the fraternity sing or special events of a non-athletic nature. Handball and Badminton figures are approximations as these sports will be included in the sports program for the first time this year.
WRESTLING
1931

CLASS "A"

125-lb.
Champion .................. D. Sterner
Runner-up .................. G. Stewart

135-lb.
Champion .................. H. Goldstein
Runner-up .................. H. L. Jones

145-lb.
Champion .................. W. Reichbauer
Runner-up .................. T. F. Woodward

155-lb.
Champion .................. J. P. Capretto
Runner-up .................. I. B. Allen

165-lb.
Champion .................. L. Greenblatt
Runner-up .................. C. C. McInturf

175-lb.
Champion .................. F. Colucci, Jr.
Runner-up .................. M. Rose

Heavyweight
Champion .................. R. VanBlaricom
Runner-up .................. V. Tanski

Wrestling finals took place at last year’s festival. Championship bouts thrilled the onlookers as the above winners competed. Wrestling preliminaries involved over 125 men. "B" champions and runners-up were crowned during the winter quarter.

The outstanding contests of the evening were those in the 175 and heavyweight matches. Colucci and VanBlaricom proved too strong and experienced for their opponents and both gained their respective crowns.

FOUL SHOOTING—1931 Champions

Individual Champion ................................ R. Terhune, Phi Kappa Sigma
Runner-up .................................................... Rodgers
Fraternity Champion ................................. Phi Kappa Sigma
Fraternity Runner-up ................................. Omega Tau Sigma
Freshman Champion ..................................... Theta Chi
College Champion ........................................ Agriculture

Approximately 1000 men competed in the gymnasium for honors in this sport. Fraternities entered A and C teams, while Independents and Colleges entered other teams.

This sport proved very popular, since a greater number of men could participate. The sport requires very little physical exertion, in which every man can take part.
**APPROVED INTRAMURAL RULINGS**

These Rules Apply to All Sports

Varsity squad men are not eligible for Intramural competition except by special permission by the coach of the sport in question. Men who have been dropped from any varsity because of ineligibility in their scholastic work shall not be allowed to compete in that branch of Intramurals.

The varsity squad is defined as those men retained by the coach after the FINAL cut in the squad has been made. Any men who are subsequently added to this squad may participate in Intramurals at the discretion of the coach of the sport in question.

A man who has survived the final cut one year is ineligible to take part in that sport in subsequent years UNLESS the coach of that sport rules otherwise.

Freshmen pledges may represent their fraternities in the Intramural Festival in March and thereafter, but not before.

Each team shall file a list of their eligible players before playing their first game. Additions may be made at any time, but to enable such new entrants to participate the additions must be made forty-eight (48) hours prior to the game in which they are to appear.

To be eligible to compete in the final elimination series for the championship in any sport, a player shall have appeared in the lineup in three games. A team winning a game by forfeit shall be allowed to count all players on their eligible list as having participated in that game. If less than six games are scheduled for a team, it shall be the half full number less the fraction.

Any team failing to be ready to play within five minutes of the time scheduled shall forfeit to opponents. If both teams scheduled to play fail to appear, both shall be given a loss and the game will not be rescheduled.

Men who have won a letter in any recognized college or university are not eligible to compete in Intramurals in that sport.

In championship series only twenty-four (24) hours are allowed for filing protests. In all league games forty-eight (48) hours are allowed. All protests must be in writing and handed in at the Intramural Office, Room 209, Gymnasium.

The ruling that a man may represent but one team in a given sport is interpreted to mean that he cannot transfer from one organization to another organization in the same sport. His first participation with an organization in a given sport under his own name definitely attaches him to that organization for the remainder of the season in that sport. However, he may represent one organization in basketball and another in bowling, or any other sport going on at that same time.

### Diversified Sports Program Offered

During the course of the school year an individual may participate in a large number of sports ranging from those requiring strength and endurance to those requiring agility and skill.

