STATE DEPARTMENT OF EDUCATION

HIGH SCHOOL DIVISION

Austin, Texas.

Physical Education Teachers:

Physical education is now required by law to be taught in all public elementary and secondary schools of the state. The forty-second legislature included in the appropriation bill for the State Department of Education an item for a Director of Physical Education. The director is now making stremuous efforts to secure the incorporation of a definite program of Health and Physical Education in all the schools of the state. Preliminary minimum standards in Health and Physical Education have been issued and may be found in bulletin #290 of the State Department of Education. Definite suggestions as to programs have been issued in bulletins 273 and 289.

Inclosed you will find a statement of our proposed aims and objectives in Health and Physical Education as well as a list of definite things which each school is being asked to do. One of the most serious handicaps to the development of a well-balanced program of Health and Physical Education is the lack of properly trained teachers. It is in the solution of this problem that we are asking the assistance of the teacher training institutions of the state together with their staff of Physical Education teachers. The schools of the state, both elementary and high school, particularly need classroom teachers who are able to organize and execute a program based on the following activities: team games; individual athletic events; low organized games; sports; stunts; rhythmic activities; gymnastic exercises; health instruction; and daily inspection of pupils.

The following courses are considered important in the proper preparation of teachers of health and physical education and are suggested for your consideration:

- Administration of Physical Education (3 semester hours)
 Administration of School Health Programs (3 semester hours)
 Applied Anatomy (Kinesiology) (3 semester hours)
 Applied Physiology (Physiology of exercise) (3 semester hours)
 Principles of Health Education (3 semester hours)
 Principles of Physical Education (3 semester hours)
 Supervision of Physical Education (2 semester hours)
 Tests and Measurements in Physical Education (2 semester hours)
- Courses in Activity and Technique of Teaching -
 1. Games of low organization with emphasis on the basis of selection and teaching technique (2 semester hours)
 - Apparatus
 Free exercises
 Marching (rhythm, posture, response to command)
 Pyramid building
 Stunts (selection on basis of individual needs and progression)
 Tumbling
 - 3. Rhythmical Activities (2 semester hours) -- Clog, folk, and natural dancing
 - 4. Self-defense activities (one semester hour) -Wrestling and boxing

5. Sports (6 semester hours) --

Football Soccer
Baseball Speedball
Basketball Tennis
Golf Volloyball

Handball Track and field ovents
Playground ball Horseshoe pitching

C. Courses in the Teaching of Physical Activities and in Teaching Health (3 semester hours each) -

Education just as soon as is practicable. We propose to have definite standards and requirements in regard to the following: time allotment; program content; facilities and equipment; physical examination; gymnasium; shower facilities; training and certification of teachers; and examination of pupils. In regard to the training of teachers it is our plan to propose the following standards: a major in Health and Physical Education with at least 30 semester hours credit for the full-time teacher; a minor in Health and Physical Education with at least 18 semester hours credit for the part-time teacher; and a minimum of 12 semester hours in Health and Physical Education for the regular high school classroom teacher who teaches any part of the program.

The teacher in the elementary grades should have preparation and training on the same basis as the high school teacher. Only the larger schools will be able to employ a full-time teacher in either the grades or high school, and consequently the major emphasis should be on the training of the part-time and regular classroom teacher.

The general preliminary plan is to announce the standards required for high school credit in Health and Physical Education and for the first year adopt the policy of approving and publishing the list of schools meeting these standards; then, allow the schools on the approved lists to grant one credit in Health and Physical Education for the four year program.

Too many of our present force of teachers have had no training in Health and Physical Education or they have been trained to coach only the major sports. We consider athletics a very vital part of a physical education program, but we do not believe that athletics should constitute the whole program. We solicit your active cooperation in the matter of adequate preparation of teachers for this important phase of our school work. Suggestions in regard to a program of teacher training and preparation are especially desired from those who are engaged in the preparation of teachers for the public schools of Texas.

Yours truly,
(Signed)
R. N. Sandlin, Director,
Health and Physical Education

RNS:le

P.S.: Despite the fact that suggested courses have been listed above, it is evident that some more definite placement of these courses should be made. For example, a course in Games of Low Organization should be designated as a course for prospective teachers of the elementary grades or for high school teachers because the games taught as well as the teaching methods to be learned would be entirely different in each case. The same thing would be true of rhythmic activities, gymmastic activities, etc. Under this latter arrangement, a teacher would be definitely prepared to teach a certain grade level by having the proper subject matter as well as the appropriate procedure.

