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COLLEGE ATHLETICS AND PHYSICAL EDUCATION
IN OHIO DURING THE DEPRESSION

Dissertation

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

by

Clarence Robert Barnett, B.A., M.A.

The Ohio State University
1972

Approved by

Seymour Kleinman, Adviser
School of Heath, Physical Education and Recreation
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To my advisor of seven years, Dr. Seymour Kleinman, goes my deepest appreciation for his help on this dissertation and throughout my graduate career. I would also like to acknowledge Dr. Bruce L. Bennett and Dr. Barbara Nelson for their assistance in the completion of this paper.

To my wife, Lysbeth, whose patience, fortitude, and encouragement helped me through the bad times and who shared my happiness in the good times, I dedicate this dissertation.
V I T A

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CHAPTER I
INTRODUCTION

The United States in the 1920's was a nation of political conservatism and business prosperity. Following World War I, Americans, assured of the rightness of the American experience, turned inward to escape the taint of the corrupt European nations. The defeat of President Wilson's peace proposal was the first sign of this "new-isolation." Ever so quickly prohibition was enacted, and Warren Harding was elected president on the pledge of a return to "normalcy."

Following the death of Harding and elevation of Calvin Coolidge to the presidency, America began one of the greatest periods of prosperity she has ever known. This prosperity, a businessman's prosperity, was engendered by a fantastic wave of "consumerism" resulting from the transition in American lifestyle from that of an agrarian, small-town society to that of a technological, industrialized nation. American industry had proven its ability to produce vast quantities of goods. Now the media brought an awareness of this to "Main Street" as technology was utilized to develop national markets for these goods. Radio and the automobile not only served to break down the barriers of provincialism but also to create ever increasing markets for industry to conquer as the tastes of Americans were modified and unified. Americans became a nation of avid consumers and even more avid producers, which in turn produced unparalleled prosper-
Inherent in this consumer life-style were all the elements necessary for a growing interest in sport and recreation. At this time, the popular press and radio began bringing the exploits of sports figures into the home of the average citizen. Endowing men like Babe Ruth, Red Grange, Jack Dempsey, Bobby Jones, and Bill Tilden with an aura of larger-than-life qualities, the new media created heroes who caught the fancy of a disillusioned, hero-starved decade. With increased leisure-time and money, Americans whose interest had been piqued by these stars, consumed sports as never before. In fact, the 1920's are considered by many to have been the "Golden Age" of American sport.

Among the spectator sports, professional baseball, professional boxing, and college football were the most popular. Although interest in baseball and boxing seemed to have peaked by the late 1920's, interest in and attendance at college football games continued to show phenomenal growth throughout the period.¹ As can be seen from Table I, attendance at college football games more than doubled during the 1920's.

### Table 1

Football Attendance at 49 Colleges and Universities, 1921 - 1930

<table>
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<tr>
<th>Year</th>
<th>Attendance</th>
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<tr>
<td>1921</td>
<td>1,504,319</td>
<td>100</td>
</tr>
<tr>
<td>1922</td>
<td>1,847,381</td>
<td>123</td>
</tr>
<tr>
<td>1923</td>
<td>2,083,395</td>
<td>139</td>
</tr>
<tr>
<td>1924</td>
<td>2,449,554</td>
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<td>1925</td>
<td>2,545,223</td>
<td>169</td>
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<tr>
<td>1926</td>
<td>2,658,321</td>
<td>177</td>
</tr>
<tr>
<td>1927</td>
<td>3,052,977</td>
<td>203</td>
</tr>
<tr>
<td>1928</td>
<td>3,316,933</td>
<td>221</td>
</tr>
<tr>
<td>1929</td>
<td>3,617,421</td>
<td>241</td>
</tr>
<tr>
<td>1930</td>
<td>3,289,078</td>
<td>215</td>
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Interest in college football was not confined to those attending the games, as indicated by Foster Rhea Dulles' statement that:

...the several thousand spectators crowding the college stadia every Saturday afternoon were supplemented by the many millions of fans who hovered over their radios in comfortably heated living rooms to follow the games play by play, and then spent Sunday mornings devouring long accounts in the newspapers' sports section of how it all happened...."It is at present a religion," a contributor to Harper's stated in 1928 -- "sometimes it seems to be almost a national religion."3

Juxtaposed with the increase in spectatorism was an even greater interest in participatory recreation. During the 1920's, there was a 100 percent increase in the number of swimming facilities, tennis courts and golf courses; all constructed to

---

2 Ibid., p. 89.

meet the demands of people interested in those facets of recreation.\textsuperscript{4} Tennis, golf, swimming, and softball attracted more than three times the number of participants in 1930 than they had in 1921.\textsuperscript{5} Skiing and ice-skating were among the other participant sports which increased during the 1920's.\textsuperscript{6} In summarizing this trend, Jesse Steiner stated:

The most notable change in the field of athletic sports is the growing popularity of games that appeal more to participants than to observers. Athletic sports are no longer merely spectacular events to be witnessed from the sidelines. Recent years have seen an enormous expansion of playing facilities designed not primarily for trained professional athletes but for the general public.... Another trend of real significance is the growing interest in outdoor sports of a type more suitable for mature people of both sexes and those unable to indulge in vigorous exercise.\textsuperscript{7}

To insure the continuance of prosperity and, if possible, generate even faster growth, the Republicans nominated Herbert Hoover rather than Coolidge for the presidency in 1928. While Coolidge represented the epitome of the \textit{laissez faire} politician, Hoover was a man whom it was hoped could add direction to the efforts of the federal government in aiding the businessman. In 1928, Hoover's election was a foregone conclusion, and it was assumed that the "engineer of happiness" would lead the

\textsuperscript{4} Steiner, op. cit., pp. 53, 54, 65, 71.
\textsuperscript{5} Ibid., pp. 52, 64, 66, 71.
\textsuperscript{6} Ibid., p. 76.
\textsuperscript{7} Ibid., p. 79-80.
country to four if not eight more years of unparalleled prosperity.8

Unfortunately the rising tide of American prosperity was not to last. Without going into an extensive economic analysis, it is sufficient to say that the bubble of prosperity burst on October 24, 1929 when the stock market began its first massive downward plunge. This event signaled the greatest financial depression the United States has yet known.9 The period from the stock market crash to the election of Franklin Roosevelt in 1932 was a trying period for the people of the United States. Hoover firmly believed that economic cycles were inevitable and that the economy would eventually right itself. Consequently, he was loathe to initiate any massive programs of government aid or interference in the "natural" workings of the economy.10 As conditions worsened, people became restive and fearful. The primary target of their wrath was Hoover, and the feeling of the people was described as follows:

An unhappy and bewildered nation struck back with angry words. Somebody was to blame for the hunger, and the fear. The President, Hoover, that apple-cheeked stooge of the rich, he was at fault. In a

---

10 Hofstadter, op. cit., p. 286.
situation that was difficult to understand because there was no complete body of experience by which to judge the problem, men didn't want to appeal to reason. They wanted relief.11

It was time for a change, and in 1932 the Democratic party provided the impetus for that change by nominating Franklin D. Roosevelt for the presidency. Roosevelt campaigned on the issue of "trying something" to achieve a "new deal" for the American people. His election by a large majority showed that the American people were also willing to try.

Roosevelt's New Deal consisted primarily of massive use of government funds for relief purposes. Most historians agree that the New Deal was thoroughly pragmatic, with each program being tried and evaluated on the basis of its ability to prime the economic pump and provide relief. Roosevelt provided an apt analogy depicting the manner in which programs were conceived when he described himself in the following manner:

At one of his earliest press conferences Roosevelt compared himself to the quarterback in football. The quarterback knows what the next play will be, but beyond that he cannot predict or plan too rigidly because "future plays will depend on how the next one works." It was a token of his cast of mind that he used the metaphor of a game, and one in which chance plays a very large part.12

12 Hofstadter, op. cit., p. 331.
One of Roosevelt's first "plays" was the creation of the Federal Emergency Relief Administration in June 1933. The objective of this program was "to create employment by expenditures of labor through the construction of public works." From this program sprung the multitude of federal relief agencies. The most important figure to emerge from this program was Harry Hopkins who in turn headed the Federal Emergency Relief Administration, the short-lived Civil Works Administration, and the massive Works Progress Administration. Hopkins' philosophy and actions were typical of New Deal planners and administrators. He was a strong advocate of work relief rather than the dole, but he was a social worker interested in getting relief to the miserable as quickly as possible. An example of his beliefs is as follows:

Someone approached Hopkins with an idea for a project which would take a lot of time to prepare in detail but which Hopkins was assured, "will work out in the long run." His exasperated comment was, "people don't eat in the long run, they eat every day."  

14 Hereafter will be referred to as CWA.
15 Hereafter will be referred to as WPA.
His beliefs were manifested in his administrative actions for during his first two hours as head of the CWA he spent more than five million dollars\textsuperscript{17} and by the spring of 1935 had employed 4,230,000 workers.\textsuperscript{18} In 1934, the CWA was eliminated and the WPA was established to replace it.

This program was the largest relief agency of all the New Deal programs. At various times, over three million people were employed on projects ranging from leaf raking, painting, writing and theatre production to the construction of golf courses and playgrounds.\textsuperscript{19} While much was done to enhance the quality of American life through these projects, the chief concern of the agency was to provide jobs so that consumer purchasing power would be restored.\textsuperscript{20}

The two WPA programs which had direct application to this study were the Community Recreation Program and the National Youth Administration Student Work Program. The federal aid to students began in 1934 after college enrollment had declined 4 1/2\% and 5\% during the previous two years. The federal aid was given to the colleges to be distributed to between 10 percent and 12 percent of their students. The student could earn from $10 to $15 a month by doing useful work such as

\textsuperscript{17} Ibid., p. 48
\textsuperscript{18} Ibid., p. 121.
\textsuperscript{20} Ibid.
"clerical, library or research assisting."\(^{21}\) He could not, however, be employed in a position that would eliminate employment for another person. The federal government required that all of the students who received aid would be unable to go to college otherwise and that at least half be new freshmen.\(^{22}\) By 1935, over $14,000,000 had been allocated to 1482 colleges.\(^{23}\) This program was an important factor in causing continued increases in college enrollment from 1934 through 1937.\(^{24}\) Hopkins in commenting on the program stated:

> The principal objective of using relief funds for student aid is to increase the number of young men and women going to college. The corollary of this, of course, is to decrease the number of young persons looking for jobs.\(^{25}\)

The second WPA program having direct application to this study was the community recreation programs. This program had as its objective the following:


\(^{25}\) Walters, op. cit., December 15, 1934.
It is not to go into the community to teach people to play; the purpose is to go into the community to teach them how to organize for play so that when federal funds are withdrawn, we will have planted some seeds in the community which will go on creating a national leisure movement.26

To accomplish this, a two-pronged approach was used. First, new community recreation facilities were built and existing facilities were improved. These facilities were built using 80 percent federal funds and 20 percent local funds. Employment of local workers was a prime objective of this aspect of the program.27 Table 2 on page 11 lists the construction and improvements in recreation facilities by the WPA through 1938. To encourage the use of these facilities, the WPA, in the middle 1930's, undertook programs to train and to provide recreational leadership for local communities. By 1937, over 7,085 communities in 47 states had WPA recreation programs which employed over 38,000 leaders. 28 In a 1938 study, the WPA found "16,000,000 hours a week were devoted to active participation in recreational activities during the week of the survey, by persons of all ages."29

26 James A. Atkins and Austin J. Welch, WPA Projects Administration Recreation Program, Vol. 9. WPA Program Operation and Accomplishments, 1935-43. (Division of Service Projects, Work Projects Administration, 1944), p. 3.
27 Ibid. p. 3.
28 Ibid., p. 14
29 Ibid.
Table 2

Number of Recreational Buildings and Other Facilities Constructed and Improved Through WPA Project Operations, By Types of Facilities

<table>
<thead>
<tr>
<th>Type of Facility</th>
<th>New Construction</th>
<th>Improvements &amp; Additions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Fields</td>
<td>1,787</td>
<td>1,504</td>
</tr>
<tr>
<td>Parks</td>
<td>1,607</td>
<td>4,342</td>
</tr>
<tr>
<td>Playgrounds</td>
<td>1,594</td>
<td>5,010</td>
</tr>
<tr>
<td>Swimming Pools</td>
<td>471</td>
<td>225</td>
</tr>
<tr>
<td>Golf Courses</td>
<td>143</td>
<td>214</td>
</tr>
<tr>
<td>Tennis Courts</td>
<td>4,582</td>
<td>1,851</td>
</tr>
<tr>
<td>Handball Courts</td>
<td>728</td>
<td>62</td>
</tr>
<tr>
<td>Horseshoe Courts</td>
<td>1,142</td>
<td>70</td>
</tr>
<tr>
<td>Ice Skating Rinks</td>
<td>1,037</td>
<td>205</td>
</tr>
<tr>
<td>Ski Jumps</td>
<td>41</td>
<td>13</td>
</tr>
<tr>
<td>Ski Trails (miles)</td>
<td>62</td>
<td>32</td>
</tr>
<tr>
<td>Stadiums (grandstands, etc.)</td>
<td>974</td>
<td>380</td>
</tr>
<tr>
<td>Gymnasiums</td>
<td>497</td>
<td>401</td>
</tr>
<tr>
<td>Other (pavilions, bathhouses, etc.)</td>
<td>3,800</td>
<td>2,745 30</td>
</tr>
</tbody>
</table>

Because of the size and impact of the WPA programs and other factors related to the depression, Steiner noted little reduction in active recreation during the depression period. He noted a strong tendency developing toward mass recreation, but there was little decline in the number of people swimming, playing tennis, or playing golf. The major change that he did observe was the reduction in the amount of purchases

of new athletic equipment.\textsuperscript{31} He summarized the effect of the depression and the federal programs on recreation as follows:

The growing amount of leisure brought about by shorter hours of labor, the use of federal funds to employ recreational leaders and to improve the recreational facilities in parks and playgrounds, and the efforts to keep up the morale of the unemployed by getting them to participate in leisure time programs have enabled public recreation to make considerable progress in spite of the financial stringency.\textsuperscript{32}

During the depression many colleges and universities in the United States faced severe reductions in income. Income was reduced because of the decline in enrollment during part of the depression, the decline in financial support from the state, city or private groups, and a decline in income from endowment investments caused by the general national economic conditions. The decline in enrollment at most colleges occurred during the period from 1931 through 1934.

\textsuperscript{31} Jesse F. Steiner, Research Memorandum on Recreation in the Depression (New York: Social Science Research Council, 1937), pp. 41-44.

Table 3
Annual Growth and Decline Percentages of College Enrollment in the United States 1928-1938*

<table>
<thead>
<tr>
<th>Year</th>
<th>% + or -</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928-29</td>
<td>+2.0</td>
</tr>
<tr>
<td>1929-30</td>
<td>+1.5</td>
</tr>
<tr>
<td>1930-31</td>
<td>+3.5</td>
</tr>
<tr>
<td>1931-32</td>
<td>+.6</td>
</tr>
<tr>
<td>1932-33</td>
<td>-4.5</td>
</tr>
<tr>
<td>1933-34</td>
<td>-5.0</td>
</tr>
<tr>
<td>1934-35</td>
<td>+5.0</td>
</tr>
<tr>
<td>1935-36</td>
<td>+6.6</td>
</tr>
<tr>
<td>1936-37</td>
<td>+6.5</td>
</tr>
<tr>
<td>1937-38</td>
<td>+3.6</td>
</tr>
</tbody>
</table>


As can be seen in Table 3, college enrollment increases were relatively small from 1928 to 1930. The slightly larger increase in 1930-31 was primarily due to students who were unable to secure employment, returning to college.33 The increases from 1934 to 1938 were a result of the federal student work program under the National Youth Administration.34 The enrollment figures for the eight Ohio colleges involved in this study were similar to the national variations.

Table 4

Enrollment Figures for 8 Representative Ohio Colleges for Selected Years, 1928-1938.

<table>
<thead>
<tr>
<th></th>
<th>1928-29</th>
<th>1932-33</th>
<th>1934-35</th>
<th>1937-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio State</td>
<td>10,293</td>
<td>10,045</td>
<td>10,012</td>
<td>12,744</td>
</tr>
<tr>
<td>Ohio Univ.</td>
<td>2,085</td>
<td>2,290</td>
<td>2,102</td>
<td>2,730</td>
</tr>
<tr>
<td>Cincinnati</td>
<td>4,297</td>
<td>3,854</td>
<td>3,887</td>
<td>4,169</td>
</tr>
<tr>
<td>Toledo</td>
<td>990</td>
<td>1,438</td>
<td>1,342</td>
<td>1,506</td>
</tr>
<tr>
<td>Oberlin</td>
<td>1,614</td>
<td>1,494</td>
<td>1,569</td>
<td>1,722</td>
</tr>
<tr>
<td>Western Res.</td>
<td>3,356</td>
<td>3,540</td>
<td>3,350</td>
<td>3,224</td>
</tr>
<tr>
<td>Ohio Wesleyan</td>
<td>1,803</td>
<td>1,446</td>
<td>1,336</td>
<td>1,413</td>
</tr>
<tr>
<td>Otterbein</td>
<td>380</td>
<td>276</td>
<td>272</td>
<td>302</td>
</tr>
<tr>
<td></td>
<td>25,318</td>
<td>24,383</td>
<td>23,040</td>
<td>27,810</td>
</tr>
<tr>
<td>% of 1928</td>
<td>-100%</td>
<td>-96%</td>
<td>-94%</td>
<td>+105%</td>
</tr>
</tbody>
</table>

It should be noted that there was a shift in the enrollment from the privately supported colleges to the state or municipally supported colleges.

Table 5

A Comparison of the Percentage of Enrollment Growth or Decline at Four Tax Supported Colleges* With Four Privately Supported Colleges* in Ohio, Using 1928 as a Base Year.

<table>
<thead>
<tr>
<th></th>
<th>1928-29</th>
<th>1932-33</th>
<th>1934-35</th>
<th>1937-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Four Tax Supported Colleges</td>
<td>100</td>
<td>99.99</td>
<td>99</td>
<td>119</td>
</tr>
<tr>
<td>Four Privately Supported Colleges</td>
<td>100</td>
<td>94</td>
<td>91</td>
<td>93</td>
</tr>
<tr>
<td>Total of Eight Ohio Colleges</td>
<td>100</td>
<td>96</td>
<td>94</td>
<td>105</td>
</tr>
</tbody>
</table>

* The Colleges used were the Eight Representative Ohio Colleges.
The decline in enrollment in privately supported colleges and the subsequent growth in tax-supported universities was attributed to the tendency of many students to enroll in the state or municipal colleges because of their relatively lower tuition costs. This decline had serious financial consequences for the private colleges during the depression.35

The decreased income of all colleges made it exceedingly difficult for colleges to maintain their pre-depression expenditure levels. The most widely used method of reducing expenditures was to reduce the amount of money paid to the faculty. More than 83 percent of all colleges in the country reduced faculty salaries.36 These reductions ranged from 5 percent to over 40 percent. However, most faculty salaries were restored to 1931-32 parity by 1937.37 Most colleges did not reduce faculties by terminating contracts; however, they often did not replace faculty members who resigned. Between 1931 and 1936, this practice resulted in a 5 percent reduction in the number of college teachers.38 Even with these reductions of expenditures,

35 Walters, Ibid.
37 Ibid., p. 43.
38 Ibid., pp. 24-25.
it was only with extreme difficulty that many colleges survived the depression, and the federal student work program was a great factor in helping many colleges to maintain operation during the depression.

STATEMENT OF THE PROBLEM, METHODS, PROCEDURES AND DEFINITIONS

Statement of the Problem

It was felt that because of the economic conditions, the depression had an inhibiting effect on the growth and development of college athletics and physical education. The purpose of this study was to determine, through historical inquiry, the trends which began to emerge or continued to develop in Ohio college athletics and physical education during the depression.

Sub-problem I

A survey was made of the total number and types of intercollegiate sports in Ohio during the depression.

Sub-problem II

A determination was made of income and expenditure variations in Ohio college athletics during the depression period.

A. Consideration was given to the variations in the sources of athletic income in representative Ohio colleges.
B. Consideration was given to the variations in expenditure patterns for intercollegiate athletics in representative Ohio colleges.

Sub-problem III

A determination was made of the continuation of or development of trends in the physical education service program in Ohio colleges during the depression.

A. Consideration was given to the content of the physical education service programs in representative Ohio colleges.

B. Consideration was given to the structure of the physical education service program in representative Ohio colleges.

C. Consideration was given to whether or not the general economic conditions and the financial problems of the individual colleges had an effect on the service programs in physical education at the representative colleges.

Sub-problem IV

A determination was made of the continuation of or the development of trends in intramural programs in Ohio colleges during the depression.

A. Consideration was given to the content of intramural programs in representative Ohio colleges.

B. Consideration was given to the organizational patterns of intramural programs in representative Ohio colleges.

C. Consideration was given to whether or not the general economic conditions and the financial problems of the individual colleges had an effect on the intramural programs at the representative Ohio colleges.
Sub-problem V

A determination was made of the continuation of or the development of trends in the physical education teacher training in Ohio colleges during the depression.

A. Consideration was given to the growth of physical education teacher training programs in Ohio colleges.

B. Consideration was given to the changes in State certification standards for Ohio teachers.

C. Consideration was given to the development of or continuation of major and minor and graduate programs in physical education in representative Ohio colleges.

D. Consideration was given to the content of the teacher training curriculums in physical education in representative Ohio colleges.

E. Consideration was given to whether or not the general economic conditions and the financial problems of the individual colleges had an effect on the teacher training programs at representative Ohio colleges.

Sub-problem VI

Conclusions were drawn from the research material and suggestions for further research were given.

Reasons for the Study

Historical research in physical education and athletics in the United States has traditionally been of either the biographical or longitudinal type. Physical education literature abounds with biographical studies of individuals who have made landmark contributions to the profession and with longitudinal
studies of a specific sport, activity, or college physical education program. A review of the literature reveals little evidence of research in which developments in the larger societal context, for a specific historical period, are directly related to the developments in athletics and physical education. The objective of this study was to determine the relationship between a cultural phenomenon and the developments in athletics and physical education. The depression period was selected for study because it was a fairly well-defined historical period and in the final analysis affected almost every area of American life. Historical research in physical education has virtually ignored the depression as a cultural phenomenon even though many of the practices of contemporary American physical education were developed during that period. Because only thirty years have elapsed between the end of the depression and this study, many records of the period remain available and many participants, who shaped the events of the period, provide excellent sources for oral history.

Methods and Procedures

The historical method of research as described by John Best in Research In Education was used in this study. Both primary and secondary sources were considered and their validity was judged by using both external and internal criticism.

Procedures

1. Survey of Literature

In order to establish a historical background and begin to identify trends which emerged during the depression, a survey of literature was conducted. The types of literature reviewed were as follows:

   a. General historical works dealing with the United States.

   b. Monographs specifically dealing with the depression period.

   c. General histories dealing with physical education and sport in the United States.

   d. Dissertations and theses in physical education which dealt with national topics during the 1930's.

   e. Professional periodicals and proceedings papers, in both education and physical education, written during the 1930's.

   f. The teacher certification bulletins of the Board of Education of the State of Ohio.

   g. Histories of various Ohio colleges and universities.

   h. Dissertations and theses concerning athletics or physical education in various Ohio colleges.

2. Survey of intercollegiate athletics in Ohio.

Survey forms were constructed for the 39 Ohio colleges which granted baccalaureate degrees and participated in intercollegiate athletics during the entire depression period. These forms were used to note the participation of a specific college in intercollegiate athletics on an annual basis. A
cross check system was also used to validate its opponent's participation in intercollegiate athletics. The sources for this survey were:

a. Various theses, dissertations, and college histories were reviewed for 18 colleges.

b. Twenty-one college campuses were visited. At these colleges, athletic records, college yearbooks, and college newspapers were reviewed.

c. Twenty-one questionnaires were sent to archivists, research librarians, or faculty members requesting verification of their college's participation in a specific intercollegiate sport during the depression period.

3. In-depth study of representative colleges and universities.

In-depth studies were conducted at eight representative colleges and universities in Ohio. Two colleges were selected from each of the four financial support classifications: state supported, municipally supported, private, non-denominational, and private church supported. Within each support classification a larger and smaller college was selected based on enrollment figures as reported to School and Society during the 1930's. Within these limitations, consideration was given to the geographical location of the colleges within the State of Ohio and the population of the town or city in which the college was located. The eight representative colleges selected were: The Ohio State University, Ohio University, The University of Cincinnati, The University of Toledo, Western Reserve University,
Oberlin College, Ohio Wesleyan University, and Otterbein College. Each of the eight representative colleges was visited and the following sources were used:

a. The financial records of the college, as well as the reports by various subdivisions of the college to the president or board of trustees of the college.

b. Athletic records and reports by the athletic department to the president or board of trustees.

c. Bulletins and catalogs published by the college during the depression period.

d. Student publications such as yearbooks, and college newspapers published during the depression period.

e. Archival material such as personal correspondence, employment records, and scrapbooks.

f. Interviews with individuals who were members of the faculty or students of the college during the depression period.

Limitations of the Study

Area: This study was limited to the state of Ohio. Ohio was selected because geographically it is a mid-western state, yet has common borders with states which are considered both eastern and southern. It is geographically compact and offers a variety of both economically and demographically varied local areas. The colleges in Ohio during the depression period numbered over forty. They varied in size from colleges of less than two hundred students to major universities which ranked among the largest in the nation. There was a large variety in the type of
financial support of the colleges in Ohio with not only private non-denomination, state and municipally supported universities but also church affiliated colleges representing almost every major denomination.

**Time Period:** The time period of this study considered was from September 1928 to June 1938. This encompassed ten academic years. The academic year 1928-29 was selected as a control year as it was the last full academic year prior to the stock market crash. The 1937-38 academic year was selected as the terminal year for the study. Even though some historians consider the years 1932-35 to have been the depression period, it was apparent from much of the research that many of the effects of the depression continued to be felt well into the late 1930's as a slight "recession" disrupted the recovery process. However, by late 1933, much of the country was well on the way to recovery due, in part, to the exportation of materials to the warring European and Asian nations. After 1938, the country began to move from a depression economy into a war-time economy.

**Scope:** This study dealt only with four-year baccalaureate degree granting colleges which offered either required physical education, teacher training in physical education, or participated in intercollegiate athletics during the entire of the study.
Material: In the study of each of the eight representative Ohio colleges, an attempt was made to follow the outline listed below. However, in many instances, material was incomplete because it was never originally compiled or, if compiled, was subsequently destroyed. Because of this, the research outline could not be completely followed for all of the sections.

Research Outline for Each College

I. Athletics
   a. Number of teams, 1928-1938.
   b. Athletic Income.
   c. Athletic Expenses.

II. Intramurals
   a. Number of activities.
   b. Types of activities.
   c. Budget.
   d. Number of participants.

III. Service Program
   a. Structure of program.
   b. Kinds of activities.
   c. Faculty size.

IV. Teacher Training
   a. Major and minor curriculum requirements
   b. Courses offered.
   c. Faculty size.
   d. Budget.

Definitions: For the purposes of clarity and economy in writing certain terms used in this paper will be defined as follows:
Accreditation - acceptance into the group of schools which had been inspected by a designated organization and had been certified to have met an established set of standards. For the purposes of this study, accredited colleges were those which were recognized by the State Board of Education as meeting its standards for training teachers in physical education and whose graduates were automatically granted certification.

Certification of teachers - the granting of a license to teach a specified subject or subjects within a state.

Church-affiliated colleges - colleges founded by and receiving a significant portion of their financial support from a specific religious denomination.

Elective service program - a service program in which the student is permitted to choose the activity or activities in which he wishes to participate.

Extramural - competition between selected intramural teams of two different colleges.

Formal service program - a service program in which the activities consist mostly of calisthenics, gymnastics or apparatus work.
Individual sports - for the purpose of this study, the individual sports are considered to be those sports in which the emphasis is placed on direct competition between participants without the direct assistance of other team members.

Intramurals - competitive athletics, games, and recreational activities conducted among the students of a specific college or university and under the auspices of the physical education department.

Intercollegiate athletics - athletic contests conducted between the recognized teams of two different colleges. For the purposes of this study, a college was considered to have had an intercollegiate team if it participated against at least two other colleges in recognized athletic contests.

Major - a course of study designed to provide sufficient credit hours and the specific course work needed to meet the State Board of Education's certification requirements. Students pursuing this course of study are referred to as "majors." A "college major" is a course of study designed to prepare teachers who do not meet state certification requirements but met only that institution's require-
ments for the student's principal field of study.

Minor - a course of study designed to provide sufficient credit hours and the specific course work to meet the State Board of Education's certification requirements for a secondary teaching field. Students pursuing this course of study are referred to as "minors."

Multiple certification - the granting of a license to teach in more than one subject area by the State Board of Education.

Municipal University - a university which received a significant portion of its financial support from a municipality.

Non-teaching major - a course of study in physical education designed to meet the college's requirements for a principal field of study but which did not include the course work in professional education.

Play day - an organized affair in which students from two or more colleges participated in a number of different social and athletic activities under the auspices of the physical education department.
Private non-denominational college - a college which received a significant portion of its financial support from private individuals or groups, and received little or no support from tax monies or religious denominations.

Professional physical education courses - courses designed and taught with the express purpose of training teachers of physical education.

Service program - that part of the physical education program which was part of the general education requirement of the college.

Structured service program - a service program in which the same general course of activities is required of all students.

Team sports - those sports in which team members directly depend upon each other during competition.
CHAPTER II

VARIATIONS IN THE NUMBER OF INTERCOLLEGIATE ATHLETIC TEAMS IN OHIO DURING THE DEPRESSION PERIOD

The large increase in college football attendance during the 1920's had a great impact on the total athletic programs of American colleges. In order to meet the increasing demands for spectator seating and to maximize gate receipts, a number of colleges built huge concrete stadiums. The most prominent of these were found at Yale, California, Illinois, Michigan and Ohio State, each of which seated more than seventy thousand spectators.¹ This trend reached the ranks of smaller colleges as during the 1920's many either completed or began preparations for building stadiums which would seat in excess of ten thousand spectators. The increased profits from gate receipts were often used to fund the construction of indoor athletic facilities. These new facilities usually included large basketball courts and swimming pools. With the profits from intercollegiate football and the additions to both indoor and outdoor facilities, the intercollegiate athletic programs at many colleges increased tremendously during the 1920's.²

Despite the increased popularity of intercollegiate football during the 1920's, there was an undercurrent of dissatisfaction from many fronts. This dissatisfaction became apparent in 1929 when American College Athletics, an extremely thorough study of college athletics, was published by the Carnegie Foundation. The editors took an extremely negative view of college football because of the commercialism inherent in the programs at many colleges. They deplored the use of such commercially-oriented ventures as night football games, recruitment and subsidization, intersectional contests, and the construction of schedules around games which would draw large crowds. The president of the Carnegie Foundation summed up the Foundation's position as follows:

The question is whether an institution in the social order whose primary purpose is the development of intellectual life can support business, industry, journalism, salesmanship, and organized athletics--on an extensive commercial basis...how fully can a university that fosters professional athletics discharge its primary functions.5

Following the publication of the Carnegie Report, a number of studies, critical of intercollegiate football, were undertaken. These studies proved that at most colleges, football success


4 Ibid., pp. 83, 229.

did not increase the college enrollment,\(^6\) or endowment\(^7\) and that overemphasis of football was causing dissatisfaction among faculty and students.\(^8\) A number of colleges began to reorganize their athletic programs during the early 1930's because of this criticism. The Gates Plan, at the University of Pennsylvania, was an important example of this trend. Under this plan, control of intercollegiate athletics was placed in the hands of the physical education department while the financial affairs were controlled by the university business manager.\(^9\)

Many voices were raised in opposition to the Carnegie Report and in favor of college athletics; their main argument was that college football did make a profit, and that this profit had paid for the expansion of intercollegiate athletics, intramural programs, and physical education,\(^10\) an argument which was difficult to refute during the 1920's.