The intramural program includes: Basketball, indoor baseball, horseshoe pitching, speedball, golf, and cross-country runs, in the fall quarter; basketball, wrestling, boxing, fencing, foul shooting, pistol shooting, rifle shooting, and indoor festival during the winter quarter; while in the spring, tennis, baseball, playground ball, relay carnival, Sigma Delta Psi, polo, and swimming are the sports offered.

Approximately 4300 students and faculty participated in Intramurals last year.
Other Swimming Pools

Southern California

Union Pool - Michigan

Harvard

Pennsylvania

Field House - Iowa

U.S. Naval Academy
 TRACK

The 1931 track and field season again saw the Ohio State squad second in national standing. During the indoor season, the Buckeye team lost a close dual meet to Indiana, took second to Wisconsin in the Indoor Quadrangular Meet and defeated Illinois in the first indoor meet the Illini have lost in many years on their own track. A sixth place in the indoor Conference meet, two new records at the Illinois Relays and a splendid showing at the Cleveland Athletic Club Relays completed the winter events.

In the spring, overwhelming victories were registered over Ohio Wesleyan, Pittsburgh and the Navy. The team defeated Wisconsin, Chicago and Northwestern in the outdoor Quadrangular Meet and turned out the greatest individual and relay records of any team in both the Pennsylvania Relays and the Ohio Relays. After taking a fourth place in the Western Conference, the Buckeye team came back to take second place in the National Collegiate Championships.

FENCING

Team champions of the Western Conference in 1926 and 1927, and one of the outstanding squads in the Big Ten since this sport was added to the Buckeye calendar in 1923, the fencing team at Ohio State last year was composed almost entirely of sophomores. As a result, victories over Case and Chicago were counter-balanced by defeats at the hands of Illinois and Purdue, and a disappointing one point conquest registered by Michigan.

The team is coached by Dr. F. A. Riebel who was intercollegiate foils champion while a student here in 1924. This is one of the squads that has been afforded better practice facilities than ever before since the opening of the new Men's Gymnasium last fall.

RESERVE FOOTBALL

After losing to Michigan Normal in the opening game of the year, the Ohio State reserve football team acquired no little fame by defeating Michigan reserves and the University of Akron. A modified schedule confined outside competition to these three contests. However, two games with the freshmen resulted in a 0 to 0 tie and a 13 to 12 defeat.

Reserve football was instituted here several years ago as a means of seasoning inexperienced material and of supplying competition for those men not quite up to varsity standard.
FOOTBALL

The 1931 football season opened at Ohio State with several important gaps to fill in the Buckeye line-up, chiefly that caused by the absence of Wesley Fesler, triple-threat man who had completed his three years of intercollegiate competition. The first game of the season saw Cincinnati conquered by an overwhelming score. The following week a strong Vanderbilt team rolled up too impressive a margin in the first half for Ohio State to overcome in their second half rally. However, at Ann Arbor in the opening Big Ten battle, Michigan was decisively defeated. Northwestern then rang up a victory over Ohio State, followed by Buckeye conquests over Indiana, the Navy, Wisconsin and Illinois. With a chance to share in the Western Conference title in the post-season game with Minnesota, the Ohio State eleven failed to hit its stride and was obliged to be content with a Conference record of five victories and two defeats for the season.

GYMNASTICS

The year 1932 will be the tenth season for gymnastics as a recognized sport at Ohio State University. The most outstanding achievement of 1931 was a defeat of the Michigan squad, a notable event that removed the sting of dual meet losses to Chicago and Illinois. Although the Buckeye squad this year faces a stiff schedule, greater interest has been shown in the sport because of the new facilities afforded by the Men's Gymnasium and the resulting increased rivalry for places on the team.

SOCCER

Over sixty men worked out on the Ohio State University soccer team of 1931. However, only five of these were lettermen and it was an inexperienced team that took the field. The first game against the Columbus Kickers resulted in a 9 to 0 victory for Ohio State. Oberlin then ran up a 7 to 0 score on the Buckeye kickers while the University of Illinois eked out a 2 to 1 victory. The closing match of the year against the Army, however, showed the team in full stride and emerging on the long end of a 4 to 1 score.