Your suggestions will be sincerely appreciated.

STATE DEPARTMENT OF EDUCATION

HEALTH AND PHYSICAL EDUCATION

We are anxious that the schools of this state make as rapid progeress as possible in the field of Health and Physical Education in order that the programs and accomplishments of our schools may, at an early date, compare favorably with the programs and accomplishments of the schools of other states. A very important and determining factor in the progress of the schools of our state in this work is the nature and force of our initial efforts. It is very necessary that a few definite things be done from the very beginning. To do a few things well is far better than to do, or attempt to do, a great number of things. For this reason we are urging that the schools of this state do certain definite things this year with the idea that these things will be a permanent part of a broader and richer program which may be gradually developed for the future.

Probably the first and most important part of the Health and Physical Education Program is a clear statement of the aims and objectives. In other words, a clear understanding of what is to be accomplished with a given program is very essential to the proper execution of that program. Some of the more worthy objectives for which each school might strive are listed as follows:

- 1. To keep the body clean, both inside and outside.
- 2. To teach the pupils to cat the proper amount of wholesome food and to urgo that they get sufficient sleep and rest.
- 3. To develop the habit of keeping the body erect while sitting, standing or walking.
- 4. To provide the proper amount and kind of exercise and play.
- 5. To make the school, home, and neighborhood healthier places in which to live and learn.
- 6. To reduce the number of accidents in school and elsewhere.
- 7. To prevent the spread of communicable diseases through some approved and recognized form of immunization.
- 8. To correct physical defects as far as possible.
- 9. To provide an activity suitable for each and every child in school.
- 10. To improve the physical capacities of each individual by developing such qualities as strength, speed, agility, alertness, endurance, skill and accuracy.
- 11. To utilize the physical activities as an educational factor through the development and improvement of courage, concentration, discipline, self-confidence, self-control, fair play, and sportsmanship.
- 12. To further develop, through play and other physical activities, such social qualities as kindness, unselfishness, friendliness, truthfulness, justice, honosty, courtesy, thoughtfulness, generosity, tolorance and sociability.

The schools of the state are being asked to do the following definite things this year and it is expected that these things are to be continued from year to year:

1. That wherever possible every child in the elementary as well as the high school be given a thorough examination by a licensed physician or nurse. Where this is impossible, an inspection should be made by the teacher who should report pupils with prominent physical defects, or who have the commonly known symptoms of some communicable disease, to the superintendent who in turn should refer the pupil to a physician.

- 2. In the elementary schools especially, a daily health inspection should be made by the classroom teacher in order to check upon the proper performance of the regular daily health habits and in order to detect any sign of illness or symptoms of communicable diseases.
 - Superintendents should insist that all children who are ill or who have some disease that might endanger the health of the other students remain out of school and under the care of a physician, if necessary, until entirely free from illness or disease.
- 3. There should be a definite period of health instruction in which proper health habits as well as information for the proper care and preservation of the body should be given, including sanitation of home, school, and community.
- 4. Every child should be weighed and measured monthly or at least semi-annually in order to determine the amount of growth or increase in weight. The amount of gain in weight is now considered far more important than being of what is considered normal weight.
- 5. In the rural schools, as well as all others, every effort should be made to provide at least one hot dish for each child at noon.
- 6. A definitely organized and properly executed program of physical activity in every school. Pupils are entitled to adult leader-ship in their play activities as well as in any other school endeavor.
- 7. During each activity period every child should be engaged in some game or other activity. The program should be varied sufficiently from day to day so that each child will be given an opportunity to take part in some activity which he particularly likes and enjoys.
- 8. The course in Physical and Health Education should consist of at least three periods a week (120 minutes) in the high school and a daily period in the grades of directed activities based upon outlines and suggestions from the State Department of Education and at least one prepared recitation per week in Health Instruction, based upon the regular health textbooks, material from the State Department of Education, and supplemented by any other approved material.

Reports of the progress of the work will be very much appreciated.

(Signed) R. N. Sandlin, Director of Health and Physical Education.

