A HISTORY OF THE MEN'S PHYSICAL EDUCATION PROGRAM AT UTAH STATE AGRICULTURAL COLLEGE

FRANK R. TIDWELL

1955
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A HISTORY OF THE MEN'S PHYSICAL EDUCATION PROGRAM

AT UTAH STATE AGRICULTURAL COLLEGE

by

Frank R. Tidwell

A thesis submitted in partial fulfillment
of the requirements for the degree

of

MASTER OF SCIENCE

in

Physical Education

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My sincere thanks are due Professor H. B. Hunsaker for his many helpful suggestions. I am grateful to Professor Israel C. Heaton for his suggestions and comments throughout the writing of this thesis. I also wish to thank my committee members—Dr. L. G. Noble, Dr. Thereal R. Black, and Miss Pauline Fuller—for their suggestions and comments.

Frank R. Tidwell
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INTRODUCTION

Physical education has undergone many important and significant changes in its philosophy and objectives since its beginning in the United States in 1861.

At first it was known as physical education, then as physical culture, physical training, and then back to the original term of physical education. As physical culture and physical training the program consisted mainly of calisthenics and gymnastics. As the name changed back to physical education it began to include games, sports, and physical activity, and worked toward a definite relationship with the education program.¹

The physical education program at Utah State Agricultural College had a modest beginning in comparison to the present program. At first it was known as physical culture, and was a part of the intercollegiate department, being under the same department head. The program consisted of calisthenics and gymnastics. Later it was known as physical education which included the same activities as physical culture. As time went on the program began to grow, and theory and professional courses were added to the curriculum. The program became a department of its own, under its own department head, separate from the intercollegiate athletic program.

Through the years the men's physical education program has grown to be one of the outstanding departments in the western states. From

the beginning to the present, outstanding leaders and personnel have been a significant part of its development.

Statement of the problem

This study will present a historical review of the men's physical education program at Utah State Agricultural College from 1888 through 1954.

Specifically, it will give special attention to: (1) philosophy, (2) organization and administration, (3) leadership, (4) equipment and facilities, and (5) program.

Need for the study

For its historical and educational value a study of the development of physical education would provide an interesting history, and offer a basis for future planning. A greater appreciation of the program's history and contributions should also be developed among the professional people. A study of its development would provide an interesting reference book for both faculty and students.

Delimitations

This study will be delimited to the men's physical education program. Intercollegiate athletics and intramurals will be discussed only as they are directly concerned with the physical education program.

Definition of terms

Physical education: activities sponsored by the department of physical education for all students who want to participate in them.

Intramurals: competition in individual and team sports within the school and among regular students which are conducted by the physical education department.

Intercollegiate athletics: competitive athletics of team and
individual sports, played between schools.

Curriculum: courses offered or listed in the Utah State Agricultural College catalogs.
RELATED STUDIES

To the best of the writer's knowledge there have been no previous studies made of the history of the men's physical education program at Utah State Agricultural College.

Buzzers, the students' yearbook, have recorded various developments of the program. Dr. Joel E. Ricks, professor of history at Utah State, mentioned some of the highlights of its development in his 50-year study of the institution from 1888-1938. After careful reading of this study, material pertaining to physical education was carefully copied.

The library borrowed a thesis from the University of Utah written by Erna Persch Olsen, about the history of women's physical education at the University of Utah. The writer read this thesis to study its form and content.

Articles from the Student Life, catalogues, and yearbooks were carefully read to obtain the necessary information to write a history of the men's physical education program at Utah State Agricultural College. Information obtained from interviews was also carefully considered.

1. The Buzzer, a yearly publication by the Associated Students of Utah State Agricultural College, Logan, Utah, USAC.
3. Erna Persch Olsen, An Historical Study of Physical Education for Women at the University of Utah.
METHOD OF PROCEDURE

The historical research method was used. Primary and secondary sources were carefully considered. Articles from primary sources, which included Student Life, Buzzers, and catalogues were carefully read and compiled in logical order of happening. Secondary sources, which include personal interviews, were conducted with people who were a part of the program in its early years, those indirectly concerned with it, and people who are part of the modern program.

All articles in the Student Life pertaining to the physical education program were carefully read and copied. They were then filed in manila folders according to the headings they would come under in the thesis. All articles from the Buzzer pertaining to physical education were carefully read, copied, and filed in the same categories as those from Student Life. The same was done with articles from the catalogues.

After arranging for appointments, interviews were conducted with Dr. William Peterson, retired professor of geology, Utah State Agricultural College; President Emeritus E. C. Peterson, Utah State Agricultural College, 1916-1941; Burns Crookston, former Aggie football star; Mrs. Joseph R. Jenson, widow of the former head of the physical education department at Utah State Agricultural College; E. L. "Dick" Romney, former coach of all major sports, athletic director, and head football coach at Utah State Agricultural College, 1918-1948, and presently Commissioner of the Skyline Eight Athletic Conference;
George "Doc" Nelson, trainer and wrestling coach at Utah State Agricultural College since 1921; A. N. Sorenson, retired professor of English, Utah State Agricultural College, and athletic councilman from 1927-1944; Dr. L. R. Humphreys of the Extension Service; Mrs. George Bell, formerly Miss Ruth Evelyn Moench, elocution and women's physical education instructor at Utah State Agricultural College, 1899-1907; and H. B. Hunsaker, present department head of physical education at Utah State Agricultural College, to obtain information relating to this study.

After careful gleaning of the literature it was arranged in logical order according to periods of time and specific areas of importance.
BEGINNING OF THE PROGRAM, 1888-1919

In comparison to the present the men's physical education program at Utah State Agricultural College had a modest beginning. While not one of the oldest curriculums, it has certainly had a steady growth from the time of its origin on the campus in 1888. It has been part of the curriculum and listed in the catalog since 1893.

Utah State Agricultural College is a Land-Grant college, and was founded in answer to the hopes and aspirations of rural Utah, based upon the foundation laid by Brigham Young in the period of 1847 and later.¹

Brigham Young believed firmly in education. He said:

I want to have schools to entertain the minds of the people and draw them out to learn the arts and the sciences. Send the old children to school and the young over also; there is nothing I would like better than to learn chemistry, botany, geology, and mineralogy, so that I could tell what I walk on, the properties of the air I breathe, what I drink, etc.²

From this philosophy of Brigham Young's came the motivating power behind the founding of the Utah State Agricultural College.

On July 2, 1862, President Lincoln signed the Land-Grant Act that provided for:

The money so invested from the sale of lands granted in this act, shall so constitute a perpetual fund, the capital of which shall remain forever undiminished and the interest of which shall be inviolably appropriated, by each State which may take and claim benefit of this act to the endowment, support, and maintenance of at least one college where the

² Ibid., p. 9.
leading object shall be without excluding other scientific and classical studies, and including military tactics, to each such branches of learning as related to agriculture and the mechanic arts, in such manner as the Legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.\(^3\)

March 8, 1888, the college bill, as amended, passed both houses with the unanimous vote of all present. When it was presented to Governor West for his signature he vetoed it, stating that though he approved the purpose of the bill, he disapproved the method of electing the trustees as in his opinion it was contrary to the enabling act. The veto of the Governor necessitated the stopping of the clock on the 16th day, and the members of the legislature set to work and found a compromise bill which the Governor signed on the legislative day of March 8, 1888.\(^4\) After the signing of the bill had taken place it paved the way for the future founding of the institution that we know today as Utah State Agricultural College.

After the founding of the institution it began to grow with very promising results. At first the courses that were offered were centered around agriculture, but it soon began to include and emphasize the fields of arts, sciences, and other fields that were part of the curriculum.

While physical education started with a degree of success, education did not enter the course of study until 1921. This was by a legislative act of 1921 which required it to be added to the course of study.\(^5\)

3. Hicks, *op. cit.*, p. 15.
4. Ibid., p. 20.
Philosophy

When physical education first began to become part of the curriculum of the college it was used to serve different purposes, and was to be referred to with different names. At first it was known as physical education, then physical culture, then physical training before finally going back to its original name of physical education.

From a physical training conference that was held in Boston, Massachusetts, in 1890, Edward Mussey Hartwell stated his philosophy of physical training, as it was then known, as follows:

The aim of any and of all human training is to educate faculty, to develop power, certain actions are selected, taught, and practiced as exercises; and power when developed takes the form of some actions or exercise due to muscular contractions. Viewed thus, muscular exercise is at one a means and an end of mental, and moral, as well as of physical training; since without bodily actions we have no means of giving expression to mental power, artistic feeling, or spiritual insight without muscular tissue we cannot live or move.6

The primary aim of physical training in 1890 was to develop a large, strong body. Little, though, was given to developing the mind also. Of course, in those years more emphasis was placed on bodily strength alone than there is today.

At the same conference Hamilton D. Wey gave his philosophy of what he thought physical training should include. While different from Hartwell's it had the same objectives in mind:

Physical training and its collateral branches, comprised in the term athletics, is entered upon for the following purposes: 1. diversion; 2. mere muscular increase; 3. pecuniary gain; 4. physical renovation and renewal; 5. mental quickening and strengthening.7

At the turn of the century the name changed over to physical culture. As the name changed, the philosophy began to change also.

Physical education at Utah State was first mentioned under the name elocution, which consisted of physical culture, voice culture, articulation, and light reading. It was the elocution teacher who was in charge of physical culture for the women. The women’s classes were supervised by Miss Clare Kenyon. They had regular physical culture work, while the men took military drill unless they were disabled. Military drill consisted of calisthenics and marching. At first it was daily, but was later changed to three days a week. It was of the intense variety. At this time there was no one appointed to teach physical culture to the men. In its organization the institution always kept in mind working toward developing character, and keeping the individual strong in mind and body.

In the Utah State Agricultural College catalogue of 1900-1901 the philosophy and objectives were listed as follows:

The chief aim in this department is not so much to develop muscle as to relieve the mental strain. Special attention, however, is given to anyone desiring a course for development to overcome physical defects.

The exercises consist of military, fancy, and calisthenic marching; Swedish and free gymnastics; light and heavy work with apparatus; Indian clubs, dumb-bells, wands, pulley weights, rings parallel and horizontal bars, ladder, ropes, horse, etc.

The need for an outlet to relieve mental strain was rapidly beginning to be realized. The program was now being developed to provide physical development as well as mental development. This was to provide for wholesome outlets for the release from tension. At this time body building, classwork, and calisthenics were stressed. Body building was done on parallel bars, swings, bars, and trapezes.12

During the school year of 1902-03 the name began to change to physical training. During this time the program was associated with the athletic department, in which the students were free to engage if they wished to do so. Athletics were on a very informal basis. Faculty members often participated and Willard Langton, a mathematics professor, acted as coach.13

As is perfectly natural the students began to ask many questions about the program, which was very new to them. The questions often asked were: "Is physical training essential for me? Is it worth while?"14

"Exercise!" some husky lad would echo disdainfully. "Look at that arm from pitching hay."15 This was thought to be the only benefit that could come from physical exercise. Most of the students thought they could get all the muscular development they needed in the summer time, pitching hay, and doing other manual labor.

Student Life quoted its philosophy of physical education as:

In relation to development of strength being the only benefit from physical exercise, it was generally agreed among

13. Ibid.
15. Ibid.
physical educators that strength is perhaps one of the least
important benefits of physical exercise. We must not lose
sight of the fact that a muscle is not a simple organ, but
that it is made up of two clearly distinguishable yet co-
operative parts. First a contractable executive mechanism,
the muscle-proper, and then a stimulating, regulating, guiding
part, consisting of the gray matter of the brain and spinal
cord with the connecting nerve fibres. One may pitch hay all
summer and gain a tremendous development of the arm and back
muscles, but in the end these muscles have been taught but one
trick. You are not better able to run, jump, or save yourself
from a bad fall; you will learn no more easily to use a saw
or hammer, or to do the thousand and one things enumerated in
our aim of physical training. A man must know how to use his
strength that he may apply himself to the various demands of
life with ease and confidence. In fact, as the Swedes put it.
"...the body must be subservient to the will."

Many of the students used the excuse that physical training, al-
though very essential, had a tendency to draw them from their studies.
They failed to realize that no matter how hard they studied they would
never be able to become a great scholar, a renowned engineer, or master
mechanic, or a prosperous farmer unless they could do it as well as
know it. "The college will have done its full duty if it has started
them well on the road to success."17

It soon began to be realized that games and sports were just as
necessary to civilized people as labor and food. "All work and no play
makes Jack a dull boy," began to be more fully realized. They realized
that the object of all games was moral and physical growth. They were
to accomplish this by involving strenuous conflict, physical and
mental cooperation, maximum intellect on the part of the player, and
maximum sensation and enjoyment on the part of the on-looker; a small
element of chance and luck, large members, and much progressive action.18

From sports and games that offered these objectives came the chance for

16. Ibid.
17. Ibid., p. 50.
excellent physical and mental growth.

John Franklin Engle stated his philosophy in Student Life of what should constitute a good game.

A good game should be intellectual. It should require sustained attention, and mental grasp. The opportunities for intellectual play should always be far greater than the chances for physical display. The English conquer the commercial world, not because their football makes of them physical giants, but rather on account of its making them mentally tenacious and intellectually pugnacious. In all good games the action should be of sufficient spirit and volume to arouse in the on-looker a large amount of sensation. This enjoyment should be sentimental rather than mental. The best games are those which in the largest degree eliminate the routine and chance element and require the largest number of conscious, momentary and purposive mental combinations. Dancing is not so good a sport as lawn tennis or ping-pong because the routine and mechanical element enters so largely into it. I hope the young ladies of the college will take an increasing interest in lawn tennis and ping-pong. One reason why gambling is so degrading lies in the fact that it involves a very large chance of element. No man of intellect desires a contest in which winning depends upon agencies outside of his own powers. My knowledge of football is so meagre that I have no right to offer an opinion; however, from my own superficial observation it appears that brains are just as necessary in the game as brawn. The game seems to require a large number of mental combinations. Men who are keen in perception and ready in action are good football material.

In union there is strength. The stimulus of numbers makes the weak man strong and the strong man enthusiastic. Among numbers feeling and sensation have greater play. It is a good thing for people to congregate. We are all gregarious, we like companionship. Therefore the game that involves the most participants and accommodates the largest number of spectators is, other things being equal, the best.19

In 1905-06 the name had changed back to its original term of physical education. Along with the change a broader understanding of the place physical education had in the curriculum, and the philosophy of it, began to broaden.