Soccer at Ohio State is a comparatively recent sport, having been added to the calendar in 1927. Facilities at the University for this English pastime are splendid with three regulation fields being provided.
BASKETBALL

No less than three games on the Western Conference schedule were lost by the Ohio State quintet last year by the margin of one basket. With such veterans as Wesley Fesler, Harold Ervin, and Richard Larkins playing their last season, the Ohio State five was still handicapped by the lack of a center sufficiently tall to gain their share of the tip-offs. Victories over Wisconsin, Michigan, and Indiana at home featured the 1931 schedule, the other seven games on the menu resulting in defeats. Wesley Fesler was the outstanding star of the year with a total of 90 points and was chosen as guard on a majority of the All-Conference selections.

RIFLE TEAM

The calendar year of 1931 brought Buckeye marksmen greater honors than those amassed by any previous rifle team at the University. The Ohio State squad won the National Intercollegiate Championship from 70 schools entered in the shoot sponsored by William Randolph Hearst. In the Western Conference, Ohio State downed Wisconsin, Illinois, and Indiana but lost to Iowa and Minnesota. However, at the Big Ten finals held at Illinois in March, the Buckeye team took second place, losing a close battle to Iowa.

In non-Conference engagements, Ohio State marksmen lost only four shoots out of 23 matches. Sophomores are expected to play a large part in the team's showing this year. Men who have gained national and international honors in this sport are among those coming up for 1932 competition.

CROSS COUNTRY

Facing the stiffest competition possible in the Western Conference, a green Buckeye hill and dale team failed to make an impressive showing in the fall of 1931. In the annual Triangular Meet, Ohio State was obliged to take third place behind Illinois and Michigan while a Championship Indiana aggregation came here in a dual meet to administer defeat. For the first time since Ohio State has been in the Western Conference, a team was not sent to the Big Ten Meet. Since 1913, no Buckeye squad has finished lower than the first division in the annual team championships.

After the close of the regular season, this squad competed in the six-mile road race sponsored by the Century Athletic Club at Cincinnati and was successful in annexing first place.
POLO

Starting with the spring of 1931, the Ohio State University team, under the coaching of Captain M. L. McCreary, entered faster company than Buckeye horsemen had been scheduled to meet in previous seasons. In spite of this fact and the graduation of outstanding veterans from the previous season, the Buckeye squad fared well in most of its games.

Princeton and the Army were victorious in the first games of the year, but a two-game series was divided evenly with the University of Missouri, and the University of Chicago and a group of alumni were defeated in the remaining spring engagements. One match in the fall, with the University of Cornell, resulted in a Buckeye victory. Prospects for the coming year are excellent with several able sophomores available for duty.

WRESTLING

Many team and individual honors have been acquired by Ohio State in wrestling since the sport was inaugurated in 1921. Last year, in spite of an inexperienced team, Coach B. F. Mooney was successful in downing Western Reserve, Purdue and Northwestern and gaining a tie with Cornell matmen. Michigan and Indiana were the only two teams to hang up a larger score in dual engagements. The wrestling team is another squad that was transplanted from its former unsatisfactory facilities to the new plant, opened last fall.

GOLF

The Ohio State golf team of 1931 defeated Kentucky, Ohio Wesleyan, Indiana and Northwestern, but lost close matches to the University of Michigan and Illinois. In the Big Ten Championships, John Florio of Ohio State was runner-up in the individual standing, while Robert Kepler of the Buckeye team was fourth. Both of these men also reached the semi-finals in the National Intercollegiate matches held in Chicago at the close of the regular season. Kepler going to the finals by virtue of the two teammates being matched against each other in the semi-final bracket. A majority of the golfers of last year will be back for the 1932 season, while the freshman class of 1931 is expected to contribute additional talent of much value.
BASEBALL
In spite of the fact that nine lettermen were lost to Ohio State last year, the Buckeye nine won four games in the Western Conference, lost three and were rained out in three other contests, resulting in a fourth place in Big Ten standing. In non-Conference engagements, Ohio Wesleyan was defeated in two battles, and Cornell and Navy were beaten. George-town registered a 11 to 10 victory for the only setback. Wesley Fesler added to his athletic honors by winning the Potter Runmaker's Cup for the third consecutive year, the first time in the history of the school that a player has been able to annex this coveted honor more than once.