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\(^10\) Yost, loc. cit.
Following the stock market crash in 1929, the bubble of prosperity in college football began to break. Because of increasing unemployment, gate receipts at college football games began to decline nationally. However, it was noted that attendance at important contests remained high while unimportant contests between weak teams drew few spectators. It was felt "that the public showed more discrimination in selecting the games to attend because of financial conditions." Cognizant of this early depression trend, many athletic directors and promoters began to "develop important games" by scheduling intersectional contests and national championships. There was a definite trend toward increasing such contests and the promotion of them reached a fever pitch during the depression. The NCAA added sponsorship of four national tournaments to its growing list of sports. A number of football "bowl games" and "all-star games" were established and became fixtures during the holiday season. The Madison Square Garden basketball double-headers were also begun at this time. These games pitted local New York teams with intersectional rivals and often drew over eighteen thousand spectators. Their success


quickly led to similar double-headers in Chicago and Philadelphia and later to the organization of the National Invitational Tournament. \(^{14}\) While these spectacles helped to focus national attention on college athletics, very few of the nation's colleges were affected by these events. In most schools, the depression resulted in reduced gate receipts and lowered enrollments with consequent temporary reductions or elimination of some parts of the intercollegiate athletic program.

To determine the effect of the depression on intercollegiate athletics in Ohio, a year by year compilation was made of the number of intercollegiate athletic teams in thirty-nine Ohio colleges from 1928-38. This survey is significant because it demonstrates in precise terms the effect of the depression on the total intercollegiate program. It was determined that the number of intercollegiate teams in Ohio increased by twenty-one between 1928 and 1938. This 11 percent increase is particularly striking because the financial exigencies of the depression caused a reduction in many other kinds of programs. In order to determine the reasons for this growth, it is necessary to analyze its patterns and determine which variables had an appreciable effect on it.

Chart I shows the growth pattern of intercollegiate athletic teams in Ohio from 1928 to 1938. As can be seen in Chart I, the number of teams fell below the 1928 pre-depression level only in 1929, 1933 and 1934. Those reductions represented at most only a 2 percent decline from the 1928 level. While the growth pattern in intercollegiate sports from 1928 to 1934 was uneven, after 1934 the number of teams increased at a rapid and fairly steady rate except for a slight decline in 1937-38. The net increase over the ten year period was 23 teams or an increase of 12 percent. This overall growth in teams during the depression is rather striking considering the depression's financial conditions.

Chart II compares the number of intercollegiate athletic teams with the national unemployment rate. It was felt that the unemployment rate was the best single indicator of general economic conditions; consequently, it was utilized to determine the effects of economic conditions on athletics. During the depression, the number of intercollegiate teams in Ohio increased from 187 in 1928 to 209 in 1938. During that same period, the unemployment rate increased from 500,000 to a high of 12 million in 1932 and declined to 9 million in 1938. From 1928 to 1930, the depression caused an increase in the unemployment rate, and appeared to cause a decrease in the number of intercollegiate teams. However, from 1930 to 1932 the unemployment rate con-
continued to increase while the number of intercollegiate teams did likewise. After 1933 the unemployment rate began a steady decline except during the slight recession in 1937. The number of athletic teams showed a decline from 1930 to 1934, and in 1932-33 and 1933-34 were below the pre-depression level. However, in 1934-35 the number of teams began a spectacular increase, interrupted only by a slight decline in 1936-37. The most striking feature of this comparison is that while the unemployment rate was never reduced to anything approximately the 1928 level, the number of intercollegiate teams only fell below the 1928 index in three of the nine years. The seven years in which the number of athletic teams was significantly greater than the 1928 index, suggest that the depression economic conditions as indicated by the unemployment rate had little negative effect on the growth of intercollegiate athletic teams in Ohio.

Chart III compares the number of intercollegiate athletic teams representing thirty-nine Ohio colleges with the enrollment of seventeen Ohio colleges. The number of intercollegiate teams shows a positive correlation with enrollment during six of the nine years of the study. Both the number of athletic teams and the number of college students were greater in 1938 than in 1928. The growth pattern was not one of steady increase as both athletics and enrollment declined from 1928 until 1933-34 when they entered a period of growth which continued until 1938. The two
Chart I

The Number of Intercollegiate Athletic Teams in Ohio 1928-38
Chart II

Comparison of The Number of Intercollegiate Teams in Ohio to the National Unemployment Rate
Chart III

A Comparison Between the Number of Intercollegiate Teams in Ohio and the Enrollment at 17 Selected Ohio Colleges, 1928-38
differed to a degree, however, in that the number of athletic teams began to decline one year later than enrollment. This lag as well as the subsequent correlation between the declining levels of both, indicates that enrollment had a strong effect on colleges' ability and willingness to sponsor athletic teams. Although athletic teams increased slightly, from 184 to 194 between the 1929-30 and the 1931-32 school years, while enrollment continued to decline, the number of teams showed a marked increase from 184 to 210 between the 1934 and 1938 school years when enrollment was also increasing. The fact that teams increased markedly as enrollment grew, further substantiates the thesis that there is a strong relationship between the number of students and the number of athletic teams.

Variations in Teams By Sport

During the period 1928 to 1938, Ohio colleges sponsored intercollegiate teams in fourteen different sports in 1928 and 1938, shows a tendency toward an increase in the number of teams participating in individual or dual sports and a decrease in those participating team sports.

As can be seen in Table 6, the team sports of football, basketball, baseball, soccer and crew declined by 11 teams or 10 percent, while the individual sports showed a net increase
of 31 teams or 40 percent.  

Table 6

SUMMARY OF THE NUMBER OF INTERCOLLEGIATE ATHLETIC TEAMS IN OHIO BY SPORT -- 1928-38

<table>
<thead>
<tr>
<th>Sport</th>
<th>1928-29 Teams</th>
<th>1937-38 Teams</th>
<th>Number Increase or Decrease</th>
<th>% Increase or Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>39</td>
<td>38</td>
<td>-1</td>
<td>-2%</td>
</tr>
<tr>
<td>Football</td>
<td>37</td>
<td>33</td>
<td>-4</td>
<td>-10%</td>
</tr>
<tr>
<td>Baseball</td>
<td>33</td>
<td>26</td>
<td>17</td>
<td>-21%</td>
</tr>
<tr>
<td>Track</td>
<td>26</td>
<td>30</td>
<td>+4</td>
<td>+15%</td>
</tr>
<tr>
<td>Tennis</td>
<td>22</td>
<td>26</td>
<td>+4</td>
<td>+18%</td>
</tr>
<tr>
<td>Cross Country</td>
<td>16</td>
<td>10</td>
<td>-6</td>
<td>-37%</td>
</tr>
<tr>
<td>Wrestling</td>
<td>5</td>
<td>5</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Golf</td>
<td>4</td>
<td>15</td>
<td>+11</td>
<td>+275%</td>
</tr>
<tr>
<td>Swimming</td>
<td>2</td>
<td>13</td>
<td>+11</td>
<td>+550%</td>
</tr>
<tr>
<td>Fencing</td>
<td>1</td>
<td>7</td>
<td>+6</td>
<td>+600%</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>1</td>
<td>1</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Soccer</td>
<td>1</td>
<td>1</td>
<td></td>
<td>-</td>
</tr>
<tr>
<td>Ice Hockey</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>-</td>
</tr>
<tr>
<td>Crew</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>-</td>
</tr>
</tbody>
</table>

The team sports: football, basketball, and baseball, were eliminated by a number of colleges during this period. Basketball differed from football and baseball in that it was discontinued at only one school and was not eliminated there for economic reasons. In 1930, Antioch College became the only college in Ohio without intercollegiate basketball, when the students and faculty voted to discontinue all intercollegiate  

15 Gymnastics was not included in the following discussion of individual sports as there were no intercollegiate gymnastics teams in Ohio during six of the ten years from 1928 to 1938. Ice Hockey was also deleted from consideration as 1937-38 was the only depression year in which there was competition and the league disbanded after 1939.
athletic competition. The schools which eliminated football and baseball, with the exception of Antioch, did so for financial reasons. Football was discontinued at Antioch in 1930-31, at Wilmington College in 1932-33, at Cedarville College in 1933-34, and at Rio Grande in 1935-36. It was only during 1931 that the University of Toledo did not have a football team. The situation at Wilmington College, exemplary of the other schools, was reported in The Journal of Higher Education, as follows:

Because football did not pay at Wilmington College, President Collins has announced a new Athletic program which abandons football and substitutes archery, horseback riding, tennis and even horseshoe pitching. Although the variations in the number of football teams did not show a strong correlation to the unemployment rate, it is noted, however, that reductions in football occurred during

16 The Towers. Antioch College Yearbook, 1931, p. 47.
17 Ibid.
18 The Wilimingtonian, Wilmington College Yearbook, 1933, p. 32.
19 The Cedrus, Cedarville College Yearbook, 1934, p. 38.
20 Based on personal correspondence between Mr. Bruce Curtis, Chairman of Health and Physical Education at Rio Grande College and the writer.
21 "Four Ohio Conference Football Elevens Included on Program," The Toledo Times, December 8, 1931, p. 17.
the period of 1928 to 1934 when unemployment was increasing and that subsequently participation in football remained stable while unemployment abated. This suggests that general economic conditions effected reductions in football to some degree.

The decline of college baseball in Ohio seemed to have been caused by economic factors. The strongest indication to support this conclusion is that the number of baseball teams was reduced from thirty-three in 1928 to twenty-six in 1938 or a reduction of 21 percent. The greatest reduction in the number of baseball teams occurred in 1931-32 when the unemployment rate increased to 11.5 million. From that year through the remainder of the depression the number of baseball teams never approached the 1928 level.

**TABLE 7**

A COMPARISON BETWEEN THE NUMBER OF INTERCOLLEGIATE BASEBALL TEAMS IN OHIO AND THE NATIONAL UNEMPLOYMENT RATE, 1928-1938

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of Baseball Teams</th>
<th>Unemployment Rate (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928-29</td>
<td>33</td>
<td>.5</td>
</tr>
<tr>
<td>1929-30</td>
<td>29</td>
<td>4.0</td>
</tr>
<tr>
<td>1930-31</td>
<td>33</td>
<td>8.0</td>
</tr>
<tr>
<td>1931-32</td>
<td>28</td>
<td>11.5</td>
</tr>
<tr>
<td>1932-33</td>
<td>25</td>
<td>11.5</td>
</tr>
<tr>
<td>1933-34</td>
<td>23</td>
<td>9.3</td>
</tr>
<tr>
<td>1934-35</td>
<td>24</td>
<td>8.3</td>
</tr>
<tr>
<td>1935-36</td>
<td>26</td>
<td>7.0</td>
</tr>
<tr>
<td>1936-37</td>
<td>25</td>
<td>6.7</td>
</tr>
<tr>
<td>1937-38</td>
<td>26</td>
<td>7.0</td>
</tr>
</tbody>
</table>
The reasons for the elimination of baseball seemed to have been principally financial. Baseball was usually the third most expensive intercollegiate sport to maintain. It did not produce revenue from gate receipts as did football and basketball, and, therefore, created large deficits. Western Reserve was a case in point in that its baseball program showed a deficit of $1,800 in 1930-31. The team was eliminated following that season. Even colleges which retained their baseball teams usually severely reduced their schedules and expenses.

In contrast to team sports, individual sports increased greatly during the depression period. Between 1928 and 1938, there was a net increase of thirty-one teams or a 40 percent gain in teams competing in the seven individual sports. A number of factors contributed to making this growth possible despite the financial crises.

First, increased college enrollments appear to be a factor which influenced the expansion of individual sports teams. Chart IV compares the growth of seven individual sports to enrollment at seventeen colleges. The strongest indication of this contention is that by 1938 both the number of individual sport intercollegiate teams and the enrollment had significantly exceeded 1928 levels. The number of individual sport teams

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23 Reports of the President and Other Officers of Western Reserve University, for 1930-31.
Chart IV

A Comparison Between 7 Individual Intercollegiate Sports in Ohio and Enrollment in 17 Selected Ohio Colleges, 1928-38
showed a steady growth from 1920 until 1936, while the enroll­ment increased from 1928 until 1930, declined from 1930 to 1934, and then began a steady increase, which continued for the re­mainder of the depression. It seems as if the number of teams showed the greatest increases when enrollment also increased. The exceptions to this were 1930-31 and 1936-37. Obviously, increased enrollments meant a larger pool of available partici­pants for the teams, but the mere increase in the number of stu­dents does not explain why individual sports, rather than team sports, increased.

The popularity of the individual sports may be traced to the recreational trends which developed in the late 1920's when many people began participating in individual and recrea­tional sports. There was a great deal of interest in these activities and many students wished to continue to participate in them during the depression. In the late 1920's and early 1930's, colleges had responded to this interest by including individual and recreational sports in their intramural programs. Subsequently, if interest were sufficient, these sports were added to the intercollegiate program.

Dr. Robert Grueninger, Intramural Director at Western Reserve University, described the transition from intramurals to intercollegiate sports as follows:
We would teach a sport in our service program and then offer it as part of our intramural program. If enough interest was shown, I would schedule a few games with other colleges. If the interest continued, the athletic department would take them over as a varsity sport. That's how we added golf, tennis, fencing, and swimming to our program during the 1930's.24

Another reason that individual sports continued to grow during the depression was that they placed little strain on the resources of the athletic department. Administrative and coaching duties were frequently performed free-of-charge by interested individuals outside of the athletic department. Tennis and fencing were often organized or coached by any member of the faculty who had an interest in the game. In other instances, the student captain of the team served as the "coach" and acted as a liaison to the athletic department. A notable example of this was the Otterbein tennis team which never had a coach of any sort from 1928 through 1938.25 Financially, the individual sports seldom proved to be a great liability. Dr. J. H. Nichols, former Director of Physical Education at Oberlin College, in commenting upon the cost of adding intercollegiate sports to the program stated:

> It generally cost very little to add new intercollegiate sports once the initial equipment was purchased. After that, we repaired the equipment

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or borrowed from the physical education or intramural equipment. Travel was a minimal expense as a couple of the boys would generally have cars and we would give them money for gas.  

Even during the depths of the depression, when spending for the individual sports was greatly curtailed or eliminated, they continued to survive and prosper. For example, the Ohio State University fencing team received no funds from 1934-36, yet this team continued intercollegiate competition using money contributed by the team members themselves.  

During 1934-35 at Ohio Wesleyan it appeared as if all "minor sports" would be eliminated to save money; however, various student organizations sponsored a benefit dance to provide funds for the continued maintenance of these teams.

It was the development of more diverse recreational patterns during the late 1920's and early 1930's which strongly influenced the expansion of Ohio's intercollegiate teams. This interest, translated into expanding intramural programs, fostered strong student interest in maintaining and expanding intercollegiate athletics in the individual sports.

During the depression, there was very little intercollegiate competition for women in Ohio. This trend cannot be

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26 Statement by Dr. John H. Nichols, personal interview, Oberlin, Ohio, December 21, 1971.
27 The Makio, Ohio State University Yearbook, 1936, p. 208.
28 The Le Bi Jou, Ohio Wesleyan University Yearbook, 1933, p. 160.
directly related to the depression but rather was the result of organized attempts to limit women's athletic competition during the 1920's. In a 1923 study, Mabel Lee found that 22 percent of the colleges in the United States had women's intercollegiate competition.\textsuperscript{29} By 1930, this number was reduced to only 12 percent of the colleges, most of which were located in the East or South.\textsuperscript{30} The decline of women's varsity competition was primarily due to the opposition of three prominent organizations: the Women's Section of the National Amateur Athletic Federation, the Athletic Conference of American College Women, and the Women's Section of the American Physical Education Association. These groups included the vast majority of college women physical educators, and were strongly opposed to intercollegiate varsity competition, because they felt that ". . . participation for all could not be with varsity sports."\textsuperscript{31} Few Voices were raised to protest this argument even with the

\begin{itemize}
\item \textsuperscript{29} Mabel Lee, "The Case For and Against Intercollegiate Athletics and the Situation as It Stands Today," \textit{American Physical Education Review}, January, 1924.
\item \textsuperscript{30} Mabel Lee, "The Case For and Against Intercollegiate Athletics for Women and the Situation Since 1923," \textit{Research Quarterly}, 2:93, May, 1931.
\item \textsuperscript{31} Grace B. Davies, "In Answer to 'Why Cramp Competition,'" \textit{Journal of Health and Physical Education}, 1:29, March, 1931
\end{itemize}
National Amateur Athletic Federation opposed women's competition in the 1936 Olympics. Because of the strength of these groups and the solidarity of their position, women's intercollegiate athletics were virtually non-existent in the United States during the 1930's.

There are only two obscure traces of women's intercollegiate competition in Ohio during the period from 1928 to 1938. During 1928-29 there was a women's basketball league which included games between Bliss College, a business college, Findlay College, Ohio Northern University, and Cedarville College.32 By the following year, the league was moribund with only one game between Wooster College and Cedarville College reported.33 No women's intercollegiate basketball games were reported after 1931.

In field hockey there was no formal intercollegiate competition during the 1930's; however, a number of cities and towns in Ohio had women's field hockey teams. Some of these were located in Athens, Delaware, Columbus, Toledo, Ada, and Oxford, which coincidently were all college towns. When Miss Charlotte La Tourrette, a former professor at Ohio University, was asked if these teams were composed of mostly college girls, she replied:

32 The Cedrus, Cedarville College Yearbook, 1929, p. 27.
33 The Cedrus, Cedarville College Yearbook, 1930, p. 34.
Oh no, a number of instructors played also. The teams were set up as town teams so that the instructors could play, too. There was strong feeling against women's intercollegiate sports so we formed our own teams. We had a nice hockey league as part of the Great Lakes Hockey Association.\textsuperscript{34}

The effect of the depression on women's intercollegiate athletics cannot be determined as there was little intercollegiate varsity competition either prior to or during the depression. The first major post-depression intercollegiate competition for women occurred when Ohio State University sponsored a women's golf tournament under the direction of Gladys Palmer, and this event was severely criticized by many physical educators.

\textbf{Summary}

From 1928 to 1938 the number of intercollegiate athletic teams in Ohio increased from 187 to 210. Economic conditions did affect the patterns of this growth. The number of teams declined between 1930 and 1934 when unemployment was greatest, and increased between 1934 and 1938 when unemployment abated somewhat. The decline in teams, however, was never so severe as the increases in unemployment. Even though the general state of the economy influenced colleges' ability to field teams, enrollment levels had a greater effect on variations

\textsuperscript{34} Statement by Miss Charlotte La Tourrette, personal interview, Athens, Ohio, December 16, 1971.
in the number of athletic teams. There was a consistent positive correlation between the number of teams and enrollment throughout the depression. In addition, by 1938 both enrollment and the number of teams were far above 1928 levels, while unemployment never reached pre-depression lows.

There were significant differences in the growth patterns of team sports and individual sports. The four sports in which teams were eliminated during the depression were: football, basketball, baseball, and cross-country. Three of the four were team sports. Football and baseball -- which declined by eleven teams and were eliminated at many schools because of financial problems. In particular, the number of baseball teams showed a strong negative correlation to the unemployment rate. General economic conditions had a stronger adverse effect on team sports than on individual sports. The number of teams in individual sports increased from 71 in 1928 to 107 in 1938. The growth pattern of individual sports shows a positive correlation to enrollment levels. These sports benefitted from increased interest engendered by recreational patterns which developed in the 1920's. Because they could be conducted with little expense, the number of individual sport teams grew as increasing numbers of students wished to participate in them, and these sports were not severely impaired by the general
economic conditions. During the depression there was little evidence of varsity intercollegiate competition for women. This was a continuation of a trend begun in the 1920's and the depression seemed to have affected it very little.
During the 1920's attendance at college football games increased by 241 percent; the gate receipts from this attendance caused football to become a profit-making, big business at some colleges. At the more successful colleges, the excess profits were used to support the entire intercollegiate athletic program, intramural program, and provided funds for the expansion of athletic facilities. However, this kind of situation, although widely publicized, occurred only at a few schools not at the majority of colleges.

The depression immediately affected college football in that attendance declined by 22 percent in 1930. This downward trend continued until 1934, with teams in some sections of the country losing as much as 75 percent of their spectators. During this period, a number of measures were instituted to stem the decrease of gate receipts. Night football games be-


3 Steiner, loc. cit.

came popular particularly among smaller colleges, and some double-header games were tried. The high price of tickets for many games proved to be a key factor in lower attendance during the depression. One reporter depicted the situation as follows:

...in many of the important games, the high priced seats in the center of the field were vacant, while the lower priced seats on the 10 yard line and behind the goal posts were overcrowded.

That reporter concluded that financial stringency rather than a waning interest in the game caused lower attendance.

Many colleges did respond by lowering ticket prices in an attempt to increase spectator support. By 1934, colleges in all sections of the country began to recoup some of the lost attendance. The reasons given for this increase were as follows:

The first one may be the result of the change in the football rules of 1934 which encourages a more open game. This appealed to larger groups so attendance increased. The second cause lay in the improved business conditions.

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The changes in the football rules during the early 1930's were significant steps toward developing more fan appeal by emphasizing offensive football. The first major change in this direction was the encouragement of the lateral pass by allowing the offense to advance the ball if fumbled. This change was quickly followed by a number of rules designed to encourage a passing game. The air pressure in the ball was reduced, pebble grain leather was introduced into the construction of footballs and the circumference of the short axis was reduced on two occasions; all to allow the passer to get a better grip on the ball. To facilitate spectator identification of the players, jerseys with eight inch numbers of a contrasting color were required.\(^9\) The effect of these changes on attendance at football games cannot be determined; however, it is significant that during the depression the rules of football were significantly altered to increase spectator appeal. However, even with the reduced ticket prices and the more wide-open game, attendance at football games did not return to the pre-depression levels until after World War II.

During the 1920's college basketball did not have the popular appeal nor financial clout of football. However, interest in college basketball began a spectacular rise during the

1930's. This rise in popularity can be attributed to the construction of new college gymnasiums during the late 1920's and to rule modifications during the 1930's. Changes such as the ten-second rule in 1932 and the elimination of center jumps in 1935 and 1937 eliminated much of the previously prevalent stalling tactics and tended to make it a faster, more offense-oriented game. During the period from 1934 to 1938, on the average 15 more points per game were scored. With this increased appeal and the national attention drawn by the development of double-headers and national tournaments, basketball had become a profit-making venture for some colleges by the late 1930's.

Except for football and basketball, college athletics did not produce sufficient revenue to cover the expenses of the teams during the 1920's. Throughout the depression, revenue from these sports was almost non-existent. The depression brought a severe reduction in college athletic income nationally. This caused a difficult situation for many colleges.

To determine the effect of the depression on intercollegiate athletic income in Ohio, the financial records of eight representative colleges were studied. The objectives of this

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study were to determine whether or not the depression affected the amounts of revenue and to determine whether or not the depression caused variations in the sources of this income. For the purposes of this study, the colleges were grouped by type of control into the following categories: state-controlled, municipally-controlled, private, and church-affiliated colleges. While it was recognized that a multiplicity of factors affected athletic income at any given college, by grouping the colleges the effects of extraneous variables could more easily be excluded and trends which were direct results of the depression could more easily be identified. Limitations were imposed on this study because complete budgetary records were not available for all schools and the available budgets were varied in format and content.

State-Supported Universities

The state universities studied, Ohio State University and Ohio University, both had three main sources of income: football gate receipts, student fees, and basketball gate receipts. Each university had outstanding football and basketball teams and relatively new football stadiums. They differed in that Ohio State University was an established "big time" football power, while Ohio University was in the ranks of emerging football teams. This created quite a difference between their athletic departments' financial structures.
Ohio State University's income was almost entirely derived from football. Gate receipts and guarantees paid for football, annually represented between 78 percent and 86 percent of the athletic income.\textsuperscript{12} Almost as important as the gate receipts were the incomes concomitant to football games, such as the football program sale and concessions. Income from football was consistently three times as great as that from basketball and all other sports combined. As a member of the "Big Ten," Ohio State annually met the nation's most highly regarded teams in its 68,000 seat stadium. Football was a big business at Ohio State University, and like other businesses it suffered reduced income during the depression. Chart V shows the pattern of decline and partial recovery of athletic income in the depression period. The importance of revenue from football and the severe reduction of this revenue at the nadir of the depression is clearly demonstrated.

As indicated in Chart VI, a comparison of athletic income and the unemployment rate reveals a close negative correlation. Athletic income declined during the same period and at approximately the same rate as unemployment increased, thus indicating a close relationship between the two. After 1935, however, athletic income showed a greater resurgence than did employment. The increased athletic income was partially due to improvement in national economic conditions; however, the increase cannot be attributed solely to this factor.

\textsuperscript{12} Annual Financial Reports of the Ohio State University, 1929-1938.
Chart V

Ohio State University Athletic Department Income and the Percentage Income from Major Sources for Selected Years, 1928-38
Chart VI

A Comparison Between the Athletic Income at Ohio State University and the National Unemployment Rate, 1928-38
The rise in athletic income from 1933 through 1938 occurred because of increased football gate receipts. As indicated in Chart V, football income in 1935 was double that of 1933. After the 1934 season, the athletic administration had instituted a number of changes designed to increase the spectator appeal of Ohio State football. First, Francis Schmidt was hired to replace Sam Willaman as football coach. Although it was rumored that Willaman was fired because of losses to archrival Michigan, it was noted that Schmidt would institute a more "wide-open" style of football. Second, the football schedule was revised to match Ohio State with teams that would attract more spectators. Prior to 1934, one or two games each year were reserved for other Ohio colleges. As the depression became more severe, these games failed to draw many spectators and were gradually replaced by games with teams of "major independent status." The epitome of this trend was the Ohio State-Notre Dame game in 1935. The gate receipts for this classic were in excess of $158,000. Approximately equal to the total 1934 football receipts. The success of Schmidt (who not only provided "wide-open" football but also showed an outstanding 20-3 record during his first three years as head coach,) and the schedule revisions along with improved national economic conditions served to recoup some of Ohio

13 James E. Pollard, Ohio State Athletics, 1879-1959 (Columbus, Ohio: Ohio State University, 1959), p. 243

State's football income which had been lost during the early depression.

Ohio University presented quite a different financial picture than Ohio State University. Ohio University was just emerging into football prominence as the depression struck. As a member of the Buckeye Athletic Conference it generally played Ohio colleges with few games against recognized "major powers." Even though its football teams were quite successful and a 10,000 seat stadium was completed in 1929, available records suggest a lack of large football gate receipts.\(^{15}\) Much of this lack of gate receipts was due to the university being located in Athens, a small town in a relatively isolated section of the state. Its basketball team also had difficulty generating significant gate receipts because the seating capacity in the gymnasium was small. Joseph Trepp, a member of the faculty at Ohio University during the depression, stated:

> We used to really pack them in for basketball games, but once all of the students were in, there was little room left for paying customers. One year we limited the number of students who could attend the games to leave more room for townspeople, but that plan was dropped because the students resented it.\(^{16}\)

With small gate receipts from both football and basketball, much of the support for intercollegiate athletics came from the

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\(^{15}\) Howard LeRoy Brinker, "The History of Intercollegiate Football at Ohio University" (Unpublished Master's thesis, Ohio State University, 1950), pp. 47-51

Activities, Literary, and Extra-Curricular Fund or student activities fund.

Although the athletic budgets were published only for the years 1935 through 1938, the General University Budgets show that the athletic department received between $12,000 and $22,000 annually from the student activity fees during the entire depression.\(^{17}\) As shown in Table 8, student activity fees represented between 30 and 41 percent of athletic income from 1935 to 1938.

<table>
<thead>
<tr>
<th>Year</th>
<th>Source Football Gate Receipts</th>
<th>Student Activity</th>
<th>Other Gate Receipts</th>
<th>Total Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>1935-36</td>
<td>44%</td>
<td>30%</td>
<td>26%</td>
<td>100% $35,500</td>
</tr>
<tr>
<td>1936-37</td>
<td>35%</td>
<td>41%</td>
<td>24%</td>
<td>100% $34,250</td>
</tr>
<tr>
<td>1937-38</td>
<td>44%</td>
<td>39%</td>
<td>17%</td>
<td>100% $49,127</td>
</tr>
</tbody>
</table>

Because of the lack of complete budgets, it is impossible to determine the exact proportion of athletic income derived from students fees prior to 1935. It is reasonable to conclude, however, that the student activity fees represented a substantial percentage of athletic income during the entire depression.

The two state universities present very different athletic financial situations during the depression. Ohio State, a football power of the first magnitude, was dependent on football re-

\(^{17}\) Annual report of the Treasurer of Ohio University, 1929-39.
ceipts for the majority of its athletic income. When the national economy collapsed, the income from football fell. The Ohio State Athletic Department then took steps to increase attendance by changing coaches and scheduling teams which would draw more spectators. When the economy improved slightly in 1935, these measures were effective in restoring much of the lost football income. At Ohio University, the athletic income was more dependent upon monies from the student activity funds than from gate receipts. The depression affected this source of income very little and hence provided the university athletics with a stable financial base. It is interesting to note that during the 1930's the revenue from football at Ohio University did not "carry" the intercollegiate athletic program financially. Without the support of the student activity fund, the athletic income at Ohio University would have been reduced by 30 percent to 40 percent annually.

Municipally-Supported Universities

The two municipally-supported universities studied, the University of Cincinnati and the University of Toledo, were located in relatively large population centers. This created a large field of potential spectators which both colleges harvested during the depression.

The University of Cincinnati had a fairly stable athletic income during the early depression but faced severe difficulties in the late 1930's. On the average, its sources of income were 75 percent from gate receipts, 12-1/2 percent from the
University, and 12 percent from the student activity fee.\textsuperscript{18} There were no financial records available prior to 1933-24; however, the athletic director, Dana King, reported on the financial situation as follows:

Our university is one of the few which records a satisfactory financial situation in its athletics throughout the economic depression. This is due to the increased interest in our intercollegiate games... This has meant that we do not have to schedule teams in order to provide large receipts.\textsuperscript{19}

The academic year 1933-34, was the high point in recorded income for athletics at the University of Cincinnati as they had an income exceeding $91,000.\textsuperscript{20} From 1933 until 1938, the athletic income steadily deteriorated until it reached a depression low of $26,000 in 1938.\textsuperscript{21} This trend ran counter to the depression's economic conditions, but can be explained by the fact that Cincinnati had excellent football teams in the middle thirties but had losing seasons in the late thirties. In 1933-34, Cincinnati fielded its second consecutive outstanding football team. That year, games with the University of Kentucky, Miami, and Ohio University, each attracted in excess of eighteen thousand spectators.\textsuperscript{22} Subsequently, as the football team was less successful,

\begin{itemize}
\item\textsuperscript{18} Annual Report of the President of the University of Cincinnati, 1933-34, p. 182
\item\textsuperscript{19} Ibid., p. 183.
\item\textsuperscript{20} Annual Report of the Business Manager of the University of Cincinnati, 1933-34.
\item\textsuperscript{21} Ibid., 1937-38
\item\textsuperscript{22} The Cincinnatian (University of Cincinnati Yearbook, 1934), p. 25.
\end{itemize}
athletic income declined even though national financial conditions were improving.

Table 9 shows the decline in athletic gate receipts and the declining football record at the University of Cincinnati during the middle and late 1930's.

Table 9

A COMPARISON BETWEEN THE ATHLETIC INCOME AND FOOTBALL RECORD AT THE UNIVERSITY OF CINCINNATI, 1934-1938

<table>
<thead>
<tr>
<th></th>
<th>1933-34</th>
<th>1934-35</th>
<th>1935-36</th>
<th>1936-37</th>
<th>1937-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Athletic Income</td>
<td>$91,525</td>
<td>$66,683</td>
<td>$52,534</td>
<td>$44,193</td>
<td>$26,846</td>
</tr>
<tr>
<td>Football Record</td>
<td>7-2</td>
<td>6-1-2</td>
<td>7-2</td>
<td>0-3-6</td>
<td>0-10</td>
</tr>
</tbody>
</table>

The University of Toledo blossomed in all aspects during the depression. When the University moved to its new campus in the early 1930's, there was a renewed interest by the citizens of Toledo in the University and its athletic program. This interest caused a spectacular rise in the athletic income at Toledo, completely counter to any depression trends. The three main sources of athletic income for the University of Toledo were football gate receipts, basketball gate receipts, and student activity budget funds. As can be seen in Chart VII, the student fees provided the majority of the athletic income until 1935-36, at which time the football and basketball receipts became the principal sources of income.
Sources of Athletic Income at Toledo University
for Selected Years, 1928–38

Chart VII
The University of Toledo presents an interesting example of two distinct trends. During the latter 1920's, Toledo was a member of the Northwest Ohio Athletic Conference, but as it grew more powerful athletically, it moved into the more prestigious Ohio Athletic Conference in the early 1930's. Toledo quickly grew restive under the restrictions of the Ohio Conference and in the middle 1930's became an independent, seeking games with more prestigious opponents. This quick rise to athletic prominence brought ever-increasing gate receipts into the athletic coffers. Gate receipts were almost eighteen times greater in 1938 than in 1928. This brought Toledo from a position in which the student fees almost totally supported athletics to one in which intercollegiate athletics supported themselves. This represented a growth pattern completely counter to depression financial trends.