From the Utah State Agricultural College catalogue of 1905-06 the following objectives were set forth in its philosophy:

19. Ibid., p. 6.
It is the aim of the Department of Physical Education to foster hygienic habits among the students, and to direct their exercise so that they may have a healthy development fit to support and make efficient the mental development which they seek in attending the institution. This is accomplished first, by giving them the needed opportunity for gymnastic exercises; second, by encouraging athletic games, thereby stimulating an interest in their physical efficiency and in the pleasure of physical activity; and third, by giving them a guiding knowledge of the principles of physical education. All the work is based upon a careful physical examination and strength test.

On December 10, 1907, Miss Sara Huntsman, who was head of the women's physical education program, gave a talk at the Logan Chapel in which she talked on the virtues of physical education. While it was centered around biblical quotations and being a spiritual talk, it was nevertheless, a very fitting "shot in the arm" for physical education, and its philosophy.

The main part of her talk was comparing the body unto a temple. In this manner she used scriptures from the Bible to put across her point in a very effective manner. Following is an example of the method she used:

'Know ye not that your body is the temple of the Holy Ghost—therefore glorify God in your body.'

I wonder how many of us have ever thought of the body at all, except as a troublesome sort of machine, that doesn't want to get up in the morning, and that can't always be depended upon to get us to school in time; or as a framework for a pretty gown, when the occasion calls. I know the tendency of students to neglect their body, to acquire the 'student stoop' and various other unnecessary evils, and so before the school year grows any older, I wish to add my small work to the work of the various departments of physical education in this institution, for a nobler conception of the human body.

A Temple! I wonder how many have the same mental picture that I have when I hear the word? I think of the old Greek temples, faultless as to form, chaste and pure within.

Nature has done more for some of her children than for others in the matter of form. Every boy can't reach the 'six-foot notch,' nor play 'center' on the football team; but every boy can lift his chest, square his shoulders, work for a better poise of the head, and for firm, yet flexible muscles. And surely it is within the power of everyone to make the body a firm dwelling place for a pure soul and a high mind. It makes me wonder if we realize fully our physical exercises, and our mode of life, our habits and customs. They reveal the stature of our minds and souls. They publish to the eyes of the whole world our aspirations and ideals. Spencer, one of our great poets, said, several hundred years ago:

'For of the soul the body doth take, 
For soul is form and doth the body make.'

It seems to me that the boy or girl who is not conscious of the mobility of his or her body, who does not realize that he has in his keeping not an inanimate machine, but a living organism capable of the highest endowment, is a state of mental as well as physical atrophy! To desire to be alert and flexible, to have the body in such perfect running order that it gives instant response to any suggestion from the brain, is just a part of being and moral.

A diseased mind, a dwarfed, maimed soul (remember) perverted from its onward, upward course, is the saddest, most tragic spectacle the human eye can behold. It rests with you to make of yourself mentally and spiritually and physically what you will. Therein lies the glory and therein the tragedy of life, that we have within ourselves the creative power, which rightfully exercised, forms our kinship with God; left dormant, we scarcely rise above the brute creation.21

As the school year of 1909-10 opened, the relationship between physical education and athletics began to be realized. Physical education was used to imply the actual physical work put forth in playing football. An invitation was extended from the athletic department for students to try out for the football team, explaining the values that could be gained from the game.

The invitation read as follows:

Follows, you owe it to yourselves first because you all need the physical training as well as the mental. There are just as many hard bumps physically in this 'work-a-day' world of ours as there are mentally. And if you attain greatness

of distinction in any line you must work and practice in that line. The more you practice and the harder you work the more you accomplish. 'The more you accomplish the better you feel. The better you feel the more friends you have, the better off you are.'

Physical education is the training of the body to do that which the mind bids and the care of the parts in order to make them do their work the best. Football offers greater possibilities of developing a better, stronger, and healthier body, more than any other field of athletics. More muscles are brought into use at one time than in any game or sport in vogue here at school, and the field for individual thinking or 'head work' is unlimited. So, fellows, get out! You need the development. You must have it. You owe it to yourselves.22

With the passing years physical education began to grow in popularity, and its philosophy began to take on even broader meaning, and it also began to find a more secure place in the curriculum of the college.

During the years of 1911, 1912, 1913, and 1914 if the men were able to make the varsity squad they were exempt from taking military drill or physical education.23

In relation to gymnasium exercises the following philosophy and rules were stressed in 1912:

There is one point to be remembered, however, on the part of those who use the gymnasium. Unorganized exercise is more useless than no exercise. The use of the gymnasium to excess one day and to neglect all training the next will weaken rather than strengthen one physically. A systematic course of exercise should be decided upon by every student. To secure this exercise by far the best results will be obtained if a regular gymnasium class is joined. Not only will you secure systematic training in that way, but it will be directly under the supervision of the instructors. The right amount of the right kind of exercise will be obtained at the right time. Then, too, it will not necessitate the cutting of any classes.24

Gymnastics were the most popular form of exercise, and the main part of the physical education program. Calisthenics and gymnastics

23. From interview with Burns Crookston, April 25, 1955.
were the bulk of the program during the period from 1888-1915. These consisted mostly of sitting-up exercises that were done in one spot. The instructor was skilled in the use of Indian clubs and dumb-bells. Intramurals were composed of class teams and fraternities. 25

From the Utah State Agricultural College catalogue of 1918-1919 the following quotations were made to show the relationship of physical education and athletics:

Work in physical education is arranged with the purpose of giving each student sufficient exercise to maintain physical health and a high degree of mental efficiency.

A careful physical examination is prescribed to meet the need of each individual. Two hours of physical training on the gymnasium floor each week are required of all students.

Adequate opportunity is afforded all students to take part in class games and contests. Inter-class sports are open to all students who have never won a letter or who are not trying for the teams.

Athletic competition with colleges and universities in the state and Rocky Mountain conference forms an interesting part of the work. Individual skill in athletics is obtained only after hours of hard work and continued sacrifice. The promotion of honor and college spirit through athletic games and meets constitute an important feature of the department. 26

In an attempt to sell the program to the faculty Joseph E. Jenson, head of the physical education department, in an attempt to allay the inevitable "bishop's roundness" or "painter's dyspepsia" of school teachers and others engaged in sedentary pursuits, addressed the following letter to the faculty members in order to stir up a little interest in physical education:

Dear Professor:

There has in the past few years been several attempts made at an organized class of physical education or continued

25. From interview with Burns Crookston, April 25, 1955.
for a few weeks. The department of physical education is now prepared to offer its services again to faculty men. One of the reasons for former failures is probably due to lack of assistance from this department due to other duties at the appointed hour.

If we can get the support that you have given us before we feel that you will be repaid many times. Our idea is to start this afternoon in the gymnasium and work every day this month at 5 o'clock p.m. The work this spring will also give us a good idea for better organization next fall. If you haven't a gymnasium suit come any way, and let us have your assistance in organizing what we think is a much-needed activity. The department has many new features that it is prepared to offer you. We will have a man with you daily at this hour.

The class has the opportunity of becoming one of the greatest in the institution.

If the students need this, you need it also, for your personality and pep is continually before them. Come and forget your troubles. Have some professor you think a lot of put on the gloves with you, and see if you think as much or more of him after the bout.

This class will also be open to your friends, professional men of our city, and business men.27

Organization and administration

From 1888 to 1919 physical education for men was part of the athletic department and placed under the jurisdiction of the head coach. Coaches during this time were Campbell, Walker, Teetzel, Watson, and Jenson.

During the time (until 1919) the department was under the administration of the athletic department each student was entitled to a careful physical examination upon which, as far as possible, his work was to be based. Students were required to wear regulation suits and shoes.28

Leadership

Table 1 reveals the name, position, and the number of staff members during each year from 1895 to 1919. It will be noticed that only women were listed as instructors until 1905-1906. George Peter Campbell was the first men's instructor in 1905-1906. R. O. Porter was first professor. The only instructors listed were one man and one woman from 1906-1914.

The first leaders of the program were very capable people and gave their best efforts to it.

In 1909 Clayton T. Teetzel of Michigan, one of "Hurry up" Yost's stalwart linemen, came to the college as coach and head of the physical education program. He held this position until 1916. During his leadership the program showed much progress and growth.

The Student Life of January 14, 1916, announced his retirement as follows:

It has been officially announced that Coach Teetzel has resigned as head of the physical education department of the U.A.C. This resignation will take place July 1st, provided the Board of Trustees accepts. Just what the coach will do until and what he will do after has not been ascertained, but it has been rumored that he has had an offer to coach in one of the California schools.

Following Coach Teetzel's retirement Professor Watkins was named to succeed him. After he had been named as the head of physical education, the program was already showing signs of growth, and the staff under him was enlarged to include three members. These were Professor Watkins, Professor R. O. Porter, and Assistant Professor Johnson.

As the physical education program began to grow, so did the athletic program. Since they were both under the same heads, the

29. Ricks, op. cit., p. 128.
Table 1. Staff members, 1895-1919

<table>
<thead>
<tr>
<th>Year</th>
<th>Department Head</th>
<th>Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
<th>Instructors</th>
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<tbody>
<tr>
<td>1895-96</td>
<td>Miss Clare Kenyon</td>
<td>Miss Clare Kenyon</td>
<td>Miss Clare Kenyon</td>
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<td>Miss Clare Kenyon</td>
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<tr>
<td>1896-97</td>
<td>Miss Clare Kenyon</td>
<td>Miss Clare Kenyon</td>
<td>Miss Clare Kenyon</td>
<td>Miss Clare Kenyon</td>
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<tr>
<td>1897-98</td>
<td>Miss Rosannah Cannon</td>
<td>Miss Rosannah Cannon</td>
<td>Miss Rosannah Cannon</td>
<td>Miss Rosannah Cannon</td>
<td>Miss Rosannah Cannon</td>
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<tr>
<td>1898-99</td>
<td>No instructor named</td>
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<td>No instructor named</td>
<td>No instructor named</td>
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</tr>
<tr>
<td>1899-1900</td>
<td>Miss Ruth Evelyn Moench</td>
<td>Miss Ruth Evelyn Moench</td>
<td>Miss Ruth Evelyn Moench</td>
<td>Miss Ruth Evelyn Moench</td>
<td>Miss Ruth Evelyn Moench</td>
</tr>
<tr>
<td>1900-1901</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
</tr>
<tr>
<td>1901-1902</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
</tr>
<tr>
<td>1902-1903</td>
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<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
</tr>
<tr>
<td>1903-1904</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
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</tr>
<tr>
<td>1905-1906</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
<td>George Peter Campbell</td>
<td>George Peter Campbell</td>
<td>Effie Smith</td>
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<tr>
<td>1906-1907</td>
<td>Ruth Evelyn Moench</td>
<td>Ruth Evelyn Moench</td>
<td>George Peter Campbell</td>
<td>George Peter Campbell</td>
<td>George Peter Campbell</td>
</tr>
<tr>
<td>1907-1908</td>
<td>Fred Walker</td>
<td>Fred Walker</td>
<td>Miss Stewart</td>
<td>Miss Stewart</td>
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<tr>
<td>1908-1909</td>
<td>Fred Walker</td>
<td>Fred Walker</td>
<td>Sara Huntsman</td>
<td>Sara Huntsman</td>
<td>Sara Huntsman</td>
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<tr>
<td>1909-1910</td>
<td>Clayton Teetzel</td>
<td>Clayton Teetzel</td>
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<td>Miss Stewart</td>
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<tr>
<td>1910-1911</td>
<td>Clayton Teetzel</td>
<td>Clayton Teetzel</td>
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<td>Miss Stewart</td>
</tr>
<tr>
<td>1911-1912</td>
<td>Clayton Teetzel</td>
<td>Clayton Teetzel</td>
<td>Miss Stewart</td>
<td>Miss Stewart</td>
<td>Miss Stewart</td>
</tr>
<tr>
<td>1912-1913</td>
<td>Clayton Teetzel</td>
<td>Clayton Teetzel</td>
<td>Miss Johnson</td>
<td>Miss Johnson</td>
<td>Miss Johnson</td>
</tr>
<tr>
<td>1913-1914</td>
<td>Clayton Teetzel</td>
<td>Clayton Teetzel</td>
<td>Miss Johnson</td>
<td>Miss Johnson</td>
<td>Miss Johnson</td>
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</table>
Table 1. Staff Members, 1895-1919 (cont.)

<table>
<thead>
<tr>
<th>Year</th>
<th>Department</th>
<th>Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1914-1915</td>
<td>Professor Teetzel Miss Johnson</td>
<td></td>
<td></td>
<td>Miss Ballantyne</td>
<td></td>
</tr>
<tr>
<td>1915-1916</td>
<td>Clayton Teetzel Miss Johnson</td>
<td>R. O. Porter</td>
<td></td>
<td>Miss Ballantyne</td>
<td>Joseph R. Jenson</td>
</tr>
<tr>
<td>1917-1918</td>
<td>Prof. Watson Miss Johnson</td>
<td>R. O. Porter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1918-1919</td>
<td>Joseph R. Jenson Miss Johnson</td>
<td>R. O. Porter</td>
<td>Watson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Yearbooks are printed early so there may be listings a year behind. This has been corrected by interview wherever possible.*
the growth of one was often mentioned in relation to the other. In 1916 the following objectives were kept in mind as the athletic and physical education program began to expand:

Athletic work includes physical education, pure and simple, and the training of teams for intercollegiate contests. Very little effort has been spent on the first at the Agricultural College, and we have had but fair success with our teams. Next year will see an improvement in both lines.

It is very probable that a capable man will be hired to take care of the physical training of the masses of these students. In addition to the work in graded gymnastics, the minor sports such as swimming, handball, tennis, boxing, wrestling, etc., will be encouraged and much emphasis will be laid on the inter-class contests in baseball, basketball, and track. The policy will be to keep strong students strong and the weak well and happy through participation in some form of athletic work.

One of the best coaches of the country will be hired to take care of the football team and his re-employment will depend on the success of his teams. With our excellent gymnasium and the assurance of even more funds for carrying on the work than we have had, there is little to be desired in the way of equipment. An added effort will be made to encourage, in a legitimate way, the best athletes of the secondary schools to attend the A. C. on the completion of their high school course. With very few exceptions, last year's men will return to school next year so that we will have splendid material. The only other factor that makes for success in intercollegiate contests is a loyal student body. A more loyal one cannot be found in the west. We have the athletes, the support of the students, and will have one of the best coaches. The outlook for next year is thus the brightest in the history of the institution.31

While physical education was still a part of the athletic program it rejoiced at the signing of Joseph R. Jenson to become an assistant to Coach Watson. Coach Jenson was well known to the Aggie students. For six years he had been in charge of the athletics at Brigham Young College, the only rival of the College in the northern part of the state.