TENNIS
"Champions of the Western Conference"—the first tennis team title Ohio State has ever won came to Columbus last year. Under the coaching of Herman Wirthwein, this squad defeated Cornell, Michigan, Chicago, Ohio Wesleyan, Wisconsin and Illinois, and not only took the Big Ten team title, but had men in the finals in both the singles and doubles in the individual championships contested here. Carl Dennison went to the finals in the singles and was paired with Willard James in the doubles set-to. With practically the entire team intact for 1932, the Buckeye netmen have an excellent chance of repeating their achievements.

SWIMMING
Ohio State University's first swimming team, that of 1931, was organized largely to prepare for this year, when the new Natatorium would become available. It was necessary to curtail competition to a great extent and to use temporary and inadequate practice facilities. Starting the season, the Buckeye tank team lost to an efficient squad from the Toledo Y. M. C. A., but came back a week later to swamp Western Reserve University by an overwhelming score. Ohio Wesleyan was also defeated in two dual affairs. With the sport in its infancy, no Western Conference swims were scheduled. Prospects for 1932 and future years are exceptionally bright in view of the increased interest in this sport due to the new Natatorium.
S-P-E-N-D
for the
H-O-M-E
in
1 9 3 2
Buy Plumbing
and Heating.

Experts tell us that if the building industry gets under way, the effect will be felt throughout our whole business fabric. That is why we urge you to "Spend for the Home in 1932." Buy Plumbing and Heating—or any of the other things that will give you more comfort and convenience in your home. Such spending is wise—it creates permanent values.

The Samuel A. Esswein
Heating & Plumbing Co.
548-58 W. Broad St., Columbus, Ohio
Phone: ADams 5115

SCOTT'S SEED USED ON NATATORIUM LAWN
Ohio State University has relied upon Scott's Seed for the football field, campus and the new golf course now under construction. Among the scores of other schools we regularly serve are the Universities of Illinois, Michigan, Indiana, Iowa, Kentucky, Maine, Nebraska, Pennsylvania, South Dakota, Vermont, West Virginia and Notre Dame, Amherst, Cornell, West Point, Annapolis, Colgate, Columbia, University of Pittsburgh and a great host of others.

We are equally anxious to serve the home owner who wants a fine lawn. Helpful literature on Lawn Care may be had for the asking.

O. M. SCOTT & SONS COMPANY
SCOTT'S MARYSVILLE OHIO
SEEDS

ONE OUT OF EVERY FIVE GOLF CLUBS SOW SCOTT'S SEED
Congratulations . . .

Ohio State

on the completion of your wonderful new Gymnasium and Natatorium.

We are proud to have had the privilege of furnishing the ceramic tile for these most outstanding installations.

OLEAN TILE COMPANY
OLEAN, NEW YORK
manufacturers of ceramic tile

Specializing in Swimming Pools and distinctive ceramic treatments

Compliments of

ST. PAUL STONE QUARRIES CO.
ST. PAUL, INDIANA

The manufacturers of Steelcase Business Equipment call your attention to the files, counters, cabinets and other steel equipment installed in the Natatorium, Men’s Gymnasium and other buildings of the Ohio State University.

Educational institutions as well as commercial businesses recognize the merits of Steelcase Business Equipment.