STATE DEPARTMENT OF EDUCATION

Austin, Texas

Proposed Standards in Physical Education for the High Schools of the State to be used as a Basis for the Accrediment of High School Programs by the State Department of Education

General Plan:

Herein are stated those standards which high schools in Texas must meet in order to be placed upon the list of schools approved by the State Department of Education. These standards should be regarded as the first step toward minimum standards which all schools should strive to meet. They are based upon standards now being used in the schools of other states and are not considered to be beyond the reach of the average school.

For 1932-1933 schools meeting the standards given below will be placed upon the approved list by the State Department of Education.

For 1933-34 approved schools will be allowed to give one-half credit in physical and health education to be counted toward high school graduation and college entrance, provided they were approved the previous year and provided further that all standards are satisfactorily met for 1933-1934.

For 1934-35 schools approved the previous two years and which still romain on the approved list may give an additional one-fourth credit or a total of three-fourths credit for this year. If approved for only one year previous only one-half credit may be allowed.

For 1935-36 schools approved the three previous years and which still remain on the approved list may give one full credit in physical and health education to count toward high school graduation and college entrance.

This plan provides that schools must be on the approved list for one year before being allowed to give one-half credit; on the list two years before being allowed to give three-fourths credit; and on the list three years before being allowed to give one full credit. This would mean that no complete four year program would be recognized before 1935-36.

The above procedure is proposed in order to give schools sufficient time in which to make the necessary changes and adaptations in their present programs and thus, in the allotted time, be able to develop satisfactory four-year programs which will meet the minimum standards herein stated. This method is suggested for the further reason that we have but very few schools in the state which are carrying out real four-year programs at the present time, whereas it is the opinion of many authorities that all schools should be required to have satisfactory programs operating for at least the minimum time suggested above before they receive full recognition and credit.

One-half credit will be allowed for a satisfactory two-year program provided minimum standards are met. Less than one-half or more than one credit will not be allowed any school.

STANDARD I. Time Allotment.

1. A minimum of 120 minutes per week, per child, is required in all high schools.

2. One-fourth of the total time (or at least 30 minutes per week per child) shall be devoted to definite health instruction based upon a course of study approved by the State Department of Education. The period devoted to health instruction is not a physical activity period, but it should be a health instruction period, and as such is, or may be if so desired, a part of the total time devoted to the physical and health education program. In any case, it must be definitely fixed and followed according to schedule.

3. It is recommended that, wherever possible, a daily period of at least 45 minutes in length to devoted to the physical and health education program with three to four periods devoted to instruction in physical education activities and one to two

periods devoted to specific health instruction.

The physical and health education periods must be at least 30 minutes in length. Before school, recess, noon, or after school periods are not generally considered or used as regular instructional periods, but they are usually free play or laboratory periods during which pupils play independent of any regular schedule, even though they may be supervised.

These periods may not be counted as instructional periods unless the school day is definitely lengthoned or so arranged as to include them as regular class periods.

The interpretation of the time allotment is that a minimum of three regular class periods per week per child are expected.

or after school hours in which pupils may play for the sake of individual enjoyment and recreation and may put into practice the instruction they receive during the regular class

period.

STANDARD II. Preparation and Training of Teachers.

1. For the school year 1932-1933 part-time teachers of physical and health education must have a minimum of six semester hours college credit in this field. Beginning with the school year 1934-1935 the part-time teacher must have twelve semester hours credit in physical and health education, and beginning with the school year 1935-1936 part-time teachers must have eighteen semesters college credit. All teachers of physical education must hold a special certificate in this subject by 1935-1936.

In schools of such size and organization that each teacher must take charge of a group of pupils at the physical education period, such teachers would not be classed as part-time teachers. In such cases, however, the teacher who is responsible for any part of the physical education program must have at least six semester hours credit in physical and health education.

Required activity or non-credit college courses do not count in determining this qualification. In such schools where each teacher has a part in teaching the entire program, only one-half credit will be allowed that school. This is in line with the general classification and accrediting standards and procedure of the State Department of Education.

2. For the school year 1932-1933 the full-time or special teacher of physical and health education must have a minimum of eighteen semester hours college credit in this field; for the school year 1934-1935 the full-time or special teacher must have twenty-four semester hours college credit; and beginning with the school year 1935-1936 the full-time or special teacher must have thirty semester hours college credit in physical and health education. (City supervisors must meet the same requirements each year as are required of the full-time teacher). Of this total, at least twelve semester hours should be in activity and the technique of teaching, six semester hours in the major sports, six semester hours in health education, and six semester hours in the principles and administration of physical and health education.