The situation at the University of Toledo also reflected the rise in the popularity of college basketball. In 1934, Harold Anderson was hired as basketball coach and over the next four years compiled a 57-7 record. On the strength of this record, Toledo was able to attract some of the nation's basketball "powers" to its new gymnasium, and was invited to participate in Madison Square Garden double-

23 "Rockets Are Accepted by O.C.," Toledo Times, March 1, 1932, Sec. II, p. 1.

headers. In the late 1930's, the basketball gate receipts began to rise and by 1937-38 they surpassed those of football.

The athletic departments of both municipal universities suffered little because of depression financial conditions. Although both had relatively new athletic facilities, and both received strong financial support from student fees, the most important factor in maintaining their incomes was their ability to field winning teams. The universities' success in athletics was a source of civic pride and the residents of the cities attended the games in ever-increasing numbers. The experiences of the two schools revealed how important successful teams were for this source of income; at Cincinnati gate receipts were markedly reduced during losing seasons, while Toledo continued to prove that winning was profitable.

Private, Non-Denominational Universities

The two private, non-denominational colleges considered as part of this study were Oberlin College and Western Reserve University. These colleges had extremely different views of the appropriate place of college athletics in the educational setting. Because of this, each had a different method of supporting athletics. Oberlin held that the objectives of athletics

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25 The Blockhouse, University of Toledo Yearbook, 1934-38.  
26 Annual Report of Finances of the University of Toledo, 1937-38.
were the educational values which would accrue from participation. Because of this, Oberlin was opposed to the commercial aspects of college sport and hence athletics received much of its support from student fees. Western Reserve was almost the complete opposite in that it promoted its highly successful football program in a very commercial way; consequently, much of its athletic income was dependent upon the gate receipts and guarantees received by football.

Oberlin's athletic income was dependent upon three major sources: the student activity fees, receipts from football, and income from other sports. During the depression, the total income for Oberlin athletics declined by more than 50 percent, largely because of the sharp reduction in gate receipts.\textsuperscript{27} Chart VIII depicts the decline in Oberlin's athletic income and the percentage that each source contributed. From 1929 until 1933 Oberlin experienced a sharp drop in athletic income. From 1933 until 1938 the athletic income held steady at about the $10,000 level. Noting this early decline, C. W. Savage, the athletic director, enumerated the possible reasons as follows:

This (decline) may be due to lack of interest in our teams, to greater interest in intramural activities or to the financial depression, possibly to all three.\textsuperscript{28}


\textsuperscript{28} Annual Reports of the President and the Treasurer of Oberlin College, 1930-31, p. 83.
Chart VIII

Sources of Athletic Income at Oberlin College for Selected Years, 1928-38
In 1931 Oberlin instituted a student activity fee of $14.30 per student, of which the athletic department received $3.30.29 As the depression progressed and the gate receipts began to decline, this activity fee represented an increasingly larger percentage of the athletic income. By 1938 it represented 58 percent of all athletic income and allowed for a fairly stable annual income base.

The decline in gate receipts at Oberlin must be attributed to the depression. In 1919, the school had instituted measures to curb commercialism of sports and to insure widespread opportunities for participation.30 Consequently, gate receipts had been limited and the teams had had only mediocre records prior to the depression. Yet, gate receipts began to decline in 1932 and continued to do so throughout the depression. Since the economy was the only factor which changed at this time, it must be concluded the depression was an important factor in causing the deterioration of spectator support. Despite declining income, the athletic administration refused to attempt to increase income by scheduling teams which would attract more spectators, or by otherwise commercializing the athletic program.31 As the football and basketball teams continued to have

29 Ibid.
only moderate success, there was little to attract the financially straitened spectator to Oberlin's games.

Western Reserve had one of the outstanding football records in Ohio during the depression period. Its teams won sixty-nine games while losing seventeen. Because of this outstanding record and fair success in basketball, athletic income increased by 100 percent between 1928 and 1938. At Western Reserve, the two main sources of athletic income were athletic gate receipts and student activity fees. As can be seen in Chart IX, the student activity fees remained relatively the same through the depression, hence the increase in income was caused mainly by increased gate receipts.\(^{32}\) In each of the football seasons from 1928 until 1930, Western Reserve showed a marked increase in gate receipts, largely due to a twenty-three and three football record.\(^{33}\) In 1930, it was decided that Western Reserve should begin to play "big time" football. Such powers as the University of Pittsburgh, Purdue University, Syracuse University and Washington and Jefferson College were scheduled as well as Ohio Wesleyan University, a Buckeye Conference member.\(^{34}\) Financially the season was a success as gate

\(^{32}\) Reports of the President and Other Officers of Western Reserve University, 1929-1938.

\(^{33}\) The Nihon, Western Reserve University Yearbook, 1929-1930.

\(^{34}\) Ibid., 1931, p. 74.
Chart IX

Sources of Athletic Income at Western Reserve University
for Selected Years, 1928-38
receipts totaled $38,700 and guarantees $10,800,\textsuperscript{35} the largest in Western Reserve history. However, the team's record was a disastrous three and six. The following season they returned to their traditional Ohio Conference schedule, or as the university yearbook referred to it, "a safe and sane schedule."\textsuperscript{36} With the "safe" schedule, the athletic income dropped by 50 percent during the next two years, but with the return of a winning football team in 1934, income began to increase and continued to do so through 1938.

The study of athletic income at Western Reserve and Oberlin indicates that the depression caused severe reductions in the gate receipts of losing teams, but that this effect could be overcome by winning teams. At Oberlin, the mediocre success of the football teams and the school's disdain for scheduling teams on the basis of spectator appeal, permitted the full effects of the depression to be felt on ticket sales. On the other hand, Western Reserve was extremely successful in increasing ticket sales. This was primarily due to the consistent success of its football teams. It is important to note, however, that during the team's least successful season, income was the greatest simply because teams with outstanding national reputations were played. This indicates that although winning

\textsuperscript{35} Reports of the President and Other Officers of Western Reserve University, 1931.

\textsuperscript{36} The Nihon, op. cit., 1932, p. 176.
football teams seemed most important for maintaining income from ticket sales, the quality of the opponents was also a significant factor.

Church-Affiliated Colleges

The two Ohio church-affiliated colleges selected for study were Ohio Wesleyan University and Otterbein College. Both colleges depended on gate receipts and student athletic fees for their athletic income. The available records indicate that the depression adversely affected both of these sources of income in that gate receipts declined from the pre-depression levels, and that income from student fees also declined because of severe reductions in enrollment.

Otterbein's athletic financial situation was not healthy even before the depression. In a 1929 report to the president, the athletic director summed up the situation as follows:

The financial situation in athletics here is one that needs careful consideration....We have been unbusinesslike in the last five or six years in the matter of exceeding our budget. This has been largely due to the fact that our receipts have been diminished by playing teams representing colleges of our own size, so far as enrollment is concerned. These colleges cannot pay high guarantees. Consequently, our income has been lowered considerably.37

37 "Intercollegiate Athletic Financial Statement." Typewritten Report from Professor Martin to President Clippinger, November 28, 1929.
This trend continued throughout the depression and was accen-
tuated by the decline in the student activity funds. Chart X
shows the decline of athletic income at Otterbein. As can be seen in Chart X, revenue from both sources
of Otterbein's athletic income declined. The 32 percent re-
duction in gate receipts over the period from 1928 to 1938
must be attributed to the depression. During this period, the
football team showed improvement in a number of years and the
basketball team, playing in a new gymnasium, was quite success-
ful and even was undefeated in 1933-34. Despite these im-
proved records, the teams failed to attract more spectators
from the small community in which the school was located.

The decline in income from the student activity fee is
explained by the loss in enrollment of almost 100 students per
year during the depression period. Both the loss in enroll-
ment and the depression economic conditions caused Otterbein's
athletic income to steadily decline during the 1930's.

Ohio Wesleyan faced an athletic income situation similar
to that of Otterbein. Detailed records of Ohio Wesleyan's
athletic income for the years of 1928 to 1932 are not avail-
able; however, it is known that income from student activity
fees was at least $18,000 per year during this period. Because

38 Annual Audited Reports of Otterbein College, 1929-1938.
39 The Sibyl, Otterbein College Yearbook, 1934, p. 86.
Chart X

Sources of Athletic Income at Otterbein College for Selected Years, 1928-38
enrollment declined during the depression, income from the activity fees was reduced to $13,000 or $14,000 per year.\textsuperscript{40} The reduction in enrollment also impaired the quality of the school's athletic teams. The football and basketball teams had had extremely successful seasons in 1928-29; however, their records were never duplicated during the 1930's.\textsuperscript{41} Although the exact figures have not been preserved, the available records indicate that gate receipts did decline from 1928 until 1932 even with the completion of Selby Stadium in 1930, and were then stable until 1938.

Both of the church-supported colleges studied suffered reduced athletic income during the depression. The gate receipts suffered from the general economic decline and the income from the student activity funds was reduced because of a sharp drop in enrollment at both colleges. The enrollment decline was doubly damaging in that both colleges depended upon the manpower in the student body for their teams, and the student activity funds for from 40 to 50 percent of their athletic income.

\textbf{Summary of Athletic Income}

In general, college athletic income in Ohio declined during the depression. At five of the eight colleges studied, athletic income was reduced. The three colleges showing any income...\textsuperscript{40}

\textsuperscript{41} James E. Fine, "The History of Basketball at Ohio Wesleyan University" (Unpublished Master's thesis, Ohio State University, 1966), pp. 45-46.
creases over the 1928 level in athletic income during the depression were Western Reserve, Cincinnati, and Toledo. At Toledo, the income increased slowly until 1934 when a rapid rise occurred, culminating with a 10-year gain of 366 percent. The increase at Western Reserve was more uneven; however, it had a similar ten-year increase of 280 percent. The factors which influenced these two universities in common were that both increased significantly in athletic prestige during the early depression period, and both were located in urban areas. Apparently the appeal of their ascending athletic teams was strong enough to interest the residents of their cities and thereby insure increasing gate receipts. The University of Cincinnati was in a position similar to that of Toledo and Western Reserve in that its football success fostered increased income during the early and middle 1930's. However, when its football record fell in the late 1930's, the interest in its program likewise declined.

Of the five colleges with reductions in athletic income, Ohio State most closely followed the depression economic trends. Its income was severely reduced until the middle 1930's when it began to follow the recovering economy upward. Ohio University and Ohio Wesleyan experienced sharp reductions until the middle 1930's and then were able to maintain a fairly stable

42 Even though Ohio State was located in an urban area their football attendance declined. The explanation may be that the depression financial situation limited the number of people who would travel to Columbus to see Ohio State games. This may have made it exceedingly more difficult to draw capacity crowds.
income level throughout the remainder of the depression. Ohio University had a good football record during the depression, but it appears as if its location in a small town discouraged depression-affected spectators from incurring travel expenses to attend its games. Both Otterbein and Oberlin showed consistent declines in athletic income during the depression culminating in 31 percent and 49 percent reductions over the 1928-1938 period. Neither college had particularly successful football teams and both were located some distance away from population centers, two factors which contributed strongly to their reduced incomes during the depression.

That the depression affected athletic income in Ohio is undeniable. Five of the eight colleges studied failed to ever reach the 1929 income levels during the depression, and seven of the eight colleges had their lowest income between 1932 and 1934 when financial conditions were at their worst. The factors which seemed to lessen the economic effects of the depression were the combination of the college being located in a metropolitan area and having outstanding football or basketball records. The four colleges located in cities did better financially during the depression, particularly when their football programs were successful. The four colleges located in small towns suffered severe reductions during the depression; however, the more successful the football program, the less severe the reductions.
The percentages of income received from the different sources were altered during the depression. As the gate receipts declined, the money allotted to athletics from the student activity fees became more significant. These funds represented a stable and important source of income for most of the eight colleges during the depression. At Ohio State and Western Reserve, these funds never represented more than 10 percent of the income; however, at the other six colleges, it represented 40 percent to 70 percent of the athletic income. Because of this pattern, fewer and fewer colleges used income from athletic gate receipts as a justification for the promotion of intercollegiate football.
CHAPTER IV
THE DEPRESSION AND ATHLETIC EXPENDITURES

During the 1920's with athletic income at peak levels, athletic departments tended to spend all of their funds for the development of programs or facilities. Therefore, at most colleges the level of expenditures increased with the level of income. With the coming of the depression, athletic income declined sharply at most colleges. Consequently, it was also necessary to reduce the level of expenditures. One writer described the situation as follows:

People couldn’ spend all of the money that came in during the 1920's, so now budget cuts seem drastic...The average business that had its revenue cut squarely in two and was asked to go on in about the same fashion would throw up its hands in despair. Yet most of our institutions have been forced to do just that. Such retrenchments call for close figuring and very careful study. ¹

The literature dealing with intercollegiate athletics on the national level offers various reports of how these "retrenchments" were accomplished. While one source indicated that allocations were reduced for all teams with few being eliminated,² other sources stated that schedules were severely

limited or teams were eliminated in swimming and wrestling.

Chapter II of this paper indicates that in Ohio the elimination of intercollegiate teams to reduce expenditures was not a common practice. In fact, in only three of the ten years of this study did the number of intercollegiate teams fall slightly below the pre-depression level, and by 1938 the number of teams far exceeded pre-depression levels. In order to determine in which areas reductions were made during the depression, the athletic expenditures of the eight representative Ohio colleges were reviewed and the findings are summarized in this chapter.

State-Supported Universities

Ohio State's athletic expenditures were severely restricted because of the debt which had been incurred constructing the natatorium and golf course. It was decided to undertake these projects in the late 1920's after the successful completion of the sixty thousand seat Ohio stadium. The football


program was generating large cash surpluses, and it was becoming
difficult for the department to spend all of the money earned.
The threat that the University might take this money motivated
the athletic administration to use it for expanding their
facilities.\(^5\) During the early depression, athletic income
severely declined causing the repayment of the debts to become
increasingly more difficult. Throughout the depression, the
department constantly fought to keep expenses below the de­
clining income so that the debt could be retired. From 1933
to 1938, very little was paid on the debt except for the in­
terest,\(^6\) and most of the loans were renegotiated.\(^7\) Both debts
were finally cleared up during the 1940's.

The athletic department was responsible for paying all
of the expenses associated with the intercollegiate program.
The budget was divided into two parts: 1) general expenses,
which included the costs of administration, coaches' salaries,

\(^5\) Statement by Delbert Oberteuffer, personal interview,
Columbus, Ohio, December 9, 1971.

\(^6\) Annual Financial Report of the Ohio State University,
1933-1938.

\(^7\) James E. Pollard, Ohio State Athletics, 1879-1959
(Columbus, Ohio: Ohio State University, 1959), pp. 240-245.
maintenance and support services; and 2) team expenses, which included sports equipment and the other expenses of each team. The general expenses comprised about 80 percent of expenditures; therefore, it is difficult to determine the actual total expenditure for each sport. During the depression, reductions were made in all areas of general expenses. Cuts were generally made "across-the-board" and varied in amount from year to year, except that some coaches were eliminated from the payroll and the salaries of the remaining coaches were cut by 10 percent during the years 1933 to 1936. The team expenses were also reduced by 25 to 65 percent during the depression.

Chart XI shows that although expenditures for all sports were considerably reduced, football and basketball received an increasingly larger proportion of available funds as the depression progressed. Economies were effected primarily by curtailing or eliminating expenditures for other sports. In 1933, the schedules of the track and baseball teams were reduced and their spring trips to the South were eliminated. Track suffered less than baseball, however, probably because Jesse Owens, former Olympic athlete, was a member of the team from 1933-36. The baseball schedule continued to be limited into

8 Ibid., pp. 241-242.
the 1940's. The expenditures for tennis, wrestling, and golf were also reduced during the entire depression. This was accomplished by eliminating most of the travel expenses and equipment purchases for these teams.\(^\text{11}\) Expenditures for gymnastics, fencing and soccer were completely eliminated. The fencing team did continue to function but only because the team members paid its expenses.\(^\text{12}\) Gymnastics and soccer were not revived until after World War II. Only one new sport, swimming, was added during the depression. It received fairly good financial support, partly because of the success of the program and partly because the natatorium had been built so recently.\(^\text{13}\)

The rationale for curtailing these sports was financial distress; however, it is noted that other factors were considered in determining which sports would be most severely affected. Indeed, the activities which were reduced or eliminated were not always the most expensive to maintain. In particular, the gate

\(^\text{11}\) Statement by Bernard Mooney, personal interview, Columbus, Ohio, November 15, 1971.

\(^\text{12}\) The Makio, Ohio State University Yearbook, 1936, p. 208.

receipts from basketball were never sufficient to cover its costs and it was a large financial liability throughout the depression.

Table 10

PROFIT AND DEFICIT OF THE INTERCOLLEGIATE TEAMS AT OHIO STATE UNIVERSITY FOR SELECTED YEARS, 1928-1938.

<table>
<thead>
<tr>
<th>Sport</th>
<th>1928-29</th>
<th>1933-34</th>
<th>1937-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>+$490,052</td>
<td>+$98,384</td>
<td>+$192,128</td>
</tr>
<tr>
<td>Basketball</td>
<td>-5,270</td>
<td>-5,208</td>
<td>-4,007</td>
</tr>
<tr>
<td>Track</td>
<td>-14,080</td>
<td>-1,442</td>
<td>-5,546</td>
</tr>
<tr>
<td>Baseball</td>
<td>-7,100</td>
<td>-1,866</td>
<td>-3,518</td>
</tr>
<tr>
<td>Others (8 teams)</td>
<td>-13,267 (4 teams)</td>
<td>-2,400 (8 teams)</td>
<td>-7,185</td>
</tr>
<tr>
<td>Student Tickets</td>
<td>75,264</td>
<td>50,792</td>
<td>63,087</td>
</tr>
</tbody>
</table>

Table 10 shows the profit or deficit generated by each sport at Ohio State for selected years along with the income from student ticket sales. From the figures presented in Table 10, it seems as if the ten sports other than football could have been supported from the student funds without the curtailment or elimination of these programs. While this is only a hypothetical juggling of funds, it brings into serious question the elimination of three sports from the budget for a three year period and the sharp curtailment of funds to all others except football and basketball, during the period from 1933 through 1938. By implication, it also questions the value of "big business athletics" as a means of financing intercollegiate athletics.
Expenditures for Various Intercollegiate Teams at Ohio State University
For Selected Years, 1928-38

Chart XI
Ohio University, like Ohio State, carried a large debt into the depression years. Ohio University completed its football stadium in 1928 at a cost of $185,000, most of which had been borrowed. When the depression caused a reduction in athletic income, the department was hard-pressed to repay this debt. To meet this obligation despite reduced income, Ohio University reduced its intercollegiate athletic teams from seven to five in 1931-32 when tennis and cross-country were eliminated. The following year, wrestling was eliminated and the baseball schedule was severely reduced. However, by 1935-36, all these teams were reinstated, and the schedules returned to pre-depression levels.

Table 11 shows that intercollegiate athletic programs generally received from 30 percent to 40 percent of its income from student fees. During the two years shown, that money was used to retire the stadium debt. Because of that debt the ath-

14 Howard LeRoy Brinker, "The History of Intercollegiate Football at Ohio University" (Unpublished Master's thesis, Ohio State University, 1950), p. 47

15 "Cross Country Will be Dropped," The Green and White (Athens, Ohio), September 21, 1931, p. 11.

16 "Buckeye Officials Decide to Sponsor Baseball and Tract Despite Budget Cuts," The Green and White (Athen, Ohio), December 13, 1932, p. 1.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Football</td>
<td>$17,763</td>
<td>$13,158</td>
<td>+$4,605</td>
<td>$21,498</td>
<td>$18,364</td>
<td>+$3,134</td>
</tr>
<tr>
<td>Basketball</td>
<td>2,129</td>
<td>2,809</td>
<td>-680</td>
<td>4,623</td>
<td>4,377</td>
<td>+246</td>
</tr>
<tr>
<td>Track</td>
<td>395</td>
<td>1,199</td>
<td>-804</td>
<td>226</td>
<td>1,555</td>
<td>-1,329</td>
</tr>
<tr>
<td>Baseball</td>
<td>593</td>
<td>2,398</td>
<td>-1,705</td>
<td>409</td>
<td>2,242</td>
<td>-1,833</td>
</tr>
<tr>
<td>3 Others</td>
<td>195</td>
<td>545</td>
<td>-350</td>
<td>225</td>
<td>1,297</td>
<td>-1,072</td>
</tr>
</tbody>
</table>
| Income from Student Fees | 15,349 | 19,037 | 17 Annual Report of the Treasurer of Ohio University, for 1937-38.
letic department was unable to keep expenditures within the income from football and student fees. This resulted in reductions in expenditures for all sports and in elimination of some of the non-revenue sports. In 1937-38, over 73 percent of the athletic income was used for football-related expenses, yet there was only $3,134 profit not considering the expense of the stadium debt. This indicates the strong priority placed on football by the athletic administration.

Both Ohio State and Ohio University faced similar financial situations during the depression in that they both owed debts on facilities and had reduced gate receipts. In essence, they both handled the situation in a similar manner in that they reduced their budgets particularly in the non-revenue producing sports. This was accomplished by both eliminating or reducing the schedules of those sports. At each college significant money was raised from student fees which could have been used to support the non-revenue sports. Because of the debts incurred prior to and during the early depression, these funds were used for other purposes.

**Municipal Universities**

The University of Toledo was one of the two colleges involved in this study which showed a steady increase in athletic income during the depression period. This increase came about as a result of larger gate receipts from football and basketball, while the percentage of income from student athletic fees declined. Because of this situation, increasing
emphasis was placed on the football and basketball teams.

Chart XII indicates that the percentage of expenditures allotted for football and basketball increased from 72 percent to 94 percent. Although the non-revenue producing teams did not suffer actual reductions in funds, their budgets increased by only $434 while the total budget was increased by $28,000.\(^{18}\) This indicates a strong shift in emphasis toward a basketball- and football-oriented program. This change came about because through the early 1930's the football and basketball teams began to increase in strength and prestige. As this occurred, they began to play more prestigious opponents, hence the expenses for these sports also increased. Table 12 compares gate and guarantee income with the expenses for the University of Toledo.

<table>
<thead>
<tr>
<th></th>
<th>1928-29</th>
<th>1933-34</th>
<th>1935-36</th>
<th>1937-38</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Football Receipts</strong></td>
<td>$679</td>
<td>$1,876</td>
<td>$7,264</td>
<td>$14,888</td>
</tr>
<tr>
<td><strong>Football Expenses</strong></td>
<td>2,989</td>
<td>4,635</td>
<td>12,799</td>
<td>12,904</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-2,219</td>
<td>-2,759</td>
<td>-5,535</td>
<td>+1,984</td>
</tr>
<tr>
<td><strong>Basketball Receipts</strong></td>
<td>793</td>
<td>843</td>
<td>3,016</td>
<td>22,513</td>
</tr>
<tr>
<td><strong>Basketball Expenses</strong></td>
<td>1,393</td>
<td>1,492</td>
<td>3,387</td>
<td>18,975</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>-651</td>
<td>-649</td>
<td>-371</td>
<td>+3,538</td>
</tr>
</tbody>
</table>

Both football and basketball began to show profits in 1936 and continued to do so through 1938. Expenses were greater

\(^{18}\) Annual Report of the Finances of The University of Toledo, 1929-1938.
Expenditures for Athletics at the University of Toledo
for Selected Years, 1928-38
in both sports because of increased guarantees which were paid to opposing teams, and increased expenses for travel. However, these expenses were necessary in order to play opponents who could produce increased revenue.

During the depression period, Toledo sponsored teams in four to seven intercollegiate sports. Basketball and baseball teams were sponsored every year. There was no football team in 1931 as the banks in Toledo closed and ready cash could not be secured to fund the team. The track team was defunct only in 1931 when not enough men tried out for the team. The remaining variations occurred because teams were only sporadically fielded in cross country, golf, and tennis. Apparently these sports never received much encouragement from the athletic administration as their budgets seldom exceeded $100 a year. The yearbook reported that these sports were added only when students were interested in organizing, coaching, and scheduling for themselves and that they received no help from the athletic director. This indicates that the lack of support may have been the reason for the variations in the number of teams rather than financial difficulties.

Although the University of Cincinnati's financial records were incomplete, there was a strong indication that their best

19 The Blockhouse, University of Toledo Yearbook, 1932, p. 93.
20 Ibid., 1930, p. 127.
21 Ibid., 1937, N.P.
years financially occurred during the middle 1930's. Because of profitable football teams and lack of debts, they were able to balance their athletic budgets. With a decline in their football teams in the late 1930's, they began to show deficit budgets.

Table 13

ATHLETIC INCOME AND EXPENDITURES FOR THE UNIVERSITY OF CINCINNATI 1936 to 1938

<table>
<thead>
<tr>
<th></th>
<th>1936-37</th>
<th>1937-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gate Receipts</td>
<td>$29,568</td>
<td>$11,300</td>
</tr>
<tr>
<td>Student Fees</td>
<td>15,375</td>
<td>15,540</td>
</tr>
<tr>
<td>Total Income</td>
<td>$44,943</td>
<td>$26,846</td>
</tr>
<tr>
<td>Total Expenditure</td>
<td>51,023</td>
<td>65,944</td>
</tr>
<tr>
<td>Deficit</td>
<td>7,080</td>
<td>39,098</td>
</tr>
</tbody>
</table>

It is apparent from Table 13 that even with extensive monies from student athletic fees, the athletic program could not support itself. Yet, the revenue producing sports received an extremely large percentage of available funds. Between 77 percent and 83 percent of the athletic expenditures at the University of Cincinnati was used for football while the other eight sports divided the remaining 20 percent. Even with such a small portion of the athletic budget being devoted to the other sports, Cincinnati was able to maintain a full program of intercollegiate athletics. The only sport to be dropped from the program was cross country which was eliminated in
1933-34. Apparently this was not for financial reasons as fencing had been added in 1930-31\textsuperscript{22} and golf was added in 1933-34.\textsuperscript{23}

During the latter part of the depression, both the Universities of Cincinnati and Toledo spent a large proportion of their athletic monies on football and basketball, while the other teams in the intercollegiate program received a small percentage of the budget. However, few teams were dropped at these universities for financial reasons as both universities had fairly secure financial situation until the middle 1930's. In the later 1930's, Toledo maintained a growing program, while Cincinnati faced financial difficulties after 1936. One of the key reasons for their financial stability, at least in the early 1930's, was that both had football stadiums built by outside funds. Nippert Stadium, at the University of Cincinnati, was built in the 1920's from funds contributed by James Nippert.\textsuperscript{24} This stadium was enlarged during the middle of the 1930's with WPA funds.\textsuperscript{25} The Toledo stadium was completely built through WPA funding in the late 1930's.\textsuperscript{26} With these "free and clear"

\begin{itemize}
\item \textsuperscript{22} The \textit{Cincinnatian}, University of Cincinnati Yearbook, 1931, p. 164.
\item \textsuperscript{23} Ibid., 1935, p. 182
\item \textsuperscript{25} Ibid.
\item \textsuperscript{26} The Blockhouse, University of Toledo Yearbook, 1938, p. 147.
\end{itemize}
stadiums, neither college carried excessive debt into the depression and hence were able to maintain their programs at full strength.

Private Non-Denominational Colleges

At Western Reserve, the success of the football team during the 1930's increased the athletic income. However, despite increased income, growing expenses produced an operating deficit in nine of the ten years from 1928-1938. Deficits ranged from $21,600 in 1930-31 to $9,096 in 1934-35, but were generally about $11,000 per year.27

Table 14

ATHLETIC INCOME AND EXPENDITURES FOR WESTERN RESERVE UNIVERSITY, 1928-1938

<table>
<thead>
<tr>
<th>Year</th>
<th>1928-29</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1933-34</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>$31,250</td>
<td>$39,700</td>
<td>$54,025</td>
<td>$52,500</td>
<td>$41,030</td>
</tr>
<tr>
<td>Income</td>
<td>19,250</td>
<td>27,700</td>
<td>32,425</td>
<td>52,500</td>
<td>26,030</td>
</tr>
<tr>
<td>Deficit</td>
<td>$12,000</td>
<td>$12,000</td>
<td>$21,600</td>
<td>-0-</td>
<td>$15,000</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>1934-35</th>
<th>1935-36</th>
<th>1936-37</th>
<th>1937-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>$43,500</td>
<td>$38,978</td>
<td>$47,825</td>
<td>$66,125</td>
</tr>
<tr>
<td>Income</td>
<td>34,414</td>
<td>27,978</td>
<td>37,825</td>
<td>52,7/5</td>
</tr>
<tr>
<td>Deficit</td>
<td>$9,096</td>
<td>$11,000</td>
<td>$10,000</td>
<td>$13,350</td>
</tr>
</tbody>
</table>

At Western Reserve, the athletic department paid for all the expenses of the intercollegiate program. This included

27 Reports of the President and Other Officers of Western Reserve University, 1929-1938
all salaries, maintenance, and field rental as well as the usual expenses incurred by each team. From 1928 to 1938, there was a great increase in all of these areas of expense as shown by Table 15.

Table 15

SELECTED EXPENSES FOR WESTERN RESERVE ATHLETICS FOR SELECTED YEARS, 1928-1938

<table>
<thead>
<tr>
<th></th>
<th>1928-29</th>
<th>1930-31</th>
<th>1933-34</th>
<th>1936-37</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries for Coaches</td>
<td>$9,400</td>
<td>$15,450</td>
<td>$13,829</td>
<td>$18,500</td>
</tr>
<tr>
<td>Guarantees to Opponents</td>
<td>3,500</td>
<td>14,000</td>
<td>7,600</td>
<td>8,835</td>
</tr>
<tr>
<td>Field Rental</td>
<td>1,000</td>
<td>5,125</td>
<td>1,660</td>
<td>4,525</td>
</tr>
</tbody>
</table>

The increasing expenses were indicative of an expanding football program. The expenses associated with playing stronger opponents was evident in 1930-31, when the guarantees to opponents were almost double those of other years, because Western Reserve played a "big time" schedule in football. The expenses and deficits in athletics at Western Reserve were more closely associated with changes in the football program than with depression economic conditions.

It is difficult to determine how the athletic department could maintain its operations while incurring sizable deficits each year. Apparently financial assistance was received, but there are conflicting views as to whether the
alumni or the university contributed to reduce the athletic deficits. In any event, the school was able not only to maintain but to increase the number of varsity teams.

During the depression, five new intercollegiate teams were added to Western Reserve's program. Although wrestling and baseball were discontinued during the period from 1928-33, swimming was added during that period. Between 1934 and 1938, tennis, golf, fencing, and ice hockey became varsity sports and the wrestling team was reinstated. These sports had previously been successful parts of the intramural program and had gained sufficient student interest and support to be elevated to intercollegiate competition. It should be noted, however, that the athletic department did little to encourage this increase in teams.

Oberlin was able to increase its intercollegiate athletic program during the depression even though the income and expenditures for athletics were reduced. Chart XIII compares the number of teams and expenditures from 1928-1938. Despite

28 An interview with Robert Grueninger and William Edwards, Chairman of Men's physical education and football coach respectively. Neither could explain how the deficits were repaid.

29 The Nihon, Western Reserve University Yearbook, 1929-1938.

A Comparison Between the Athletic Expenditures and the Number of Athletic Teams at Oberlin College for Selected Years, 1928–38
steadily declining gate receipts, the school added soccer in 1930, swimming in 1931, golf in 1933, and fencing in 1935 to the intercollegiate program.\textsuperscript{31} As indicated in Chart XIV, Oberlin was able to do this because the percentage of funds allocated to football was reduced and the money freed by this measure, was divided among the other teams.\textsuperscript{32} Consequently, all teams were able to maintain full athletic programs throughout the depression.