The following comment was made in a newspaper article about his leaving the B. Y. C. to come to the A. C.:

Coach Joseph R. Jenson of the Brigham Young College severed

his connections with that institution today and will hereafter
be connected with the Utah State Agricultural College in the
capacity of basketball and track coach, assisting Coach Watson.

Ever since the school started last fall Jenson has
claimed to be released from his position at the B. Y. C. to go
to the Aggies where he was to have taken charge of the basket-
ball work early in the fall. No suitable candidate has yet
been found to take Jenson's place at the B. Y. C., and the
position is not yet filled, while the school authorities are
considering applications.

When Coach Badenoch organized a football team at the
B. Y. C., Jenson played at fullback. He was catcher on the
college baseball team and was a lightning sprinter on the
cinders. Although not officially recorded, Jenson has run the
100-yard dash in ten seconds. Jenson was graduated from the
B. Y. C. in 1908, with a bachelor of arts.32

Jenson had an enviable basketball record behind him. He entered
the B. Y. C. in 1905 and immediately made a place on the team, playing
at center. He used to ride his horse in from Millville to Logan to
attend school. He tied a bundle of hay around the horses neck to feed
it during the day. His best friend, Ray Hovey, used to come in with
him.33 In 1907 he was captain of the state championship team, and
again in 1908 captained the undefeated team which was invincible not
only in the West, but which made a victorious tour of the East.

In 1909 "Joe" went to Preston, Idaho, where he started the Oneida
Stake Academy on its basketball career.

With two men like Watson and Jenson on the staff the A. C. was
definitely looking forward to a bright future, and was not planning
on being behind any school in the state in athletics.34

After a fine record of coaching from 1916 to 1918, Mr. Jack Watson
of the University of Illinois left his position as coach at the A. C.

32. Clipping from the private files of Mrs. Joseph R. Jenson.
33. From interview with Mrs. Joseph R. Jenson, April 9, 1955.
He left the college with a greatly appreciated record for fine leadership and clean sportsmanship.\textsuperscript{35}

After Jenson had become assistant coach at the college he took a leave of absence to help in the war effort. The following is an account of it:

Joseph R. Jenson, assistant coach of the Agricultural College of Logan, Utah, has taken a leave of absence from that institution and signed a contract with the National War Work council of the Y. M. C. A. He left last night for Sacramento, where he will have charge of the physical development of 3,000 aviators at Mather Field.

Mr. Jenson is well known in Utah. He is one of the best athletes that Logan has produced and later distinguished himself as director of physical education at the B. Y. college, and as assistant at the Agricultural college. He spent this summer doing advance work in physical education at the University of California; while there his ability was observed by the Y. M. C. A. men and he was requested to join the service, which he did.\textsuperscript{36}

The year of 1918 marked the coming of a man that was to later become a legend at the College. This man was Coach E. Lowell "Dick" Romney. He came in December of that year.\textsuperscript{37} When he came he did practically no coaching during the winter of 1918.

Captain Abbott, who was head of the R. O. T. C., said that as long as Romney had been an officer in World War I and had experience with physical training in military form, they would combine R. O. T. C. and physical education, so that it would not all be strictly military, if he would agree to be the instructor. When he accepted, this brought many cheers from the fellows.\textsuperscript{38}

While coaching football, Romney also taught classes in physical education, and they proved to be very interesting classes.

\textsuperscript{35} Ricks, op. cit., p. 128-29.  
\textsuperscript{36} Clipping from the private files of Mrs. Joseph R. Jenson.  
\textsuperscript{37} Ricks, op. cit., p. 136.  
\textsuperscript{38} From interview with E. L. "Dick" Romney, April 14, 1955.
For over 20 years he coached football, baseball, basketball, and track. During World War II he was Acting Dean of Men and Coordinator of Special Services for the Military. He stated that the college always had a fine spirit. According to the record for consecutive years of service in one school he was second best in the nation with 30 consecutive years at Utah State Agricultural College. Alonzo Stagg of the University of Chicago had 42 consecutive years.

He served four years as National Basketball Rules Committee member. His teams played basketball from coast to coast in 1927, and was the first team from this area to play in Madison Square Garden. His football teams played U. S. C. and U. C. L. A. in pre-season, and also played the University of Hawaii in Honolulu this same year. His track teams also ran in the Drake Relays at the Drake Invitation Meet in Des Moines, Iowa. 39

After coaching at the Agricultural College for three years, Joe Jenson began to produce teams that were well coached in both the fundamentals and science of the game. His unending fight and determination enabled him to turn out a team of basketball champs in 1917-18, and his teams ranked at the top in other years. (See Appendix D for picture of Jenson and team.)

Joe believed in square tactics and his teams were noted for their honest sportsmanship. He was also to be noted for his fair treatment of his men, and won him the esteem of every athlete on College Hill. He held the undivided support of faculty and student athletic sentiment. 40 He liked to be one of the boys, and often participated to show them

39. Ibid.
how it was done.  

The school year of 1918-1919 was his last year of coaching, at which time he was named as head of the physical education department. This was the beginning of a new era for physical education at Utah State, and it was beginning to grow into a department with its own administration.  

Finances  

The records failed to show any significant data pertaining to the financing of the physical education program.  

From the beginning until 1919 the physical education program was a part of the athletic department, and therefore the athletic department was directly responsible for the financing of it. The athletic department was financed from state funds, and from gate receipts at athletic contests.  

Program  

In the early beginning the women had organized calisthenics and marching. Miss Clare Kenyon was an elocution teacher who taught it, as were teachers for some time later. The men took military drill for their exercise, and there was no one appointed to teach them physical education. Faculty football began to be popular. It was coached by Willard Langton, who was a mathematics teacher. (See Appendix B for picture of 1903 faculty team.) At one time the men tried to build a skating rink, but when the bottom layer of ice thawed out, the water seeped through the gravel and flooded the basement of the Old Main Building, causing much displeasure. There was a lot of intense boxing and wrestling indulged in which the students enjoyed very much.  

41. From interview with Mrs. Joseph R. Jensen, April 9, 1955.  
42. From interview with Dr. William Peterson, April 26, 1955.
Around 1911, 1912, 1913, and 1914 the activities of the program consisted mostly of basketball, tennis, track, and class football (see Appendix C for picture of 1914 basketball team) until it was ruled out because of so many injuries. Later on boxing and wrestling were stressed. 43

In the school year of 1914–15 interest in minor sports began to increase rapidly. Tennis for both sexes, during favorable weather, was exceptionally popular, the two cement courts being in use most of the time. Tournaments were held with the University of Utah and Brigham Young University, and more were to be added.

In the gymnasium, wrestling, handball, boxing, swimming and gymnastics afforded exercise for all students. A wrestling tournament was held with B. Y. U. in March of that year in which five men were entered, at Salt Lake City. In handball, 50 entries were made for the class tournament, which was won by Taylor of the seniors. The indoor track was continually in use during the stormy weather, keeping men in condition for the major sports.

During the winter of 1918–19 a form of intramurals was started. It featured competition by the fraternities and units of the R. C. T. C. and classes. They gave medals and awards. These were carried on for a few years in this manner. 44

Individual sports were being recognized, but they did not have any significant place in the program during this time.

The courses that were offered in physical education at Utah State consisted mainly of gymnastics and calisthenics. Later on as the program began to expand more courses were added to the curriculum.

43. From interview with Burns Crookston, April 25, 1955.
44. From interview with F. L. "Dick" Romney, April 14, 1955.
In 1906-1907 physical education was first mentioned in the catalogue as being given credit. It was listed as follows:

Physical Education for Men.

1. Open to all male students of the institution. Three hours a week. One hour credit.

  (a) Gymnasmum exercise. These consist of vigorous drills with dumb-bells, Indian clubs, wands, etc., and gymnasium games under the supervision of the instructor.

  (b) Lectures. The gymnasium work is supplemented by lectures on personal hygiene, the physiology of exercise, first aid to the injured, etc. 45

At the first faculty meeting for the school year 1912-1913 Dr. Widsoe made the announcement that it was the intention of the College officials to open the Smart Gymnasium to the citizens of Logan immediately after the close of the football season, about November 30th. Evening classes for the business men were to be established and systematic courses in physical instruction were to be carried on. Miss Mary E. Johnson, who was assisting Coach Teetzel that year, had charge of the work for the ladies of the city. The large plunge was thrown open on definite hours, and a nominal fee was charged for the course, barely sufficient to cover the actual expense of conducting the same. This was attempted to make the Utah State Agricultural College the "school of the people." 46

Physical education courses for more than one hour credit were introduced in 1912-1913, according to the catalogue for that year.

Physical Education for Men.

1. Elementary Course. Required of all male students in the first year of college. Four hours a week. Two credits.

   (a) Gymnasium exercises. These consist of vigorous drills with dumb-bells, Indian clubs, wands, etc., and gymnasium games under the supervision of the instructor. The class meets three times a week. Open to all male students.

   (b) Wrestling and boxing.

   (c) Swimming, both for beginners and advanced students.

   (d) Lectures. The gymnasium work is supplemented by lectures on personal hygiene, the physiology of exercise, first aid to the injured, etc. 47

In 1915-1916 credit was given for football, track and field athletics, basketball, baseball, gymnasium work, wrestling. One credit for swimming and two credits for first aid to the injured. 48

The catalogue for the school year of 1917-1918 announced the physical education program to be as follows:

The classes in physical education are arranged with a desire to give each student sufficient exercise to make him do his most efficient work mentally.

After careful physical examination work is prescribed to meet the need of each individual. Two hours of physical training on the gymnasium floor each week are required of all freshmen. These courses are open to other students who choose to elect them.

Adequate opportunity is afforded all students to take part in class games and contests. Inter-class sports are open to all students who have never won a letter or who are not trying for the teams.

Athletic competition with colleges and universities in the state and Rocky Mountain Conference forms an interesting part of the work. Individual skill in athletics is obtained only after hours of hard work and continued sacrifice. The promotion of honor and college spirit through athletic games and meets constitutes an important feature of the department. 49

49. Ibid., 1917-1918, p. 127.
Gym and drill were combined in 1917-1918. The fact that our country was still engaged in World War I made it mandatory that military drill be taught with physical education classes.

All male students were required to take three hours of physical education per week, for which they were to receive their military and gym credit. Roll call, discipline, and absentee reports were under the direction of the military department. The coaches conducted the class work as usual.

All male undergraduates were required to take military and physical education work, but beginning with the fall term of 1919-1920 the work was to be compulsory only during the freshmen and sophomore years. Further military training was optional with the student.50

At the end of 1919 school year eight courses were offered for the men.51

Equipment and facilities

Equipment and facilities were on a limited basis at the beginning of the program on the campus.

When the Main Building was first constructed it did not have any front wing on it as we know it today. The north and south wings had not yet been added. The gymnasium was located in the top floor of the building where the art department is presently located (see Appendix B). The equipment in the gymnasium consisted of boxing gloves, horizontal bars, weights, and Indian clubs. There was no instructor, and the men did as they felt they wanted to do as far as exercise and physical activities were concerned.52 Trapezes and ropes were also added.53

50. "Gym and Drill Are Combined." Student Life, March 5, 1919, p. 2.
52. From interview with Dr. William Peterson, April 26, 1955.
53. From interview with Burns Crookston, April 25, 1955.
The gymnasium was 70 feet square. Exercises were to be conducted in it under the supervision of the department of physical culture. The athletic field was located on the quadrangle, and they played their games on the P. Y. C. field.

The most important item that was needed was a modern gymnasium. The lack of a gymnasium impaired the program of activities in physical education and athletic events connected with track and field events, and also winter events.

The reason that the institution had not been in the past represented in spring and winter athletics was that there was no place provided for winter training.

A 10-lap board track was built for work in track athletics during the winter of 1905-06. The drill hall in the top of the Old Main Building was to be used for large classes in gymnastics. The men were to be assisted in their work by an instructor whose aim was to help them make the most of the exceptional opportunities offered for mental and moral, as well as physical, development.

Thomas Smart, a public-spirited citizen, gave $10,000 toward the construction of the needed gymnasium. It was to be named after him. He was a sheep man, and very active in public affairs. His contribution is probably the factor which motivated the legislature to make its contribution for the completion of the gymnasium.

In 1911 Student Life made an interesting comment about Thomas Smart's return trip from California:

55. From interview with Professor Humphreys, May 5, 1955.
58. From interview with Dr. William Peterson, April 26, 1955.
Last Monday two events of great interest to the U. A. C. and its friends occurred. Governor William Spring signed the Gymnasium Bill, and the Hon. Thomas Smart arrived home from California. The signing of the gym bill set many anxious hearts at rest and added vim and spirit to the demonstration held Tuesday in honor of Mr. Smart. Although Mr. Smart's action in making his gift was just as praiseworthy, no matter what happened to the legislative appropriations, still when it became known that the $50,000 from the state was certain, the usefulness of Mr. Smart's gift was assured.

The demonstration Tuesday in honor of Mr. Smart was a big success and showed how much the students and faculty of Logan appreciated Mr. Smart's generosity.

School was adjourned at 11:50 to prepare for the celebration. A meeting was called for two o'clock in the afternoon at the Tabernacle, and all stores were closed during the meeting by a proclamation issued by Mayor Anderson making Tuesday a half holiday.

At one-thirty a body of students two hundred strong, led by the cadets and the college band escorted Mr. Smart from his home to the Tabernacle in the college carriage. With Mr. Smart was President Stohl, President Widtsoe, and Mayor Anderson. (When they) arrived at the Tabernacle, where the rest of the student body and many townspeople were assembled, the meeting commenced.59

In 1911 plans began to go forward for a new gymnasium. This was to be the Smart Gymnasium as we know it today. As the plans were drawn up, it was designed to be one of the finest in the West. The building was to be an imposing brick structure presenting a conservative, substantial appearance. Three stories were to compose the structure without a basement. The first floor was to be devoted in the main to the ladies. The ladies' gymnasium, lecture rooms, locker and dressing rooms, a handball court, and a swimming pool were to be the main features.

Occupying the second and third floors were the men's gymnasium. This was to be larger than the gymnasium for the women, and called for a running track for winter track work.

All class parties and small receptions were to be held in the women's gymnasium while all larger receptions and student body affairs were to be held in the men's gymnasium. The floors were also to be especially treated to be kept in first class condition at all times.