FILING CABINETS—DESKS—TABLES—SAFES LABORATORY EQUIPMENT—BOOK CASES LOCKERS—SHELVING—STORAGE CABINETS

METAL OFFICE FURNITURE CO.
GRAND RAPIDS, MICHIGAN

SPALDING
Athletic Equipment

Has had the benefit of over half a century’s experience in equipping the world’s leading athletes. Spalding makes athletic equipment for practically every sport played. Let us outfit you for your seasonal sports activity.

BASKET BALL  BASEBALL  FOOTBALL
SQUASH  GOLF  BOXING
HANDBALL  TENNIS  SKATING
SWIMMING  TRACK  SOCCER

120 East Broad Street, Columbus
within the "podium" or terrace, which connect the two major portions of the buildings, there are two exercise rooms used for corrective work and special class work, two class rooms, and a faculty locker room. Lockers, showers, and toilet for the entire instruction staff are provided here, and also a public toilet and checking room.

The distinctive feature of the Natatorium wing is its provision of three separate swimming pools, each in its own room, but under central supervision. This division provides, first, the "Varsity" or exhibition pool, for specialized contests and practice at all times; second, a "Class" pool, for use for scheduled classes in physical education; and third, an "Instruction" pool for non-swimmers. The Instruction Pool is in a room 32 feet wide, 49 feet long and 12 feet high. The pool itself is 20 feet wide, 30 feet long and is 3 to 4½ feet deep. The Class Pool is in a room 100 feet long, 47 feet wide, and 12 feet high. Along one side is an observation gallery with 120 seatings. A solarium alcove adjoins the Class Pool, the roof of which may be opened to the sky. The pool itself is 35 feet wide, 75 feet long, 5 to 9 feet deep. Three regulation spring boards are provided at the deep end of the pool.

The construction and finish of the Instruction Pool and the Class Pool and the rooms in which they are located are similar. They are lined with white vitreous tile, and the floors of the areas around the pools are of light tan vitreous tile. The walls of the rooms are faced with tan glazed brick and the ceilings are lined with painted cork slabs. Both rooms have outside light through large windows on two sides of the rooms.

The show place of the entire group—and the principal feature in which the Athletic Board's interest has centered—is the "Varsity" or Exhibition Pool room. This is a sort of amphitheatre with seat banks rising in galleries on two sides and at one end, accommodating normally 1350 people.

The room is 110 feet measured lengthwise of the pool, from north to south, and 120 feet wide. The center portion of the room is 40 feet high from water level to the top of the arched ceiling. The room has natural light from three large and six small double glazed windows at the north end and from a skylight at the south over the "working" end of the pool. At this end of the pool there are three diving boards, each 16 feet long, built and installed in accordance with the latest inter-collegiate specifications. Two of these boards, placed near the sides of the pool, are three feet above the water. The middle one is 10 feet above the water and is reached by means of ladders which extend from the pool level up to a bronze trimmed diving balcony, which forms an important part of the decorative scheme of the room.

The pool itself is 75 feet long, 42 feet wide, 7 feet deep at one end and 12 feet deep at the other. It is lined with white ceramic tile, which gives a very luminous effect to the clear filtered and chlorinated water. The color of water has been used as the basis of the color scheme of the entire room. The runways along the sides and ends of the pool are of pale olive green vitreous tile, which extend down over the pool gutters and six inches below the water level.

The clear blue-green of the water and the green of the side aisles has been picked up in the glazed tile of the walls which extend en-
Intramural Medals, Placques and Trophies
SPECIAL DESIGNS SUBMITTED WITHOUT CHARGE
SEND FOR THE NEW AULD TROPHY CATALOG
JUST OFF THE PRESS

AULD’S, Inc.
MANUFACTURING JEWELERS
COLUMBUS, OHIO

tirely around the pool and forms a wainscot on the gallery walls. This wainscot is made up of eight shades of green tile, mixed somewhat at random, but generally grading from dark shades at the bottom to lighter shades at the top.