A person who coaches the major sports and teaches other physical education activities as a full-time load will be classed as a full-time teacher of physical education. A person who has no other teaching duties than that of coaching the major sports will be classed as a part-time teacher of physical education and must have the required number of semester hours training in physical and health education. Athletic coaches ame considered as teachers of physical education and must comply with the part-time or full-time requirements in regard to training. A person who coaches athletics and toaches in the academic field will be classed as a part-time teacher of physical oducation, provided he does not teach also other classes in physical education, in which case he must moet the requirements for a full-time teacher of physical and health education. In all cases the boys must be taught by a man and the girls must be taught by a woman. The requirements as to the number of semester hours training apply to both men and women.

STANDARD III. Equipment, Facilities, and Supplies.

Lach school must have either a gymmasium or some suitable indoor playroom. (This standard may be temporarily waived at the discretion of the State Director under conditions which are impossible to remedy in a reasonable length of time).

A gymmasium or indoor playroom is considered necessary in order that: (1) the whole program may be centralized; (2) the physical education classes may be conducted without interruption during inclement weather and the health of both the pupils and the teacher may be properly protected; (3) elements of a good physical education program that cannot be offered outdoors may be given the pupils, thus allowing a much broader and richer program to be offered.

Sufficient lockers and locker room space must be provided for the safe-keeping of gymnasium suits, chothing, towels, and to provide sanitary and adequate dressing space for the largest classes or groups. It is generally agreed that the total for the above, including shower space, should be at least ten square feet per person for boys and slightly more than that amount for girls. Sufficient space and wire baskets for each pupil will be satisfactory as lockers and locker space. Until the present economic crisis passes and our program gets under way, it will be necessary to judge each school on an individual basis to determine if minimum provisions are being made.

- 4 -

- 3. Adequate rooms and showers to accommodate the largest classes or groups in approximately ten minutes time for taking showers and dressing are required. For the boys, there should be a shower head for each five to eight members of a group, and for the girls, there should be a shower head for each four to six members of a class.
- 4. Since adequate play space is necessary for the proper conduct of a program of physical education, each school should provide ample playground room with the proper amount of space allotted to each of the following: basketball; tennis; volleyball; football; playground baseball; running track; jumping pits and other track activities. The smallest high schools, according to most authorities, should have at least four acres play space and high schools of an enrollment of four hundred or more should have eight or ten acres.

5. It is strongly recommended and urged that all high school pupils have a change of clothing for the physical education period. The pupils will feel more confortable and at ease and ruch more and better work can be accomplished.

and much more and better work can be accomplished.

6. Each school is expected to have the following sorts of supplies and equipment in sufficient quantities to adequately meet the needs of the enrollment of that school. (This equipment should be furnished on the same basis as library, laboratory, or other school equipment)

Physical education supplies such as balls, bats, nots, ropes, and other necessary equipment in sufficient quantities for groups of not more than thirty pupils

each.

b. Accepted types of apparatus for use in teaching technique and the fundamental skills and for giving stunts and self-testing activities. (Measuring tapes, chinning bars, hurdles, watches, jumping standards, balls, etc.) Proper record forms for each pupil for the accurate recording of his achievements and marks in physical education are considered necessary.

Sanitary toilets free from unnecessary odor; sanitary drinking fountains conveniently located; and facil-

ities for handwashing and drying.

d. First-aid kit accessible to all pupils and teachers.

e. Reference books on physical and health education covering organization and various types of activities. A list of reference material may be secured from the State Director upon request.

STANDARD IV

l. Each school must require a health examination, by a medical doctor, of all high school pupils at least twice during the four year high school course. Pupils representing the school in any of the major sports must be examined each year for each sport. Permanent records must be kept of all pupils examined.

2. Scheduled health education classes attended by each pupil at least four times each month are required as a part of the physical and health education program. Each student should also provide the kind of school environment and sanitary conditions which would permit healthful living by the child throughout

each day.

- Physical Education must be scheduled as a regular subject on the pupils' program (see provisions of the law) and the instruction period should be in addition to the free play period, after school or entra-curricular activity period.
- The program must include all pupils of the high school as well as the elementary grades. Those who are classed, by rogular examination fostored by the school, as physically defective or unfit to take part in strenuous exercise, should be cared for in corrective classes if a trained teacher is available. Some provision should always be made for the physically unfit or defectives. Schools are urged not to accept, without sufficient investigation, certificates of excuse issued by family physicians or others merely upon the request of the parent or pupil. Those excuses are often secured without an examination of the child merely because the child thinks he does not want to take physical education.