At this time there was not any definite location decided upon. However, assurance had been given that the site selected would be convenient to both the college and the town. Here was an ample opportunity for someone to follow the lead of Hon. Thomas Smart and present the college with a site for their new building, if they wished to do so. 60

During the summer of 1911 extensive improvements were made at the college. These included the Smart Gymnasium which had large forces of men engaged in its construction. The contract was let to a Salt Lake contractor, Mr. Curley, who constructed the building in accordance with plans drawn up by Salt Lake architects, Cannon and Petzer. The building was to be finished in concrete. (See Appendix E for picture of Smart Gymnasium.)

Plans for the building included everything connected with a modern gymnasium. There were to be training quarters for women, as well as for men, with a large swimming pool and ample locker accommodations. The building was to occupy the site formerly occupied by the residence of the Director of the Experiment Station. This residence was to be moved to Eighth East Street and placed with the row of cottages that were already there. 61

The construction of the Thomas Smart Gymnasium progressed rapidly, and the building was completed early much to the joy and satisfaction of

60. "Plans for Gym." Student Life, February 17, 1911, p. 3.
both the faculty and students.

The following is a description of what the gymnasium was to mean to the program:

It was certainly to be a welcome change to the faculty members who could remember when the Physical Education activities were held in the Main Building. Upon the completion of the north wing a gymnasium was built and equipped on the third floor, occupying all the space now given to the Art Department. This space, ill-proportioned and ill-lighted, remained the home of athletics and physical education for about twenty years. In spite of its hopeless inadequacy and obsolete plan and equipment, it seemed impossible to get anything better. Not until the Honorable Thomas Smart, a member of the Board of Trustees, made his generous offer to the members of the State Legislature, who met him in an equally generous spirit, did the outlook brighten, and the present magnificent building become a possibility.62

Now that the gymnasium was built, the outlook for the physical education program began to brighten immensely. It provided for a proper place to meet and teach the activities, as well as participate in them. It provided the college with one of the most modern gymnasiums in the country, and also with the most modern equipment that was a necessary part of the gymnasium, as well as the program itself.

Summary

From 1888 to 1919 the philosophy of physical education changed many times. It was to become broader with each passing year. The name was changed many times, but it finally became known as the original term of Physical Education. At first physical education was used to develop the body with very little thought being given to the developing of the mind. Gradually its objectives changed to development of both body and mind, as well as to provide a diversion for pent up emotions, and wholesome outlet for them.

The program was administered by the head coach of the athletic department, who was directly responsible to the President. Regulation

suits and shoes were required of all students taking physical education. Interest in minor sports began to rise rapidly around 1914-1915. Tournaments were scheduled among classes and people on campus to provide a competitive interest.

When George Peter Campbell came the program began to grow in interest. Willard Langton also helped to get it off to a good start with faculty athletics.

Leadership was outstanding in both athletics and the physical education program, despite the turnover that took place. With Miss Clare Kenyon, Miss Rosannah Conn, Miss Ruth Evelyn Moench, George Peter Campbell, Professor Walker, Miss Sara Huntsman, Professor Clayton Teetzel, Professor Watkins, Miss Johnson, and Professor Joseph R. Jenson, the program had some fine leaders, who gave their wholehearted support to its welfare.

Equipment and facilities were limited, with the Main Building being used for the classes and gymnasium. Thomas Smart gave a generous contribution toward a new gymnasium of $10,000. After its construction it was named in his honor. It was equipped with the latest equipment such as a basketball floor, Indoor track, swimming pool, Indian clubs, dumb-bells, wands, pulley weights, rings, parallel bars, horizontal bars, ladders, ropes, and horses.

The courses that were offered were at first gymnastics and drill. With the opening of the Smart Gymnasium many other classes were able to be added.

Credit was first given for physical education in 1912-1913. Gym and drill were combined in 1917-1918 because of World War I. Calli-thenics held a firm place in the program at first, and was to continue
in this position for some time.

The program was financed through the athletic department from funds appropriated by the state and through state receipts from athletic contests.

Military drill formed an important part of the organization, and individual sports and team sports began to enter in at the close of the 1919 school year.
From 1919 to 1930 the philosophy of physical education had very few changes. Most of the radical changes that had taken place had happened from 1888 to 1919, when the program was becoming known on the campus and in the United States.

From 1919 to 1930 Swedish gymnastics were the main part of physical education. This consisted of free exercise and calisthenics. Basketball was the main activity and it was more or less rough and tumble. Attempts were made to adopt gymnastics and corrective exercises. From both the athletic department and physical education department were for mass participation in physical activities and sports.

The Catalogue for 1922-1923 stated:

Gymnasmium work is required of all men during their entire college course and of all women during two years of their attendance.

All students before they are allowed to do physical work on the floor or on the athletic field must be examined by the school physician.

Organization and administration

From 1919 to 1922 physical education was organized under the department of general science. After education the School of Education was organized in 1922. Physical education was then responsible to them.

Although there was not any definite information available, the steady growth of the program seems to be a good indication that it was very successful.

Leadership

Table 2 reveals the name and rank of all staff members for each year from 1919-1930. It will be noticed that Joseph R. Jenson was department head for this period. E. O. Porter was the first medical supervisor, 1919-20, and it was the first year professors and assistant professors were listed. W. B. Preston and George Nelson were added in 1921-22. Katherine Cooper Carlisle was head of the women's department. E. I. Hormey was listed as assistant professor and director of athletics.

After Joseph R. Jenson became the head of the department of physical education, he immediately began to move forward with many ambitious undertakings, and had the welfare and growth of the program at heart.

In relation to his ambition the Buzzer of 1920 made an appropriate mention of this:

Coach Jenson equals pep. You see him in the handball court, in the pool, or on the gymnasium floor, demonstrating a well developed correlation between mind and body. Gymnastics built up his physique; right living enhanced his personality. No theorist is he. His working formula: physical fitness, clean sportsmanship, never say quit. At the beginning of the year enters the stoop-shouldered, drooping, coaling freshman. After a term's work under Coach Joe behold the erect, alert, virile Aggie product. 5

From his expert leadership the program was constantly growing and making way for new things to be added. He was truly inspirational to his staff and the students alike.

Table 2. Name and rank of staff members, 1919-1930*

<table>
<thead>
<tr>
<th>Year</th>
<th>Department Head</th>
<th>Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1919-20</td>
<td>Joseph R. Jenson</td>
<td>R. O. Porter (Med. supervisor)</td>
<td>E. L. Romney</td>
<td>George Nelson</td>
<td></td>
</tr>
<tr>
<td>1920-21</td>
<td>Olga Carlson</td>
<td>R. O. Porter</td>
<td>E. L. Romney</td>
<td>Miss Carlton</td>
<td></td>
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<tr>
<td></td>
<td>Joseph R. Jenson</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1921-22</td>
<td>Joseph R. Jenson</td>
<td>W. B. Preston (Med. supervisor)</td>
<td>Olga Carlson</td>
<td>George Nelson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Katherine Cooper</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1922-23</td>
<td>Joseph R. Jenson</td>
<td>W. B. Preston</td>
<td>E. L. Romney</td>
<td>George Nelson</td>
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<td></td>
<td>Katherine Cooper</td>
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<tr>
<td>1923-24</td>
<td>Joseph R. Jenson</td>
<td>W. B. Preston</td>
<td>E. L. Romney</td>
<td>George Nelson</td>
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<td></td>
<td>Katherine Cooper</td>
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<tr>
<td>1924-25</td>
<td>Joseph R. Jenson</td>
<td>W. B. Preston</td>
<td>E. L. Romney</td>
<td>George Nelson</td>
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<tr>
<td></td>
<td>Katherine C. Carlisle</td>
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<td></td>
<td></td>
<td>George Nelson</td>
</tr>
<tr>
<td>1925-26</td>
<td>Joseph R. Jenson</td>
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<td>E. L. Romney</td>
<td>George Nelson</td>
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<td></td>
<td>Kath. C. Carlisle</td>
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<td>Lucille Owen</td>
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<tr>
<td>1926-27</td>
<td>Joseph R. Jenson</td>
<td>W. B. Preston</td>
<td>E. L. Romney</td>
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<td>Kath. C. Carlisle</td>
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<td>Lucille Owen</td>
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<tr>
<td>1927-28</td>
<td>Joseph R. Jenson</td>
<td>W. B. Preston</td>
<td>E. L. Romney</td>
<td>George Nelson</td>
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<td>Kath. C. Carlisle</td>
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<td>Lucille Owen</td>
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<tr>
<td>1928-29</td>
<td>Joseph R. Jenson</td>
<td>W. B. Preston</td>
<td>E. L. Romney</td>
<td>George Nelson</td>
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<td>Kath. C. Carlisle</td>
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<td>Lucille Owen</td>
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<tr>
<td>1929-30</td>
<td>Joseph R. Jenson</td>
<td>W. B. Preston</td>
<td>E. L. Romney</td>
<td>George Nelson</td>
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<tr>
<td></td>
<td>Kath. C. Carlisle</td>
<td>Christine P.</td>
<td>Charlotte E. Clayton</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Due to the fact that catalogs are printed early, there may be errors in listings. These were corrected by interview wherever possible.
George Nelson was hired in 1921 on a part-time basis by E. L. "Dick" Romney. He was employed for six or seven months at a nominal fee of $60.00 per month. He was put in charge of boxing and wrestling and was a trainer on the side.

During the winter of 1924 the program was enlarged to include many winter time activities. These were sponsored by Joseph R. Jenson. The following is a comment from Student Life on his undertaking:

The rest of the winter will be made short by the sport program which is being sponsored by Prof. J. R. Jenson of the physical education department.

Largely through the efforts of Coach Jenson various organizations of the city have been brought together to back this excellent movement. They have appointed Coach Jensen as chairman of the Winter Sports League and various committees are working on special phases of the work.

The committee on skating consists of W. W. Barber of the American Legion, and J. R. Jenson of the U. A. C. Ski-ing is being promoted by George Nelson of the U. A. C., Millard Cluff of the M. Men, and Norman Christensen of the M Men. Fred Parkinson of the Kiwanis and Harris Pillsbury of the Rotary Club constitute the committee on Tobogganing and schooner ing.

Norman Hamilton of the Boy Scout Council is directly in charge of basketball and is organizing a Commercial League in which ski teams have already started work.

Another phase of the work which is expected to excite great interest is the dog racing which is to be developed as a sport in Logan by the Boy Scouts.

The general committee on winter sports consists of J. R. Jenson of the U. A. C., Fred Parkinson of the Kiwanis, Norman Hamilton of the Boy Scout Council, Harris Pillsbury of the Rotary, W. W. Barber of the American Legion, and Millard Cluff and Norman Christensen of the M Men.

With such an organization behind the movement and such ideal weather for winter sports as Logan will probably have in the next few weeks, the program should be eminently successful.

Equipment and facilities

After the Smart Gymnasium had been constructed in 1912, it opened up a new era for physical education on the campus. It provided the proper facilities and equipment so that the program could be effectively administered. It made it possible for the department to carry on its activities without interrupting other departments.

At this time it was quite crowded. The intercollegiate athletics, R. O. T. C., men's physical education, and women's physical education had their offices in it. The R. O. T. C. moved out in the early 1920's and the intercollegiate athletics did not move out until 1939, after the Field House was completed. The competitive athletics would take over at 4:00 p.m. and would sometimes have all of their teams working out at one time inside. Things began to improve when rubber matting was installed for them to run on. Many indoor track meets were held here.

The basketball court was used by the Varsity team for practice and games. This made it necessary to provide for proper seating for the spectators. In a Student Life article reasons were stated for new bleachers being installed:

New bleachers are to be installed in the Smart Gymnasium. The materials have already arrived and the seats are being constructed under the direction of R. O. Larsen, superintendent of buildings. It is expected that the new arrangement will make it possible to seat about fifteen hundred people downstairs. The basketball games with Montana State last year demonstrated beyond question that the old seating system would not half take care of the crowd. Practically every seat in the hall will be a good one now.

Coach Romney has also announced that the basketball playing floor is to be extended several feet. The north basket will be moved back. Colorado teams have declared that the smaller floor bothers them, and inasmuch as the majority of the schools on this side have the large floor it was generally
agreed that the Aggie floor should be made larger. 9

The athletic department and physical education department used to

dream about a new gymnasium to provide more space and facilities. This

was to be realized to a degree by construction of the Field House in

1939. 10

In 1927 the stadium was built. Adams field, located where the

present Adams Elementary School is, was used for track and baseball.

The track was short and abrupt in its turns. It was not quite the regu-

lation distance of one-fourth of a mile per lap. The field was irrigated

and not sprinkled. The stadium field was irrigated up until 1946 when

a sprinkling system was finally installed. 11

After the stadium was completed it was a welcome addition to the

college. The following is a description of its construction:

The years 1926 and 1927 saw the beginning and the completion

of a structure which revolutionized competitive athletics—the

stadium. Dean Ray B. West and the members of the faculty of

agricultural Engineering drew up the plans and supervised the

work. The generously low bid of Mr. Olof Nelson was accepted,

and October 12, 1926, the ground was broken for a stadium which

was to house 8,000 people at the time of completion, with a

maximum possibility of 26,000. This, Utah's first athletic

stadium, was completed and dedicated November 5, 1927, just

prior to the Colorado Aggies-Utah Aggies game. This structure

was financed by public-spirited men of Logan and Cache Valley. 12

With each passing year between 1919-1930 new and better equipment

was being added to the gymnasium to make it one of the finest in the

country.

Finances

A general appropriation was made for physical education from the

12. Hicks, op. cit., p. 117.
student body funds. At different times the athletic department helped finance the physical education department.

After Franklin S. Harris became the president of the college, he began to appropriate money for athletics and physical education. These were made up from money appropriated from the state.\textsuperscript{13}

Program

During the years of 1919-1930 the program was showing signs of rapid growth. People were beginning to realize the place of physical education in the curriculum, and the many values that it offered the students in the way of physical and mental growth.

Realizing the growing importance of physical education and its increasing popularity, the catalogue of 1923-24 described the requirements and its philosophy as follows, as a testimony that since its beginning at the school in 1900 it was gaining a stronger place on the campus.

Because physical education determines capacity for efficiently carrying out work which a student prepares for in college it is in modern educational institutions being emphasized more and more each year.

At the beginning of each school year each student is given a medical and physical examination so that he can be properly adjusted to his physical activities.