The walls above the tile wainscot, and all of the ceiling areas are lined with cork slabs which perform the three-fold function of improving acoustics, retaining heat within the room and preventing condensation. The cork areas have been painted in agreement with the color scheme of the tile, beginning with medium shades of blue-green and changing to lighter shades of olive-green and tan at the ceiling lines.

The high arched ceiling over the pool and the lower flat ceilings over the side galleries are tinted with silver paint.

The color scheme of the room is embellished by the addition of stencilled border decoration on the walls at the diving gallery end of the room and by a long frieze of conventional dolphin forms on each side of the clerestory wall surface between the main arch ceiling and the low gallery ceiling. The brilliance of this color decoration is accented by a series of panels at the top of the green tile wainscot, in each of which is a brilliant scarlet “O” on a silver-gray background.

The metal fittings of the room are bronze, the most distinctive being the railing along the seat gallery at the north end, the diving gallery at the south end and at the foot of all aisles along the side galleries. A nautical atmosphere is given to the room by the ship’s rope railing around the galleries.

The artificial lighting of the Varsity Amphitheatre is by 200-watt flood lights distributed over the entire ceiling. A very spectacular effect is afforded by the system of underwater lighting. This consists of a series of six floor lights, set into waterproof compartments within the walls, on each side of the pool just below the water line.

In the wide passageway between the Varsity Pool and the Class Pool are located the mechanical devices for the control of the water used in the three pools. This control includes the complete change of all water every eight hours by circulating it through four filter tanks and heaters to maintain purity and uniform temperature. It also includes complete chlorination of the water by dispensing a regulated amount of chlorine gas into the water as it is being recirculated.

Heat is furnished to both portions of the new building group by forced circulation of hot water from the central Power Plant of the University. All small areas are heated by means of radiators within the rooms. All large areas, such as the gym courts, and the three pool rooms, are heated and ventilated by the circulation of tempered air forced in by large blower fans and removed by recirculating units or exhaust fans. Both temperature and ventilation is automatically controlled for uniformity of heat and fresh air.
Looking Forward to Bigger Sales results is foremost in our minds for 1932.

The Prospecting is as good as we make it and we can hit pay dirt by constructive effort.

Give your printed salesmanship more value by using advertising art and printing plates made by

THE TERRY ENGRAVING COMPANY
214-216 OAK STREET, EAST
COLUMBUS, OHIO

fered. Among them are: Volleyball, speedball, soccer, track and field, basketball, baseball, fencing, wrestling, boxing, gymnastics, gymnastic dancing. Swimming and handball are, of course, added this year. A special division of the required courses is called "Individual Physical Education." This division is for students who, for any reason, are in particular need of individual guidance, and whose needs cannot be met by the regular elective classes. Some students are assigned here because their poor postures or weak feet may be improved by proper treatment; others because defective hearts demand mild and closely regulated exercise; others because crippled conditions prevent their taking part in the usual activities.

The purpose of the required courses is, not to provide an opportunity for participation, but rather to develop the ability to participate with reasonable success, by developing the knowledge and skill which constitute such ability. This ability is expected to function after the student leaves the influence of the school. The university, however, does not wait for the student to leave, but offers rich opportunity for participation on the part of those in school. This participation is on two levels, the varsity and the intramural. Since each of these branches of the department has its own section in this booklet, they will not be discussed further here.