Each school should require a certificate from a licensed physician, health officer, or murse for the readmission of pupils to school who have boon absent because of some acute or communicable discase

STANDARD V. Organization and Administration.

Pupils should be classified and grouped, as far as possible, according to their physical abilities. A preliminary classification or grouping of pupils for instructional purposes on the basis of physical examination and grade in school has been found to be very satisfactory. Many schools find that a reclassification within each class or group according to age, height, and weight is of considerable value. Classification on the basis of physical ability, achievement tests or some other satisfactory tests would be the ideal method, but in the absence of such tests and the necessary equipment and properly trained teachers in many instances, this would probably be impractical in most schools at the present time. Classification on the basis of grade level may be easily accomplished in the average school, if the school will allow each pupil to schedule his physical education first. A pupil may be as easily scheduled for physical education first as for algebra or any other academic subject, and this should be done when it is known that there will be only one section of physical education for that particular pupila

Instruction should be offered in at least five of the following types of classes of activities which are to be included in the high school program: (No effort has been made to list these in the order of their rank or preference).

Team Games: football, basketball, baseball, playground ball, speedball, soccer, tennis, and other sports.

Swirming - wherever facilities will permit.

Low organized games: games suitable for each age and sex may be found properly classified and morne grouped in any reputable books of games.

Individual athletic events: running, jumping, throwing for distance and accuracy, climbing,

chinning, vaulting, hurdling, etc.

Individual and combination stunts. These are recommended but are not required. Some formal work, such as marching, calisthenics, gymnastics, and apparatus work. (This type of activity is rapidly disappearing). Phythmic activities (for girls) such as: folk, clog, and tap dancing. Relay races: a great variety of such races may be found which are especially suitable for girls. It is not to be understood that each of the above mentioned types of activities is to be given in each grade. Properly trained teachers should be able to choose suitable activities for each grade. Separate types of activities suitable for boys and girls will be outlined in the course of study which is being planned for the near future, Regular periods for physical and health education must be placed on the daily schedule and program of the school as well as that of the pupil, After school activity periods, with voluntary participation, are considered as extra-curricular activity periods and not as instructional periods, except in so far as they may be the practice periods which might logically follow the instructional or regular class periods. Boys or girls who participate in the major sports must enroll in the other regular physical education classes immediately upon the close of the season for a particular sport. (In many cases it will be found highly desirable and profitable to have them enrolled in the regular physical education classes even during the season of a major sport). Under no circumstances must a pupil be allowed to participate in a major sport for his full program of physical education throughout the year. Major sports constitute a part, and a very vital part, of the program, but a program of major sports alone is not a complete program of physical education. Each pupil should be given credit in physical and health education to the extent of one-fourth unit per year for your years, such unit to be dependent upon the successful completion of the program requirements of the local school, which should be sufficient to meet the minimum standards herein stated. STANDARD VI. Standards for Elementary Grades. Schools asking for recognition and credit for their high school programs must also have satisfactory programs in the elementary grades of the same system. A well planned and executed program in the elementary grades is considered necessary in all schools and the following standards must be met before the high school program can be recognized: A minimum time allotmont of 150 minutes per week per child given in not less than one period of instruction daily for each child. Each classroom toacher who has charge of a group of pupils at the physical oducation period must have at least six semester hours college credit in physical and health education. The roquirements for part-time and full-time teachers are the same as those stated for the high school teachers.

3. An indoor playroom is recommended but will not be required until 1935.

4. Each pupil must be given a health examination by a medical doctor or murse at least in alternate years. It is suggested that pupils of the first, third, fifth and seventh grades be examined each year. An annual examination is preferred and highly recommended for the first four grades at least.

5. Each school must have a daily class in health instruction of at least fifteen minutes in length, such to be counted, if so desired, as a part of the 150 minutes per week for the whole program. Where the school program will permit the extra time, the health period should be in addition to the 150 minutes per week for physical activity.

Items 3, 4, 5 and 6 under STANDARD IV for high schools also apply to elementary schools in the same system.