Physical education is required in the Utah Agricultural College for ten quarters. One credit hour is given for each quarter.

The freshmen are required to meet three times a week for corrective gymnastics, the sophomores are required to take an advanced course meeting twice a week. The juniors and seniors will be allowed a choice of activity but they must report at least twice a week. If the juniors and seniors have not completed freshman or sophomore courses they must do so.

\textsuperscript{13} From interview with Professor A. W. Sorenson, April 20, 1955.
Because of the great demand for trained leaders in community recreation, playground managers, directors of physical education for high schools, high school coaches, etc., this department offers an opportunity to major or minor in physical education. 14

This was the first mention made of students being able to major and minor in the field. The first professional courses were added, and the program was now being organized so as to provide professional training for people who wanted to major in it. From this the conclusion can be drawn that the first Bachelor of Science Degrees in physical education were awarded in 1927.

The first class taught in physical education to offer five credit hours was P.E. 106—Applied Anatomy and Physiology of Exercise, listed in the catalogue for 1927-1928. 15

In 1929 Coach Joseph R. Jenson announced that the faculty physical education class would hold its first volley ball meet Wednesday, October 9, in the Thomas Smart Gymnasium. Twenty faculty members were entered. He reported that he was then teaching one of the largest faculty physical education classes in the history of the school. Twenty members were registered for handball and an equal number for volley ball. 16

Faculty participation in the program was good, and it began to offer a challenge to them to see if they could beat their friends in some skill or other.

During the school year of 1929-30 freshman students were required to meet twice a week for corrective gymnastics. Sophomores were to meet twice a week for advanced activity courses which could be elected. 17

Student Life announced the opening of a boxing class by Coach Jenson, in January of 1930.

Coach Jenson announces the opening of a boxing class. This class started last Monday, January 6, and will continue every day at three o'clock in the gym. The class is under the supervision of Coach Jenson, who will be ably assisted by Ivan and Elmo Smith.

Inasmuch as the Smith brothers have had considerable experience along this line, members of this class will receive some valuable hints in boxing.

All those interested in entering this class can get credit for physical education.18

The following is a list of some of the theory (professional) and service (activity) courses that were taught during 1919-1930.

Theory:

3. P.E. 161 - Methods of Teaching Physical Education.
5. P.E. 120 - Methods of Coaching, 1925.

Service:

5. P.E. 41 - Elementary Folk Dancing.

At the end of the 1930 school year there were 27 courses offered.20

Summary

The years from 1919 to 1930 saw little change in the philosophy of

19. From a list compiled by Vaughan Hall.
physical education; however, a stronger relationship between the developing of mind and body was evidenced.

The organization was broadened to include more teachers on the staff, and also include more theory and professional courses in the curriculum.

Joseph R. Jenson was now head of the physical education department. It was a department of its own, and its administration was separate from that of the athletic department. A fine spirit of cooperation existed between the two.

Personnel were given new titles such as associate professors and assistant professors. The major change was that Joseph R. Jenson was made full-time department head.

After completion of the Smart Gymnasium in 1912 the department was able to have better equipment and facilities so that the program could be properly administered.

As part of the program gymnastics were required of men during their entire college career. Each student was to have a medical examination before being allowed to participate in any of the gymnastics or physical activity. For the first time (1923-1924) students were able to major or minor in physical education. The first Bachelor of Science Degrees were awarded in 1927.

The faculty was included in the program, and the attendance was very good in the gym classes composed of them. In 1930 a boxing class was opened for those who were interested in taking boxing lessons. Classes of this type were known as methods classes. Others were methods of teaching, physical education and methods of coaching.

New classes were added, and P.E. 106, Kinesiology, was the first to receive five hours of credit.
Philosophy

The years from 1930 to 1944 saw physical education take on a broader meaning. It also saw the program begin to make additional growth.

The objectives seemed to be centered around organic development and discipline. In 1930 they started to take the education approach to the program. Intramurals greatly aided toward this purpose. The institution began to recognize the educational development and how physical education played an important part in the development of the individual mentally, socially; also interpretive development for making judgments. ¹

The Utah State Agricultural College catalogue of 1933-1934 stated a philosophy of physical education that began to make known the realization of its added importance.

In the physical education activities of this department an opportunity is given each student to perfect skills in some form of physical activity which will help establish permanent interest in healthful recreation of the active, rather than passive type. ²

A relationship was beginning to be realized between physical education and recreation. It was beginning to be realized that physical education gave students an opportunity to develop skills that they could use in recreation, and when playing games, as the occasion demanded.

¹ From interview with Professor H. R. Hunsaker, April 29, 1955.
Darwin G. Peavy, writing in the *Journal of Education*, stated his objectives and philosophy of physical education on a national basis:

Muscular coordination: The first consideration in such a program is the developing of greater coordination between mental and physical processes.

Enjoyment: A second aim is to gain proficiency in various activities for the sake of greater enjoyment. Children like to do over and over again the thing they are able to do well, so the problem of the physical education teacher is to provide a variety of games and activities.

Posture: Correction of minor physical defects should also be an aim in the physical education program. Poor posture is perhaps the most outstanding of these, and may be corrected during the school life of the child if enough attention is paid to it.

Citizenship: In the school room, gymnasium, or on the playground children learn to play the game according to the rules. Leadership of the captain or the teacher must be respected, because that is the way the game is played. The child learns to be a modest winner and a cheerful loser, to respect the wishes of the majority in regard to rules and choice of games, and the value of the team play and cooperation.

Carry-over: The love for physical activity and for games, if instilled in children, will usually continue in other activities less strenuous as the individual grows older, but the habits of physical play as a recreation medium are lasting.

Habit formation: If proper bodily habits are mastered in early life, the child has laid a foundation that will be of value to him always. A well coordinated individual is able to manipulate all muscles with ease and is able to minimize the number of movements. He works in a relaxed manner instead of on a strain, and of course suffers less from fatigue.

Discipline: The child learns to do the thing he is told to do when he is told to do it. He learns that authority means fairness for all, and that rules are made for his protection as well as for the others of the group. Self discipline too, is learned, for the child soon discovers that emotional outbursts and physical violence meet with disapproval from the group and from the instructor, and that ostracism is a result if the performance is repeated, so he gains a new respect for himself.

Self-knowledge: The problem of the teacher is to study the group, learn the abilities of each child, and choose those activities which will interest him and develop his abilities to
These were the objectives that he thought and believed physical education would accomplish if properly administered. These were the basis for any student to grow and become a good citizen, to be able to sense responsibility, and gain self-confidence. While this was dealing with grade school children, it could apply very well to college students.

In spite of the fact that physical education was changing to physical culture, physical training, and back to physical education between 1839 and 1939, the word "physical" always remained. James Fredrick Rogers gave his comments about it in School Life:

In the past hundred years education in the somewhat ill-defined realm of the 'physical' has seen more changes than education along other lines. Its very name has undergone modifications. In the early years of the previous century we had 'physical education'; later it became 'physical culture'; then 'physical training,' and again in the present century we have returned it to the title 'physical education.' Whatever the shift in terminology, the word physical remained, for the activities concerned involved a large share of the machinery of the body.

The first mention of intramurals was made in the catalogue of 1915-1916, but it was not until 1939-1940 that it was first mentioned as being a division of the physical education department. The catalog of that year described intramurals' place in the department as follows:

The physical education department aims to meet the recreational needs and interests of every student, whether he is being trained in agriculture, engineering, business, or one of the professions.

This department will try to prepare the future farmer, banker, teacher, or doctor for wise use of his leisure time. After courses in this department, students should be so

Awards will be given to managers of various recreational groups and individual awards for special achievement. There will be groups organized in hiking, water sports, winter sports, tap dancing, fencing, archery, horse shoes, tennis, golf, badminton, boxing, swimming, tumbling, and social dancing.

The Department of physical education for men carries on an extensive, organized intramural sports program. Competition in 12-16 sports is carried on in four separate leagues, fraternity, department, club, and all-campus. All male students are eligible and encouraged to participate in one of these leagues. Students who have qualified through the physical education department for 'preferred rating' may receive physical education credit for intramural sports.

When the United States entered World War I, it was generally recognized that men who were drafted were rejected because of the fact that they were physically unfit for military service. This tended to cause quite a lot of alarm throughout the nation. Conclusions were quickly drawn that more emphasis must be put upon physical education in the form of calisthenics and competitive sports, to properly condition the body to undergo the rigors of military training and to be physically fit to defend our nation.

Among the branches of the armed forces which placed heavy emphasis upon the physical fitness of the men involved was the Navy pre-flight training schools.

Professor Joseph F. Jenson, head of the physical education department at Utah State, attended a two-weeks course at the Navy's pre-flight physical education school at St. Mary's College, California.

This course was designed to physically condition the aviation cadets

for flight training. The rigorous, 12-weeks training school was attended by 200 coaches from the various colleges and universities of the nation, with an eye toward adoption of similar physical education programs in collegiate institutions.

When interviewed by a Student Life reporter, Coach Jenson remarked as follows:

The navy is attempting in this pre-flight school to prepare its aviators to be in perfect physical condition. Fully one-third of the training is in athletics where experts in football, basketball, tumbling, rough and tumble, boxing, wrestling, military track, swimming, rope climbing, and hiking instruct the students. Each of the classes, composed of 20 men, has five instructors.

The aim is to make the navy flyer the most physically fit man in the world, and every known device is used in the proper selection of the flyer and in making him physically for flying. Some adjustment will have to be made at the college to meet the navy high physical standards.8

This was to be the prelude to the extensive physical education program that was to be undertaken at Utah State for air force cadets, who were to be in training on the campus.

Professor Leon Kranz from Northwestern University, and head of the physical education there, advocated that a rigid, postwar physical training program for the nation’s youth be designed to provide mass participation and be patterned on the army-navy standards that were in use during World War II. To substantiate his advocations he outlined a tentative peace-time program which would (1) set aside one hour a day, five hours a week for physical education; (2) establish standards of body condition, and (3) institute health instruction in elementary schools and high schools.

'We should have learned our lesson as a nation after World War I,' Professor Kranz said. 'Instead we returned to a

8. Ibid.
life of ease and luxury almost immediately following the armistice. We were wide awake to the necessity for condition- ing during the war, but that awareness was lost with the return of peace.'

'Postwar training will be a challenge to American educators,' he declared. 'Years ago our youth developed stamina by doing chores on the farm and walking miles to school. Today they've lost that opportunity. Children are coddled by riding to school in automobiles and performing chores by pressing buttons.'

'Far from producing a physically fit people, our sports program in a large way is responsible for the physical shortcoming indicated by the high percentage of draft rejections,' he said. 'We haven't provided our youth with the opportunity to develop themselves effectively.'

He asserted too much emphasis has been placed on competitive sports at the expense of mass training. 'Instead of a program of athletics for the few and spectatorship of many, we should substitute a program that would provide training for everyone,' Kranz said.

'The standards set by the army and navy physical training programs in colleges and camps during the war should form the basis of peacetime plans,' he said. 'We have seen the beneficial results of these programs, and it would be regrettable if we did not retain them in some form after the war.'

Under the program proposed by Prof. Kranz, pupils would be required to maintain certain standards of physical efficiency from the time they enter school until they were graduated. Tests would be given at specified intervals to measure progress and make the child aware of his physical accomplishments. Such a program, he pointed out, would form health habits that would continue to adult years and make for a stronger and more virile nation.9

The rigid program that was outlined by Professor Kranz was to keep our youth in first class physical condition, so that they would be able to lead a more active and healthy life. From the sad results of so many draft rejections it would help to insure against so many people being physically unfit. By doing this it would make us a stronger nation, and so help us to be prepared to meet any emergency that might arise in the future.

Organization and administration

From 1920-1944 physical education was under the school of education. In 1937 intramurals were added as a division of the department, with Hunsaker in charge.

Under the capable leadership of Professor Joseph B. Jenson, head of the men's physical education department, and Mrs. Kathy Carlisle, women's department head, Utah State had one of the most complete and successful P. E. programs and intramural organizations found anywhere in the West.

Under the direction of these two outstanding leaders classes were given in nearly any activity that a student could desire. Among these were basketball, horseshoes, tennis, wrestling, boxing, handball, archery, golf, badminton, shuffle-board, tumbling, fencing, etc.

In 1937 the physical education department began to again enlarge and make room for new courses and add new instructors to the staff.

Student Life gives an account of the plans to enlarge the department:

With the enlarged staff of physical education instructors the Utah State physical education department at the college is better prepared to handle students in this field than ever before, Professor J. B. Jenson, head of the department, said today.

The new addition to the staff are Hyrum B. Hunsaker, former director of the Logan High gym, and Vernon Sprague, a graduate from the P. E. department at the University of Oregon. With the new setup Jenson will be director of the department and director of intramurals with Hunsaker as supervisor of physical education activities and intramurals, with Sprague as assistant supervisor.

Hunsaker is a graduate of the University of Oregon and has served as coach and director of athletics at Paris high school.

at Paris, Idaho. He then had charge of all athletics at the Branch Agricultural College at Cedar City until he accepted the post at the Logan High Gym. He was signed by the college last spring.

Sprague is one of the graduate students coming to the college on a fellowship and will have charge of the cage and equipment rooms. He had been slated to teach classes in the physical education department.

With this system Jenson will teach individual sports, a phase of the department sadly neglected in years past. With the addition of two outstanding instructors such as Sprague and Hunsaker, the physical education department was looking forward to be a better program than ever. The individual sports phase of the department was the phase that needed to have more emphasis, and this would be a solution to the problem.

In October of 1939 a physical education club was organized on the USAC campus for the first time. It was also the first to be organized in the state. The club was made up of the physical education majors.

At the first meeting 72 physical education majors attended, a committee of six including Ray Lindquist, Wallace Braegger, Charles Clark, Ken Scott, Warren O'Cara, and Marvin Bell, were appointed to draw up a constitution for the new club. "The club will not be compulsory in any way," Professor Jenson said, "but is intended to bring about better professional attitude and strengthen the relations between our physical education groups." The organizing of the physical education club showed that professional interest in the program was beginning to grow to new heights. The interests of the program were to be promoted to the best advantage.

With the organization for the cadet training program set, a program to suit the needs of the cadets was ready. It was to go on to become very successful, and fulfill the army's needs toward conditioning its pilots to the required standards that had always been maintained by the army.

The growth of the U. A. C. physical education program had been remarkable because of outstanding organization and administration.