Oberlin was the only college in this study which reduced the percentage of football expenditures for more than one year in order to expand other areas of the intercollegiate program.\textsuperscript{33} In fact, most of the other colleges in this study tended to centralize their funds in football and basketball to the exclusion of the non-revenue producing sports. Oberlin had a quite different approach to intercollegiate athletics than most of the other Ohio colleges. They believed that intercollegiate athletics was only an extension of the total physical education program. Because of this belief, all funds administered by the Chairman of Physical Education, and all coaches were members of the physical education staff. Most of the funds for intercol-

\textsuperscript{31} The Hi O Hi, Oberlin College Yearbook, 1929-1938.

\textsuperscript{32} Treasurer's Report for the Associated Organizations of Oberlin College, 1932-1938.

\textsuperscript{33} Toledo reduced the percentage of funds spent for football in 1937-38 only, but the excess funds were transferred to basketball.
Chart XIV

Expenditures for Athletics at Oberlin College for Selected Years, 1928-38
legiate athletics came from a student activity fee rather than from gate receipts, and these funds were distributed according to need rather than according to the ability of the sport to generate returns.\textsuperscript{34} Before a new sport was introduced to the intercollegiate program, it was first taught in the service program, then conducted as an intramural activity. If the students showed enough interest and a schedule could be arranged, it then became an intercollegiate sport on an equal footing with the established sports.\textsuperscript{35} Dr. Lysle K. Butler, Oberlin football coach during the 1930's, expressed their athletic philosophy, as follows:

At Oberlin, we believe that athletics should be educational, and football was no more educational than tennis or fencing. We never emphasize one sport at the expense of another. During the 1930's, we were able to add more teams in intercollegiate athletics because Dr. Nichols' sound intramural program developed the interest. We divided the money to pay for them. This is what we call the Oberlin system...It worked very well during the depression as we never really wanted for anything in the way of equipment or travel.\textsuperscript{36}

\textbf{Church-Affiliated Colleges}

Both church-supported colleges were faced with reduced athletic incomes during the depression. This was caused by

\textsuperscript{34} Statement by Lysle K. Butler, personal interview, Oberlin, Ohio, December 21, 1971.

\textsuperscript{35} Statement by John H. Nichols, personal interview, Oberlin, Ohio, December 21, 1971.

\textsuperscript{36} Butler, loc. cit.
decreased gate receipts and lowered income from student activity fees. The loss of enrollment at both colleges affected both sources of income as there were fewer students paying fees and fewer men to play on teams.

Otterbein had faced a deteriorating athletic situation since the middle 1920's. Its teams were singularly unsuccessful and because of this, athletic income steadily declined. This had reached the point that most home football games showed deficits, and only small amounts of money were made at away games.37 With the coming of the depression, little change was initially noted except that the college president was less tolerant of the annual "couple hundred dollar deficit."37

In 1928, the athletic expenditures were $7,540 which, in fact, exceeded the athletic income of $7,340. In 1930, the athletic expenditures were reduced to $5,326 because a financial crisis occurred when one of the Westerville banks closed and caused a loss of $11,000 of college funds. To save money, the president of the college instructed the athletic director to eliminate the spring sport schedule of baseball, tennis, and

37 Intercollegiate Athletic Financial Statement. Royal F. Martin to President Clippanger, Otterbein College, November 28, 1929.

38 Based on personal correspondence between President Clippanger of Otterbein College and Royal F. Martin, June 17, 1930.
track, thereby saving $1,250. After careful consideration, it was decided to proceed with a limited budget of $355 for the spring sports. This reduction was accomplished by limiting the number of games each team could play and eliminating the purchase of new equipment.

From 1931 to 1935, there were constant small cuts in the athletic expenditures. The smallest annual expenditure was $4,887 in 1934-35, when the coaches' salaries were reduced by half. Donald X. Elder, the head football coach, head baseball coach, and a full-time medical student, received $760, while James Ewing, head track coach and assistant in football and basketball, received $500. The athletic director served as baseball coach with no additional salary and the tennis team had no coach. Despite reductions in expenditures, Otterbein was able to maintain its full program of athletics. By 1936, the college financial situation had improved somewhat and the athletic budgets were partially restored to the $5,600 for the remainder of the depression.

At Ohio Wesleyan the initial shock of the depression was great in that the athletic income declined significantly between 1928 and 1933, and the athletic department continued to owe

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39 Minutes of the Executive Committee of Otterbein College, January 17, 1931.

40 Based on personal correspondence between President Clippanger of Otterbein College and Royal F. Martin, February 12, 1931.

41 Ibid, August 16, 1934.
$160,000 for the construction of Selby Stadium. However, during this period the number of athletic teams grew from six to eight with the addition of golf and swimming. From 1933 until 1938, the total athletic expenditures remained fairly constant around the $32,000 level. The number of athletic teams varied from seven to nine during this period. This variation was caused by the sporadic disappearance and reappearance of cross country, golf, fencing, and swimming. Apparently these teams received little encouragement, supervision, or financial support from the athletic department. In many instances, the travelling expenses for these teams was paid by the members themselves, and in one instance, a benefit dance was held to raise funds for "minor sports."

Both Otterbein and Ohio Wesleyan maintained full athletic programs during the depression. When both suffered from financial reductions in the early 1930's, they reduced their expenditures in non-revenue sports. During the latter 1930's these funds were partially restored.

**Summary of Athletic Expenses**

The athletic expenditures at the eight colleges studied generally tended to increase or decrease as the athletic income

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43 The Le Bi Jou, Ohio Wesleyan University Yearbook, 1933, p. 150.
Conclusions (This section deals with the conclusions drawn from Chapters II, III, and IV)

The depression had a profound effect on the structure of college football. During the 1920's, the spectator appeal and consequent profits of college football had seemed unlimited. Not only did large universities reap these profits, but small colleges like Centre College of Kentucky and Washington and Jefferson of Pennsylvania, were often catapulted to national fame and fortune by their football team's successful confrontations with football powers. Even at schools with poor records, athletic directors remained optimistic that, with their organizational ability and business acumen, they could promote their product, football, and sell it to the seemingly unsatiable consumers. During the depression, this situation was drastically altered. With less money to spend, spectators became more discriminating and tended to support only teams with winning records or nationally prominent teams. In order to maximize profits, the recognized football "powers" eliminated the poorly-attended games with small schools from their schedules. Consequently, the smaller schools were faced with declining gate receipts and were denied an opportunity to move into the ranks of "big-time" football. Whereas, in the twenties, the situation had been fluid, college football now became more rigidly stratified. There was a marked difference between schools at which football

was a profit-making business and schools at which football was merely another extra-curricular activity. "Colleges tended to find the level at which they could compete and remain there." Thus, a bifurcation in college football programs developed during the depression.

The experiences of Ohio colleges clearly demonstrated this trend. It is apparent that football fans continued to attend games with dramatic appeal, but that they were very selective in their choices of games to attend. For example, the University of Cincinnati's games were well attended while the team was winning, but ticket sales dropped sharply in the school's second consecutive losing season. In addition, Toledo and Western Reserve had steadily increasing gate receipts as they continued to field successful teams. Ticket sales at both Ohio State and at Western Reserve rose dramatically when nationally prominent teams were scheduled. On the other hand, it became difficult to attract fans to games played in rural areas between lesser-known or mediocre teams. Otterbein and Oberlin had poor football teams and played other small colleges; at both, ticket sales declined. Despite a relatively good team, Ohio University was never able to fill its new stadium. It is apparent that there was a pool of potential spectators, but to attract them, games had to be on the order of the spectacular.

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As a nationally recognized "football power" it was less
difficult for Ohio State to attract spectators or "name" oppo-
nents. With its large stadium, it was able to pay the guarantees
necessary to schedule the more attractive opponents, and because
of its prestige, it could recruit the players needed to compete
with these opponents. Ohio State did this by eliminating the
poorly attended games with smaller Ohio colleges in favor of
scheduling Notre Dame, Kentucky, Drake, and Pittsburgh. These
games helped Ohio State to reap more profitable gate receipts.
The other Ohio schools met with greater difficulties in attempt-
ing to increase gate receipts by playing a better quality of op-
position. In the first place, nationally prominent teams like
Ohio State were eliminating less well known schools from their
schedules. Secondly, even if these teams could be scheduled,
it was difficult to compete on their level. Western Reserve's
experience clearly illustrates this. In 1931, its record against
football teams of the first magnitude was a disastrous three
and six. Although Western Reserve's team was considered ex-
cellent, it was completely unable to compete with Ohio State,
losing 66-0 in 1934. The Ohio State yearbook commented as
follows:

The Cleveland boys fought valiantly, but it was
a case of a good little man against a good big man,
and the good big man was excellent. 46

46 The Makio, Ohio State University Yearbook, 1935,
p. 304.
There was clearly a difference in the quality of play at schools where football had become a big business and at their smaller rivals. With the larger schools attempting to expand their programs by increasing intersectional competition and by open recruitment and subsidation of players, it became increasingly difficult for smaller schools to compete with them.\textsuperscript{47}

The depression certainly compounded the problems which smaller schools faced in funding football programs which could match those of the larger schools. In the financial optimism of the 1920's, many athletic departments were allowed to exceed their budgets, but with the depression came much more careful scrutiny of income and expenditures. In fact, many athletic departments were not required to submit detailed budgets until the depression had begun.\textsuperscript{48} As a result of this scrutiny, many college presidents and athletic administrators came to share the view of William L. Hughes, who stated:

\ldots one very common generalization and misconception is that football supports, not only itself, but all other varsity and intramural sports. Nothing could be further from the truth. There is evidence to show that in many of the small institutions football does not even support itself. The problem of financing athletics, therefore, is very different in the large and the small colleges and universities.\textsuperscript{49}


\textsuperscript{48} Five of the eight representative colleges in this study either began to submit formal budgets or revised their accounting methods between 1929 and 1938.

\textsuperscript{49} Hughes, loc. cit.
Consequently, there was a change in the philosophy regarding the conduct of the athletic program at many small and medium-sized colleges.

The emergence and subsequent decline of the Buckeye Athletic Conference is illustrative of this trend. In the 1920's, most Ohio colleges, twenty, belonged to the Ohio Conference. This conference recognized champions only in cross country and track. Because of the Conference's size and its failure to recognize champions, six of the larger southern colleges; University of Cincinnati, Denison University, Miami University, Ohio Wesleyan, Ohio University and Wittenberg University formed the Buckeye Athletic Association in 1925. In an attempt to increase athletic prestige, they resigned from the Ohio Conference and immediately named champions in football, basketball, wrestling, cross country, swimming, track, baseball, and golf. The conference was short-lived, however, as Denison resigned in 1933, followed by Wittenberg in 1934. Denison's reasons for withdrawing from the Buckeye Conference were as follows:

We can't keep up with the Jones. Enrollment in other schools, their scholastic requirements and the attractive offers to prominent high school athletes make it impossible for a school of

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Denison's type, where high scholastic requirements are maintained and no athletic offers are made, to compete. 51

Similar reasons were given for Wittenberg's withdrawal. 52 This was the beginning of the end for the Buckeye Conference as it disbanded in December, 1935. 53 Ohio Wesleyan shortly rejoined the Ohio Conference and the other three charter members joined other conferences in the 1940's. The Buckeye Conference began in the 1920's as a collection of colleges attempting to increase their athletic prestige and it failed in the 1930's because the size and strength differential particularly between the state and private colleges became too great.

The small and medium-sized colleges in Ohio were faced with difficult alternatives. They could continue to play other small schools and continue to see gate receipts decline, or they could attempt to improve the quality of their football programs in hopes of attracting more spectators. For some, the choice was easy, for like Otterbein they lacked the resources to change, or like Oberlin they lacked the inclination to do so. Others, like the members of the Buckeye Conference, found that the problems associated with attempting to increase


53 The Athena, Ohio University Yearbook, 1939, p. 155.
athletic power and prestige were too great for their resources. Some schools, like Toledo, did achieve a measure of success, but no team was able to join the ranks of nationally-recognized football powers on the order of Ohio State.

The depression period had different trends in team sports and in individual sports in Ohio. The number of teams competing in team sports declined, while the number competing in individual sports increased and accounted for the net increase of twenty-three teams from 1928 to 1938. This occurred despite the fact that during the depression, team sports received increasingly larger percentages of the athletic income at most schools, while the individual sports received little encouragement or financial support from the athletic departments. The differences in the development of team sports and individual sports were manifestations of attitudes developed in the 1920's which persisted throughout the depression.

The traditional football, basketball, and baseball programs of the 1920's were business ventures. It was expected that they would bring both fame and profit to the college. The athletic director was first and foremost a businessman, who viewed the profit-making sports as the essential part of the athletic program. He had little incentive for encouraging the sports which represented a drain on these profits. When income declined during the depression, expenditures were reduced in all areas but were most severely restricted in the
non-revenue producing sports. Although it may not seem consistent with a business-like approach to have continued to spend increasingly larger percentages of income on the team sports which were now unable to generate enough ticket sales to meet their own expenses, at least these sports did provide some return on the investment. Therefore, the athletic directors continued to invest most of the available funds in the areas which had the greatest potential for making a profit.

During the twenties, a frequently cited and widely believed rationale for emphasizing football was that profits from it supported the entire intercollegiate sports program. Whether or not this was ever actually the case at most schools is open to question; however, it was certainly not true during the depression. Gate receipts declined during the depression at five of the eight schools studied. Football generated sufficient income to cover its expenses during the entire depression only at Ohio State, and during part of the depression only at Toledo and Cincinnati. Yet, all of the schools except Oberlin, consistently devoted increasingly larger percentages of income to football and basketball. Funds from student activity fees were increasingly important for meeting these teams' expenses. If the athletic directors had chosen to apportion the funds differently, the student activity fees could have adequately supported all sports except football.

The reduction in the number of teams competing in team
sports was primarily due to elimination of baseball at a number of schools. All colleges in Ohio, except Antioch, did continue to have basketball teams. Four small colleges eliminated football because of its expense. The baseball programs at most schools were expensive, and of the three team sports, it generated the least revenue. Curtailing or eliminating funds for baseball seemed to many athletic directors, a logical way to reduce budgets. There was little evidence that anyone, coaches, players, or students, protested these cuts or displayed much interest in continuing the baseball programs on reduced budgets.

The individual sports were able not only to survive, but to flourish despite adverse financial conditions. This occurred because the individual sports did not represent a business approach to athletics but were a continuation of recreational patterns established in the 1920's. There had been an upsurge of interest and participation in recreational activities like tennis, swimming, and golf during the 1920's. Consequently, by the 1930's there were a large number of individuals interested in participating in and coaching these activities on an intercollegiate level. The individual sports usually became a part of the intercollegiate program because of interest in the sport itself rather than in any extrinsic benefits which might accrue from the sport. The impetus for establishing and maintaining these sports came from the participants themselves. Many of the teams were organized
by students or formed because a faculty member was willing to work with them. It was not unusual for team members to pay their own travel expenses. In some instances, all funds for the teams were provided by the students. Thus, these teams could be established and maintained with very little outlay of funds from the athletic department.
CHAPTER V

COLLEGE INTRAMURALS IN OHIO DURING THE DEPRESSION

Intramurals were the antecedents of intercollegiate sports and physical education programs. During the early twentieth century, however, intramurals were overshadowed by the public's interest in intercollegiate athletics and by the physical educator's interest in professional programs. There was some revival of interest in intramurals in the 1920's when athletic departments used their excess funds to finance intramural programs as "feeder systems" for the varsity teams.¹ By 1925, intramural programs had begun a period of rapid growth which continued through the early depression years. In a 1932 study, H. Harrison Clarke found that 95 of the 215 college intramural programs had been instituted between 1928 and 1932.²

With this growth of intramurals in the late 1920's and early 1930's, came a change in emphasis from intensely competitive programs to more recreationally oriented ones. Elmer D. Mitchell attributed this change to social conditions as he stated:


In all the evolution of sports, the intramural departments have been cognizant of the new mental hygiene emphasis being placed on physical recreation. Athletic competition for the masses is being taken in a more leisurely spirit. This is in keeping with the changes in societal life which tend to stress cooperation and to lessen the older emphasis on intense competition.3

This recreationally-oriented approach was particularly popular with women physical educators. Dr. Mitchell expounded upon this point as follows:

Women were quick to realize the values of an intramural program. Intercollegiate and interscholastic athletic competition for girls and women had been on the wane for some time, as a result of opposition from women leaders in athletics. The informal characteristics of intramural sports appealed to women physical education directors. The very nature of the intramural program readily adapted itself as an augmenting factor to more informal physical education programs for girls.4

The financial depression and the trend toward recreationally-oriented programs combined to cause far-reaching changes in intramurals. Harold S. Wood, the intramural director at Ohio State, noted the following developments:

1. A closer relationship between intramural sports and the physical education service programs...

2. A tendency toward financing intramurals other than with intercollegiate athletic receipts...

3. Emphasis on the quality of the program rather than the quantity...

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4. A tendency to do away from entry fees and reduce the cost of award...

5. An emphasis on carry-over sports...

Many colleges received aid from the federal government in the form of additional facilities and student assistants. Golf courses, outdoor fields, and stadiums were built with WPA labor, and student help was provided through the National Youth Administration's student work program. The development of intramural programs to a great extent, paralleled the recreational programs supported by the federal government. However, much of the growth of intramurals was due to increased student participation. Dr. Mitchell attributes this growth to the following:

During the time of financial depression, the (recreation) building has served as a resource to those students who do not have the usual amount of money to spend on movies, dances, and other luxuries. As a result, there has been no depression in the affairs of the intramural department, which has been kept busier than ever taking care of the extra demands made upon it.

The recreational patterns which had developed during the 1920's had a marked impact on the philosophy and content of

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6 Mitchell, loc. cit.

intramural programs. At the same time that programs were being altered to reflect these recreational interests, the depression created a large pool of students without money for other recreational pursuits who were anxious to participate in intramurals. The federal recreation programs tended to reinforce these trends and these factors combined to stimulate the growth of intramurals during the depression.

Ohio College Intramurals

By the late 1920's, almost every college in Ohio had some form of intramural program for men and women. Even Xavier University sponsored an active intramural program, although it offered no service or professional physical education courses. The increase in the emphasis on intramural programs was primarily due to three factors: 1) the increased athletic facilities available for use in intramurals; 2) the growing appreciation of recreation nationally; and 3) the growing dissatisfaction with intercollegiate athletics on the part of many colleges. The expansion of facilities in the 1920's and early 1930's is well established. Of the eight colleges studied, each added significantly to its indoor or outdoor facilities during the 1920's and early 1930's. (New gymnasiums were built at Ohio State, Ohio University, Toledo, Otterbein and Ohio

8 The Musketeer, Xavier College Yearbook. 1929-1938
Wesleyan; stadiums were completed at Ohio State, Ohio University, Cincinnati, and Ohio Wesleyan; swimming pools were constructed at Ohio State and Oberlin, and outdoor fields were either completed or improved at almost all of the eight colleges.) A similar situation existed in most of the other Ohio colleges. These new facilities, although not always adequate, did provide the physical space for expanding intramural programs. A second impetus to intramural programs was the growing appreciation of the value of recreation. C. M. Rider of Miami University noted this trend and discussed it as follows:

It appears that there is a growing appreciation of the fact that the physical education program is contributing to education in much the same way as other programs and that, important as it is from the standpoint of developmental exercise, it may be of even greater value for recreation and the development of leisure time activity. In this way it is really making its greatest contribution by educating boys and girls through the physical...⁹

These recreational goals became the guiding principles of many intramural programs as the depression progressed. A third motivational factor for the development of intramural programs during the late 1920's and 1930's was the growing dissatisfaction with intercollegiate athletics as an educational tool. By the early 1920's women in physical education had rejected the intense competition of intercollegiate athletics in favor of intramural programs. Men physical educators, still basking in the

reflected glory of intercollegiate football, did not begin to reach a state of dissatisfaction until later in the 1920's. The 1929 Carnegie study and numerous other studies and articles written shortly thereafter, indicate a certain amount of open dissatisfaction with the conduct of college football. In Ohio, this dissatisfaction took the form of positive action on three college campuses. By 1929, the students and faculty of Antioch College had voted to eliminate intercollegiate athletics and to expand the intramural program.\(^{10}\) Two other notable examples of this trend were Wilmington College and Cedarville College which discontinued much of their intercollegiate football programs during the depression and replaced them with expanded intramural activities.\(^{11}\)

During the late 1920's and early 1930's, a closer relationship also developed between the service and intramural programs. The programs grew together as the teaching of intramural activities in the service program stimulated interest in and provided skills for subsequent participation in intramurals. Similarly at some schools, the intramural and intercollegiate programs complemented each other. At colleges such as Oberlin and Western Reserve, most new varsity sports were added only after being developed through the intramural program.

The depression had little negative effect on either fund-

\(^{10}\) The Towers, Antioch College Yearbook. 1930.

\(^{11}\) See Chapter II.
ing of or participation in intramural programs. In fact, the depression served as a stimulus to increased student participation. The depression did cause staff reductions at some Ohio colleges which limited the growth of intramural programs to some extent.

Because of the difference in both program content and methods, the discussion of the men's and women's intramural programs at the eight colleges studied will be discussed in separate sections.

**Women's Intramurals**

During the depression, women's intramural programs turned more and more to recreational activities and away from the traditional competitive sports. To accomplish this, many of the activities were established as sports-clubs rather than as competitive units. Additional activities such as play days, recreational nights, and informal activities replaced many of the tournaments and leagues of the previous years. Most of the women's intramural programs were apparently adequately funded and well administered during the depression. Intramurals were a "showcase" of the women's physical education departments. Rather than developing competitive intercollegiate teams, they tended to concentrate their efforts on the intramural programs. The objective of this approach, as articulated by the National Amateur Athletic Federation for Women, was "a
sport for every girl."¹² Because of their view of intramurals, the women's departments in the eight colleges studied were able to establish very successful programs during the depression.

State Supported Colleges

The intramural programs for women at Ohio State and Ohio University both were funded from student fees. Both strongly emphasized the sport club concept and were apparently enthusiastically received by the students.

Ohio State University

In 1928-29, women's intramural programs were severely limited by the lack of adequate facilities. At that time, women's intramurals consisted of volleyball, basketball, and field hockey leagues as well as dance and swimming clubs. At that time, the program's objective was as follows:

Modern education points to the need for participation of every student in at least one seasonal sport. The intramural department hopes that by offering a wide variety of seasonal sports, each student may develop skill in several sports which will be of health and recreational value after college.¹³

When new facilities were built in 1929, tennis, baseball, horseback riding, track, golf, archery, swimming, ping pong, and folk dance were added to the intramural program.¹⁴ However, between


¹³ The Makio, Ohio State University Yearbook, 1929, p.142.

¹⁴ Ibid., 1930, p. 132.
1930 and 1935, a reduction in the physical education staff from fifteen members in 1929 to ten during that five-year period, caused the elimination of intramurals during part of 1932, and a reduced number of activities for the other years. By 1935, the faculty had been restored to twelve members and play days were held with Ohio Wesleyan and the University of Cincinnati. From 1935 to 1938, the program grew with the development of the following sports clubs: Archery Club, Badminton Club, Boots and Saddle, Bowling Club, Field Hockey Club, Foil and Mask, Orchesis Outing Club, Swan Club and Tennis Club. The program had increased to a total of seventeen activities.

At Ohio University the depression had little effect on the women's intramural program. The program was funded by student activity fees and proceeds from a homecoming carnival. Even though these funds were somewhat reduced during the depression, the program was carried on as usual and in fact, expanded. In 1928, the intramural program was conducted by the

\[\text{15 Annual Report of the Board of Trustees of the Ohio State University to the Governor of Ohio. 1931-1936}\]


\[\text{17 Ibid., p. 71}\]


\[\text{19 Statement by Charlotte La Tourrette, personal interview, Athens, Ohio, December 16, 1971.}\]
Women's Athletic Association, which was comprised completely of students, and by four strong clubs. At that time, the activities offered were tennis, basketball, apparatus, volleyball, swimming, track, and baseball.\textsuperscript{20} The swimming was conducted by the Ohio Aquatic Club. During the 1930's, other clubs were formed; the Studio Club (dance) was added in 1930, Field Hockey in 1934, and Outing in 1936. Each club was responsible for the intramural program in its area. Other activities added in the late 1930's were softball, badminton, archery, horseback riding, and riflery.\textsuperscript{21}

Ohio State and Ohio University altered their intramural programs to provide a more recreational experience for their students. Both colleges developed strong sports clubs which often provided a social, recreational setting, rather than a competitive experience. While the funds were somewhat reduced for both programs during the middle 1930's, they were able to weather that situation and to begin to expand their programs again in the late 1930's.

\textbf{Municipal Universities}

The women's intramural programs at Toledo University and

\textsuperscript{20} The Athena, Ohio University Yearbook, p. 164.

the University of Cincinnati were successful throughout the depression. At Toledo, they were able to maintain and increase their budgets during the 1930's while providing an expanding program. The women's intramural program at Cincinnati grew in both participation and in the number of activities offered. Both programs were innovative and exceedingly well-run during the depression period.

The University of Toledo had almost no facilities for physical activities in 1928. Nevertheless, by using community facilities, the women's department was able to conduct a program offering thirteen activities. In 1931, the new campus was completed and many of the activities were transferred to the new campus, although few were added during the depression. Apparently the women's intramural program was very satisfactory to both the students and faculty as they received more funds from the student budget committee during the depression than prior to the depression. The student budget committee allocated funds on the basis of the success of the program. As can be seen from Table 16, they apparently felt that the women's intramural program was considerably more successful than the men's; hence, more deserving of funds.

22 The Block House, University of Toledo Yearbook, 1929, p. 102.
Table 16

Funds Allotted to the Men's and Women's Intramural Programs at the University of Toledo, 1928-38

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Women's Athletic Association</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928-29</td>
<td>$353</td>
<td>$261</td>
<td></td>
</tr>
<tr>
<td>1929-30</td>
<td>444</td>
<td>332</td>
<td></td>
</tr>
<tr>
<td>1930-31</td>
<td>374</td>
<td>482</td>
<td></td>
</tr>
<tr>
<td>1931-32</td>
<td>484</td>
<td>716</td>
<td>$ 70</td>
</tr>
<tr>
<td>1932-33</td>
<td>484</td>
<td>513</td>
<td>57</td>
</tr>
<tr>
<td>1933-34</td>
<td>367</td>
<td>480</td>
<td>137</td>
</tr>
<tr>
<td>1934-35</td>
<td>353</td>
<td>544</td>
<td>158</td>
</tr>
<tr>
<td>1935-36</td>
<td>286</td>
<td>537</td>
<td>155</td>
</tr>
<tr>
<td>1936-37</td>
<td>351</td>
<td>525</td>
<td>176</td>
</tr>
<tr>
<td>1937-38</td>
<td>191</td>
<td>574</td>
<td>134</td>
</tr>
</tbody>
</table>

The University of Cincinnati did not begin keeping intramural records until 1932. From 1932 until 1938, there was an increase in women's intramural participation from 1,181 to 1,859. Along with the increase in participation, came a radical shift in the activity interests of the University of Cincinnati girls, as indicated by their participation in various activities.

As can be seen from Table 17, the emphasis in the intramural program shifted from team sports to more recreational activities. The activities in the program also show that the department had very diverse views of appropriate activities for intramurals.

23 Annual Report of the President of the University of the University of Cincinnati, 1932-38.
Table 17

THE SEVEN ACTIVITIES WITH THE LARGEST NUMBER OF PARTICIPANTS IN WOMEN'S INTRAMURALS AT THE UNIVERSITY OF CINCINNATI, 1932-33 and 1937-38

<table>
<thead>
<tr>
<th></th>
<th>1932-33 Participants</th>
<th>1937-38 Participants</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Play day</td>
<td>200</td>
</tr>
<tr>
<td>2.</td>
<td>Basketball</td>
<td>190</td>
</tr>
<tr>
<td>3.</td>
<td>Hockey</td>
<td>126</td>
</tr>
<tr>
<td>4.</td>
<td>Outing</td>
<td>125</td>
</tr>
<tr>
<td>5.</td>
<td>Swimming</td>
<td>60</td>
</tr>
<tr>
<td>6.</td>
<td>Baseball</td>
<td>60</td>
</tr>
<tr>
<td>7.</td>
<td>Dance Club</td>
<td>54</td>
</tr>
<tr>
<td>1.</td>
<td>Play day</td>
<td>430</td>
</tr>
<tr>
<td>2.</td>
<td>Greek Games</td>
<td>415</td>
</tr>
<tr>
<td>3.</td>
<td>Swimming</td>
<td>230</td>
</tr>
<tr>
<td>4.</td>
<td>Soc. Rec.</td>
<td>200</td>
</tr>
<tr>
<td>5.</td>
<td>Archery</td>
<td>103</td>
</tr>
<tr>
<td>6.</td>
<td>Song Contest</td>
<td>90</td>
</tr>
<tr>
<td>7.</td>
<td>Basketball</td>
<td>85</td>
</tr>
</tbody>
</table>

The University of Cincinnati's annual play day was one of the biggest in the nation. It was begun in 1927 and continued well into the 1940's. In 1931-32, the affair attracted representatives from more than eleven colleges, some from as far away as northern Ohio and Indiana.24 The Greek Games were a unique contribution to the Cincinnati intramural program. In these games, based on early Greek contests, emphasis was placed on the contestants' form rather than speed, height, or distance attained in the event. This event became so popular that an area in which to conduct the games was constructed as part of the WPA project to develop additional outdoor fields.25

The research material indicates that both the women's intramural programs at the Universities of Toledo and Cincinnati

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24 The Cincinnatian, University of Cincinnati Yearbook, 1932, p. 91.

25 Annual Report of the President of the University of Cincinnati, 1934-35, p. 190.
were little hurt by the depression. In fact, both continued to expend their activities and to receive strong support from both the students and administrators.

Private Non-Denominational

Because there is no record of a women's intramural program at Western Reserve, this section will be completely devoted to the women's intramural program at Oberlin College.

In 1928, the program consisted of two types of activity, competitive class tournaments and non-competitive outdoor or aesthetic activities. The activities conducted were field hockey, volleyball, basketball, tennis, skating, swimming, archery, golf, canoeing, camp craft, quoits, baseball, tumbling, clogging, folk and natural dance. The guiding principles behind this program were articulated by Dr. Gertrude Moulton, women's chairman, as follows:

One of the great opportunities of any college is that of training its students to use their leisure time profitably, choosing their recreation from those activities that freely recreate and do not add to the nervous tenseness. Few colleges use this opportunity in any positive way. A real contribution to the life of each individual could be made in training in him the ability to maintain balance in his life....

---

26 Dorothy E. Niehus, "The Development of the Physical Education Program for Women at Oberlin College Since 1937" (Unpublished Master's thesis, Ohio State University, 1942), p. 79.

The implementation of these principles was somewhat limited during the depression because of the lack of indoor playing space. Dr. Moulton describes the situation as follows:

Until we have more facilities, we cannot hope to meet the needs of the students with as diverse background as our girls have....During the greater part of the school year, the building is in use every hour of the day from 8:00 a.m. until 9:00 p.m. The girls who come for basketball cannot have much more than ten minutes play a day because there are so many waiting to play....

To an extent, this was remedied in 1932 with the construction of a new women's swimming pool. However, it was not until 1938 that a new women's gymnasium was built. Because of poor facilities, little progress could be made in expanding the intramural program during the depression. A tradition of holding annual "all star" contests in field hockey, basketball, and baseball was established, however. The teams were designated as Army-Navy, Princeton-Yale or West Point-Annapolis and their games proved quite popular and often drew large crowds.

Although Oberlin had an excellent intramural program for women in the early 1930's, they were only able to add swimming to the program during the depression because of the lack of adequate facilities.

28 Ibid., 1928-29, p. 95.
29 Niehus, op. cit., pp. 31-34.
30 Ibid., p. 85.
Private Church Supported Colleges

Little material was published about intramurals at either Otterbein or Ohio Wesleyan. The women's program at Otterbein remained quite small during the entire depression period. Ohio Wesleyan experienced difficulty in the middle 1930's because of the lack of staffing for its intramural programs.