6. Adequate play space as well as equipment adequate to meet the needs of the enrollment will be expected. The generally accepted standard for outdoor play space in the elementary grades is 400 square feet per child. An elementary school of 500 enrollment should have at least four acres of free play space.

The State of Michigan has issued the following as the essentials of a good physical education program, and they are submitted for your consideration:

1. A selection of activities based upon the ability and needs of the pupil.

2. An opportunity for participation by overy student in a natural play program.

An outdoor play space large enough for the play activities of the group.

4. An indoor space for use in inclament weather.

5. Equipment sufficient for all activities included in the program.

6. An attitude of courtesy, cooperation, and happiness on the part of both pupils and teachers.

7. A loadership by physical education and general teachers that is capable, friendly and constructive.

R. N. Sandlin, Director,

Physical and Health Education,

State Department of Education,

Austin, Texas.

The Rice Institute, April 8th, 1933

THE RICE INSTITUTE

Department of Physical Education

PHYSICAL EDUCATION 100

1934 - 35

Course Content	Approximate Duration of Unit	
I Vocational Analysis of the Field of Physical Education (Orientation)	5 weeks	
II The Meaning of Physical Education (Orientation)	10 weeks	
III Scientific Foundations of Physical Education (Orientation)	5 weeks	
IV History of Physical Education	10 weeks	

Note: See attached chart for Physical Education 100 laboratory requirement.

OTHER SUBJECTS:

Chemistry 100

English 100

Foreign Language

Economics 100

Note: All courses meet three hours a week for the year. There is no registration at mid-year.

PHYSICAL EDUCATION 200

1934 - 35

Course Content

Approximate
Duration of Unit

- I Playground and Community Recreation
- 5 weeks
- II Foundation of Method in Physical and Health
 Education (Introduction to the essential
 facts of psychology, sociology and education
 with special reference to the problem of
 method)

 10 weeks
- III Fundamentals of Physical and Health Education (Beginning anatomy and personal hygiene) 15 weeks

Note: See attached chart for Physical Education 200 laboratory requirement.

OTHER SUBJECTS:

Biology 100

Foreign Language

Business Administration 210

English 210

PHYSICAL EDUCATION 300

1934 - 35

Course Content	rse Content Duration of Unit	
I Supervision of Instruction	2 weeks	
II Tests and Measurements in Physical and Health Education	10 weeks	
III Body Mechanics	10 weeks	
IV Individual Physical Education	8 weeks	

Note: See attached chart for Physical Education 300 laboratory requirement.

OTHER SUBJECTS:

Biology 290 (Anatomy & Physiology, including physiology of exercise)
(1933-1934) (1935-1936)

Education 310

Two other subjects

Note: Fifteen weeks of practice teaching must be completed in the junior or senior year. Pre-requisite: (a) full junior standing, (b) satisfactory completion of activity units in soccer and speedball, tumbling and stunts, and the indoor program of physical education.

PHYSICAL EDUCATION 400

1934 - 35

Course Content

Approximate
Duration of Unit

I Principles and Programs of Physical Education 15 weeks

II. Methods in Organization and Administration of Physical Activities, e.g., swimming meets, track meets, intramural athletics, etc.

5 weeks

III Principles and Programs of Health Education 10 weeks

Note: See attached chart for Physical Education 400 laboratory requirement.

OTHER SUBJECTS:

Education 410

History 310

Biology 390 (Public health and sanitation, bacteriology, immunology, normal diagnosis and care and treatment of common injuries.) (1934-1935) (1936-1937)

One other subject.

Note: Fifteen weeks of practice teaching must be completed in the junior or senior year. Pre-requisite: (a) full junior standing, (b) satisfactory completion of activity units in soccer and speedball, tumbling and stunts, and the indoor program of physical education.

LABORATORY REQUIREMENTS FOR

PHYSICAL EDUCATION 100, 200, 300 & 400

1. Physical Education 100, 200, 300 and 400 each require a laboratory course of instruction designed to teach motor skills and methods of instruction in a wide variety of activities. In order to fulfill the requirements for graduation a total of 48 laboratory credits must be earned in four years. Forty of these credits must be earned in the activity units enumerated below; the remaining eight credits may be earned in any activity shown on the accompanying laboratory schedule.