Hunsaker came to Utah State as a teacher in 1931-32 while Joseph R. Jenson was on leave of absence. When Jenson came back in 1932-1933 Hunsaker left the campus to teach and coach in Paris, Idaho. In 1937-38 he returned to the campus again as intramural director. During his teaching he always taught a full load and worked with the professional program.  

During his time as instructor in Joseph R. Jenson's place the following tribute was paid him by Student Life:

"The growth of the U. A. C. physical education program has been something like that of a rose. There is a time in the life of a rose when the thorns may stay away, just as there was a time when the appearance of the physical education program said about the same thing.

But that is all over now, thanks to My Hunsaker, the able little director of the appreciated change. There was a time when P.E. was like those little thorns on the rose, pretty hard to take. Then Hunsaker worked with the P.E. program until he had it formed more like a rose. We can name each rose petal after a sport.

Breathe there a man with a soul so dead, that he wouldn't fall for one of these interesting sports? The fact that there aren't many who don't fall is ably evidenced by the mute, unalterable testimonial that shows such a marked increase in the number registered for physical education, and the one who should receive the credit for this accomplishment is Hunsaker. The list includes: tennis, handball, archery, soft baseball, tumbling, track, swimming, and baseball.

14. From interview with Professor H. B. Hunsaker, April 20, 1955."
These activities were limited to a few fraternities and a few activities last year. This year any group could enter, even to the faculty. I know you won't, but if you do doubt that he is a good work or that it is a man's job, you will lose your aspersions if you will make a pilgrimage to the handball court and watch some of our beloved professors making a combination of hamburger and sausage out of their soft, white hands.

We can't say that Hunsaker hasn't had any credit for this meritorious achievement of his, but we can truthfully say that he hasn't had enough credit. It is Hunsaker who has brought the U.S.A.C. physical education program into full bloom.

Last quarter two hundred and seventy people took part in the intramural sports.15

From such a tribute as this it was evident that in Hunsaker the program had a most ambitious and efficient administrator. The program was now beginning to reach its desired objectives, and was being administered in a most effective way.

It was during the 1931-32 school year that Hunsaker organized intramurals on the all-campus championship basis. This proved to be a big boost to the physical education program. The Open House, which has been a highlight in the intramural program and of the physical education department, was first held in 1938, and Beta Kappa Fraternity was the winner by a wide margin. Each year it is looked forward to with great anticipation and anxiety.16

After returning from his Sabbatical leave, Joseph R. Jensen again resumed leadership of the physical education department.

In recognition of administrative ability the Buzzer of 1934 paid him this tribute:

15. "P. E. Department Enlarged, Hunsaker is Active." Student Life, April 1, 1932, p. 4.
At the head of the P. E. department is Coach Joseph R. Jenson. Through his untiring efforts and perseverance the intramural program has not only been maintained at the high standard set in the past, but in many respects has been added to and improved upon. Throughout the intramural program he has proven himself a capable and efficient director, and largely because of his initiative the competitive activities listed under intramurals have become most popular and beneficial.

With the aid of a few students, Coach Jenson has succeeded in establishing upon the campus a chapter of Sigma Delta Psi, National Honorary Athletic Fraternity. At the present time Rex Low and Ross Plant are chapter members.

Coach Jenson is very appreciative of the work of every organization; in turn, it can readily be said that each organization appreciates the efforts of Coach Jenson. His influence through intramural activities is desirable and lasting. 17

Student Life of February 28, 1935, stated the following as being some of the benefits from intramurals and physical education, and of the fine work of Joseph R. Jenson as the department head:

You all have undoubtedly read many interesting stories about intramural athletics, and no doubt you will read many more—but before reading further allow us to introduce Professor Joseph R. Jenson, the man who has made this gigantic and fine program possible.

The term intra-mural is a very familiar one to most of us. But allow us to explain its true meaning for those who are not entirely familiar with it. It is a Latin word meaning 'athletics for all within the walls.' For this reason there is very little danger of our over-emphasizing its importance. There is, however, a great chance of forgetting those who are working so as to make the program successful.

With the year only half gone, the present intramural program has grown by leaps and bounds. It is rapidly growing into one of the largest intra-mural programs in America. According to comparisons with the other schools in the conference there is none who can even compare in the number of participants, nor the number of different events run off each year. To date over seven hundred participants have taken part in the fourteen different intramural events.

Intra-murals at the present time is unmistakably the largest program where everyone is concerned in the school.

Much praise and honor should be showered on the diligent efforts of Coach Jenson for his fine and rapidly improving program.

Each year new events and experiments have been carefully covered and as a result the program is gaining in fine qualities.

Since the installation of the keen interest in athletic contests, Coach Jenson took it upon his shoulders to bring to Utah State campus the finest honorary and professional physical education fraternity for men in America. Sigma Delta Psi is the new organization and those who wear the beautiful key treasure it as highly as Phi Kappa Hi, or Phi Beta Kappa.

Those interested in receiving information concerning the new fraternity will be welcome at Coach Jenson's office at any time.

No one who has ever had charge of a dancing party has ever failed to find a most agreeable personality to deal with concerning the minor details of each social gathering.

Those students who have failed to find the office of Professor Jenson still have one of the finest experiences at USAC awaiting them.\(^\text{18}\)

Coach Jenson's influence was felt by all who were in the department, and also those who knew him, and had the opportunity to do business with him. He was always willing to help in anyway he could to show that the program and department was for the students.

Requirements in physical education began to receive more emphasis. It was no longer a case of using it as a fill-in course, or using it as a free play period. The USAC catalogue of 1934-1935 states the requirements, and how they were to be met:

Upon recommendation from the college physician the attendance scholarship committee may permit students to defer taking physical education, or in case of permanent disability grant permanent exemption from the physical education requirement. Deferment or exemption must be obtained during or previous to the quarter in question. If a student fails to register, or having registered fails to complete a course in physical education and does not obtain an exemption or a deferment before the end of the quarter, a deficiency will be

\(^{18}\) "Physical Ed. Leader is Great Help to Students." \textit{Student Life}, February 28, 1935, p. 4.
recorded for that quarter and such deficiency must be made up before graduation. 19

Through good administration in the department, the number of people placed in coaching positions was steadily on the increase. The following statement represents the success the department was having placing graduates:

Coaching placements for Utah Aggies 1940 physical education majors have been numerous since the Commencement day exercises, in addition to the selection of former Aggie athletes to fill vacancies that have arisen during the summer months. 20

The year 1941 saw Joseph R. Jenson complete his 25th year as head of the physical education department. Through his administration had come a tremendous growth in the department and program. The following tribute was paid to him by Student Life:

One quarter of a century to Utah State. That's the thumbnail sketch of Professor Joseph R. Jenson, present head of the department of physical education.

Counting one year's leave during the 1918 war period, the genial 'Coach Joe' will complete in June his 25th year of Aggie service, both as coach and physical education director.

Before his career at Utah State began in 1917, Jenson laid down a colorful playing record at Logan's first college, Brigham Young, where he won note at the forward spot of the famous P.Y.C. hoop five of this area. 'Joe' scored likewise at the national A. A. U. tournament of that year in Chicago.

After his first season with the Aggies, Coach Jenson's varied career called him to Nother Field in Sacramento, California, as athletic director of the army's flying school there. In 1919, returning to Utah State, Coach Jenson had a big year, steering his cage squad to the state title and second place in the conference. With one more year as the Aggie coach, 'Joe' accepted the headship and professorship of the physical education career at the college, in addition to the development of the regular department curricula is the record of Coach Jenson's summer sessions. Also noteworthy in the department's development has

been the spectacular rise of the Aggie intramural system now ranked high in national terms.

'Coach' may have thought that his 25th anniversary of Utah State service was to go unnoticed. But not yesterday. For on Thursday the college physical education majors and minors club honored the director with the canyon party presentation of a gold wrist stop-watch.

Well-phrased was the petition—signed tribute offered 'Coach Joe' by scores of his former students and associates:

'To Professor Joseph R. Jenson, for unselfish devotion to the field of physical education, for the unceasing contribution of the talents to the growth of Utah State's department, and for his belief in our meager abilities, we offer our sincere respect and gratitude.'

And in return, 'Coach Joe' lays down his 25th year. 21

December 7, 1941, saw the bombing of Pearl Harbor, and the declaration of war. With our country being at war it necessitated many adjustments to be made in every phase of the college curriculum. No less affected was the physical education department. To better acquaint the students with the war time adjustments that were going to be made, Student Life made the following statements:

It is in line with the accelerated collegiate physical education movement spreading around a nation at war that Utah State has made compulsory service courses in athletics, Professor Joseph R. Jenson, head of the department, states.

The program now being carried out in over ninety percent of higher institutions throughout the country should provide the armed forces with much finer-conditioned men out of the college ranks, main reservoir for officers, Coach Jenson points out. Sent by the college to a recent coast conference of military and civilian physical education leaders, the Utah State department head returned to obtain approval of campus officials for the new measure.

'The courses,' Coach Jenson states, 'are for the purpose of making men tough, to teach them to defend themselves better under war circumstances.' Seniors this year will be required to finish three quarters of military P.E., and all other

classes must complete six quarters.

Eleven sports are open to registrants in the service program--football, boxing, wrestling, cross country, handball, swimming, basketball, restricted gymnastics, tumbling, military track and heavy apparatus. 22

After the army air force training program had been set up, the cadets began to train with much enthusiasm. Professor H. B. Hunsaker was the director and instructor of the A. A. F. program. After putting the cadets through their first series of tests he was well satisfied with the results.

Air force cadets are setting some very high individual records in the physical tests, which are being given to them in the physical training program," states Professor H. B. Hunsaker, director and instructor of the A. A. F. program.

As evidence of some of the excellent showings the men have made, the following records are submitted by Professor Hunsaker.

In the 300 yard shuttle race Malcolm Kaiser of Section 21 has turned in the excellent time of 44 seconds. This time has since been tied by Robert L. Hecker of Section 7; Charles Matell completed the sit-up test with an exceptional count of 328 sit-ups.

The A. A. F. scoring program gives the maximum score possible as 114 for the sit-up mark; yet Matell's score was 214 times more than the number required.

Wade Halstead of Section 6 turned in the best record so far in the 75 pound weight lifting test, with 28 push-ups. This record is below the U. S. A. C. intramural records set by Warren O'Gara in 1939 of 34 push-ups, tied this year by Glen Sorenson.

Robert L. Hecker of Section 7 turned in the best score for the physical fitness ratio test with a total score of 93 points of 100 possible. Hecker's score of 93 points was compiled from the following scores: shuttling race, 44 seconds; sit-up, 110 times; and pull-up, 18 times. 23

Along with a regular physical education program for the air force

men, an intramural program was also organized for their benefit, which was directed by Hunsaker.

The following is a description of how the program was administered:

With department head Joseph R. Jenson and W. P. Hunsaker, director of intramurals, running off activities, sectional intramurals teams of the army air corps trainees at Utah State have had regular Saturday morning events, beginning with the "A" series in softball, unigolf, and volleyball early this summer.

Hitting the top in their scores are consistent were sections one and two. Following these beginning games, 'B' series was played off, with section 27 sweeping everything in sight.

At the present time with Coach Hunsaker, Howard "Bus" Schaub is directing the Saturday games. The "A" series in touch football, speedball and basketball is now taking place, and the 'B' series is coming up soon.

Supplementary activities for the weekend program have been mass calisthenics and double time for the trainees. The boys have been judged excellent, very good, or good in these events.

The program which is directed by Coach Jenson offers a regularly scheduled group of classes, with each coach following through a supervised layout. Fifteen minutes of the hour are given to calisthenics every day, with swimming, obstacle courses, cross country run, basketball, speedball, touch football, volleyball, and gymnastics constituting the work. Upon entering the physical training course, which has the Smart Gym as its headquarters, trainees are given the physical fitness rate test, which consists of sit-ups, chinning (palm away), and the 300 yard shuttle run.

A basic aquatic swimming test is also required of each man. This includes the 15 yard breast stroke, 15 yard side stroke, and 15 yard elementary back stroke, plus requirements that the swimmer must maintain his body in water for five minutes and also surface dive and swim 15 feet under water. Instruction is given non-swimmers who must pass the basic aquatic test before leaving the college.

Assisting Coaches Jenson and Hunsaker in the program are Schaub, Delbert 'Deb' Young, acting as coordinator between the Smart Gym and fieldhouse, Trainer George Nelson, Cliff Poole, Earl Holmstead, and Everett Thorpe; Clair Ferron, Utah State graduate and present coach at Evanston, Wyoming, high school, will join the staff in the near future. Poole returned this week to coach football and teach at South Cache high in Hyrum.24

Leadership

Table 3 reveals the name and rank of all staff members for each year from 1930-1944. It will be noticed that Joseph R. Jenson was department head through this period. Katherine C. Carlisle was head of women’s physical education until 1934-35. In 1930-31 H. E. Hunsaker was listed as an instructor, and in 1931-32 he was acting department head while Jenson was on leave. Physical education and athletic department personnel were listed in the catalogue together. H. E. Hunsaker was an associate professor in 1943-44.

The years from 1930-1944 were marked with outstanding leadership from department head Joseph R. Jenson and his staff.

The following describes how much he devoted himself to being head of the department:

Most coaches remain in coaching because they love to coach. But that wasn’t the case with Professor Joseph R. Jenson, head of the department of physical education at Utah State Agricultural College. He got out of coaching because he loved it and went into the teaching of physical education because he loved it just a little more.

For the past 19 years he has been professor and head of the physical education department at Utah State, and during that time he has seen his department grow from obscurity to one of the leading departments of the college campus and a leading physical education department among institutions in the intermountain west. Despite those 19 years students and faculty members still call him 'Coach' and he seems to prefer that title.

A few years ago the department added H. E. Hunsaker to the staff and made him director of the intramural program, and with this added impetus Utah State now boasts one of the largest and most complete intramural departments in the West of any institution of any comparable size.\(^{25}\)

When Hunsaker returned to the Aggies he was wholeheartedly welcomed. His work with starting intramurals on the championship basis.

\(^{25}\) Clipping from the private files of Mrs. Joseph R. Jenson.
<table>
<thead>
<tr>
<th>Year</th>
<th>Department Head</th>
<th>Professors</th>
<th>Associate Professors</th>
<th>Assistant Professors</th>
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<td>1930-31</td>
<td>Joseph R. Jensen</td>
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<td></td>
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<td>Christene Clayton</td>
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<td></td>
<td></td>
<td>W. H. Bell</td>
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<td>George Nelson</td>
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Table 3. Name and rank of staff members, 1930-1944 (cont.)