One of the most important activities of the department is that of training teachers. Students who come to the university to prepare themselves as teachers of physical education enroll in the College of Education and start on the four-year curriculum in physical education. This curriculum includes a background in chemistry, zoology, physiology and anatomy. It also includes a strong group of courses in educational theory and psychology, in addition to the courses in physical education proper. The physical education courses cover the theory and practice of the most important physical activities: football, baseball, basketball, track, minor athletic games, swimming, gymnastics, gymnastic dancing, etc. They also include courses in Principles of Physical Education, History of Physical Education, Organization, Treatment of Injuries, and other phases of physical education. The students have opportunity for many valuable extra-curricular activities, including first, of course, varied participation in games and sports, but also officiating at contests, and coaching intramural and other teams. One of the best such opportunities is that of membership in the Physical Education Club, composed entirely of professional students. Another opportunity is that of membership in the Varsity A, a group of students who do volunteer work in assisting the regular instructors in teaching various sections of the "required work." The four-year curriculum
is designed as a general foundation for later specialized study, but with special reference to high school teaching and coaching. The graduates are fully qualified teachers and are given teaching certificates without examination. The number of men in the four-year curriculum is just less than one hundred. Its graduates are found, some in colleges, and the rest in high schools, in many parts of the country, chiefly, of course, in Ohio. For those who expect to teach Physical Education as a secondary subject or who expect to coach athletics in conjunction with the teaching of academic subjects, the "minor" in physical education is available. This includes a much smaller amount of training, and is less rigid than the four-year curriculum.

The Master of Arts degree in physical education is also available to superior students. Students who have capacity for independent advanced study and who have a suitable background in undergraduate training can secure this degree in one additional year, or in three summer quarters. One whose undergraduate work is insufficient may, occasionally secure the degree by spending somewhat more than the usual amount of time.

Two branches of the work of this department that are not strictly physical education but which are very important are the medical examinations and the instruction in hygiene.

Every student is given, at the beginning of his first quarter at the university, a thorough general medical examination. This examination is used by the department in controlling the exercise of the student. A copy of it is given to the Student Medical Service to serve as a reference for them in offering medical advice or minor treatments. All remedial physical defects of the students are noted and the student is given urgent advice as to their removal.

Each man in the university must take a course in personal hygiene for one quarter during his first year in school. Sections in this course meet only once each week, so that the time for instruction is quite limited. An attempt is made, however, and, it is believed, with considerable success, to stimulate the interest of the pupil in the health of himself, his family, and his community and to give him a modern and scientific attitude toward health problems.

It is readily seen that the department of physical education is undertaking a task which is not only of tremendous size, but also of great complexity and difficulty. It is hoped that the task will be recognized everywhere as one of great importance and its performance as a really educational activity of a great educational institution.
The above picture is a reproduction from the actual drawing made in the offices of an internationally known golf architect, Mr. Alex MacKenzie. Mr. Mackenzie has constructed golf courses in almost all parts of the United States, the one nearest Central Ohio being that of the University of Michigan.

The tract of land on which the golf course is located lies about three miles from the campus, on the water shed between the Scioto and Olentangy Rivers. It is due northwest and is approachable on roads touching three sides of the course. For a great many years the entire tract has been under cultivation or been used as pasture for farm stock. Turkey Run ambles through the center of the course from west to east and being spring fed, affords a water hazard throughout the golfing season. In addition to this stream there are two or three small branches, also spring fed and tree lined, which make the layout not only a test of good golf but a beautiful picture as well.

There will be two eighteen-hole courses on the property, the one interlacing with the other all the way. The championship course will be a par seventy-two and the other, a slightly less difficult test for the golfer, will require a score of seventy for a perfect game. No. 1 tee on the difficult course will be located just south of the club house, and No. 1 fairway will run due west, dog-legging slightly to the right. Following the "Red" or championship set of holes through to the eighteenth, it will be seen that Nos. 4, 6, 8, 11, 12, 13 and 17 cross the dangerous path of Turkey Run. By all golf experts who have viewed the scene of future battle, this has been dubbed a test of the best among golfers. The "Blue" course keeps on the edge of dangerous ground, but never too deeply in it to be considered a real "tough" layout. The No. 9 on the "Blue" does not come in at the club house.

The entire 294 acres comprising this tract have been under the care of a superintendent for the past two years. Mr. Park Holcomb has been in charge of this "farm" since it came into the hands of the Athletic Department. The "farm" has been plowed, harrowed, fertilized and planted with grass seed, Kentucky blue grass dominating the mixture sown. At the present time it has the appearance of a fine country estate or park and the fairway grass shows indications of being in wonderful condition.