Otterbein's lack of adequate facilities limited the women's intramural program to a basketball tournament and a track meet in 1928-29.\textsuperscript{31} The following year Alumni Gymnasium was completed and the women's department moved into the old men's gym. At that time they added soccer, volleyball, cageball, recreation ball, and tennis to their program.\textsuperscript{32} During the remainder of the depression, the only additional activities offered were hiking and archery, which were added in 1937.\textsuperscript{33} The program remained limited because the staff consisted of only one woman who was not only responsible for intramurals but also for teaching all of the women's service classes and half of the professional courses. It seems that the intramural program suffered because of her heavy work load.

\textsuperscript{31} The Sibyl, Otterbein College Yearbook, 1929, p. 95.

\textsuperscript{32} Report of the Physical Education Department, 1929-1930 Chairman Martin to President Clippanger.

\textsuperscript{33} The Sibyl, op. cit., 1937, p. 87.
Ohio Wesleyan

The women's intramural program at Ohio Wesleyan was somewhat hampered by the lack of adequate outdoor fields; however, in 1928, it offered six recreational sports, three interclass team tournaments, and sponsored a swimming club. From 1931 to 1936, the staff for the intramural program was reduced. The women's faculty was reduced from seven to four, and was hard-pressed to maintain the intramural program. However, by 1936, the college yearbook reported a return to the "normal" program, and a new coed sports-day was introduced and was well received by the students.

The women's intramural programs at both Otterbein and Ohio Wesleyan were severely hampered by the lack of adequate staff. This difficulty coupled with reduced funds and inadequate facilities, permitted little progress to be made in either program during the depression.

Summary Women's Intramurals

During the ten-year depression period, the women's intramural programs in four of the seven colleges studied, showed an increase in their programs. After temporary setbacks at some colleges in the middle 1930's, almost all of the colleges return-

34 Le Bijou, Ohio Wesleyan Yearbook, 1930, pp. 142-144.


36 Le Bijou, op. cit., 1936, p. 246.
ed to pre-depression levels or had larger and more diverse programs in 1930 than in 1928. Where expansion was achieved, it generally took the form of the addition of individual recreational sports, sport clubs, social affairs and play days. The seven women's intramural departments offered thirty-six individual, recreational sports or non-competitive activities in 1928; however, that number had increased to fifty-five by 1938. That represents an increase of over 52 percent of that type of activity. To increase the emphasis on socialization, many departments began to develop activities on a club basis, Ohio University and Ohio State being notable examples of this trend. Other departments encouraged group recreation by sponsoring recreation nights, coed recreation days, song contests and game days. The epitome of this movement was the development of the play days, which almost every college in this study either participated in or sponsored at some time during the depression. The only exceptions to this strongly recreational pattern were the development of "all-star" contests during the mid 1930's and the movement toward intercollegiate competition in the play days of the later 1930's. However, the emerging emphasis on an intramural program of a more social, recreational type was a clearly established pattern by 1938.

To an extent, the depression did retard the ability of women's intramural departments to increase their activity offerings. The greatest difficulty, engendered by the depression, was the reduction of women's facilities between 1931 and 1936.
This problem was particularly apparent at Ohio State and Ohio Wesleyan where sharp reduction in staff caused curtailment of at least part of the intramural programs during that period. Another difficulty, which was not improved during the depression was the lack of intramural facilities for women. When the building boom of the 1920's was completed, many women's departments found themselves in the older gymnasiums, which had been recently vacated by the men. With promises of new facilities and fields ringing in their ears, the women looked to the 1930's with keen anticipation. However, the depression all but halted the construction of new facilities for either men or women. For the women, this was a critical problem at colleges like Ohio State, Oberlin, Cincinnati, Toledo, Ohio Wesleyan, and Otterbein. During the middle 1930's, the only indoor facility built was the women's swimming pool at Oberlin. The Universities of Toledo and Cincinnati were the recipients of WPA grants, used for the construction of outdoor fields; however, the other women's departments were forced to postpone any facility expansion until the late 1930's and 1940's.

There was an expansion of many women's intramural programs particularly with the addition of individual sports and recreational and social activities during the depression. This growth was somewhat retarded by the exigencies of depression finances, particularly in the middle 1930's when many faculties were reduced and the construction of the new facilities was at a virtual standstill.
Men's Intramurals

The men's intramural programs in Ohio colleges had a somewhat more difficult time establishing themselves as vital education programs. The main problem was encountered in establishing intramurals as a separate entity independent of intercollegiate athletics. At colleges where this was done, such as Ohio State, Cincinnati, Western Reserve, and Oberlin, the intramural programs were able to prosper during the depression and even stimulate the development of new varsity activities. At the other four colleges studied, the intramural programs were in a secondary position to intercollegiate athletics. At these colleges, the intramural programs were generally administered by the intercollegiate coaches who viewed the intramural program as only a secondary area of interest. When the depression necessitated reductions in expenditures or staff, the intramurals in these colleges felt it first.

Despite the problems college intramural programs faced, the students remained keenly interested in intramural participation. In some cases, these students openly criticized the intramural programs when poorly administered or organized.

State Supported Universities

Ohio State and Ohio University both conducted large active intramural programs for men during the depression. The Ohio State program, one of the largest and most diverse in the country, was able to expand its activities during the depression despite
the loss of considerable revenue from athletic gate receipts. Likewise, the program at Ohio University appeared very strong until the late 1930's when there was evidence of student dissatisfaction with the program.

Ohio State University. Prior to the depression no less an authority than Elmer D. Mitchell stated that the Ohio State intramural program was the "...greatest and most successful intramural athletic program in the country." In 1928-29, over 8,900 men participated in its 15 activities. The program was completely funded by the football gate receipts. In the early 1930's, the athletic profits began to decline because of the depression, and debt was incurred for the construction of the natatorium and golf course. Because of this reduction in income, the funds allotted to the intramural department were reduced. Table 18 shows the money allocated from the athletic department for intramurals.

Even though the budget was constantly being reduced from 1928 to 1933, the intramural program expanded its scope of activities. In 1931-32, the natatorium was completed and used by the intramural department and from 1932 to 1934 the rifle,


38 Ibid., pp. 53 and 65.
Table 18
MONEY ALLOCATED FROM THE ATHLETIC DEPARTMENT FUNDS FOR INTRAMURALS AND INTRAMURAL INCOME AT OHIO STATE UNIVERSITY 1928-38.

<table>
<thead>
<tr>
<th>Year</th>
<th>1928-29</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeted Expenditures</td>
<td>$12,003</td>
<td>$10,189</td>
<td>$9,016</td>
<td>$7,792</td>
<td>$4,510</td>
</tr>
<tr>
<td>Income from Intramurals</td>
<td>1,579</td>
<td>1,551</td>
<td>1,172</td>
<td>966</td>
<td>709</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year</th>
<th>1933-34</th>
<th>1934-35</th>
<th>1935-36</th>
<th>1936-37</th>
<th>1937-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Budgeted Expenditures</td>
<td>$ 209</td>
<td>$ 630</td>
<td>$ 436</td>
<td>$ 733</td>
<td>$ 229</td>
</tr>
<tr>
<td>Income from Intramurals</td>
<td>545</td>
<td>727</td>
<td>533</td>
<td>642</td>
<td>314</td>
</tr>
</tbody>
</table>

Gymnastic, fencing, and soccer teams were eliminated from the athletic budget and were to be provided for in an "intramural way. In order to maintain full services to the students, despite decreased income, the intramural department was forced to make a number of expenditure reductions. Table 19 gives examples of areas in which the reductions were effected.

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39 Based on personal correspondence between L. W. St. John, Athletic Director and H. S. Wood, Intramural Director, 1934.
Table 19

A COMPARISON OF SELECTED AVERAGE INTRAMURAL EXPENDITURES FROM 1927-31 WITH SELECTED 1932-33 EXPENDITURES AT OHIO STATE UNIVERSITY

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>1927-31 (average)</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Supplies</td>
<td>$894</td>
<td>$619</td>
</tr>
<tr>
<td>Assistants</td>
<td>1,073</td>
<td>1,064</td>
</tr>
<tr>
<td>Officials</td>
<td>805</td>
<td>443</td>
</tr>
<tr>
<td>Awards</td>
<td>2,743</td>
<td>1,127</td>
</tr>
<tr>
<td>Equipment</td>
<td>977</td>
<td>488</td>
</tr>
<tr>
<td>Bowling</td>
<td>617</td>
<td>144</td>
</tr>
<tr>
<td>Yearbook</td>
<td>732</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>697</td>
<td>265</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$8,538</strong></td>
<td><strong>$4,150</strong></td>
</tr>
</tbody>
</table>

As can be seen, the two major cuts in expenditures were the reduction, almost by half, of awards and the elimination of the intramural handbook. These reductions seemed to have had little effect on the quality of the program.

As indicated by Table 18, the contributions of the athletic department were severely reduced after 1932-33. Although the athletic department continued to fund a few intramural activities, the student activity fees provided most of the money for intramurals during the remainder of the depression.40 It is interesting to note that the athletic department usually realized a profit from the activities it continued to sponsor.41 The


41 Annual Financial Report of the Ohio State University, 1933-38. The types of activities which the Athletic Department continued to maintain were not listed in the financial reports.
program continued to expand with financing from student fees and
by 1938 over ten thousand men participated in the eighteen intra-
mural activities offered.\(^{42}\)

Ohio University. The men's intramural program at Ohio University was begun in 1923.\(^{43}\) By 1928 the program, funded by student activity fees, consisted of soccer, cross country, indoor baseball, volleyball, wrestling, basketball, indoor track, horseshoes, outdoor track, outdoor baseball, and tennis. The activities were run by student managers under the direction of one of the assistant coaches. Apparently this program was popular as over 80 percent of the men participated.\(^{44}\) During the early depression, touch football was introduced for the first time and quickly proved to be one of the most popular activities. Also added to the list of activities were badminton, paddle tennis, and archery, as well as playground ball, which completely replaced baseball. At this time, due to depression-engendered financial problems, awards were eliminated except for an "all-
campus intramural key" given to men who accumulated over one thousand intramural points.\(^{45}\)

\(^{42}\) Green, op. cit., p. 83.


\(^{44}\) Ibid.

\(^{45}\) The Athena, Ohio University Yearbook, 1933, p. 99.
By 1937, the intramural program had begun to receive criticism from the students. The college newspaper, The Green and White, stated editorially that the quality of student managers was poor, and that the intramural department should concentrate on providing a quality program in the major sports by doing away with the minor sports. Apparently this editorial caused some changes to occur because the following year the competition units were reorganized and the administration of the program was overhauled.

The men's intramural programs at Ohio State and Ohio University were little reduced during the depression. Both appeared to function on at least pre-depression levels. Although funds for both programs were reduced, expenditures were reduced only in areas that were not vital to the quality of the program. At Ohio State, funding of the intramural department was shifted from the athletic budget to the student activities budget, because of the severe reduction in football gate receipts. This move seemed to have stabilized the intramural income.

**Municipal Universities**

The Universities of Toledo and Cincinnati offered a striking contrast in the success of their intramural programs

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46 Brookey, op. cit., p. 42.

47 Ibid., pp. 43-45
during the depression. The men's intramurals at Cincinnati showed an increase in both the number of activities and the number of participants from 1932 to 1938. The University of Toledo had a striking decline in the quality of its intramural program during the same period. The primary difference between the two programs seemed to be the amount of importance the physical educators placed on the intramural programs.

The University of Cincinnati maintained few intramural records from 1928 to 1932; however, as can be seen from Table 20, there was a steady growth in intramurals from 1932 to 1938.48

Table 20

THE NUMBER OF ENTRIES AND ACTIVITIES IN THE MEN'S INTRAMURAL PROGRAM AT THE UNIVERSITY OF CINCINNATI 1932-38

<table>
<thead>
<tr>
<th>Men's Activities</th>
<th>Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932-33</td>
<td>15</td>
</tr>
<tr>
<td>1933-34</td>
<td>19</td>
</tr>
<tr>
<td>1934-35</td>
<td>19</td>
</tr>
<tr>
<td>1935-36</td>
<td>17</td>
</tr>
<tr>
<td>1936-37</td>
<td>17</td>
</tr>
<tr>
<td>1937-38</td>
<td>22</td>
</tr>
</tbody>
</table>

The number of activities grew by 46 percent and participation by 31 percent during the 1932-38 period. The growth of participation can be attributed mainly to increases in the numbers of students taking part in the team sports, and the addition of

48 Annual Report to the President of the University of Cincinnati, 1932-38.
touch football to the program in 1934. Table 21 compares the number of entries in the seven most popular activities in 1932-33 and 1937-38.

Table 21

THE SEVEN ACTIVITIES WITH THE LARGEST NUMBER OF PARTICIPANTS IN MEN'S INTRAMURALS AT THE UNIVERSITY OF CINCINNATI, 1932-33 and 1937-38.

<table>
<thead>
<tr>
<th>1932-33</th>
<th>Participant</th>
<th>1937-38</th>
<th>Participant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Volleyball</td>
<td>297</td>
<td>1. Basketball</td>
<td>435</td>
</tr>
<tr>
<td>2. Basketball</td>
<td>285</td>
<td>2. Touch Football</td>
<td>395</td>
</tr>
<tr>
<td>3. Foul Throw</td>
<td>284</td>
<td>3. Volleyball</td>
<td>394</td>
</tr>
<tr>
<td>4. Indoor Track</td>
<td>275</td>
<td>4. Swimming</td>
<td>257</td>
</tr>
<tr>
<td>5. Baseball</td>
<td>335</td>
<td>5. Baseball</td>
<td>264</td>
</tr>
<tr>
<td>7. Tennis (dbls.)</td>
<td>186</td>
<td>7. Bowling</td>
<td>204</td>
</tr>
</tbody>
</table>

Table 21 indicates a strong preference for intramural participation in the team sports. There was little change in the activity preferences of men students except for the immediate success of touch football.

There is little evidence to substantiate the causes of the growth of the men's intramural program at the University of Cincinnati. They did, however, have a member of the faculty whose primary responsibility was the promotion of intramurals, rather than intercollegiate coaching.

Toledo's men's intramural program, like the other facets of physical education, was almost completely overshadowed by the emerging football and basketball teams. Because of the faculty's lack of interest in the program, it became increasingly more difficult to secure funds from the student budget com-
mittee and there was constant criticism of the program by the students.

Prior to the depression, the University was located in downtown Toledo, where facilities were severely limited. The men's intramural program in 1928 consisted of only tackle football and basketball. In 1931, the college was moved to its new suburban campus where adequate facilities were available and the football schedule was eliminated because of lack of money. These two events greatly stimulated the intramural program. The college yearbook noted that football coach Nicholson...

"built up a splendid intramural program through which he developed some splendid material for next year's varsity." In addition to the large intramural football program, competition was organized in basketball, track, boxing, wrestling, cross country, ping pong, volleyball, golf, tennis, and horseshoes. The following year, the football team was restored and the quality of the intramural program began to decline.

This decline was evident from the constant student criticism of the program and the Student Budget Committee's unwillingness to allocate funds to the program. In 1933, the student

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49 The Block House, op. cit., 1929, p. 102.
50 Ibid., 1932, p. 114.
51 Ibid.
yearbook characterized the men's intramural program as having "poor organization." Again, in 1937, the yearbook criticized the program as follows:

Because of the mismanagement, administrative bickering, and disfavor toward an extensive intramural program on the part of the Athletic Department, the schedule was cut short in the middle of what would probably have been the most successful season in intramural history.53

Apparently the following year's program was somewhat improved as the yearbook made the following comments:

A slow start, but excellent finish brought this year's intramural program into one of the expanding athletic activities.54

A second indication of the lack of support for men's intramurals was inability to raise funds. The entire financial support for intramurals came from the student activity fees, controlled by the Student Budget Committee. As can be seen from Table 22, this committee allocated increasingly less money to the men's intramural program.55 The allocation for men's intramurals declined from 1932 while funds for women's intramurals increased. This indicates that the reductions in men's intramural funds was the result of dissatisfaction with the

52 Ibid., 1933, p. 119
53 Ibid., 1937, p. 144.
54 Ibid., 1938, p. 128.
55 Annual Report of the Finances of the University of Toledo, 1929-1938.
Table 22
Funds Allocated to the Men's and Women's Intramural Programs at the University of Toledo, 1928 to 1938

<table>
<thead>
<tr>
<th>Year</th>
<th>Men I.M.</th>
<th>Women I.M.</th>
<th>W.A.A.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928-29</td>
<td>$353</td>
<td>$261</td>
<td>---</td>
</tr>
<tr>
<td>1929-30</td>
<td>444</td>
<td>332</td>
<td>---</td>
</tr>
<tr>
<td>1930-31</td>
<td>374</td>
<td>482</td>
<td>---</td>
</tr>
<tr>
<td>1931-32</td>
<td>484</td>
<td>716</td>
<td>$70</td>
</tr>
<tr>
<td>1932-33</td>
<td>484</td>
<td>551</td>
<td>57</td>
</tr>
<tr>
<td>1933-34</td>
<td>387</td>
<td>480</td>
<td>137</td>
</tr>
<tr>
<td>1934-35</td>
<td>353</td>
<td>544</td>
<td>158</td>
</tr>
<tr>
<td>1935-36</td>
<td>286</td>
<td>537</td>
<td>155</td>
</tr>
<tr>
<td>1936-37</td>
<td>351</td>
<td>525</td>
<td>176</td>
</tr>
<tr>
<td>1937-38</td>
<td>191</td>
<td>574</td>
<td>134</td>
</tr>
</tbody>
</table>

program on the part of the Student Budget Committee rather than because of depression financial conditions. The women's program was very successful and well-administered while the men's program was handled in a very poor manner and the funds were distributed accordingly.

The main problem in the men's intramural program at Toledo was that it was administered by the coaching staff, who were more interested in their coaching duties. Because of the lack of interest in intramurals, except when the football team was curtailed, the program was allowed to deteriorate.

The intramurals for men at the municipal universities were very different in the quality of their programs. The University of Cincinnati, with a faculty member whose primary responsibility was intramurals, sponsored a program which grew in both the number of participants and in the number of activities
offered during the depression. At the University of Toledo, how­ever, the intercollegiate athletic program overshadowed intra­murals for men. As a result of this, the intramurals suffered and as a consequence of poor administration were faced with limitation of funds and student criticism.

Private Non-Denominational Colleges

The intramurals for men at both Oberlin and Western Reserve were strong innovative programs which were little affected by the financial conditions of the depression. Both programs received strong support from the college administrations and experienced little reduction in funding during the depression.

Oberlin College. In 1928 Dr. Ernest Hatch Wilkins, the newly installed president of Oberlin College, hired Dr. John H. Nichols, then Chairman of Men's Physical Education at Ohio State, to be the intramural director at Oberlin. Dr. Wilkins's stated objective was "to give Oberlin the best program of college intramural athletics in the country."56

Upon assuming his duties in 1928-29, Dr. Nichols stated as his aim "to offer to every student and faculty member the opportunity to take part in some form of sport or recreative activity as regularly as his interest and time will permit."57

57 Annual Report of the President and the Treasurer of Oberlin College for 1928-29, p. 89.
Immediately, Dr. Nichols instituted a number of administrative reforms among which were the use of the student manager plan and reorganization of the office staff so that accurate records could be kept. He also developed a cumulative participation record for each male student, which was kept for his four years.\(^{58}\)

Dr. Nichols reorganized his program around five units of competition: (1) Class; (2) House; (3) Voluntary; (4) Faculty; (5) Special. During his first year, he also promoted twenty different activities, an increase of six over the previous year. Among the newer activities were an Intramural Festival, swimming at the Elyria Y.M.C.A., skating in cooperation with the City of Oberlin, an alumni golf tournament, faculty-student competition, and faculty recreation.\(^{59}\) Obviously, many of the new activities were traditional intramural activities; however, Nichols' program made extensive use of off-campus facilities, and was one of the few in the United States which provided activities for the faculty.

Another of Dr. Nichols' unique contributions was the use of extramural competition. During his first year, extramural competition with Western Reserve University was arranged in volleyball, soccer, basketball, handball, and faculty teams in handball.\(^{60}\) It was from a continuing program of extramural com-

\(^{58}\) Ibid., p. 88.
\(^{59}\) Ibid.
\(^{60}\) Ibid.
petition that new varsity sports were added to the intercollegiate program. During the early 1930's, the intramural department promoted swimming, golf, soccer, fencing, and wrestling as extramural activities.  

From this firm base, Nichols continued to build an ever stronger program, popular with both students and administrators. The student support of the intramural program was overwhelming, as in 1930-31 over 75 percent of all the men participated in intramurals, and by 1933-34 over 90 percent of the men took part. Much of Nichols' success in eliciting student participation was due to administrative support for his programs. He viewed the English public school system of holding the late afternoon hours open for play as being nearly the ideal organizational pattern for establishing active recreational participation. To implement this system, he and Dr. Moulton, Chairman of Women's Physical Education, were able, in 1932, to have the dormitories move their dinner hours back to 6:00 and 6:30 p.m.  

Financially the intramural program at Oberlin was well supported by the college administration. Dr. Nichols stated:


64 Ibid., 1932, p. 176.
We never wanted for anything during the depression. If we needed new equipment or money for additional help, we always got it. I would say that the depression had no effect on our program that I can recall.65

This contention is documented by the intramural expenditures at Oberlin during the depression period.66

Table 23

MEN'S INTRAMURAL EXPENDITURES AT OBERLIN COLLEGE, 1928-38

<table>
<thead>
<tr>
<th>Year</th>
<th>Expenditure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928-29</td>
<td>$6,461</td>
</tr>
<tr>
<td>1929-30</td>
<td>2,466</td>
</tr>
<tr>
<td>1930-31</td>
<td>4,272</td>
</tr>
<tr>
<td>1931-32</td>
<td>4,847</td>
</tr>
<tr>
<td>1932-33</td>
<td>3,216</td>
</tr>
<tr>
<td>1933-34</td>
<td>3,424</td>
</tr>
<tr>
<td>1934-35</td>
<td>3,536</td>
</tr>
<tr>
<td>1935-36</td>
<td>3,539</td>
</tr>
<tr>
<td>1936-37</td>
<td>3,508</td>
</tr>
<tr>
<td>1937-38</td>
<td>3,781</td>
</tr>
</tbody>
</table>

The largest expenditure was in 1928 when Dr. Nichols purchased $3,000 worth of new equipment in his first year.67 From that point, the program was conducted on basically the same financial level with the variations in expenditures accounted for by the purchase or lack of purchase of new equipment.

Western Reserve University's men's intramural program was established in 192668 by Robert Grueninger. By the 1930's the program was firmly established and suffered very little from the

65 Statement by John H. Nichols, op. cit.
67 Ibid., 1928-1929.
68 The Hihon, Western Reserve University Yearbook, 1934, p. 89.
The program was begun at Western Reserve by Grueninger for the following reasons:

When I came to Western Reserve in 1926, there was no intramural program. I just couldn't see a school without an intramural program because I had come from Ohio State where intramurals were so large. To stimulate intramurals we taught the intramural activities in the physical education classes. When an intramural activity got big enough we formed a team and I made a schedule for them. That's how we started wrestling and a number of other sports. Eventually the athletic department would take them over. 69

By 1928, an intramural handbook was published listing a program which included the following seventeen activities:

- speedball
- indoor baseball
- interclass football
- volleyball
- basketball
- handball
- indoor track
- basketball free throw
- boxing
- wrestling
- golf
- indoor tennis
- playground baseball
- swimming
- tennis
- a relay carnival
- the Hudson Relay

Over 80 percent of the male students participated in this program.

Apparently throughout the depression the intramural program was well received by both the students and the administration of the university. Student participation ranged around 70 percent to 80 percent throughout the 1930's. The quality of the program caused the student yearbook to state:

...the well organized intramural athletics have become so ingrained in the normal school life at Reserve that they are accepted as natural activities in the course of college life. 71

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70 Intramural Sports 1928-29, Students' Handbook, Western Reserve University.
71 The Nihon, op. cit., 1936, p. 127.
The administration obviously approved of the intramural program and they maintained a constant source of funds for the program. Throughout the period from 1923 through 1938, the intramural budget remained at the $750 level. This was particularly significant in light of the reduction of budgeted monies for almost all other campus departments and activities. In commenting on this budget stability, Mr. Grueninger stated:

The intramural budget remained pretty steady. It was part of the physical education budget and we could generally get it approved because we ran a good but frugal program.

The intramurals for men at Oberlin and Western Reserve were little affected by financial conditions of the depression period. Both programs were conducted by men whose primary responsibility was the intramural program, and because of the quality of their programs received continued support from both the college administration and the student participants.

Private Church Supported Colleges

The men's intramural programs at the church supported colleges faced difficult times during the depression. Otterbein, because of its lack of staff, was unable to improve its program even with the development of new facilities. Ohio Wesleyan faced a similar difficulty from 1931 to 1936 when its staff was

72 Reports of the President and Other Officers of Western Reserve University, 1929-1938.

73 Statement by Robert Grueninger, op. cit.
severely reduced. Because of the difficulties both colleges faced maintaining or adding to their faculty during the depression period, their intramural programs were severely restricted.

**Otterbein**

In 1928, Otterbein's men's physical education faculty consisted of a full-time coach, a part-time coach, and the athletic director who also taught all of the men's service classes, professional classes and administered the intramural program. During that year intramurals were conducted in speedball, football, basketball, handball, horseshoes, and recreation ball.\(^7^4\) In 1931, the new Alumni Gymnasium was completed, and the men added volleyball to the intramural program.\(^7^5\) In 1933, the part-time coaching position was discontinued because of depression financial conditions and Royal F. Martin, the Athletic Director and Chairman of Men's Physical Education, was forced to coach the baseball team. In that year, speedball, football and horseshoes were dropped from the intramural program.\(^7^6\) From 1933 to 1938, no new activities were added to the intramural program, and it remained in a state of virtual dormancy.

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\(^7^4\) *The Sibyl*, Otterbein College Yearbook, 1929, p. 95.

\(^7^5\) "To the President of Otterbein College: Report of Physical Education for 1930-1931," Chairman Martin to President Clippanger.

\(^7^6\) Ibid., 1933-1934.
Ohio Wesleyan University's 1928 men's intramural program was unusually large, with twenty activities being sponsored and 80 percent of the men taking part. By 1931, it was apparent that the depression had begun to affect intramural finances because the intramural handbook was eliminated and a 75¢ admission was charged for the boxing and wrestling finals. The situation continued to deteriorate as budgets were cut because of reduced athletic receipts and reduced student fees from a shrinking enrollment. From 1932 to 1936, the physical education staff was reduced from fourteen to nine, of which six were men. The loss of those faculty members further restricted the intramural program, as all of the six men remaining had extensive intercollegiate coaching duties. By 1936, the enrollment stabilized and financial situation improved enough to warrant the hiring of additional faculty. The 1937 college yearbook indicated that the program had returned to "normal" after having faced depression reductions.

77 Le Bijou, Ohio Wesleyan University Yearbook, 1930, p. 128.
78 James McElhaney, "Gym Gossip and Sports Slants," Transcript (Ohio Wesleyan University), March 17, 1931, p. 3.
79 Robert Detrick, op. cit., pp. 102-104.
80 Le Bijou, op. cit., 1937, p. 246.
Summary Men's Intramurals

The effect of the depression on men's intramural programs in Ohio was mixed. The programs at Ohio State, Cincinnati, Oberlin, and Western Reserve were not significantly impaired by the depression and, in fact, continued to expand during this period. At each of these colleges, the program was administered by a faculty member whose primary responsibility was intramurals. Consequently, the programs were well-run and enjoyed the support of both students and the college administration. Although funds were reduced at times, these reductions were not so severe as to adversely affect the quality of the programs. At these colleges, the number of intramural activities offered was increased by the end of the depression and student participation in intramurals increased as well.

Conversely, the intramural programs at Ohio Wesleyan, Toledo, Otterbein and Ohio University faced many problems either caused by or intensified by the depression. In general, these programs were run by coaches whose principal responsibility was to the intercollegiate program. Neither the staff nor the administration attached much importance to the program. Consequently, the programs were often poorly run and when budgetary reductions were necessary, intramural funds were reduced or channeled into other areas and the staffs were often reduced. Student dissatisfaction with these programs was apparent from their criticisms.
Generally, the men's intramurals at the eight colleges studied were fairly well established by 1930. The largest programs were generally conducted in basketball and baseball with other team sports accounting for much of the other participation. By the middle 1930's, the stronger programs had added some new activities. Of the new activities, touch football became an immediate success and softball became very popular generally replacing baseball as an intramural activity. The inclusion of both of these activities was considered to be a depression engendered movement because they represented variations of popular activities which were less expensive to conduct. In various programs some new individual sports were added; however, they seldom were able to supplant the team sports in their popularity among participants.

**Intramural Summary**

During the depression most of the fifteen men's and women's intramural programs continued their expansion. This expansion began in the 1920's, generally took the form of the addition of new activities to the intramural program which in turn tended to attract more student participants. The women's intramural departments tended to add activities which were more recreational or social in nature. Often these new activities supplanted the more traditional team games in popularity. The organizational pattern of these activities was often quite different in that they emphasized social contact through sports
clubs or recreational experiences rather than strongly competitive units. The men's departments, with more firmly established programs in 1930, did add some activities of a recreational nature, but the primary thrust of their programs remained in the team sports. The development of touch football, which was immediately popular, tended to dominate the fall programs, and softball generally began to replace baseball in the spring. While these activities represented continued emphasis on team sports, they were less expensive to operate and were more recreational in that their direct relationship to the intercollegiate program was lessened. The women's departments showed a strong tendency to participate in extramural play days, as almost every college showed some evidence of having been in at least one during the 1930's. While the men's intramural directors at Oberlin and Western Reserve did make use of extramural competition, it was generally related to the development of that activity as an intercollegiate sport.

It is difficult to quantitatively measure the effect of the depression on intramural programs, but there are indications that at least ten out of the fifteen programs studied did show an increase in the number of activities offered and the participation elicited from 1928 to 1938. However, there are also indications that a depression-related lack of facilities improvements, and reductions in staff retarded intramural growth in some programs. Yet the overriding impression is that in
colleges where the intramural programs were well-organized and administered, they offered a strong appeal to students with little money for expensive recreational pursuits.

Conclusions

Both Dulles and Steiner note a strong trend toward the growth of active recreation in the United States in the 1920's. This trend continued into the 1930's, little affected by depression financial conditions. The natural extension of this movement was the college intramural program. Research indicates that most intramural programs were developed in the 1920's and by the 1930's they had become more recreational in nature rather than mere "feeder systems" to varsity teams. Many authorities feel that the depression had a positive effect on the growth of intramural programs in that they provided an inexpensive recreational outlet for students on depression-limited budgets. These students not only helped swell the ranks of participants, but they also pushed physical education departments to provide extensive programs which would meet the recreational needs of all students, rather than only those interested in competitive activities. The women's intramural programs were particularly responsive to this situation and generally developed more in line with contemporary recreational or social patterns. While the men's intramurals did not emphasize the social aspects of recreations as strongly as the women, by
the middle 1930's most programs did include a significant number of individual sports and some recreational activities. Although the programs continued to emphasize team sport competition, the traditional team sports of tackle football and baseball gave way almost completely to touch football and softball. In short, the depression had a positive impact on intramural programs in that it provided fertile soil for the seeds of active recreation sown in the 1920's.

The depression did have some negative effects on both the men's and women's intramural programs. For many of the women's programs, the lack of facilities became an insolvable difficulty. The financial conditions of the depression almost precluded development of additional facilities. In addition to the lack of new facilities, many of the intramural programs did lose some of their funding during the depression. For most programs, this meant only a reduction in the expenditures for awards, office supplies or equipment, without a serious reduction in the program. However, as this study has indicated, there were some programs which were seriously impaired by the depression. Primarily, these were the intramural programs which were assigned second priority. Often the reductions in the programs came about because the faculty was forced to reduce some aspect of their programs and chose to reduce intramurals rather than other areas. As indicated previously, this policy tended to elicit
strong student criticism.