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*Due to the fact that catalogues are printed early, there may be errors in listings. These have been corrected by interview whenever possible.

**Leave of absence.

***Acting department head.
had certainly not been forgotten, as well as the splendid work he did with physical education when he was department head while Joseph R. Jenson was on Sabbatical leave. Student Life made it known that the college was happy to have him back on the campus again.

By Hunsaker, former Aggie athlete, has taken over the assistant education instructorship at the college. He will aid Coach Jenson in the instruction of physical education classes, and will aid in the carrying on of the intramural program.

Mr. Hunsaker came from Bear River high school, and after graduation went to Paris, Idaho, to coach.

Coach Hunsaker has had wide experience in directing of athletics, and will be a valuable addition to the coaching staff of the physical education department at Utah State.26

After Hunsaker had taken over his new position as assistant instructor in the department the intramural program, as well as the physical education program, began to show more signs of growth and interest. The Buzzer of 1939 stated the following in relation to the excellent work that Joseph R. Jenson and Hyrum R. Hunsaker were doing with the physical education and intramural programs.

Under the able direction of Professor Joseph R. Jenson and Hyrum R. Hunsaker, director of the intramural program, men's intramurals continued their growing popularity on the Aggie campus. With the intramural program enlarged, an even greater number of male students enjoyed participation activity at Utah State. Providing excellent opportunities for those students who wish to take collegiate competition, approximately 1,400 boys engaged in intramural competition during the past year. Also benefiting from this activity are the large numbers of physical education majors who assist in supervising the program and in managing the various teams, giving them worthwhile practical experience.27

With our nation at war and air force cadets in training on the campus, the intramural program was receiving more recognition than it had previously for the opportunities that it was providing for all.

The Buzzer of 1943 paid a tribute to the work it was accomplishing.

Ranking second only to competitive athletics on the Aggie campus in the intramural department which is second to none west of the Mississippi, and headed by H. R. Hunsaker....After a year's leave from the campus while he was working toward his M.A. degree, Hy has returned to Utah State with even more new ideas to put the already smooth operating system across to the students....Fitting into a war-time program, as is the case with every department of the school, Hunsaker's program has even extended to all the service men who are in training here.

Equipment and facilities

The latest equipment and facilities were always put to use whenever possible. The Smart Gymnasium had been in use for quite some time and therefore it was beginning to need some repair work. The gymnasium had served the purpose it was built for very well, and it was to be repaired and improved upon for even greater things to come.

Bids are being let for the re-roofing of the Smart Gymnasium at the Utah State Agricultural College, and as soon as the contract is awarded work will begin immediately so that the work will be completed before the opening of the college on September 24. The roof has leaked badly for some time, and rain storms and thawing weather in the late winter and spring have greatly interfered with the use of the gymnasium.

At the present time the gymnasium is being thoroughly renovated and repaired. Floors and walls have been painted and other improvements made. The handball court is being repaired and will be in excellent condition for the coming year. Except for shingling, the building will be completely finished for the opening of the football training camp of September 9.

In 1938 the ground was broken for the Field House. The University of Utah and the Utah State Agricultural College were represented at the Alta Club in Salt Lake City to discuss plans for their field houses, which were much the same in design and structure. This was done at the request of the college.

After the completion of the Field House in 1939 an elaborate

dedication ceremony was to be featured in January 8, 1940, with the Utah State Aggies and the University of Utah Redskins playing St. Mary's quintet, and the Aggies playing the University of California Bruins. On January 9, 1940, the Redskins and Aggies were to exchange opponents at Salt Lake City, for the dedication of the University of Utah Field House. 31

The contractor had set September 1 as the date for completion, and Dick Romney and his staff were to have their personal effects moved into their offices by September 9, 1939.

The floor of the field house was to be 137 feet wide and 337 feet long, with a mixture of clay and sand. The hoop floor was to be removable and built to regulation size. A three-eighths mile cinder track was to be built within the structure.

Under the balcony in the south end of the building, named Logan's Madison Square, two team rooms, two dressing rooms, and two shower rooms were built to accommodate home and visiting teams. 32

The completion of the Field House was definitely the answer to the dreams of a larger gymnasium.

Program

From 1930 to 1944 the program showed an enormous growth in the new classes that were added to the curriculum. The program was expanded to include more theory courses, and service courses were installed during this period of time.

In 1931 the following classes were announced by Student Life as being added to the department.

31. "Field House Dedication Features Coast Hoop Teams." Student Life, August 28, 1939, p. 3.
32. "Half-Mile Track; Removable Hoop Floor in Structure." Student Life, August 28, 1939, p. 3.
Three new classes of physical education will be installed into the winter curriculum. Designated in the catalogue as P. E. 22, 23, and 24, these courses are interesting to winter sports enthusiasts. Tuesday and Thursday P. E. 22 is open to both men and women, and presents archery and skating, archery working as an alternate diversion when the quadrangle ice is not functioning. Carl Nielsen has been engaged as skating pedagogue.

Hiking is next class, P. E. 23. The course will consist of four or five long Saturday hikes, and is open to both sexes. Mr. Hunsaker to instruct.

P. E. 24 is fulfillment of a long felt need: social dancing for beginners. Mrs. Carlisle will teach the conventional dance rhythms and steps today at 11:00 o'clock.

Usual P. E. credits of one unit will be given for each course.

In 1931-32 freshmen were required to register for physical education 13, 14, 15; and sophomores were to elect advanced activity courses for three quarters.

During this same year Coach E. L. Romney offered a class in track that had not previously been given at Utah State. This course was to be personally instructed by Coach Romney. Student Life of March 17, 1932, gave a first-hand account of what the course was to consist of.

This year the physical education department is offering a class heretofore never given at USAC. This course is a class in track, personally instructed by Coach E. L. Romney. The class meets Mondays and Wednesdays at 11 o'clock in the gym.

According to Coach Romney, all the fundamentals of track will be taught with special attention given to the various events. This class should prove very valuable to those interested in this sport. Those interested in track and who cannot work out at night are urged to take this class. Also, it is well for all intramural managers to urge their men to take this class, because this training should prove very valuable to your team when the big track meet swings into action on April 8 and 9.

The summer of 1936 saw the first summer school courses in physical education offered. The plans were announced as follows:

'Two weeks of intensive work in the intramural and recreational phases of physical education are to be offered at the Summer Session at the Utah State Agricultural College this summer immediately following the Tenth Annual Coaching School,' Dr. J. H. Linford, summer school director, reports. The special work will begin on Monday, June 15, and continue to Friday, June 26.

Heading the visiting staff will be Professor Paul Washke, director of intramural sports at the University of Oregon. The recreational program will be directed by Glen O. Grant, supervisor of community recreation for the city of Los Angeles. Miss Bernice Moss, Utah state director of health, physical education, and recreation, will conduct an important study of the Utah program in physical education. Professor Joseph R. Jensen and Professor Katherine C. Carlisle, heads of the men's and women's department of physical education at the College, will also give special courses and in addition they will supplement the intensive work of the two weeks with their course which will carry through the full six weeks of the session.

Professor Washke is one of the leading figures in the intramural field. He came to Oregon University in 1930 from the University of Michigan, where he was assistant director of intramurals. He has been one of the important forces in building up the well known and highly successful school of physical education at Oregon.

Glen Grant, a graduate of the University of Southern California is also on the staff of that institution where he teaches the work in community recreation. He has also done graduate work at Boston University. Attention has been called to Mr. Grant, however, primarily because of his southern California city with its 48 public recreation centers, has established an enviable reputation for its interest in recreation and its success in conducting a coordinated program.

The state director of physical education, Miss Bernice Moss, has been excellently trained and her work for the state department this year has been of high order. Professor Jensen and Professor Carlisle, trained at Oregon and Columbia, respectively, are both entirely familiar with modern trends having only recently returned from advanced study.

During the last three weeks of the summer session beginning Monday, June 29, Miss Margaret Burton of the McCune School of Salt Lake City, will offer courses in the modern dance.36

With the addition of a summer session to the physical education program, it offered a chance for people in the field to take classes and receive personal instruction from noted authorities in the field.

In 1933-1934 theory and activity courses were listed for the first time under these headings in the catalogue. 37

In 1936-1937 the name of activity courses was changed to service courses. 38

In 1937-1938 seminar classes were offered for the first time in physical education. This class was P. E. 199, for three credit hours. 39

The USAC catalogue of 1938-1939 recommended that all male students take some activity course in physical education. A wide range of courses in aquatics, dual, team, individual and outing activities were offered each quarter. Credit in physical education was to count toward a college degree. 40

In 1939-1940 recreation was listed in the catalogue for the first time as a division of physical education. 41

During the spring quarter of 1940 the department sponsored a riding class in which both riding and horsemanship were to be taught. Student Life describes what the course consisted of.

A course in riding and horsemanship will be offered Utah State students spring quarter by the department of physical

40. Ibid., 1938-1939, p. 178.
41. Ibid., 1939-1940.
education.

The Wallantine brothers are furnishing some fine saddle animals to the college at the cost of feeding and caring for the horses. The charge will amount to 27 cents per hour for each student who will be allowed two hours of riding per week. The total charge for the quarter will be $6.00.

Instruction will be given by Harry Thurston, who has received his training under some of the best instructors from the staff of the United States cavalry and National Guard officers.

Registration for the course will be a time arranged with the physical education offices before regular registration. In this way it will be possible to arrange evening and week-end classes. Classes can be arranged on a co-education basis if the enrollees prefer. 42

In 1941 the first Master's Degrees in physical education were awarded to Floyd Slater and Israel C. Heaton. 43

From 1936 to 1941 was the greatest improvement in the curriculum and techniques used. 44

When it was known that the army air force was to have cadets on the campus for pre-flight training it was evident that good organization was to be the prerequisite for a sound program to be offered them. The following is an account from the Student Life:

With 500 aviation cadets in the army air forces scheduled to commence pre-flight periods on the campus Monday, Coach Joseph R. Jenson, of the physical education department, today announced that a huge physical training program was ready for them.

Captain Wallace M. Diehl, commanding officer of the new training center, will place administration of the conditioning program, a fundamental part of the cadet training, into the hands of Professor Jenson and a college staff. Now appointed to places on the physical training staff are Professor H. E. Hunsaker, director of Aggie intramurals; Delbert (Deb) Young, Ag basketball and track coach; George Nelson, varsity trainer and wrestling coach; Everett Thorpe, member of the college art faculty and campus athletic enthusiast; and William H. Bell, college registrar.

42. "Physical Education Staff Opens New Riding Course," Student Life, March 14, 1940, p. 4.
43. From interview with Israel C. Heaton, May 5, 1955.
44. From interview with Professor H. E. Hunsaker, April 29, 1955.
and gymnastics expert.

Starting Monday, Professor Jenson said, there will be 13 sections of trainees entering phases of physical activity stressing individual skills and self-testing exercises.

In a directive received this week from the headquarters of the flying training command at Fort Worth, Texas, it was made clear that the air corps will not foster the collegiate varsity sports. The order stipulated that the 'contact' sports—lacrosse, football, touch football, soccer, wrestling and boxing be left out of the program.

Each section of the 500-man group which begins training Monday will take up one activity for a few weeks, and then shift to another, continuing for 20 weeks, according to Coach Jenson.

The army training will be tough, for the average standard of physical qualification is high, he pointed out. Each cadet will be required to meet an average for all activity events.

The courses will run for six days a week, totaling 12 hours. They will occupy the college physical education facilities Monday through Friday at the eight, nine, and eleven o'clock hours, and on Saturdays at the eleven, one, two, and three o'clock periods.

Professor Jenson, who is familiar also with the navy pre-flight conditioning plan, said the army and navy programs differ in that the latter emphasizes 'contact' sports. 45

The following is a list of some of the new theory (professional) courses, and service (activity) courses that were taught from 1930 to 1944.

Theory:

P. E. 16 — First Aid and Massage for Men, 1930.
P. E. 185 — History of Physical Education, 1933.
P. E. 120 — Methods in Track and Field, 1937.
P. E. 183 — Interpretation of Physical Education Objectives, 1937.

Service:

- P. E. 4 --- Boxing, 1930.
- P. E. 6 --- Horseshoes, 1930.
- P. E. 3 --- Ping Pong, 1933.
- P. E. 9 --- Fencing, 1933.
- P. E. 13 --- Handball, 1933.
- P. E. 19 --- Tumbling, 1933.
- P. E. 28 --- Volleyball, 1933.
- P. E. 61 --- Archery, 1933.
- P. E. 73 --- Golf, 1933.
- P. E. 120 --- Techniques of Sports, class each quarter for two years, 1933.
- P. E. 36 --- Badminton, 1938.

At the end of the 1944 school year there were 27 service courses taught for men, 22 for men and women, 42 theory courses were taught. 47

Summary

Between the years 1930-1944 recreation began to be associated with physical education, and was also included in the program. More emphasis was being placed on the importance of being physically fit. With our nation at war, it brought to light that many of our people are physically unfit for military service, and brought about quite a lot of alarm. The armed forces were putting heavy emphasis on the importance of physical education, particularly on physical fitness. One of the requirements for graduation was that a student must have six hours of physical education credit.

The organization of the program remained under the school of Education. Joseph R. Jenson was the head of the department. The main changes that took place were the instructors teaching one or two years and then leaving, but the professors and assistant professors were quite permanent. During this period of time intramurals had grown to

46. From a list of courses taught at Utah State between 1920-1949, compiled by Vaughan Mall.

be very popular, and they were included as one of the main features of the program. Under the capable leadership of Professor Joseph R. Jenson and Mrs. Kathy Carlisle, and later Professor N. B. Hunsaker, the intramural program grew to be one of the most complete and successful, along with the physical education, anywhere in the West.

The program was enlarged to include more sports and more classes. The summer of 1936 saw the first summer school course in physical education offered at Utah State. Also the first physical education club on the campus and in the state was organized in October of 1939.

When 500 aviation cadets were slated to take training on the campus, a real test was provided for superb organization within the physical education department. Coach Joseph R. Jenson and his staff proved that they were more than equal to the task by operating a smooth-running physical education and training program for the cadets.

During Hunsaker's administration while Joseph R. Jenson was on sabbatical leave in 1931-32, the program began to show outstanding progress and growth. This was the year that intramurals were organized on the All-Campus Championship basis.

Upon returning from his leave Jenson once again assumed leadership of the department, and was to lead it on to greater growth and accomplishments.