8 credits in football

8 credits in basketball

8 credits in track

4 credits in baseball

2 credits in swimming and life saving

2 credits in handball and volleyball

2 credits in soccer and speedball

2 credits in tumbling and stunts

2 credits in indoor program of physical education

2 credits selected from the following:

a. Tennis

c. Boxing

b. Golf

d. Wrestling

- 2. An activity unit consists of a minimum of six clock hours a week for a period of five weeks. Two laboratory credits may be earned for each activity unit. Each student is responsible for adjusting his own program so that the credit requirements are fulfilled. He is responsible for all information relative to the dates of the various units, attendance, credits and other items incidental to the laboratory program.
- 3. No unexcused absences will be permitted in the activity units. One absence unless excused by the instructor in charge will result in a failure for the unit.
- 4. Laboratory credit is counted toward athletic eligibility, hence a failure in a laboratory unit may cause ineligibility for athletic competition.

Laboratory Schedule

PMYSICAL EDUCATION 100, 200, 300, & 400 (Select one activity for each five weeks period)

		Instructor	Credit Value
1.	First Five Weeks Period		
	Football Cross Country Handball and Volleyball Indoor Program of Physical Education	Kitts and staff Brunson Scott Hermance	2 2 2 2
2.	Second Five Weeks Period		
	Football Cross Country Basketball Tumbling and Stunts	Kitts and staff Brunson Kitts Scott	2 2 2 2
3.	Third Five Weeks Period		
	Basketball Track (Lecture and Practice) Speedball and Soccer Swimming and Life Saving Indoor Program of Physical Education Tumbling and Stunts	Kitts Brunson Hermance Scott	2 2 2 2 2 2 2
4.	Fourth Five Weeks Period		
	Basketball (Varsity & Freshmen) Track Baseball (Lecture and Practice) Handball and Volleyball Boxing and Wrestling	Kitts Brunson Dyer Scott	2 2 2 2
5.	Fifth Five Weeks Period		
	Football (Lecture & Practice) Track Swimming and Life Saving Tumbling and Stunts	Kitts Brunson Scott	2 2 2 2 2
6.	Sixth Five Weeks Period		
	Track Baseball Basketball (Lecture & Practice) Golf Tennis Fencing	Brunson Kitts Kitts	2 2 2 2 2 2

Note: No attempt is made to segregate students as to classes in school. Freshmen, sophomores, juniors and seniors may be included in an activity unit.

INFORMATION FOR PHYSICAL EDUCATION MAJOR STUDENTS

- 1. At the beginning of the third year each man must decide and make known to the Registrar at registration time whether or not he elects to follow the course in physical education with a view of teaching in the field upon graduation.
- 2. If it is elected to teach in the field of physical education each student must satisfy the following requirements:

Physical Education 300 and 400 Biology 290 and 390 History 310 Education 310 and 410

- 3. In case it is elected not to follow the field of physical education upon graduation other courses may be substituted for History 310 and Education 310 and 410.
 - 4. Following is the schedule for the third and fourth years:

Third Year

Required:

Biology 290

Physical Education 300

Education 310 (Provided it is intended to teach physical education.)

Elective:

Economics 320 or Jurisprudence 300 Sociology 200 or English 340 or 420 Business Administration 300 Or any combination of three subjects.

Fourth Year

Required:

Biology 390

Physical Education 400

History 310) (Provided it is intended to teach physical education.)

Elective:

Psychology 200

English 400

Philanthropy 300

Economics 320 or Jurisprudence 300 Or any combination of three subjects.

5. Physical Education 300 and 400 each carry a laboratory requirement of at least six hours a week.

Before a student may receive a degree with a major in physical education he must have successfully passed the number and kind of laboratory units required and in addition successfully fulfilled his practice teaching requirements.

Mr. Henry Braucher, National Recreation Association, 315 Fourth Avenue, New York City, N.Y.

Dear Mr. Brancher:

We are desirous of becoming affiliated with the National Recreation Association, and I should be very glad if you would send me information concerning membership dues, and so forth.

I shall greatly appreciate hearing from you at your convenience.

Sincerely yours.

Director of Physical Education, Varsity Basketball Coach. Mr. Elmer Mitchell, University of Michigan, Amn Arbor, Michigan,

Dear Mr. Mitchell:

We are desirous of becoming affiliated with the American Physical Education Association, and I should like to have you send us information concerning membership dues and so forth. Does membership in the American Physical Education Association embody membership in the National Physical Education Association?