The research indicates that the depression had little effect on the college intramural programs studied and, if anything, caused greater student participation which was an indirect factor in the restructuring of many intramural programs.
CHAPTER VI

PHYSICAL EDUCATION SERVICE PROGRAMS IN OHIO DURING THE DEPRESSION

Most physical education service courses were begun in the United States between 1885 and 1925. Initially, these programs consisted primarily of traditional German or Swedish gymnastic exercises. Almost from the outset, however, many teachers used team sports and games as part of the classes to break the monotony of the gymnastics. As more sports and games were added, they tended to crowd gymnastics from the curriculum. By the middle 1920's, many of the established service courses had become almost completely sports and games oriented. This trend was evident in that nine eastern women's colleges had increased the number of service program activities from 70 in 1900 to 235 in 1929, most of which were of the more recreational type. Juxtaposed with the trend toward the in-


clusion of recreational activities was elective programs, which allowed the student to choose the activity in which he or she wished to participate. This changing view of the service courses from one of physical development to one of teaching recreational sports on an elective basis was to have a strong effect on service programs during the depression.

In 1928 only six of the sixteen Ohio college physical education service programs studied had elective sports programs. The other ten programs ranged from formal gymnastics to a structured curriculum of team sports. The movement toward elective, recreational sports in the service program was somewhat retarded in Ohio because of the strength of the ethnic minorities in many of the large cities. In Cincinnati and Cleveland in particular, the Turners and Sokols were instrumental in introducing and maintaining formal gymnastics in the secondary schools, which in turn influenced the college service programs. However, there was dissatisfaction with the German and Swedish gymnastics, and the Danish system of Niels Bulkh

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5 The men's and women's programs of the eight representative colleges were considered separately.

was proposed as a *via media* between gymnastics and sports. The Danish system had gained some popularity nationally during the late 1920's and early 1930's. At that time a number of college physical educators from Ohio had travelled to Denmark to study with Bukh at Ollerup Folk School. Ollerup graduates were teaching at Western Reserve and Cincinnati, and Danish gymnastics received some support at Ohio State, Ohio University and Ohio Wesleyan. However, this movement faded in the middle 1930's.

During the depression, there were sweeping changes made in both the structure and content of men's and women's service courses at the eight Ohio colleges studied. The following section will discuss these changes as they occurred in each of the representative colleges.

**State Supported Universities**

The Ohio State University service program for women was begun in 1897 and for men in 1900. From 1900 both men and women were required to take physical education, however, it

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7 Dorothy Sumption, "Too Much Ado About Danish Gymnastics," *Journal of Health and Physical Education, 1:30*, February 1930


was not until 1920 that positive credit was granted for this required work. From 1900 through the depression, one year of course work was required for men and two years for women. The content of the early programs was decidedly formal until 1917 when Dr. J. H. Nichols introduced an elective program of sports for men. This change was to a large extent engendered by student criticism for the formal work. In 1922, with the completion of Pomerene Hall, the women's gymnasium, the women's department also instituted an elective program. In the late 1920's and early 1930's, the men students could select their activities from track, speedball, boxing, wrestling, fencing, tumbling, athletic dancing, football, basketball, tennis, playground ball, and volleyball. With the completion of the men's gymnasium and natatorium complex in 1931, swimming and handball


were added to the men's activities. The men's program remained virtually unchanged throughout the remainder of the depression.

During the late 1920's, the women's program consisted of only four individual sports and a number of team games. In 1930 the emphasis began to shift to individual sports of the "carry-over" type. To facilitate the selection of activities by the freshman girls, a one quarter orientation course in physical education was offered in 1930. However, this idea was discontinued after one year.

By 1932, the women's department offered the following activities: field hockey, soccer, volleyball, archery, riding, swimming, basketball, baseball, gymnastics, games, dancing, tennis and folk dancing. The activities remained virtually the same until 1934 when archery, interpretative dancing, fencing, and tennis-volleyball were added. By 1938 badminton, lacrosse, bowling and social dance were also included in the list of activities. At that time the most popular activities as indicated by the number of women enrolled were swimming, golf


14 Jacobs, op. cit., p. 41.
15 Ibid., pp. 30-31.
16 Griffith, op. cit., p. 37.
17 Jacobs, op. cit., p. 33.
18 Ibid., p. 37.
and interpretative dancing.¹⁹

According to Dr. Delbert Oberteuffer, the service program at Ohio State suffered little because of depression financial conditions. He stated that he felt the faculty size was generally adequate to teach all of the sections and the department found money from somewhere when new equipment was absolutely necessary.²⁰

Ohio University's program was begun in 1925 when all candidates for graduation were required to complete two years of physical education. In 1928, the content of the service course was decidedly formal. The college catalog described the freshman course as follows:

Men...Gymnasium floor work with emphasis on calisthenics, with and without hand apparatus...

Women...Gymnasium floor work, calisthenics, dancing, games, etc....²²

The sophomore courses for both men and women were a continuation


²⁰ Statement by Delbert Oberteuffer, personal interview. Columbus, Ohio, December 9, 1971.

²¹ Division of Physical Education, "Curriculum Leading to a Degree of Bachelor of Science," Ohio University 1929, p. 4.

²² Ohio University Bulletin Catalog and Announcements. 1928-1929, p. 159.
of the freshman courses. This formal program was retained primarily because many of the instructors had received much of their training in either Danish or Swedish gymnastics. Miss Charlotte La Tourrette, member of the faculty, related her experience as follows:

All of my training had been in formal gymnastics so when I came here naturally that's what I taught. I was considered kind of old fashioned by many of the faculty and students.23

By 1931, Ohio University had gone through a great change. The freshman section of the program became "games, sports, self-testing, activities, and the development of fundamental skills."24 In the sophomore physical education, students were permitted a choice of team games.25 In 1936, the service program became one in which the students could freely elect their activities. The men's department offered the following activities:

Touch football, tennis, archery, basketball, paddle tennis, softball, tumbling, apparatus, fencing, volleyball, boxing, wrestling, handball, golf, fly and bait casting, badminton, ping pong, cross country, horseshoe pitching, track and field ... 26

23 La Tourrette, loc. cit.

24 Ohio University Bulletin, Catalog and Announcements, 1930-1931, pp. 52-53

25 Ibid.

26 Ibid., 1935-1936, p. 126.
The women offered courses as follows:

- hockey, soccer, basketball, badminton, tennis, archery, volleyball, baseball, track and field.
- swimming (two courses), and dance (six courses).

The reasons given for the change from formal gymnastics to elective activities were enumerated by Miss La Tourrette as follows:

- It was a change in the philosophy of the people in the department; they felt that there should be individual choice. They felt that the students should learn here at the University, skills that they did not have from high school and that they would be able to use when they got out on their jobs.

Joseph Trepp, another member of the faculty during the 1930's, felt that the national trend toward "getting away from formal gymnastics into team games and free play," had a strong influence on the Ohio University's service program.

It is evident that both Ohio State and Ohio University were strongly in favor of providing their service program students with a choice of recreational games and sports. Ohio State accomplished this objective by 1922.

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27 Ibid., p. 130.
28 La Tourrette, loc. cit.
and the Ohio University program evolved into an elective program during the depression period.

**Municipally Supported Universities**

The University of Cincinnati's 1928 physical education service program consisted of a two-year requirement. The men were required to spend two hours each week in "physical training," while the women could elect from the following activities:

1. Athletics, hockey, basketball, soccer, baseball, track and field.
2. Natural dancing.
3. Clogging and folk dance.
4. Games and elementary folk dance.
5. Swimming.
6. Individual gymnastics.

In 1933-34, the physical education service program requirement was reduced to one year. The women maintained their elective program, but with an increase in the number of recreational sports offered. Added to the women's service curriculum were

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30 University of Cincinnati Catalog, 1928-1929, p. 128.
31 Ibid.
tennis, deck tennis, archery, horseshoes, and hiking. At this time, the men's faculty developed an elective sports program consisting of the following activities:

- swimming, gymnastics, basketball, cross country, soccer, volleyball, baseball, handball, boxing, tennis and track.\(^{32}\)

These elective activity programs were maintained throughout the remainder of the depression period.

The University of Toledo required one year of physical education for graduation. In 1928, the men's program consisted of calisthenics, football, and basketball fundamentals, and organized and free play. The women's program was comprised of seasonal elective sports. The activities offered were as follows:

- **Fall Outdoor Season:** Choice of Hockey, Swimming, Soccer, Tennis or Riding.
- **Winter Indoor Season:** Choice of Swimming, Basketball, Volleyball, Dancing or Floor Work.
- **Spring Outdoor Season:** Choice of Tennis, Baseball, Dancing, Riding or Swimming.\(^{33}\)

These organization patterns remained virtually constant throughout the depression period. James Connelley, Chairman of Men's Physical Education, characterized the men's program best in his 1938 report to the president when he

\(^{32}\) Ibid., 1933-1934, pp. 64 and 136.

\(^{33}\) The University of Toledo Bulletin and Catalog, 1927-1928, p. 111.
wrote, "the required physical education program for men included the usual class exercises." 34

At both municipal universities, the women's programs of elected sports and games were begun prior to and maintained during the depression. There are indications, however, that the women's program at Cincinnati shifted to more of an individual and recreational sports approach. In the men's program at Cincinnati, the physical training approach was replaced with an elective program in the middle 1930's; however, the men's program at Toledo remained a very static, callisthenic, team-game approach throughout the 1928-38 period.

Private Non-Denominational

In 1928, both Oberlin and Western Reserve had well-established service programs in physical education. The programs at Western Reserve were considerably more formal than those at Oberlin, where group activities were stressed.

Oberlin's women's program initially consisted of formal gymnastics, but by 1928 it had developed into a sports and games-oriented program. 35 After an initial six weeks testing

34 Sextennial Report of the President of the University of Toledo, 1938, p. 25.

35 Robert J. Keefe, "Physical Education at Oberlin College" (Unpublished Doctor's project, Columbia University, 1952), p. 73.
program in the freshman year, the various activities were taught in structured groups. The men's program was in many respects similar to the women's in that they too had a structured curriculum. The 1929 catalog described the Oberlin service program as follows:

Freshmen Women

1-2 - During six weeks of this course, the results of the physical examination are studied and each student is given instruction and help in adapting her activities to her needs. The rest of the course is an introduction to the individual and group activities which Oberlin is equipped to offer with a study of the particular value and place of each, and methods of adapting it to the skill and endurance of the individual.  

The Sophomore Course for Women was as follows:

These courses are a continuation of physical education 1+2. Each Section deals with a particular group of skills and activities for which there are pre-requisites....

The Men's sections of the basic service program consisted of:

1) games, individual and group, especially those the larger, more fundamental parts of the body. testing work is graded, systematic, and progressive.  

4) rhythmic activities; 5) mass exercise involving the larger, more fundamental parts of the body. The work is graded, systematic, and progressive. 

37 Ibid.  
38 Ibid., p. 114.
In the middle 1930's, both of these programs were revised so that the sophomore women could freely elect one sport each semester, and the men could, after passing a physical efficiency test, elect sports from either the service, intramural or intercollegiate programs. In her 1936 report to the president, Dr. Gertrude Moulton, women's director, summarized the objectives of the service program as follows:

The effort is made in this work to give information concerning ways of improving health, to create individual help which enables each girl to develop her judgment concerning her own needs and powers and limitations; and to help develop attitudes toward life, which in part enables each girl to maintain a balance in her life. The sophomore work aims to give enough training and practice in two or three activities chosen by the student to develop some degree of skill and understanding of the possibilities for development of interest in the social situations which arise in connection with the activity. I believe that this emphasis on the teaching of the significance of the activities is more or less unique with Oberlin.

Western Reserve's service program experienced a transition similar to that of Oberlin during the 1930's. In 1928,


41 Based on personal correspondence between Dr. Gertrude Moulton, Chairman of Women's Physical Education and President Wilkins, Oberlin College, May 17, 1936.
both the men's and women's programs at Western Reserve had a
two year requirement. Both programs were strongly gymnastic.
The ethnic background of a large percentage of the population
of Cleveland was very influential in maintaining the formalized
gymnastics. The staff member’s training also contributed to
the gymnastic-orientation of the program. In the women's pro-
gram, Miss Emily Andrews, the chairman, and every member of
her staff had at one time studied under Niels Bukh at Ollerup
in Denmark. The strong European influence can be seen in
the catalog description of the 1928 service program. The 1928-
29 catalog described the service course as follows:

Men's Course

P.E. 1-2. A graded course including instruction in
marching, tactics, callisthenics, tumbling, speed-
ball, basketball, introduction to apparatus, wrestl-
ing, track and field.

3 hours a week, 1 hour credit

P. E. 3-4. Marching tactics, Indian club drills, speed-
ball, boxing, wand drills, gymnastics, dance, and
apparatus.

3 hours work, 1 hour credit.

Women's Course

P.E. 1-2. Fall Term Field Hockey, hi-lo ball and
serve-us ball.

Winter term. Individual work on developing apparatus,
free exercise, wands, dumbbells, dancing (folk, clog

\[42\] Western Reserve University Bulletin and Annual Cata-
log, 1930-1931, p. 9.

\[43\] Ibid., 1920-1929, p. 100.
and aesthetic) and basketball. One hour of formal work, one hour of individual work required, and one hour of any two of the above.

Spring term. Baseball, field and track work and course in games of low organization.

P.E. 3-4. Same

By the middle 1930's, both the men's and women's program were revised to place more emphasis on recreational sports and to allow the students to elect some activities of their own choosing. In 1934, the catalog described the men's sophomore course as follows:

A choice of one of the following activities is offered each semester: handball, volleyball, baseball, fencing, advanced boxing, advanced wrestling, heavy apparatus, and tumbling. One period each week is given over to outdoor games in season and to formal drills with and without hand apparatus.

Likewise the changes in the women's sophomore course were noted in the 1936-37 college catalog. The sophomore course by that time had become elective and was described as follows:

An instructional practice course in the techniques of learning skills,...Team games, indoor and outdoor, individual and dual sports, indoor and outdoor, and developmental and group activities. Students may choose their activities subject to their physical conditioning and rating.

Western Reserve and Oberlin's service programs passed through similar transitions during the depression period.

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44 Ibid.
46 Ibid., 1936-1937, p. 80.
Western Reserve, the bastion of formal gymnastics, in the middle 1930's, instituted a program in which the students were allowed to elect their own activities. Oberlin, having previously rejected formal gymnastics, moved from their structured sports and games program to elective sports for sophomores by the middle 1930's.

Church-Supported Colleges

In 1928 Otterbein required two years of physical education. The catalog listed the men's and women's service courses as follows:

531-532 Freshmen. This work consists of Soccer, Speedball, Cross Country Running, Marching, Calisthenics, Gymnastics, Games, Recreation Ball, Tennis, Track, and Field Athletics for men.

Soccer, Hockey, Volleyball, Cageball, Marching, Calisthenics, Gymnastic Games, Simple Folk Games, Tennis, Track, and Recreation Ball from the program for women.

533-534 Sophomores. This work is a continuation of that given in the freshman year with the addition of apparatus and other advanced work. According to the subsequent catalogs and reports, the course content in the physical education service program did not change through 1938. It is impossible, from the resources available, to determine the reasons for this lack of change.

Ohio Wesleyan in 1928 increased the physical education requirement from two semester hours to four semester hours.

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47 Otterbein College Catalog. 1928-1929, pp. 87-88.
48 Ibid., 1929 to 1938.
The physical education faculty decided to eliminate most of the formal gymnastic aspects of the service program and to permit the student to elect activities of his or her choice. The 1928-1929 catalog described the men's and women's service programs as follows:

Class exercise in gymnasium or participation in one of the regularly supervised athletic activities (at least three hours a week) throughout the year are prescribed for all freshmen and sophomore students in the University.

Men of freshmen or sophomore rank who are selected by the coaches for regular freshmen or varsity teams in football, basketball, baseball, tennis, track, wrestling, swimming, and gymnastics may substitute any one of these for gymnasium class work. The physical education activities for women include the following: swimming, hockey, soccer, tennis, volleyball, archery, bowling, folk dancing, clogging, educational dancing, horseback riding, golf, basketball, baseball, track, fencing, fundamental gymnastics and individual gymnastics. Those meeting the physical education requirements unless otherwise notified may elect the activity they prefer. Students must elect a different activity each year.

Between 1928 and 1933, the faculty was reduced from fourteen to nine. The women's program operated fairly normally, but the men, all of whom had coaching responsibilities, were forced to curtail most of the instruction in the service classes.

49 "Calisthenics gave way to new gym instruction," Transcript (Ohio Wesleyan University), April 15, 1932, p. 3.
50 Ohio Wesleyan University Catalog, 1929, pp. 64-65.
From 1933 until 1935, the men's program became one of almost free play with instructions in swimming and the varsity sports only. The other activities offered received only casual supervision.\textsuperscript{51} Raymond Detrick, a faculty member during that period, stated that the faculty realized the program was of little educational value because of the lack of supervision.\textsuperscript{52}

In 1936, one new staff member was added to both the men's and women's faculty and the men's program was reorganized by reducing the number of courses offered and by reorganizing the curriculum. Detrick reported the following schedule for men as being established in 1936:

<table>
<thead>
<tr>
<th>1st Semester Freshmen</th>
<th>2nd Semester Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Swimming</td>
<td>Basketball</td>
</tr>
<tr>
<td>Touch Football</td>
<td>Volleyball</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>Track</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1st Semester Sophomores</th>
<th>2nd Semester Sophomores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Playground Ball</td>
<td>Tap Dancing</td>
</tr>
<tr>
<td>Handball</td>
<td>Tennis</td>
</tr>
<tr>
<td>Advanced Gymnastics</td>
<td>Golf</td>
</tr>
<tr>
<td></td>
<td>Life Saving\textsuperscript{53}</td>
</tr>
</tbody>
</table>

It should be noted that the individual sports were generally

\textsuperscript{51} Raymond O. Detrick. "The History of Physical Education at Ohio Wesleyan University" (Unpublished Master's thesis, Ohio State University, 1937), pp. 142-146.

\textsuperscript{52} Ibid., p. 108

\textsuperscript{53} Ibid., p. 109
taught only in the second semester rather than in the fall when most of the male faculty was involved with football coaching. The elective program was maintained well into the 1940's.

The service programs at both Otterbein and Ohio Wesleyan were maintained during the depression. Otterbein's courses of structured formal gymnastics and team sports were virtually unaltered from 1928 to 1938. The newly-established, elective sports program at Ohio Wesleyan was impaired by faculty reductions necessitated by the depression. Supervision of many of the courses was virtually eliminated and subsequently the number of courses offered by the men's department was reduced.

Depression Finances and Ohio Service Programs in Physical Education

It is apparent that the service programs were radically changed during the depression. It is difficult to determine the exact degree to which the depression enhanced or impeded these changes, however. It is possible to identify areas in which reduced financial resources would necessarily have had a definite impact. The elective, recreationally-oriented programs required different types of equipment and facilities than the formal gymnastics. If sufficient funds were not available for the requisite equipment and facilities the implementation of the new programs would have been retarded.
It is important to note that the depression did not cause the elimination or severe reduction of the required physical education program at any of the colleges studied. Only one college, The University of Cincinnati, reduced requirements in physical education. However, this reduction, from two years to one, was the result of a total university reduction in required hours rather than an attack on physical education per se. At some other colleges, however, there was talk of eliminating physical education. Western Reserve was one of these schools. Robert Grueninger, Chairman of Men's Physical Education at Western Reserve, related the circumstances leading to the proposed elimination of physical education. as follows:

One day I was in the shower and the thought occurred to me, what would I say if they wanted to discontinue physical education? Sure enough, a few days later the Dean called me to his office and asked me what I thought about it. He suggested that either I could handle the program myself and get rid of Tishler and Clifford, or do away with it altogether. I said just tell me how much salary you can give us and we will divide it among us. I never heard from the Dean again, and he always approved our budgets.  

In the end, the program was not reduced at Western Reserve or at the other colleges studied. In fact, when asked how the depression affected the service programs at their colleges, the individuals generally agreed that the depression did not affect

54 Grueninger, loc. cit.
the service program at all except that they had to repair
equipment instead of buying new.

Although it is true that the depression did not affect
the service programs in terms of reducing or eliminating them,
the depression did cause limitations of financial resources
during the 1930's.

One of the problems which affected the growth of the
service program was inability to construct new facilities. Be­
tween 1928 and 1931, new indoor facilities had been constructed
at Ohio State, Toledo and Oberlin. From 1931 to 1940, the only
new indoor facilities constructed were a swimming pool and
women's gym at Oberlin,\(^5\) even though many colleges reported a
great need for additional indoor facilities. Outdoor facili­
ties were a little more easily managed as almost every college
reported improvements in their playing fields. The WPA was
responsible for the construction of fields at both Toledo and
Cincinnati, and the golf course at Ohio State. Whether service
programs would have been expanded or not if new facilities could
have been constructed is a moot point. There is evidence that
new activities were offered at Ohio State and Oberlin because
of facility expansion; however, Otterbein and Toledo, both
recipients of new gymnasiums in 1931, failed to respond by re­
vising their curriculums.

\(^{5}\) Report of the President and the Treasurer of Oberlin
College, 1937-1938, p. 28.
The reduction of or failure to increase faculties was another cause of problems in the development of elective service programs during the depression. At three colleges: Ohio State, Ohio University and Ohio Wesleyan, this was of particular concern. Ohio Wesleyan's physical education faculty was reduced from a pre-depression level of fourteen to nine. This resulted in a reduction in the number of activities which could be offered in the service curriculum and in the quality of instruction. Ohio State faced a similar situation when the women's faculty was reduced from twelve to seven, and all teaching assistants were eliminated from 1933 to 1935. However, there is no evidence that this was a serious detriment to its service program. Ohio University faced a more unique depression engendered problem. During the middle 1930's enrollment was maintained at Ohio University because of the relatively low tuition; however, funds for replacement faculty were not forthcoming. This created a situation in which additional sections of the service courses had to be offered despite a limited faculty. The physical education faculty rose to the occasion and handled the situation as follows:

When we began to get more students in the middle 1930's, we just added more classes and everyone taught more hours. It was not unusual to teach eighteen to twenty-two hours a week. We were happy to have a job and we wanted to build a strong program. It didn't seem so hard at the time.\footnote{Statement by Delbert Oberteuffer, personal interview Columbus, Ohio, December 9, 1971.}

\footnote{La Tourrette, loc. cit.}
It must be emphasized that the reduction in faculty was generalized throughout these colleges and not a specific attack on physical education. However, it did cause difficulty in the implementation of the elective service program.

A third area in which funds were reduced during the depression was in the purchase of equipment. At most colleges, the people interviewed stated that they had adequate equipment during the depression. Joseph Trepp stated that at times during the depression equipment did become a problem at Ohio University. He described the situation as follows:

During the heart of the depression we did have some trouble getting equipment. For example, buying things such as new archery equipment or tennis rackets was out of the question. We just had to repair and make do with what we had until more money came in during the later 1930's.  

Apparently the allocation of funds for new equipment was reduced at some of the Ohio colleges; however, this seems to have been only a temporary situation during the years 1932 to 1935. Sarah Hatcher, Chairman of Women's Physical Education at Ohio University during the depression, related that situation as follows:

When we wanted equipment during the depression, we would only be allowed to order half as much as we requested. We used to request twice as much as we needed so that we would have enough to get along.

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58 Trepp, loc. cit.
We continued this practice until about 1936 or 1937 when they allowed our complete request. That year we had basketballs and tennis racquets coming out of our ears.\textsuperscript{59}

It is obvious that some of the physical education service programs in the eight Ohio colleges studied were affected by the depression related financial conditions. The slow down of facility development, reduction of faculty and the elimination or reduction of the purchase of new equipment were conditions which made it difficult for service programs to function. However, these conditions proved only temporary and in no way were they insurmountable. The fact that many colleges, faced with these problems, were able to cope with them and, in fact, to improve their programs indicates a lack of serious negative consequences arising out of the depression.

Summary

During the depression period, the physical education service curriculum in Ohio showed a strong tendency toward including elective courses in recreational sports and games. In 1928, six of the courses were elective and nine courses were of the structured games and formal gymnastic combination. By the middle 1930's, there were seven completely elective programs and six with at least one year of elective activities.

\textsuperscript{59} Statement by Sarah Hatcher, personal interview, Athens, Ohio, December 16, 1971.
<table>
<thead>
<tr>
<th>Year</th>
<th>Formal</th>
<th>Combination Formal and Structured Sport</th>
<th>Combination Structured Sports Elective</th>
<th>Completely Elective Sports</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928-29</td>
<td>OU m</td>
<td>UT m</td>
<td>OU m</td>
<td>OSU m</td>
</tr>
<tr>
<td></td>
<td>OU w</td>
<td>Ob m</td>
<td>OSU w</td>
<td></td>
</tr>
<tr>
<td></td>
<td>UC m</td>
<td>Ott m</td>
<td>UC w</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WR m</td>
<td>Ctt w</td>
<td>UT w</td>
<td></td>
</tr>
<tr>
<td></td>
<td>WR w</td>
<td>Ob w</td>
<td>OW w</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Schools</td>
<td>5</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Mid 1930's</td>
<td>UT m</td>
<td>OU m</td>
<td>OSU m</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ob m</td>
<td>OSU w</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Ott m</td>
<td>UC m</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Ott w</td>
<td>UC w</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>WR m</td>
<td>OW m</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>WR w</td>
<td>OW w</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total Schools</td>
<td>0</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>1937-38</td>
<td>UT m</td>
<td>Ob m</td>
<td>OSU m</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ott m</td>
<td>WR m</td>
<td>OSU w</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ott w</td>
<td>WR w</td>
<td>OU m</td>
<td></td>
</tr>
</tbody>
</table>
|        | Total Schools | 0 | 3 | 4 | 9  

Key to Schools

- Ob - Oberlin
- OSU - Ohio State University
- Ott - Otterbein
- OU - Ohio University
- OW - Ohio Wesleyan
- UC - University of Cincinnati
- UT - University of Toledo
- WR - Western Reserve

m - Men
w - Women

Chart XV

The Types of Service Program by Sex at 8 Ohio Colleges, 1928-1938
Finally, in 1938, nine programs were completely elective and four were of the one year elective format. As can be seen in Chart XV, this represented a shift of 43 percent of the programs studied from structured formal gymnastics and sports to a program at least half of which was comprised of elective sports. By 1938, only three programs, the men's programs at Toledo and Otterbein and the women's program at Otterbein, maintained fully structured programs. In those three programs, there was no change from 1928 to 1938.

With the development of elective programs during the 1928-1938 period came the inclusion of more recreational sports in the service programs. Of the thirteen elective service programs studied, twelve added varying numbers of recreational sports to their curriculums. For example, by 1935-36, Ohio University offered twenty-three recreational activities out of twenty-eight sports in the service curriculum. 60 Some of the unique courses offered by Ohio University were horseshoe pitching, bait and fly casting. Other recreational sports which became popular in the Ohio service programs were archery, fencing, volleyball, swimming, badminton, ping pong, tennis, horseback riding, hiking, handball, bowling, golf, and various forms of dance. Even though each of the twelve service programs added these activities in varying amounts, all twelve programs did significantly alter

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60 Ohio University Bulletin Catalog and Announcements, 1935-36, p. 126.
their curriculums to embrace a more recreationally oriented content.

While many colleges faced financial limitations during the depression, it appears that limited financial resources had little effect on the service program in physical education in general. At specific colleges, the slowdown in the construction of new facilities, reduction in faculty, or the curtailment of new equipment purchases may have retarded the development of the elective, recreational activities service programs; however, these problems had only a very temporary effect.

**Conclusions**

It is apparent that Ohio college physical educators in the late 1920's and 1930's began to take a different view of the function of physical education. The programs of formal gymnastics and mass team games were almost completely replaced by programs which permitted the students to choose their own activities from a curriculum of recreationally oriented sports. This change was evidence of a radical change in the objectives of physical education. In the 1930's, physical education became something that the student learned and used throughout his life, rather than something which was done to his body.

The motivation for this change did not come from coaches as physical educators, as they continued to believe in the value of competitive team sports. Nor did it come from
academicians who believed that physical education was bodily-centered. This change was, in fact, motivated by the physical educator, who had participated in and observed the changing attitudes toward and patterns of recreation in American society. These physical educators were aware of the need for recreational experiences and for activities which could be utilized after college to enhance the individual's life style. Although this view of physical education was often unarticulated, it was manifested in the changes in the service program.
CHAPTER VII
TEACHER TRAINING IN PHYSICAL EDUCATION IN OHIO COLLEGES DURING THE DEPRESSION

The 1920's was the period of the greatest growth in physical education teacher training in the history of the United States. Because a large percentage of volunteers were physically unfit for military service in World War I, many states enacted laws requiring physical education to be taught in the elementary and secondary schools.¹ Subsequently, additional and expanded teacher training programs were instituted to provide qualified teachers for the newly-created positions. The situation during the 1920's was described as follows:

Following World War I, the passage of state legislation making physical education compulsory in the elementary and secondary schools created such a demand for teachers that many positions had to be filled by candidates with very little training. To meet the emergency, colleges and universities were induced to initiate new courses, to modify others, and to organize curricula leading to a bachelor's degree. Speed and emergency efforts, including summer sessions and extension courses coupled with low teacher certification requirements, were employed to meet the demand. Yet so rapid was the development of teacher training that by 1930, in most states, the supply of physical education teachers caught up with the demand and

the need had changed from one of quantity to one of quality.\textsuperscript{2}

The growth of teacher training programs during the 1920's was so great that an oversupply of teachers resulted. By 1930, 210 colleges offered a four-year major degree and an additional 50 colleges offered a four-year minor degree;\textsuperscript{3} eighty of those colleges had entered the field of physical education between 1926 and 1936. In a 1930 study, James E. Rogers found that there had been a 100 percent increase in the number of physical education teachers from ten thousand in 1920 to twenty thousand in 1930. In addition, colleges were producing approximately four thousand graduates in physical education each year. He found that, "it seemed in many cases that the supply was greater than the demand. Many could not get jobs, and there were many applicants for each position."\textsuperscript{4}

\begin{footnotesize}
\begin{itemize}
\item \textsuperscript{3} Earle Frederick Zeigler, "A History of Professional Preparation for Physical Education in the United States" (Unpublished Doctor's dissertation, Yale University, 1950), p. 228.
\item \textsuperscript{4} James E. Rogers, "Methods of Improving the Professional Preparation of Teachers," \textit{The Society of Directors of Physical Education in Colleges Proceedings of the 35th Meeting} (1931), p. 123.
\end{itemize}
\end{footnotesize}
During the 1930's the need to establish curriculum, certification and accreditation standards for teacher training programs became apparent. The depression caused the over-supply of teachers to become worse as some physical education positions were eliminated and many unemployed individuals from other fields returned to teaching. The large supply of potential teachers made it possible to establish upgraded certification standards with which the school systems could comply in selecting teachers. In order to provide such guidelines, the National Committee on Standards of the American Physical Education Association released a report in 1935 which delineated a seven-year curriculum and established course, college, staff, and facility standards. They also attempted to establish a national rating committee. This proposal, along with numerous other proposals to limit admission to physical education training, and to eliminate poor quality teacher training, generally came to naught. Many states were, however, able


to increase their minimum certification standards because of
the large supply of applicants for teaching positions.  

Many of the potential benefits accruing from more
stringent certification standards were not achieved, because
of problems associated with the depression economic conditions.
First, many colleges lost enrollment during the early depression
period. In order to attract students and insure adequate in­
come from tuition, admission standards were lowered and some
new programs were added. In some instances, physical education
was one of the new programs added, often without adequate staff
or facilities. Another economic factor which diluted the
quality of teacher training during the depression was the de­
velopment of multiple certification. Prior to the depression,  
most teacher training programs in physical education concentrat­
ed on "majors" who were prepared to teach only health and phy­
sical education. However, during the depression, a number of
school districts began to require that individuals teach
other subjects along with physical education. In 1932, the
Syracuse University placement service received requests for
"twenty-five men qualified as combination coaches and academic
teachers."  

A 1933 study showed that eight-six male physical

8 Zeigler, op. cit., p. 155.
9 Lewis P. Andreas, "The Problem of Placing Graduates
   Who Are Without Experience," College Physical Education Asso­
10 Lewis P. Andreas, "Double Major Programs in Teacher
   Training in Physical Education," College Physical Education As­
   sociation Proceedings of the 36th Meeting (1932), P. 79.
education teachers in Michigan were teaching eighty-six different combinations of academic subjects, and an Illinois study revealed a similar situation. Because of this type of demand, many colleges began to couple physical education with training in academic subjects and to offer physical education as a minor field for students who wished to major in another teaching field. This trend no doubt affected the quality of the physical education graduate as he could devote fewer course hours to physical education.

The growth pattern in teacher training in physical education in Ohio was very similar to that of the nation as a whole during the 1920's. Oberlin was the only Ohio college to offer a four-year major program in physical education before 1920, and there were only three other colleges which offered work leading to a minor. Between 1920 and 1929, ten new major and thirteen new minor programs were established. During the 1930's, the growth of major programs virtually stopped with only two being added. But this decade saw the addition of either new minor programs or the establishment of minor certification programs at almost all of the colleges which had previously offered majors only.

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11 Zeigler, op. cit., p. 204.
Table 24
THE GROWTH OF PHYSICAL EDUCATION TEACHER TRAINING PROGRAMS IN OHIO 1900 TO 1940

<table>
<thead>
<tr>
<th></th>
<th>Colleges with Majors &amp; Minors</th>
<th>Colleges with Minors Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1900</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>1900 - 1919</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1920 - 1929</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td>1930 - 1939</td>
<td>13</td>
<td>23</td>
</tr>
</tbody>
</table>

The growth of major teacher training during the 1920's in Ohio was largely engendered by the passage of legislation in 1923 which required that physical education be taught in all Ohio schools. A portion of this law read as follows:

All pupils in the elementary and secondary schools of the State shall receive as part of their instruction such physical education as may be prescribed or approved by the Director of Education, and the physical education shall occupy not less than one hundred minutes per school week.\(^1\)

This law supplanted an earlier law which had required the teaching of physical education only in the city schools of Ohio.\(^2\)

The growth of minor programs during the 1930's as will be discussed later, was brought about largely through the pressure of the State Board of Education to train teachers with multiple certification.

\(^1\) Curtis Whitfield Tong, "John Herbert Nichols, M.D.: A Life of Leadership In Physical Education and Athletics" (Unpublished Doctor's dissertation, Ohio State University, 1968), p. 55

\(^2\) Ibid., p. 56.
During the 1920's, teacher certification requirements in Ohio were quite lax. Any graduate of a two-year normal school or four year college could receive "certification without examination." This entitled him to teach any course except the "special subjects" in any school district within the state. The physical education teacher, as a teacher of a "special subject" was required to have at least two years of training in that subject. However, county, local, and city boards of education were empowered to grant temporary certification to applicants who had completed one year of college work and had passed a written examination.\footnote{15}

With the large number of teachers being produced by Ohio colleges and with the gradual elimination of normal schools, the State Board of Education was able to begin to increase the teacher certification requirements by 1930. The amount of training required for certification was increased and individuals were also required to complete specified courses. The teacher certification handbook stated, "no teacher can be hired who is not certified...graduation from college does not insure certification."\footnote{16} To be certified to teach on the high school level,

\footnote{14 Ohio Board of Education, \textit{Laws Relating to Teacher Certification}, 1919, p. 10.}
\footnote{15 Ibid., pp. 22-30.}
\footnote{16 Ohio Board of Education, \textit{An Interpretation of the Laws Governing the Certification of Public School Teachers in Ohio}, 1930, p. 14.}
candidates were required to hold a four year college degree. Within that four year degree at least twenty-four hours in professional education were required as well as twelve to eighteen semester hours in each field in which the candidate desired certification. The State Board of Education emphasized this by stating, "In employing high school teachers, particular attention should be given to the requirement that their certificate must cover all of the subjects which they are to teach."\(^{17}\)

Throughout the depression, the certification requirements were made increasingly more specific. In a 1939 Board of Education publication on certification, the specific professional education course requirements were enumerated as well as the specific course requirements for certification in each subject field. Each approved teacher training college in Ohio was listed with the areas in which it was approved to certify teachers. At that time, all certification candidates were required to have academic preparation in at least three teaching subjects.\(^{18}\) There was a provision for temporary certification; however, this was discouraged as indicated by the following statement:

> Until such time as there is evidence of a scarcity of teachers, applications for temporary certification will not be approved by the department except under extreme emergency conditions.\(^{19}\)

\(^{17}\) Ibid., p. 34  
\(^{18}\) Ohio Board of Education. Laws and Regulations Governing the Certification of Teachers in Ohio: Effective September, 1939, 1938.  
\(^{19}\) Ibid., p. 10
It is apparent that the 1930's was a time when the Ohio State Board of Education was extremely active in the tightening of certification standards and the accrediting of Ohio teachers' colleges.

With the growth of physical education during the 1920's, the State Board of Education felt the need to hire C. L. Brownell as State Supervisor of Physical Education in the late 1920's. He was replaced by Delbert Oberteuffer in 1929. But, because of the difficult financial situation that the state of Ohio faced in the early 1930's, the position of State Supervisor of Physical Education was eliminated in 1932. Oberteuffer was subsequently hired as Chairman of Men's Physical Education at Ohio State and volunteered to act as State Supervisor, without pay, during the depression. Under the leadership of Brownell and later Oberteuffer, stringent accreditation standards for colleges and certification standards for teachers of physical education were developed. During this period, all Ohio colleges desiring to train teachers in physical education were required to submit evidence that they had sufficiently qualified faculty, adequate facilities, and enough student interest to warrant accreditation in physical education. Graduates of accredited colleges who fulfilled the certification

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20 Statement by Delbert Oberteuffer, personal interview, Columbus, Ohio, December 9, 1971.
requirements were automatically granted teaching certificates.\textsuperscript{21} Students from non-accredited colleges were forced to accept temporary certificates or pass qualifying examinations; however the oversupply of qualified teachers caused this practice to be virtually eliminated during the depression. By 1939, the State Board of Education had granted accreditation to 43 Ohio colleges to prepare teachers. Of these 43, only 16 were accredited to prepare majors in physical education and an additional 16 could offer minors.\textsuperscript{22}

For certification in physical education in 1930, the candidate was required to complete only 18 semester hours in physical education to be considered a major and 12 semester hours to be considered a minor. During the early 1930's, this minor requirement was extended to include anyone who coached interscholastic teams. Throughout the depression, specific course requirements were added to the certification standards in physical education. Until 1939 they were as follows:

\textbf{Physical Education (minor) 16 semester hours:}

1. Principles, organization and administration of Health and Physical Education \textsuperscript{4 hrs.}

2. Theory and Practice, including stunts, tumbling, swimming, dancing etc. \textsuperscript{4 hrs.}

\textsuperscript{21} Ibid.

\textsuperscript{22} Ohio Board of Education, op. cit., 1933, pp. 21-24.
While these certification standards were not in effect until 1939, they did have a strong affect on modifying the curriculums in teacher training colleges during the depression. The laws were enacted quite a bit earlier with the intention that all 1939 graduates would be able to comply with the certification standards.

23 Ibid., pp. 13-15.
In order to determine the trends which began or continued to develop in Ohio college teacher training during the depression, the teacher training programs at the eight representative colleges will be discussed in the following section.

State Supported Universities

Ohio State University

The depression period was one of growth for teacher training in physical education at Ohio State. This growth was strongly influenced by the development of a graduate program and the changing requirements for teacher certification in Ohio. In 1928-29, the undergraduate teacher training program in physical education was well established at Ohio State. The college catalog listed a curriculum of over forty-six different professional courses. 24 Apparently few students "minored" in physical education at that time. The catalog outlined the courses for majors, however, it was not necessary to do so for students minoring in physical education. Candidates for minor status were merely directed to report to the physical education office for further information. 25

In 1930, the catalog noted that the State Board of Education now required certification candidates to present one major

24 The Ohio State University Catalog and Announcements. 1928-29, pp. 322-323.
25 Ibid., p.309.
and two minors. The College of Education stated that they would accept "any satisfactory combination of eighteen hours as a minor." Although this provision had little initial effect on physical education majors, as teachers of "special subjects" were not required to present the two minors, this marked the beginning of a great influx of minor students into physical education teacher training. In 1931-32, the graduate program began to develop, and to an extent, began to overshadow the undergraduate. There was, however, a large increase in the number of courses open to undergraduates at that time because the new graduate courses were open to both levels. The undergraduate major program remained little changed until the middle 1930's when there was a reduction in the number of required hours and a shift in the type of courses required.

The reduction in the number of hours represented a statewide trend caused by the employment situation during the depression. The increasing state certificate requirements in professional education and the desirability of being certified to teach in more than one field made it exceedingly difficult to maintain large major hour requirements. Dr. Oberteuffer

26 Ibid., 1930-31, p. 334.
Table 25

REQUIRED QUARTER HOURS FOR MAJOR STUDENTS IN PHYSICAL EDUCATION AT OHIO STATE UNIVERSITY, 1928-29 AND 1934-35

<table>
<thead>
<tr>
<th>Activities</th>
<th>1928-29 Men</th>
<th>1928-29 Women</th>
<th>1934-35 Men</th>
<th>1934-35 Women</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22</td>
<td>30</td>
<td>15</td>
<td>24</td>
</tr>
<tr>
<td>Science and Adapted</td>
<td>9</td>
<td>11</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Health</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>12</td>
</tr>
<tr>
<td>Theory</td>
<td>10</td>
<td>10</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>Methods</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

noted this trend and discussed it as follows:

While our students were not required to have additional teaching minors, it certainly improved their employability. A great number of small schools could not afford to hire a physical education specialist. Because of this, many of our majors acquired a couple minor fields. At that time, a physical educator needed more than one string in his bow.\(^{27}\)

Table 25 indicates that the activities courses suffered the greatest reduction in required hours. The men dropped seven of their required hours and the women six. This reduction was somewhat buffered for men major students because they were required to complete a three quarter, ten-hour per week activity laboratory course for which they received no academic credit.\(^{28}\)

\(^{27}\) Oberteuffer, loc. cit.

\(^{28}\) The Ohio State University Catalog and Announcements, 1934-39, p. 487.
The activity hour reduction was the only significant change in requirements for physical education majors during the depression.

In 1931-32, the process of establishing a full graduate program in physical education was begun. Prior to this time, Ohio State had offered various graduate courses but did not have approval to offer a Master's degree. Delbert Oberteuffer was added to the faculty and other members of the faculty, along with L. W. St. John, began to push for a sound program. St. John, in a letter to President Rightmire, expressed the position of the Department, as follows:

...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 a position to adequately care for the needs of the graduate student....

The public schools are consuming the largest number of our college graduates....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. 29

29 Based on personal correspondence between L. W. St. John to President Rightmire, May 5, 1932.
To substantiate these views, Dr. W. W. Charters of the Bureau of Education Research at Ohio State stated:

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 reasons.

In the first place, with 1,764 men teachers of physical education, athletics and health, about 1,160 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 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 a rule 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.

Possibly an even more persuasive argument was the fact that over three hundred students took courses in physical education during the summer of 1931, fifty-one of which were considered to be Master's degree candidates. Approval was quickly granted for expanding the graduate course offerings in physical education, and the curriculum was received. The first graduate curriculum was as follows:

30 Based on personal correspondence between W. W. Charters to President Rightmire, May 10, 1932.
Courses for Advanced Undergraduates and Graduates

601 Principles of Football Coaching and Management 3 hrs.
621 Principles of Physical Education 5
625 Test and Measurements in Physical Education 3
626 Supervision of Health and Physical Education 3
630 Individual Physical Education 3
643 Principles of Health Education 3
644 Methods of Health Instruction 3
645 Administration of Health and Physical Education for Administrations and Supervisors 3
649 Camping: Its Organization and Administration 3
651 Minor Problems in Physical Education 1 to 4
682 Organization and Administration of Physical Education 5
683 History of Physical Education 3
685 Prevention and Care of Injuries 5
691 Kinesiology 3
692 Hygiene and School Health Problems 3

For Graduate Students Only

801 Seminar in Physical Education and Health 2 hrs.
810 Scientific Studies in Physical Education 3
850 Major Research 3 or more hrs.31

St. John and Dr. Charters were very prophetic in their ability to foresee the need for graduate work in physical education because by 1935, the graduate program had doubled in the number of students, particularly during the summer quarter. During the period from 1933 to 1935, thirteen new graduate courses were offered. The new courses added were as follows:

31 The Ohio State University Catalog and Announcements, 1932-39, p. 125-127.
From 1936 to 1938, no new graduate courses were added to the curriculum.

The obvious question becomes, how could a graduate program of that size be added to the curriculum during financial depression? When this question was put to Dr. Oberteuffer, he replied:

"It wasn't easy, I came here in 1932 and was the only one other new faculty member before 1936. But everyone on the faculty just pitched in and worked harder. We all taught overloaded schedules. One summer we had twenty-five or thirty Master's candidates with theses ready to graduate and only four of us on duty to read them. It was really a struggle but we made it. We called that summer "the battle of thesis hill.""

Physical education was also involved in an all-campus economy study. The Klein Committee was established in 1932 by President Rightmire to determine in what ways Ohio State could reduce expenditures through the elimination of course duplication and other means. It is open to some question as to

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33 Oberteuffer, loc. cit. (There were two male faculty members hired between 1932 and 1936, in addition to Dr. Oberteuffer.)
whether this study was a result of the depression or was motivated by the rapid growth of Ohio State during the 1920's. When the full report was issued in June of 1933, the section dealing with physical education was scathingly critical. Some excerpts of that document are 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 programs.

3. It is evident that a program of this kind...must provide a sound scientific basis in the fundamental sciences; otherwise it cannot use the above familiarity and proficiency in a number of physical skills or sports...a critical 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 science.

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 Science - 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 - 4 hrs., 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 three previously allowed in most instances...

   Physical Education 443 - Track  
   Physical Education 445 - Gymnastics  
   Physical Education 446 - Football  
   Physical Education 447 - Baseball  
   Physical Education 449 - Basketball  
   Physical Education 498 - Swimming  
   Physical Education 450 - Tumbling  
   Physical Education 542 - Gymnastics  
   Physical Education 545 - Hockey  
   Physical Education 546 - Basketball  
   Physical Education 547 - Baseball
The physical education department immediately responded with a twenty-three page document written by St. John, Ober-teuffer, and others, which explained their position on the Klein Committee report. Their areas of agreement with the report were:

(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 the 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.

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On all other points, they disagreed with the committee. Nothing much was done with the report for a year until the Physical Education Department was asked to appear before the committee on student welfare. Dr. Oberteuffer, representing the Department, described the meeting.

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!36

Even though the University took no formal action on the Klein Committee Report, it seemed as if some of the Klein Committee proposals were adopted by the Physical Education Department.

The financial conditions of the depression seemed to have had only a short term affect on the size of the faculty and the physical education budget.

Table 26

| FACULTY SIZE AND EXPENDITURES FOR PHYSICAL EDUCATION AT OHIO STATE UNIVERSITY FOR SELECTED YEARS, 1928-1938. |
|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|--------------------------------------------------|
| 1928-29 | 1929-30 | 1931-32 | 1933-34 | 1935-36 | 1936-37 |
| Male Faculty | 14 | 16 | 14 | 17 | 18 | 20 |
| Female Faculty | 13 | 15 | 11 | 9 | 10 | 12 |
| Expenditures | $87,296 | $94,518 | $125,204 | $81,299 | $90,330 | $119,454 |

36 Ibid., p. 160.
As can be seen, there was only one year during the depression in which the expenditures were below the 1928-29 pre-depression level. The expenditure reduction during the depression was generally in the form of salary cuts for faculty or savings when the faculty members were on leave of absence. Even with the expanded graduate program in the early 1930's, it appears as if the budget reductions had little serious effect on professional preparation in physical education. The staff size reached its lowest point in 1931-32 with only twenty-five members. To maintain a full program during that year, all members of the faculty taught heavier loads.\(^\text{37}\)

The depression had little negative effect on teacher training in physical education at Ohio State. Aside from the reduced budgets and faculty size, all programs were either maintained at or increased over pre-depression levels. The development of the graduate program was a significant achievement in light of the depression financial conditions.

\textit{Ohio University}. In 1928, the teacher training program in physical education was one of the largest departments at Ohio University. Over two hundred students, or 10 percent of the total university enrollment were working toward a state certification major in physical education.\(^\text{38}\) The department

\(^{37}\) Oberteuffer, loc. cit.

offered thirty-three different professional courses for forty-nine hours credit. In 1931, a minor of sixteen hours was established for both men and women. According to Miss Sarah Hatcher, Chairman of Women's Physical Education at that time, the minor was established for the following reasons:

The state required more minors at that time for certification so we developed a physical education minor program. It was very popular during the depression. We got a lot of girls from Home Economics; it seemed as if a lot of schools wanted girls with that combination.

Both of the major and minor curriculums remained unchanged until 1935 when Herman G. James was inaugurated as university president. James completely reorganized the structure of the university. In this reorganization, all freshmen were placed in university college, and five other colleges as well as a graduate college were established. The College of Education, heretofore the most powerful college in the university, was, with much protest, stripped of all of its courses except those specifically dealing with professional education.

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40 Ibid., p. 141.
42 Annual Report of the President of Ohio University, 1937, p. 5.
Charlotte La Tourrette, a faculty member at that time, described the physical education situation as follows:

President James didn’t want us to go with the College of Education because he didn’t consider us to be educational. In fact, he wanted to call us Physical Culture. Well, we wouldn’t stand for that so we settled on Physical Welfare because the Cleveland schools used that term. Finally, James decided to make us our own division not really connected with anyone. That’s how we became the Division of Physical Welfare.\(^{43}\)

The newly organized Division of Physical Welfare continued to offer majors and minors; however, the degrees were offered through the College of Education or Arts, as follows:

Students specializing in the Department of Physical Welfare will complete for their professional training approximately 40 semester hours of work. They may apply for the degree of Bachelor of Science, the degree of Bachelor of Arts, or the degree of Bachelor of Science in Education by fulfilling the requirements of the College offering the degree.\(^{44}\)

Miss Hatcher noted that almost all of the students received their degrees from the College of Education, and only one or two ever availed themselves of the non-teaching degree offered by the College of Arts and Sciences.

As can be seen below in Table 27, the hours required for a major were reduced significantly between 1928 and 1938. The

\(^{43}\) Statement by Charlotte La Tourrette, personal interview, Athens, Ohio, December 16, 1971.

\(^{44}\) Ohio University Bulletin, Catalog, and Announcements, 1936-37, p. 56
Table 27
REQUIRED SEMESTER HOURS FOR MAJOR AND MINOR STUDENTS IN PHYSICAL EDUCATION AT OHIO UNIVERSITY FOR SELECTED YEARS, 1928-1938.

<table>
<thead>
<tr>
<th></th>
<th>1928-29</th>
<th>1937-38</th>
<th>1931-38 (Minor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>8</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Science and Adapted</td>
<td>14</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>5</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Theory</td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Methods &amp; Coaching</td>
<td>13</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Other</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>39</td>
<td>15</td>
</tr>
</tbody>
</table>

Principal reductions in methods course work represented hours transferred to the College of Education. The reduction in science requirements was made by the men's division when the requirement in health was increased at the behest of the State Board of Education. Part of the reasoning behind the reduction in total required hours for majors was explained as follows:

We tried to give the majors enough work in physical education so that when they got out in the schools they could do a good job. On the other hand, we reduced the number of major hours so they could take other minors and get hired. We realized that they had to get into the schools before they could do a good job in them.\(^{45}\)

In 1935-36, a graduate program leading to a Master of Arts degree in Physical Welfare was developed. The department offered twenty-one hours of course work and eight hours of

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thesis work, in addition to the extensive graduate courses in other departments. However, the graduate program at that time did not attract many students. Joseph Trepp, a faculty member at that time, described the program as follows:

It really was not too much as most of the courses were for both undergrads and grads. Some of them were new courses which we added by increasing the faculty work load, but in actuality, we never had more than two or three grad students at any one time.

During the depression, the physical education budgets and faculty size were maintained at roughly pre-depression levels, except between 1933 and 1935.

Table 28

<table>
<thead>
<tr>
<th></th>
<th>1928-29</th>
<th>1930-31</th>
<th>1934-35</th>
<th>1937-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>$47,381</td>
<td>$50,000</td>
<td>$38,272</td>
<td>$49,721</td>
</tr>
<tr>
<td>Men's Faculty</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Women's Faculty</td>
<td>4</td>
<td>7</td>
<td>5</td>
<td>7</td>
</tr>
</tbody>
</table>

The majority of budgeted reductions represented faculty pay reductions and reductions in faculty size from 1933 to 1938. During that period, the faculty pay reductions ranged from 13 percent to 22-1/2 percent. It was not until 1938 that salaries were restored to pre-depression levels.

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46 Ohio University Bulletin, Catalog, and Announcements, 1936-37, p. 57.

47 Trepp, loc. cit.
and some raises were granted. In general, it was the faculty, rather than the program, who bore the brunt of the depression conditions for it was the faculty who voluntarily taught more classes so that the program could grow and who received the salary reductions. It was through their efforts that the depression had little negative effect on the teacher training programs at Ohio University.

Municipal Universities

University of Cincinnati. In 1928, physical education students were required to complete sixty-five semester hours for men and seventy-seven semester hours for women. This curriculum was under the auspices of the College of Education which at that time required its students to complete five years before granting the bachelor's degree. The degree candidates generally spent their first two years in liberal arts, their next two years in their own area of specialization and their fifth year in student teaching and studying methods. In 1932, the first reduction in the number of hours required for a physical education major occurred. Both men and women had only to complete sixty-four semester hours. In 1933-34, the physical

48 "Changes for Next Year in Rank and/or Salary for Members of the Staff," Herman James, President to O. C. Bird June 14, 1938.

49 The University of Cincinnati Catalog, 1928-1938, p. 231-232.
education department established a sixteen semester hour minor in physical education and required all physical education majors to also be trained to teach an academic subject.\textsuperscript{50} Obviously, both of these changes were designed to enhance the graduates' ability to secure employment, not to mention the fulfillment of state certification standards. The double certification requirement on the part of physical education was successful in the former objective as 80 percent of their 1934-35 graduates secured employment and all of the 1935-36 graduates received jobs.\textsuperscript{51} The year 1934-35 marked the biggest change in the teacher training program at the University of Cincinnati as the fifth year of training was eliminated.\textsuperscript{52} The main reason given for this was that it was becoming too difficult for students to finance the fifth year of study. After 1935, there was little change in the teacher training program in physical education.

The greatest reduction in the number of hours required of majors was in methods and practice teaching, which occurred because of the elimination of the fifth year. The second greatest reduction was in the activity area. Increases in

\textsuperscript{50} Ibid., 1933-34, pp. 217-219
\textsuperscript{51} Annual Report of the President of the University of Cincinnati, 1935 and 1936.
\textsuperscript{52} The University of Cincinnati Catalog, 1934-35, pp. 24-25.
required hours occurred in both the health and theory areas, health was the result of State Board of Education requirements, and the theory increase to an extent, was an attempt to develop a more intellectual climate. It is interesting to note that Cincinnati was one of the few colleges in Ohio which required any work in recreation.

Table 29 shows the requirements in semester hours for major students in physical education from 1928 to 1938.

Table 29
REQUIRED SEMESTER HOURS FOR A MAJOR IN PHYSICAL EDUCATION AT THE UNIVERSITY OF CINCINNATI FOR SELECTED YEARS 1928-1938

<table>
<thead>
<tr>
<th></th>
<th>1928-29 Men</th>
<th>1928-29 Women</th>
<th>1932-33 Men &amp; Women</th>
<th>1934-35 Men &amp; Women</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity</td>
<td>17</td>
<td>15</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Science &amp; Adapted</td>
<td>14</td>
<td>14</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Health</td>
<td>4</td>
<td>4</td>
<td>12</td>
<td>10</td>
</tr>
<tr>
<td>Theory</td>
<td>2</td>
<td>2</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>Methods &amp; Practice Teaching</td>
<td>29</td>
<td>34</td>
<td>30</td>
<td>6</td>
</tr>
<tr>
<td>Recreation</td>
<td>0</td>
<td>8</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>66</td>
<td>77</td>
<td>64</td>
<td>52</td>
</tr>
</tbody>
</table>

The teacher training program was relatively unaffected by the financial conditions of the depression. Although the fifth year was eliminated and the required hours for majors were reduced, there was little indication of significant reductions in staff or budgets.
University of Toledo

Prior to 1933-34 there was some evidence of teacher training in physical education at the University of Toledo, however, it was not until that school year that a minor in physical education was recognized by the University. The minor required students to complete the following combination of courses:

- Teaching of Health and School Health 4 hours
- Theory and Practice 4 hours
- Principles, Organization and Administration 4 hours

The curriculum at that time included twelve courses offering twenty-two hours credit, however, many of the courses were limited to either men or women only, thereby reducing the number of actual courses available to minor students. There were two reasons a minor in physical education was introduced during the worst depression year. The first seemed to be that the college had just moved to its new campus and one of the first buildings built was the gymnasium. There seemed to have been some pressure to use this facility for purposes other than intercollegiate athletics. Another factor influencing the development of a minor program was the State Board of Education's

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53 Zeigler, op cit., pg. 499
54 The University of Toledo Bulletin and Catalog, 1933-1934, pg. 10.
requirement that certification candidates be prepared in one major and two minors. This certification requirement was mirrored in the College of Education requirement that all candidates for graduation be prepared in "a subject matter major, and at least two minors".\textsuperscript{55}

In 1937, a major in physical education was offered by the University of Toledo for the first time. The major students were required to complete thirty-seven semester hours in the areas described in Table 30.

Table 30

<table>
<thead>
<tr>
<th>REQUIRED HOURS FOR MINOR AND MAJOR STUDENTS IN PHYSICAL EDUCATION AT THE UNIVERSITY OF TOLEDO 1933-1938</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Activity</td>
</tr>
<tr>
<td>Science and Adapted</td>
</tr>
<tr>
<td>Health</td>
</tr>
<tr>
<td>Theory</td>
</tr>
<tr>
<td>Methods &amp; Practice Teaching</td>
</tr>
<tr>
<td>TOTALS</td>
</tr>
</tbody>
</table>

Toledo was able to offer a major in 1937 because of the growth of its faculty from four members in 1933 to seven in 1937. This occurred because increases in budget allowed the department to place some of the coaching staff on a full-time status and to hire some additional staff. Prior to 1936-1937, many of the coaches were hired on either a part-time basis or received some

\textsuperscript{55} Ibid, pg. 8.
of their salary in the form of free tuition to the professional or graduate schools of the university. It is also interesting to note that the University of Toledo Junior College began a two-year terminal degree in recreation leadership. The main purpose of this was to aid in the training of WPA recreation leaders.

The development of a teacher training program in physical education at the University of Toledo during the very depths of the depression was an interesting phenomenon. The combination of the growth of the University, and the requirement by the State Board of Education that teachers be certified in two minors combined to produce the impetus for physical education teacher training.

Private Non-denominational Colleges

Both Oberlin and Western Reserve were colleges with strong liberal arts traditions. Prior to the depression, Oberlin had a strong major program in physical education. This program was strongly supported by the administration, and was recognized by physical educators as one of the outstanding physical education programs in the country. Before 1930 Western Reserve offered little, if any, professional training in physical education, and

56 Ibid, 1935-38

57 The University of Toledo Bulletin: Junior College Issue, 1937, pp. 18-19.
the primary function of the physical education department was to conduct the service program.

Oberlin College

Oberlin was one of the first colleges in the United States to establish a professional preparation program in physical education. Oberlin offered a major in physical education in 1886, and prior to World War I, was the only school in Ohio to do so. Consequently, the program was well-established and occupied a secure position within the college prior to the depression. The financial problems faced by the college during the depression did not directly affect the physical education program. However, the program did change during this period in response to pressures exerted by the growing number of schools in Ohio which had begun to offer professional work in physical education in the 1920's and by the consequent attempts of the State Board of Education to control this growth. When more Ohio colleges began to offer professional preparation in physical education, the number of potential applicants for Oberlin's program decreased. Students could pursue degrees in physical education at colleges which were less expensive or closer to their homes. In addition, the State Board of Education began to exert more control over professional preparation. In order

Zeigler, op cit., pg. 429.
to conform with state regulations (and to facilitate a closer relationship between the men's and women's departments), Oberlin almost completely revised its curriculum during the period from 1923 to 1930.

In 1923-29, Oberlin offered a large number of courses in physical education, however, organizational problems were apparent. There were significant differences between the men's and women's major programs. The men's major, with forty required hours, included more work in coaching areas, while the women's program with forty-two required hours emphasized the sciences as well as individual and adapted physical education.59 Although the above differences may seem appropriate, only five of the twenty-two professional courses taught, included both men and women. The remainder, although sex-segregated and called by different names, often taught much the same material. It is noted that the influence of the State Board of Education was beginning to be felt at this time as C. W. Savage, Head of Men's Physical Education, indicated in the Annual Presidential Report:

Two new courses (were added) (a) Normal diagnosis, first aid, principles of training and individual gymnastics, and (b) Health education and school hygiene, both called for by the State Department of Education.60


60 Annual Reports of the President and Treasurer of Oberlin College, 1923-29, p. 40.
In 1929-30, the influence of the State Board of Education was even more strongly felt and a complete revision of the curriculum resulted. Dr. Gertrude Moulton clearly indicated the source of the impetus for change as follows:

The greatest new problem which arose during the year was in connection with the major. To satisfy the requirements of the State Department of Education, it was necessary to reorganize our whole major course, combining some subjects and separating others. Two semester hours were dropped from the women’s requirements, which makes it possible for them to take a little more work in some other field. The courses for women and for men are now almost exactly the same, and I believe that both courses have been greatly improved.61

The new curriculum reflected the State Board of Education’s interest in health education as ten hours in that area were now required. These additional offerings in health education were made possible by reducing the service and coaching course and by totally consolidating the curriculum; reducing the number of courses offered to eighteen.

In 1930-31, the program again underwent change as a minor program was developed as well as a non-teaching major program. The minor program required nineteen semester hours and was instituted for “those who are taking a teachers major in some other subject and wish to be prepared also to coach and teach physical education.”62 This change reflects the State Board


of Education requirement that Ohio teachers be certified in more than one teaching area. The non-teaching, college major required nineteen hours in physical education, and at least twelve hours in either sociology, psychology, economics, or philosophy. When asked why the non-teaching major was developed, Lysle K. Butler, a member of the faculty during the depression, replied as follows:

We had some students who did not want to teach on the high school level so they did not need the education courses. We would usually get a couple of students each year who either went right on to graduate school, or took jobs in YMCA's.

The required courses for majors in physical education was not changed after 1930 as can be seen from Table 31.

Table 31

<table>
<thead>
<tr>
<th></th>
<th>1928-29</th>
<th>1929-30</th>
<th>1936-37</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men &amp; Women</td>
</tr>
<tr>
<td>Activities</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Health</td>
<td>6</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>Theory</td>
<td>15</td>
<td>9</td>
<td>14</td>
</tr>
<tr>
<td>Methods</td>
<td>4</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>TOTALS</td>
<td>34</td>
<td>36</td>
<td>40</td>
</tr>
</tbody>
</table>

63 Ibid, pg. 102.

64 Statement of Lysle K. Butler, personal interview, Oberlin, Ohio, December 21, 1971.
The basic change in the major requirements during the depression period was the addition of four hours of health course work. It is also interesting to note that Oberlin required fourteen hours of work in theory in physical education, the largest theory-block requirement of any college involved in this study.

Some graduate work was offered in physical education at Oberlin in 1928-29, but it was not until 1929-30, that a Master of Arts degree could be obtained. The 1929-30 catalog specified the following course of study:

The work required for the Master's degree includes 20 hours in physical education, and 10 hours in related subjects. Programs to meet individual needs are organized...Related subjects: Psychology, Education, and Sociology.

Dr. Nichols noted that, "we seldom had more than one or two graduate students at any one time during the depression".