I expect to attend the Central District meeting at Minneapolis on March 30-31, April 1-2, and also the National Physical Education Association meeting at Atlanta on April 20-23.

While the University pays the membership dues in such important professional organizations, as chairman of the Department of Physical Education I desire to keep in close touch with the Association, and shall greatly appreciate any information you can give me.

Thanking you, I em

Sincerely yours,

Director of Physical Education, Varsity Basketball Coach, Dr. Harry A. Scott, Rice Institute, Houston, Texas.

Dear Dr. Scott:

In some correspondence I have had with Dr. Thomas A. Storey, of Stanford, regarding our new Physical Education set-up here at the University of Kansas, he mentions the College Physical Education Association, of which you are secretary.

I feel that our department should be more closely affiliated with the Association, and am wondering if you would advise us as to dues, membership, and so forth. Does membership in the American Physical Education Association automatically give an institution membership in the College Physical Education?

I shall be glad to hear from you.

Sincerely yours,

Director of Physical Education.

Dr. R. I. Canuteson, Watkins Memorial Hospital, University of Kansas.

Dear Dr. Canuteson:

In some correspondence I have had with Dr. Thomas A. Storey, of Stanford, regarding our Physical Education set-up here at the University of Kansas, he mentions the American Student Health Association.

I understand that the University of Kansas is a member institution, and that you are on the Council of the Association.

I should like your advice as to how our department can be more closely affiliated with the American Student Health Association.

Very sincerely yours,

Director of Physical Education.

June 30th 1 9 3 7 Mr. Floyd A. Rowe, Director . Bureau of Physical Welfare Board of Education Cleveland, Ohio -Dear Floyd: to bed' my manuscript on "Better Basketball" incorporating Technique, Tactics and Tales. and, the next week I am going to write you concerning my set-up here in Physical Education. I have neglected this due to my strenuous last thirty days. With every good wish, I am Sincerely yours, Director, Department of Physical Education FOA: IN

Elmer Berry, B S, M P E, Ed D

1901 University of Nebraska Graduated Springfield College, Springfield, Mass 1902 Special Instructor Anatomy, Gymnastics, Springfield College 1903-04 Member of Physical Education Faculty Springfield College 1904-Instructor in Anatomy, Gymnastics, Athletics Assistant Coach Varsity Football, Springfield College 1907-17 1907-08 Summers - Special Student Harvard Medical School MPE Springfield College 1908 Professor Physiology and Physical Education Springfield College 1908-17 Student University of Berlin 1912-13 Researches Metabolism - Geheimrat Max Rubner Composition of Sweat - Geheimrat N Zuntz Heart Volume - Prof Franz Muller Head Coach Varsity Baseball, Springfield College Overseas Athletic Directors War Courses, Springfield College 1917-18 Head Coach Varsity Football, Springfield College 1917-21 Associate Director Department of Physical Education, Springfield College 1919-27 Director Summer School, Springfield College Student Graduate School of Education, Harvard University 1923-24 Ed M Harvard University 1924 Ed D Harvard University 1925 Associate Director National Recreation School, New York City 1926-27 Director International Y M C A School, Geneva, Switzerland 1927-34 Affiliated with Springfield College Cooperating with Institute J J Rousseau and University of Geneva 1934-37 Chairman Graduate Council Natural Science Division, Springfield College 1935-37 Professor Philosophy of Physical Education, Springfield College 1936-37 Director Summer School, Springfield College Publications:

"Physical Effects of Smoking"- Coauthor with George J Fisher, M D
"Baseball Notes for Coaches and Players"

"The Forward Pass"
"Laboratory Manual for Physiology"

"Philosophy of Athletics" (Doctorate Dissertation)
Numerous Articles

Committee Service:
Former Secretary Athletic Research Society
Member Council A P E A

Clubs, Societies, etc

Phi Delta Kappa, Iota Chapter, Harvard University
Phi Gamma Mu, Springfield College
Shriner, Melha Temple, Springfield, Mass

Church Methodist Episcopal

Mr. Louis F. Keller Director of Physical Education University of Minnesota Minneapolis, Minnesota , Dear Mr. Keller: We are improving and broadening our Department of Physical Education, and I shall be very happy to have an outline of your program and any suggestions you might have for the relations of this department with the School of Education. At Your convenience, will you kindly give me this information. Thanking you in advance, I am Sincerely yours, FCA: CS Director.