Financially, the depression had little effect on the professional physical education program at Oberlin. Budget reductions were made by reducing faculty salaries. These occurred between 1933 and 1936 and are reflected in the following summary of expenses:

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Table 32

SUMMARY OF EXPENSES FOR PHYSICAL EDUCATION AT OBERLIN COLLEGE FOR 1928-1938, WITH COMPARISONS OF 1928-29

<table>
<thead>
<tr>
<th></th>
<th>1928-29</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>1932-33</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>31,300</td>
<td>35,471</td>
<td>35,839</td>
<td>36,954</td>
<td>36,329</td>
</tr>
<tr>
<td>Women</td>
<td>19,600</td>
<td>23,045</td>
<td>24,024</td>
<td>28,529</td>
<td>26,188</td>
</tr>
<tr>
<td>TOTALS</td>
<td>50,900</td>
<td>58,516</td>
<td>59,863</td>
<td>65,483</td>
<td>62,517</td>
</tr>
</tbody>
</table>

% of 1928 100 112 115 124 122

<table>
<thead>
<tr>
<th></th>
<th>1933-34</th>
<th>1934-35</th>
<th>1935-36</th>
<th>1936-37</th>
<th>1937-38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Men</td>
<td>31,132</td>
<td>29,858</td>
<td>30,434</td>
<td>33,840</td>
<td>34,304</td>
</tr>
<tr>
<td>Women</td>
<td>23,848</td>
<td>24,302</td>
<td>27,061</td>
<td>28,393</td>
<td>30,295</td>
</tr>
<tr>
<td>TOTALS</td>
<td>54,980</td>
<td>54,160</td>
<td>57,495</td>
<td>62,238</td>
<td>64,599</td>
</tr>
</tbody>
</table>

% of 1928 107 106 112 122 126

It is significant that during the depression expenditures for physical education never fell below the 1928-29 level. Income was apparently not as severely limited at Oberlin as at many institutions. By 1936-37 the budget had been increased to 122 percent of pre-depression spending. The depression only temporarily halted increasing expenditures for physical education rather than causing a significant reduction in the overall program.

During the depression, Oberlin was able to maintain its professional preparation programs. Although budget cuts were necessary for several years, it is important to note that these were accomplished by salary reductions which were shared by all faculty members, not just those within the physical education department. There is no indication that physical education was
singly as an expendable area where reductions in staff or in programs could off-set declining income.

**Western Reserve University**

Western Reserve University's teacher training programs for men and women were rather slow in developing. Western Reserve was known primarily as a college with a strong liberal arts program designed to prepare its students for professional schools. Because of this, training in education was generally not greatly encouraged. The program's development was also impeded by the University's organizational structure. Western Reserve was a true educational conglomerate, as the undergraduates were in either Adelbert College for men or its co-ordinate college, Flora Stone Mather College for women. The faculties for these colleges were completely separate, and portions of their programs were identical. To add to the confusion, the College of Education, which generally served in-service teachers at the downtown Cleveland center, also offered some courses in teacher training in physical education. There was little, if any, cooperation among these colleges.67

In 1928-29, Adelbert College offered three courses of six hours credit in professional physical education, but this was

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67 Statement by Ruth Helmuth, personal interview, Cleveland, Ohio, July 20, 1971.
not sufficient for a minor. At that time Emily Andrews, Director of Physical Education for Flora Stone Mather College, strongly advocated the development of a minor program. Her reasons were as follows:

Students each year are transferring to other colleges where they can get a normal course in physical education. One high school teacher told us she would send us ten students that year if we offered such a course. Many of the small colleges in the state are establishing a training course or already have one. The Director at the College for Women has for years advocated such a course.

Apparently her plea fell on deaf ears because no minor programs were developed until 1932-33. At that time, Adelbert College received permission from the State Board of Education to certify minor students in physical education. Robert Grueninger, Chairman of the Adelbert Physical Education Department, described the events which led up to the accreditation as follows:

Western Reserve really didn't have a minor then I got there in the late '20's. We just kept adding courses until we were able to offer one. The college just kind of tolerated us and didn't really encourage us to offer a minor. I pushed for it because all of our students already had biology so they only needed eighteen or so more hours. A lot of our students were in medicine or law and when, or if, they didn't make it they didn't have any vocational skills. With this minor they had

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68 Western Reserve University Bulletin and Annual Catalog, 1928-29, p. 100.

69 Report of the President and Other Officers of Western Reserve University, 1928-29, p. 78.
something to fall back on. We put in a lot of extra work to get this minor; it involved a lot of Saturday mornings on my part.\(^{70}\)

In 1932-33 the curriculum consisted of twelve courses which offered eighteen hours of credit. The minor requirements were a fairly standard four semester hours of theory, six semester hours of activity, four semester hours of coaching, and six semester hours of health.\(^{71}\) From 1933 until 1938 only one additional course was added to the professional physical education curriculum for men.\(^{72}\) The men's minor program was never particularly successful in attracting students to its program. According to enrollment reports, most of the classes ranged in size from one to seven students. By 1936-37 the class sizes were somewhat larger,\(^{73}\) but according to Grueninger, they were never large for the following reasons:

We never had many students minor in physical education for one reason: not many wanted to pay a high tuition to take physical education. For another, the required curriculum at Western Reserve the first couple of years was too tight to allow for much election.\(^{74}\)

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\(^{70}\) Statement by Robert Grueninger, personal interview, Hiram, Ohio, July 21, 1971

\(^{71}\) Western Reserve University Bulletin and Annual Catalog, 1932-33, pg. 75

\(^{72}\) Ibid. 1934-35, pg. 49.

\(^{73}\) Reports of the President and Other Officers of Western Reserve University, 1931-1937.

\(^{74}\) Grueninger, oc cit.
Flora Stone Mather College offered its first minor work in physical education in 1936-37. A curriculum of eight courses worth sixteen hours was established at that time; all of which were required for physical education minors.\footnote{Western Reserve University Bulletin and Annual Catalog. 1936-37, pp. 80-81.}

The physical education teacher training minor at Western Reserve was established during the worst period of the depression. The development of this program apparently received little support from the college administration and was developed purely through the willingness of the faculty to assume an increased work load.

Private Church Supported Colleges

Prior to and during the early depression period, Otterbein and Ohio Wesleyan had strong, growing teacher training departments in physical education. However, as the student enrollments and incomes for both colleges began to decline, it became increasingly more difficult for the church supported colleges to maintain their physical education teacher training programs at pre-depression levels.

In 1928-29 Otterbein College offered a curriculum of eleven professional courses in physical education; the completion of which carried nineteen hours credit. The 1928-29 catalog described the minor program as follows:
The Department of Physical Education is now offering a strong minor for both men and women. Within the next year, sufficient courses will be added to allow a major in this department.\footnote{Otterbein College Catalog. 1928-1929, pp. 87-89.}

In 1929-30 four more courses were added to the curriculum, two three-hour courses in health education and two courses of one hour each in advanced activities.\footnote{Ibid. 1929-30, pg. 84.} With the addition of these courses and the completion of Alumni Gymnasium, the State Board of Education granted Otterbein accreditation to prepare teachers in physical education.\footnote{Based on personal correspondence between President Clippanger to Royal F. Martin, August 28, 1930.} In 1930-31 a three-hour course in principles of physical education was added to the curriculum, giving a total of over thirty hours of professional work. By offering the courses in alternate years the faculty of four members was able to offer a college major of twenty-four semester hours in addition to the State certification minor of eighteen hours.\footnote{Otterbein College Catalog. 1930-31, pg. 89.} Royal Martin, Chairman of the Men's Physical Education, advocated expanding the professional program even more in his 1930-31 report to the president. Professor Martin's arguments on behalf of expansion were as follows:
While we are loathe to recommend a departure from the standards of a liberal arts college as determined for Otterbein College, yet, due to the fact that these are times when because of financial depression offerings of courses ought to be made to attract students to Otterbein. We feel that we could, with the approval of the Board of Directors and with the retention of the present staff, offer a major in physical education. Otterbein will have to depart somewhat from its present stand in order to attract students here.

Unfortunately, in 1932-33 Otterbein faced financial problems which were to steadily worsen during the depression. Because of an $8,000 deficit the previous year, $2,300 was cut from the physical education and athletics budget, however, a faculty of three full-time members was retained. As the depression worsened, the physical education professional program was unable to expand because of its small faculty, reduced finances, and the decline in student enrollment. Because of these conditions there were no additions to the professional physical education program from 1932 to 1938. The severity of Otterbein's financial difficulties was indicated by the introduction of correspondence courses in the middle 1930's. Students interested in completing correspondence work in physical education were directed to contact either Mr. Martin or Miss Garland.

80 "1930-31 Report of the Physical Education Department". Royal F. Martin, Chairman, to President Clippanger.

81 "Proposed Increases and Decreases in the Budget for 1932-33". Memorandum President Clippanger to faculty.

82 Otterbein College Catalog. 1932-33, pg. 21
It would be interesting to know how they would have structured a correspondence course in the service program or in an advanced activity. Thus, the department was able to maintain the minor program, but there was little increase in the curriculum after 1932.

Ohio Wesleyan University

Ohio Wesleyan University's faculty in physical education was its largest single department during the 1920's. In 1928-29 the faculty consisted of eight men and five women. They offered a professional curriculum of thirty-three courses of which thirty-seven semester hours for men and forty hours for women were required for a major. The college catalog for that year noted that physical education was a growing field and listed some of the advantages of a major in physical education as follows:

The field of physical education offers unlimited opportunities to the teacher. It is one of the few fields in which the demand far exceeds the supply. Few of the fields of education are as conducive to healthful living on the part of the teacher or extend such wholesome influence as this. Within a very few years, every grade

83 Raymond O. Detrick. "The History of Physical Education At Ohio Wesleyan University" (Unpublished Master's Thesis, Ohio State University, 1937) pg.84.

84 Ohio Wesleyan University Catalog. 1928-1929, pp. 212-216.
school, high school, and college in the country will be required to take physical education, and the great problem will be to find enough trained teachers to carry on this work.\textsuperscript{85}

The optimism that the above statement reflects was short-lived. By 1932-33, the financial conditions of the depression had begun to erode the income and student enrollment at Ohio Wesleyan. These conditions led to the loss of three staff members which, along with the increase in the number of required professional education courses, caused physical education to lower the number of required hours for major students. By 1932-33, major students were required to complete only thirty-one hours in professional physical education.\textsuperscript{86} With the continued decline in the number of faculty members and in student enrollment, the major program was eliminated in 1935-36 and only a minor of sixteen hours was offered.\textsuperscript{87} Although the college catalog continued to list the same curriculum as in 1929, these are strong indications that few of the listed courses were taught on a regular basis.\textsuperscript{88} The final reduction in the status of physical education occurred in 1936-37 when the department lost its administrative autonomy and was incorporated in the Division of Fine and Applied Arts. This division included the depart-

\textsuperscript{85} Ibid.
\textsuperscript{86} \textit{Ohio Wesleyan University Catalog}, 1933, p. 205.
\textsuperscript{87} Ibid., 1935. p. 152.
\textsuperscript{88} Ibid., 1932-1937.
ments of painting, music, home economics, theatre, and physical education. The loss of autonomy of physical education and athletics is significant as it was reduced from a position of being the largest department on campus to equality in a division with four other fields of study.

The primary reasons for the decline in the teacher training program in physical education were the decline in student enrollment and in income caused by the depression. These declines, previously discussed, caused the administration to begin to reduce faculty salaries by as much as 30 percent and 43 percent during the period from 1932 to 1938. There is no evidence that any faculty members were relieved of their duties, instead the decline in faculty can be attributed to the resignation of various faculty members in order to seek more lucrative employment or to undertake graduate study. Table 33 shows the size of the Ohio Wesleyan faculty during the period of this study.

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89 Detrick, op cit., pg. 87.

90 Ibid. pg. 89.
Table 33
THE NUMBER OF PHYSICAL EDUCATION FACULTY
AT OHIO WESLEYAN UNIVERSITY 1928-1933

<table>
<thead>
<tr>
<th>Year</th>
<th>Faculty Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>1928-29</td>
<td>13</td>
</tr>
<tr>
<td>1929-30</td>
<td>14</td>
</tr>
<tr>
<td>1930-31</td>
<td>14</td>
</tr>
<tr>
<td>1931-32</td>
<td>14</td>
</tr>
<tr>
<td>1932-33</td>
<td>11</td>
</tr>
<tr>
<td>1933-34</td>
<td>9</td>
</tr>
<tr>
<td>1934-35</td>
<td>9</td>
</tr>
<tr>
<td>1935-36</td>
<td>10</td>
</tr>
<tr>
<td>1936-37</td>
<td>9</td>
</tr>
<tr>
<td>1937-38</td>
<td>10</td>
</tr>
</tbody>
</table>

Corresponding to this decline in faculty was the decline in the number of hours required for a major in physical education and the subsequent elimination of the major in favor of a minor program.

Table 34
REQUIRED SEMESTER HOURS FOR MAJOR AND MINOR STUDENTS IN PHYSICAL EDUCATION AT OHIO WESLEYAN UNIVERSITY FOR SELECTED YEARS 1928-1938

<table>
<thead>
<tr>
<th></th>
<th>MEN</th>
<th>Minor</th>
<th></th>
<th>Minor</th>
<th></th>
<th>Minor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>Science</td>
<td>23</td>
<td>21</td>
<td>8</td>
<td>13</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Health</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>7</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Theory</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
</tr>
<tr>
<td>Methods</td>
<td>14</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>TOTALS</td>
<td>37</td>
<td>31</td>
<td>16</td>
<td>40</td>
<td>31</td>
<td>16</td>
</tr>
</tbody>
</table>
Table 34 indicates the decline in the number of hours required for professional students in physical education. It is interesting to note that the men's program was very science oriented while the women's major included much more work in activities. When the required hours were reduced to thirty-one in 1932, the men reduced their requirement in methods while the women made their major reduction in science. With the development of the minor program, both men and women followed the fairly standard form established by the State Board of Education.

The decline in teacher training in physical education at Ohio Wesleyan can be traced to financial problems engendered by the depression. The reduction of a major program to a minor program occurred primarily because of the decline in both student enrollment and the number of faculty. Both of these conditions were brought about largely because of the financial conditions of the depression.

Summary

Between the end of World War I and 1929, most states passed legislation requiring that physical education be taught in their schools. This legislation produced a "boom period" during the 1920's in the training of teachers in physical education. Growth leveled off somewhat during the 1930's as the supply of physical education teachers caught up with and exceeded the demand. This condition was caused by the large
output of physical educators from the colleges, the elimination of some jobs, and the return to teaching of many people who had left during the prosperity of the 1920's. Partially because of the large supply of teachers and the rapid growth of teacher training in physical education, the 1930's was a period of great introspection by physical education. The areas of concern generally expressed by professional periodicals were state certification standards, selection of students, curriculum, student teaching, and accreditation of colleges.

In Ohio, the 1920's saw legislation requiring physical education in secondary and junior high school, and the subsequent growth in the number of teacher training courses in physical education. During the 1930's, the State Board of Education began to exert more control over the certification of teachers and the accreditation of colleges to prepare teachers. By 1930, there were laws governing the specific number of professional education courses required and the number of hours for major and minor certification. Throughout the remainder of the 1930's, the certification standards became more specific as to the types of courses required for certification and preparation in multiple teaching fields became a requirement for certification. The major change in physical education certification standards was the establishment of specific course hour requirements for minor students. During the 1930's, the State
Board of Education also began to approve colleges in Ohio for the training of physical education teachers.

Of the eight Ohio colleges studied, five showed positive growth in teacher training in physical education, Oberlin maintained its strong program, and two colleges showed a decline. The five colleges which showed growth were: Ohio State, which added a graduate program; Ohio University, which added to its curriculum and began to offer graduate courses; Cincinnati, which increased its curriculum; Toledo, which developed both a minor and major program; and Western Reserve, which developed a minor. Both church supported colleges showed some decline in teacher training. Otterbein and Ohio Wesleyan had a college major and state certification major respectively. These were reduced during the depression. This growth in physical education teacher training was phenomenal in light of the prevailing depression economic conditions.

The major trends which seemed to have emerged from the depression period were the reduction in hours required of major students and the development of minor programs. Of the five colleges with major programs, four of them reduced the hours required for majors, and seven of the eight colleges developed minor programs. These two trends were somewhat inter-related as the State Board of Education and employment conditions required multiple certification. Because of these requirements,
it was impossible to expend as many hours preparing for a major in physical education, and many students with majors in other fields began to acquire minors in physical education.

The depression seemed to have had little negative affect on the Ohio teacher training programs in physical education. While depression conditions did cause the reduction in the number of faculty at many of the colleges, this was short-lived and of little lasting impact. Budget reductions were implemented at most of the colleges, but the budgets seldom fell below pre-depression levels and were generally absorbed by reductions in faculty salaries rather than in program materials.

Conclusions

During the depression, the major issues in teacher training in physical education were over control of the preparation of teachers and the structure of teacher training. In Ohio, as in the rest of the United States, these became vital issues during the 1930's because of the rapid growth in colleges training physical education teachers and the oversupply of applicants for teaching positions. In Ohio, this control was wrested from the universities and local school districts by the State Board of Education. This was accomplished by the tightening of certification standards and the development of accreditation of colleges for the preparation of teachers. The State Board of Education was able to establish
its power during the depression by using the certification of teachers as a primary tool. With the elimination of temporary certification by examination, both the colleges and local school districts were denied the prerogative of local control. The colleges could not longer prepare teachers as they wanted and then allow them to take the local school boards' examinations for certification. The colleges were then required, if their graduates were to be certified to teach in Ohio, not only to provide specific course work required by the Board of Education but also to submit to inspection so that their programs might be accredited. The local school districts were, for all practical purposes, denied the right to certify teachers and to hire teachers not certified by the state. In essence, what occurred during the depression was the elimination of local control of preparing and certifying teachers.

Did this centralization of power improve the quality of teacher training in physical education and ultimately the quality of physical education instruction in the public schools in Ohio? Because of the limitations of this study, this question cannot be answered here. However, it can be determined that the minimum level of training for each new teacher was raised by certification. No longer were teachers or coaches, completely without professional training in physical education, allowed to continue to teach. But the multiple certification require-
ments, and the increased requirements in professional education tended to dilute the amount of preparation major students could receive. This trend is apparent from the research. Almost every college offering a major prior to the depression reduced the number of hours required of majors by 1938. Interestingly enough, the reduction in hours usually resulted in a reduction in the number of activity courses. This produced a greater number of teachers nominally qualified to teach physical education, but the major students were less well prepared in skills. The affect this had on the quality of teaching in the public schools is a question for further research.
CHAPTER VIII
SUMMARY AND CONCLUSIONS

At the outset it was hypothesized that the financial depression impeded the growth and development of college athletics and physical education in Ohio. This has not been substantiated by the research. Only a few areas examined were severely impaired by the financial conditions of the depression. However this study indicates that the recreational patterns which developed during the 1920's and 1930's had a more pervasive affect on athletics than did financial conditions.

Effects of Financial Conditions

Intercollegiate athletic income at five of the eight colleges studied failed to return to pre-depression levels between 1929 and 1938. This loss of income primarily was the result of decreased gate receipts at college football games. The reduced gate receipts appears to have resulted from the depressed financial conditions. There was a decline in college enrollments during the early depression years. This decline had some affect on reducing athletic income causing the allotment of student fees for athletics to be reduced. Reduced enrollment was a particularly difficult problem for the non-tax supported colleges.
Because of reduced athletic income, most colleges subsequently reduced athletic expenditures. These reductions affected all phases of the programs. However, the non-revenue sports bore the brunt of this burden. However, it is apparent from the evidence in Chapter II that few teams were eliminated and, in fact, the total number of teams surpassed pre-depression levels in seven of the ten depression years.

Although the total number of teams did increase during the depression, the number of teams competing in the team sports declined. Most severely affected were the team sports of football and baseball. During the depression a greater distinction was established between "major" and "minor" athletic programs. This was particularly true in football. Because spectators were very selective in determining which games to attend, only games between major athletic powers were financially profitable. Large colleges attempted to maximize attendance by scheduling only nationally recognized teams and eliminating unprofitable games with smaller colleges. Many smaller colleges, faced with alternatives of maintaining an already unprofitable football program or reducing the competitive level of teams played, chose the latter course.

General financial conditions during the depression encouraged the growth of intramurals at most schools. In general students had limited funds available and seemed anxious to parti-
participate in inexpensive recreational activities. At colleges which had well-run intramural programs, student participation in intramurals increased greatly. The programs enjoyed the support of the college administrations and the intramural directors were able to increase the number of activities offered. Only at schools where the programs were not well administered were funds reduced and student criticism aroused. Thus, intramural participation was stimulated during the depression period.

Employment conditions also had a profound effect on teacher preparation. During the depression, there was an oversupply of physical education teachers. Because of this and the lack of other employment opportunities, there was intense competition for the existing jobs. The employment situation enabled the State Board of Education to gain control over teacher preparation in the following manner. Local boards of education were empowered to grant temporary certification if teachers who met state certification requirements were not available. Prior to the depression, this power had been used extensively. During the depression, the oversupply of teachers resulted in state certified teachers being available for most positions. Local boards of education could seldom use their power to grant temporary certification. To enable their graduates to secure state certification and compete for jobs, colleges submitted to inspection for accreditation and modified their curriculums to conform to the standards set by the State Board of Education. The effect of
of this change was to ensure that all physical education teachers in Ohio had at least minimum preparation in physical education.

While financial conditions did have an impact on intercollegiate athletics and physical education, the recreational patterns which had developed during the 1920's and 1930's, seemed to have had an even more pervasive effect. Recreational patterns seemed to have effected change in two major ways. First, as more people participated in sports and recreational activities, these came to be viewed not only as an acceptable, but as an important part of life. Second, the activities which became popular with society in general, were incorporated into the content of physical education and supplemented some of the traditional content of gymnastics and team games.

Effects of Recreational Trends

The major changes which occurred in intercollegiate athletics, intramurals and the service programs. clearly reflect the impact of recreational trends. In intercollegiate athletics there was a 40 percent increase in the number of teams participating in individual sports. Golf, tennis and swimming in particular, had enjoyed an upsurge of interest and participation during the 1920's. Between 1928 and 1938, intercollegiate teams in golf increased by 275 percent, in tennis by 18 percent, and in swimming by 550 percent.

The individual sports grew despite the fact that they re-
ceived little encouragement or financial support from the athletic departments, because they received strong support from the students who wished to participate in them. It is felt that this support was a direct result of heightened interest in these sports engendered by recreational patterns.

Intramural programs closely reflected recreational trends because the activities offered followed the demands of the students. During the depression, student participation in intramurals increased and the number and types of activities offered were also expanded. In the men's programs, the function of intramurals changed from being mere "feeder systems" for the varsity teams to providing recreational outlets for the students. Although the men's programs continued to include a large number of competitive team sports, the activities did become more varied and included more individual sports. In the women's programs, competitive activities were decidedly de-emphasized and a wide variety of social, recreational activities were offered. The types of activities offered reflected the recreational practices of society in general and hence, held wide appeal for the students.

During the depression, the service programs underwent great changes similar to those in intramurals. In the 1920's, gymnastics and mass activities had been emphasized in most programs. This content was generally organized into a structured
curriculum. Although some changes in the service programs were made in the late 1920's, it was not until the 1930's that most service programs, thirteen of the sixteen studied, emphasized individual and recreational sports and permitted students to elect their activities.

During the depression the recreational sports, which had become popular during the 1920's and 1930's, became the content of physical education service programs. These activities offered in an elective format, tended to reflect the attitudes that society in general had developed towards recreation.

The changed content of intercollegiate athletics, intramurals and service classes, indicate that many physical educators began to embrace recreational sports as being the appropriate content of physical education. Physical educators reacted to the changes they observed in societal, recreational patterns and to the demands of students that their recreational needs be met by altering the content of physical education. However, there was little evidence of this change having reached the level of teacher training in physical education. Training was more strongly influenced by the State Board of Education. This body tended, through certification requirements, to encourage addition of health education courses, maintenance of science requirements, and additional course work in minor fields and in professional education. These requirements, as inter-
preted by the various colleges and translated into teacher training curriculum, tended to reduce the total number of hours which could be devoted to physical education. The largest reductions in required hours were usually made in activity courses for major and minor students. These trends seem in direct conflict with the emphasis being placed on sports and games by physical education leaders. It seems ironic that a decline in the course work specifically dealing with that content should take place at this time.

Directions for Further Research

During the course of this study a number of difficulties arose, which points the way for additional research. It was difficult to deal in depth with the eight representative colleges in all of the areas delineated in this study. An alternative would be to use eight representative colleges for the consideration of just one research area; for example, the researching of intramurals at eight representative colleges for a specified time period. Another alternative would be to use fewer than eight representative colleges in a cross-sectional study similar to the manner followed in this study. While the number of colleges or schools is purely arbitrary, four is suggested. Fewer than four may tend to allow local conditions to cloud the historical perspective.

Another difficulty was paucity of information in some of
the categories. Even with the construction of research models, it was difficult to compile similar data from all of the colleges thus making it extremely difficult to make comparisons among them. The research involved in the preparation of this paper brought to light a number of additional questions.

Were the experiences of the Ohio colleges during the depression unique?

Was the growth in the number of intercollegiate teams, the changes to elective service programs, and the development of minor programs merely local occurrences or were they nationwide developments? These are questions which may be answered only by further study.

The influence that theory had on the changes in physical education content is another area which demands further research.

What was the actual affect of the depression on college athletics and physical education? While this study was able to show what occurred during the depression in Ohio colleges, in many instances a cause-effect relationship cannot be demonstrated. It would be of value to investigate the 1920's and subsequent decades to determine whether or not trends which were present during the 1930's were present prior to or subsequent to the depression. This type of analysis should prove valuable in determining what changes were actually caused by the depression.
During the course of this study there seemed to be almost total acceptance of sports as the content of physical education. However, in few cases was a consistent theory articulated to defend the content change from gymnastics to sports. It is unclear whether theory came before practice or if practice influenced theory. Further research is needed to resolve the issue.

The period from 1900 to 1940 had been termed "the adolescence" of American physical education. Most of contemporary practice in physical education has its roots in that period. Therefore, it would seem appropriate to investigate social conditions which give rise to current practices in order to more clearly define and understand the role of physical education.
APPENDIX A

LETTERS AND QUESTIONNAIRES
SENT TO VARIOUS OHIO COLLEGES
Dear Sir:

I am a Ph.D. candidate at The Ohio State University working on a dissertation titled *The Effect of the Depression (1929-1939) on Sport and Physical Education in Ohio Colleges and Universities*. As part of my survey of related literature, I am attempting to locate any master's thesis, dissertations, books, or articles which would deal with sports and physical education in the various colleges in Ohio during the depression. While it would be possible to visit all forty Ohio colleges, it would greatly facilitate my research if you could check your card catalogue for any materials about your college (or if you would have master's theses or dissertations about other Ohio colleges, i.e., *A Century of Athletics at Hiram College, 1850-1950*, unpublished master's thesis, Western Reserve University, 1950), which would be pertinent to my study. I would also be interested in knowing if any members of your physical education or coaching staff or recent retirees were active in Ohio college athletics during the depression.

I have enclosed a form on which to record this information and a self-addressed stamped envelope. Thank you very much for your time and trouble.

Sincerely,

C. Robert Barnett
Ph.D. Candidate

Enclosures

Sorry, we don't have anything.
Dear Sir:

I am a Ph.D. candidate at The Ohio State University, working on my dissertation, The Effects of the Depression (1928-38) on College Athletics and Physical Education in Ohio. As part of my study I am attempting to determine how many Ohio Colleges participated in each of the various intercollegiate sports from 1928 - 1938. During this past summer I visited 16 colleges in Ohio and reviewed theses and dissertations for 8 others. From this research I have been able to cross check and to obtain a fairly accurate accounting of Ohio intercollegiate athletics. However, there are some cases in which I need additional documentation to establish if a college sponsored a team in certain years. In the enclosed check list I have indicated the questions I have about your college. If you could answer these, using either the college year books or athletics records, I would be very appreciative.

Sincerely,

C. Robert Barnett
Teaching Associate

Encl.
NAME OF COLLEGE: College of Wooster          DATE: June 17, 1971

A. In the following space please list any materials which would deal with The Effect of the Depression (1929-1938) on College Physical Education and Sports Programs in Ohio, which you may have in your library. (Use back of sheet if necessary).

<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Type of Material</th>
<th>Date</th>
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B. If any members of your physical education or coaching staff or recent retirees were active in Ohio College Physical Education or Athletics, please list their name and an address at which I may contact them. (Use additional space if necessary.)

1. ________________________________________________
2. ________________________________________________
3. ________________________________________________

C. If you have a Sports Historian, or a College Historian, would you also please list his or their names. (Use additional space if necessary.)

1. ________________________________________________
2. ________________________________________________
3. ________________________________________________

(Signature)

Thank you very much for your help.

(Signed)

Sincerely,

C. Robert Barnett
I. Did your college maintain a team in the following sport for the entire 1928 - 1938 period?

If it did, just answer yes; if it did not, please indicate the years in which there was no team.

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<tr>
<th>SPORT</th>
<th>YEAR</th>
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II. Did your college sponsor an intercollegiate team in the following sports for the specific year listed?

If it did please indicate two of the Ohio colleges it played, if possible, otherwise, just place a year in the appropriate place

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<th>SPORT</th>
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III. ADDITIONAL COMMENTS:
July 8, 1971

Mrs. Ruth Helmuth, Archivist
Adalbert Main Building
Case Western Reserve University
Cleveland, Ohio 44106

Dear Mrs. Helmuth:

I am currently working on a Ph.D. dissertation at The Ohio State University. My topic is "The Effects of the Depression (1929-1938) on College Sports and Physical Education Programs in Ohio." As part of my study, I have selected eight Ohio colleges for intensive historical case studies. I have selected your college because it is representative from the standpoints of economic control, size, and location.

The kind of data that I am interested in obtaining deals with badges (expenditures and incomes), service programs, teacher training programs and intramurals during the period from 1928 to 1938. This data could be obtained from budget records, college catalogues, and intramural handbooks. It would be most helpful if someone from your department could show me where the material is stored and provide a small space for me to work. If you or someone in your department could help me with these matters, it would facilitate my research greatly, and I would appreciate your help very much.

I would like to visit your campus as soon as possible to begin gathering this data. If you will be able to help me, please fill in the enclosed form and return it to me in the enclosed envelope. If you cannot help me, please check the appropriate square and return the form as soon as possible. I would like to thank you again for your time and trouble.

Sincerely,

C. Robert Barnett

CRB:ibJr
Enclosure
APPENDIX B

OHIO COLLEGES VISITED
DURING THE COURSE OF THE STUDY
<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>LOCATION</th>
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</thead>
<tbody>
<tr>
<td>University of Akron</td>
<td>Akron</td>
</tr>
<tr>
<td>Antioch College</td>
<td>Yellow Springs</td>
</tr>
<tr>
<td>Bowling Green State University</td>
<td>Bowling Green</td>
</tr>
<tr>
<td>Case-Western Reserve University</td>
<td>Cleveland</td>
</tr>
<tr>
<td>Cedarville College</td>
<td>Cedarville</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>Cincinnati</td>
</tr>
<tr>
<td>Findlay College</td>
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</tr>
<tr>
<td>Oberlin College</td>
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<tr>
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<tr>
<td>Ohio University</td>
<td>Athens</td>
</tr>
<tr>
<td>Otterbein College</td>
<td>Westerville</td>
</tr>
<tr>
<td>University of Toledo</td>
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</tr>
<tr>
<td>Wilberforce University</td>
<td>Wilberforce</td>
</tr>
<tr>
<td>Wilmington College</td>
<td>Wilmington</td>
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<tr>
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<td>Xavier University</td>
<td>Cincinnati</td>
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</table>
APPENDIX C

INFORMATION CONCERNING

THE EIGHT REPRESENTATIVE OHIO COLLEGES
THE EIGHT REPRESENTATIVE OHIO COLLEGES

<table>
<thead>
<tr>
<th>NAME</th>
<th>LOCATION IN THE STATE</th>
<th>FINANCIAL SUPPORT</th>
<th>CITY-TOWN-RURAL</th>
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</thead>
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<td>Columbus Central</td>
<td>State</td>
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<td>City</td>
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<td>University of Cincinnati</td>
<td>Cincinnati Southwest</td>
<td>Municipal</td>
<td>City</td>
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<td>Oberlin College</td>
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<td>Private</td>
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<td>Western Reserve</td>
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APPENDIX D

ANNUAL ENROLLMENT

AT THE EIGHT REPRESENTATIVE OHIO COLLEGES 1928-1938
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