Requirements in physical education began to receive more emphasis. Physical education was required for graduation from the college. An enlarged curriculum of theory and service courses offered students an attractive selection of courses to fill their requirements.

In 1941 Joseph R. Jenson completed his 25th year as head of the physical education department. A party was held to honor him,
and a gold stop-watch was presented to him by the physical education majors and minors.

With the declaration of World War II the program was forced to operate under many of the restrictions imposed on a nation at war. By skillful administration it was adjusted to, and the program functioned smoothly, despite the man-power shortage.

Runsaker returned to the campus again in 1937, and he was extended a wholehearted welcome. He was one of Utah State's own, having received his Bachelor's Degree from this institution, and then going on to Oregon University for his Master's Degree. He was remembered for his outstanding work with the intramural program in 1931-32, and also for leading the physical education program on to increased growth. He was to fill the position of assistant professor and intramural director.

The latest in equipment and facilities were used whenever possible. The Smart Gymnasium was put to efficient use. In September of 1939 the Field House was completed, and it opened the doors to added facilities for physical education, as well as intercollegiate athletics. All the offices formerly occupied by the athletic staff in the Smart Gymnasium were moved to the Field House, thus leaving more room for the physical education staff.

Classes and activities began to show signs of an enormous growth. More theory courses were included in the course of instruction, and in 1936-1937 the title of activity courses was changed to service courses.

In 1931-1932 P. E. 22, 23, and 24 were added to the department, and freshmen were required to register for physical education 13, 14, and 15, while sophomores were to elect advanced activity courses for three quarters.
Coach E. L. Romney taught a class in track that was both practical and theory. It was designed to train the men so that they would be in condition when track season got underway.

The USAC catalogue of 1938-1939 recommended that all male students take some activity course in physical education. It listed a wide range of courses that were to be offered. This was the first mention of physical education counting toward a college degree, and in 1940 a riding and horsemanship class was taught. The years 1940 and 1941 saw the first Master's Degrees from the physical education department awarded to Floyd Slater and Israel C. Heaton.
Philosophy

From 1944 to 1954 the philosophy of physical education followed along the same general pattern as from 1930-1944.

The war had brought to light just how important it was to have a nation that was physically fit to defend itself, and just how unprepared the nation was in those critical times.

Following the war physical education grew to new heights.

In relation to physical education philosophies and objectives the USAC catalogue of 1946-1947 comments on intercollegiate athletics as follows:

Intercollegiate athletics, inspired by the highest ideals and conducted on a high plane, provide an excellent course in training for citizenship and the preparation to wrestle with life's problems.

In high schools and colleges competitive athletics become a great factor for student body consciousness and oneness, and an outlet for great enthusiasm born of loyalty. They pay dividends in good health, physical development, and such manly qualities as courage, self-control, and the spirit of cooperation.

Every student at the college is given an opportunity to try out for the various teams. Attractive schedules with teams representing other colleges are arranged in football, basketball, track, and field, swimming, wrestling, tennis, golf, and skiing.

The college has an attractive stadium where the games are played, and the Field House seats 3,500 people for basketball contests. It also provides practice areas for other teams.

A splendid spirit of cooperation exists between the intercollegiate athletic department and the physical education department proper.1

From 1944 - 1954 the physical education department was under the School of Education. Recreation was added to the department as a division in 1946 under the leadership of Israel Heaton. Elementary physical education was emphasized. Hunsaker was head of the men's physical education, and Dutton was head of the women's and elementary education. Vaughan Hall was intramural director. In 1947 dance was emphasized with Mary E. Whiting placed in charge. Physiotherapy was added in 1950, with Dale Nelson in charge. Professional scouting was added in 1952 under the leadership of Vaughan Gordon.

The year 1945 saw W. B. Hunsaker named to succeed Joseph R. Jenson as head of the physical education department, following Jenson's sudden and unexpected death. Student Life commented on his passing away as follows:

W. B. Hunsaker, associate professor of physical education at Utah State, was last week appointed by the college board of trustees to succeed the late Joseph R. Jenson as head of the department, according to college authorities.

Forty years of age, Professor Hunsaker has been at the institution since 1937, and has won recognition throughout the western states for the excellent system of intramural sports activities organized at Utah State.

Advancement to professor of physical education climaxes 15 years of work for Professor Hunsaker in that field. He graduated from USAC in 1930, with a degree in physical education. While there, he received the Johansen scholarship, and upon graduation attended the University of Oregon, also on a scholarship, gaining his master's degree in 1932. He returned to USAC as instructor for a year, then coached at fielding high in Paris, Idaho, from 1933-35, going from there to Branch Agricultural College for a year.

Professor Hunsaker returned to Logan as director of the new Logan gym in 1936, then accepted appointment to the college faculty in 1937. Since then he has taken graduate work at the University of California and the University of Washington.

working toward his doctorate.

Mrs. Hunsaker is the former Ethel Rose, the couple residing at 180 East Fourth North Street, have one son, Lorin.

Professor Hunsaker is active in local civic affairs, having worked as chairman of the Cache Scout Council, health, safety, and athletic committees. This winter he was awarded the silver beaver by the scout boyhood. 3

Almost immediately after being named head of physical education, Hunsaker began to revamp the department. Student Life gives an interesting account of his ambitious undertaking.

Extension training in physical education, intramural sports, service courses, and corrective physical education will be offered under the expanded physical education program at Utah State according to H. E. Hunsaker, director of the P. E. department.

Leagues for independent organizations, departments, and fraternities, will return the intramural sports program to a pre-war basis, Professor Hunsaker said. Students in each league will have an opportunity to participate in 12 to 14 sports, including swimming, skiing, and hiking. Plans also call for club participation in many club activities which were discontinued during war years and will be returned to the intramural schedule.

To meet increased interest in training of physical education teachers and coaches, the P. E. department has added a complete program of theory and fundamental skills courses leading to a B. S. degree and teaching certificate in physical education. Many students are returning to the college to begin graduate study in physical education fall quarter, Professor Hunsaker said.

One of the major objectives of the department will be physical examinations and follow-up corrective physical education, he reported. Physically handicapped students and others not able to participate in the regular program will find physical activity in various sports in this phase of training. All students will be given a physical rating, enabling instructors to provide activity of the intensity needed by individual students.

Professor Hunsaker pointed out that USAC students filling physical education requirements will be able to select classes from a wide variety of sports such as basketball, softball.

tennis, dance, badminton, volleyball, and other sports which will help to develop skill, organic vigor, and physical fitness. 4

With the program enlarged and more activities and classes included the foundation was being set for the program to grow and carry on the fine tradition that it has up to the present time.

During the 1944-1945 school year it was recommended that all male students, in order to aid national defense, take some activity in physical education. 5

The college mourned the death of Joseph R. Jenson, and all his many friends and professional associates paid a high tribute to him.

The following comment was made concerning his death:

Coach Joseph R. Jenson, 59, head of the department of physical education at Utah State, died suddenly Tuesday evening in a Logan hospital following a paralytic stroke suffered early in the day at the family home in Logan.

He was known throughout the west for his work with youth who had attended USAC, and is remembered by a majority of students who have been at the college since 1917, the year he began coaching. Prior to that time he had been an outstanding athlete at the old Brigham Young College in Logan.

Considered a national authority in the methods of physical education and recreational instruction, Coach Jenson had won the high esteem of colleagues, and had gained prominence throughout the entire west for his progressive administration of the Utah State physical education department.

He had studied at the University of Utah, University of Wisconsin, University of Chicago, and Columbia University, and received his master of arts degree at Oregon University during a leave of absence. For 22 years he had been professor of physical education at USAC, and was instrumental in the development of the department, and especially of the college intramural program.

Coach Jenson was a member of the Logan Chamber of Commerce, past member of the Logan Kiwanis Club; he was affiliated with


Sigma Chi. He is survived by his wife and two sons, Pfc. Richard Jenson and Robert Jenson, a student at the college this year. 6

Leadership

Table 4 reveals the name and rank of all staff members for each year from 1944-1954. It will be noticed that H. B. Hunsaker became department head in 1945-1946, although he was unofficial department head after Jenson's sudden death in 1944-1945. It was a two-man department until Kenneth Vanderhoff came in 1945-1946. In 1946-1947 Dale Nelson and Israel Heaton were added. In 1949-1950 Vaughan Gordon was added, making it a five-man department. In 1950-1951 Ray Watters was added, and Dale Nelson and Kenneth Vanderhoff were on military leave as a result of the Korean conflict. Don Brennan was also added in 1950-1951, and in 1953-1954 Ned Stringham was added to the staff.

In 1947 Dale Nelson returned to his alma mater to take the position as intramural supervisor. He was to succeed Vaughan Hall, who had done an outstanding job in this position.

Student Life made his qualifications known.

Dale Nelson, 1942 graduate of Utah State and well-known Aggie track star of a few years back, will take over the responsibilities of intramural supervisor this year, succeeding Vaughan Hall, who has been granted a year's leave of absence to accept a position as director of physical education and recreation in Utah.

Dale was graduated from South Cache High, where he participated in all sports. He was track captain there two years. At USAF he was track captain and won the conference 880-yard run in 1941 and 1942. He is holder of the cross-country record at the college.

Recently he has coached at Thatcher, Idaho, high school, at Grange, Idaho, high, and has worked on his master's degree at Utah State. 7

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<tr>
<th>Year</th>
<th>Department Head</th>
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<td>1941-42</td>
<td>Joseph E. Jensen</td>
<td>W. B. Preston</td>
<td>E. B. Hunsaker</td>
<td>E. L. Romney (Dir. of Ath.)</td>
<td>Mildred Thomas</td>
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<td>H. E. Hunsaker</td>
<td>W. B. Preston</td>
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<td>J. K. Vanderhoff</td>
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<td>H. E. Hunsaker</td>
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<td>1949-50</td>
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<td>1950-51</td>
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* Table 4. Name and rank of staff members, 1941-1954*
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*Due to the fact that catalogues are printed early, there may be errors in listings. These have been corrected by interview whenever possible.

**On leave.
When the Korean fighting broke out in the summer of 1950 Dale was called to active duty with the armed forces, and Ray Watters replaced him. After returning in 1952 Dale was made an assistant professor, and Watters continued as intramural director. Ray Watters is the present intramural director.8

As recognition for outstanding leadership, department staff members have been elected to many positions of responsibility in the profession. Currently H. E. Hunsaker is president of the Southwest District Association of the American Association of Health, Physical Education, and Recreation. He is also on several national committees. Israel C. Heaton is currently vice-president of recreation in the Southwest District Association of the American Association of Health, Physical Education, and Recreation, and is also state president of the Utah Association of Health, Physical Education, and Recreation. Lois Downs is vice-president elect for physical education in the Southwest District of the American Association of Health, Physical Education, and Recreation. Dale Nelson is chairman of the Therapeutic Section of the Southwest District of American Association of Health, Physical Education, and Recreation.9

Equipment and facilities

During this period there was very little change in the equipment and facilities that were in use. The Smart Gymnasium was used as a headquarters for training the air force cadets.

During the war the Field House was rented to the government for military purposes, and from the rent and other sources it was paid for.10

9. Ibid.
During the years of 1944-1954 the program was expanded to include more professional courses and service courses.

From the USAC catalogue came the following comment about the professional training offered:

Because of the great demand for trained leaders in physical education and recreation, this department offers an opportunity to obtain a major or a minor in either field and also to meet the state requirements for certification of teachers of physical education and coaching positions. Curricula are offered which lead to qualification in the following positions: community recreation and playground manager, coaches in secondary school, director of physical education in secondary school, teacher of physical education in secondary and elementary school, and special teacher of physical education in the elementary school.11

The following is a list of some of the new theory (professional) courses and service (activity) courses that were taught from 1944-1954.

Theory:

- P. E. 186 - Sport Officiating, 1945.
- Professional Scouting, 1952.
- Philosophy of Recreation, 1952.

In recognition of the fine work that the intramurals had played in relation to the physical education program, the department was asked to make a display at the annual meeting of the Intramural Association of America.

The following is a comment made by Student Life:

Utah State's department of physical education and recreation has been asked to prepare a vital exhibit of the outstanding intramural program at USAC for display at the annual meeting of

the Intramural Association of America, according to
Prof. H. E. Rumsaker, head of the department.

The association has also asked that a member of the
USAC intramural staff participate in a panel discussion of
intramural programs during the conference panel.

All of the major colleges of the nation are represented
in the association which will hold its annual meeting in
Denver in December. The intramural program at USAC is
recognized as one of the outstanding college programs of its
kind in the country. 12

In 1947-1948 the following graduate courses were offered:

1. P. E. 250 - Reading and Conference for Men and
Women, 3 credits.
2. P. E. 271 - Research and Thesis Writing, 3 credits. 13

In 1948-1949 the following were added:

1. P. E. 295 - Problems in P. E., 3 credits.
2. P. E. 296 - Organization of Recreation, 3 credits.
3. P. E. 299 - P. E. Seminar, 3 credits. 14

In 1949-1950 the first mention was made in the catalogue about
Master's Degrees in physical education. 15 These were statements per-
taining to courses which were required.

At the end of the 1954 school year 19 service courses were offered
for men, 24 courses (service) for men and women, 66 theory and pro-
fessional courses, and three graduate courses were offered. 16

The years from 1944-1954 saw the program recover from a war-time
adjustment to attain the standards of pre-war years, and then to far
exceed them. Today the program at Utah State is one of the finest in
the western states.

12. "P. E. Department to Make Display." Student Life, October 23,
1948, p. 7.
13. "Physical Education," Utah State Agricultural College Bulletin,
Summary

The philosophy of physical education from 1944-1954 saw more emphasis than ever before placed upon the values of it. This was a result of our nation being at war, and from the alarming numbers of men rejected because of being physically unfit to serve in the armed forces. It made the nation aware of the importance of physical education in keeping us physically fit.

The organization of the staff in the department had many changes during this period of time. The major change was that Joseph R. Jenson died unexpectedly and H. E. Hunsaker was named to be his successor and head of the physical education department. Immediately after being named department head he began an ambitious undertaking of revamping the program.

The program was sub-divided to include, in addition to intramurals, (1) recreation, (2) elementary education, (3) dance, (4) physio-therapy, and (5) professional scouting. Each of these divisions was placed under a staff especially trained in that field.

The program was expanded to include more professional and service courses. These included courses in sports officiating, dance leadership, philosophy of recreation, alcoholism, and safety recreation. The work of the intramural department was recognized to be one of the finest in the nation, and they were asked to make a display for the Intramural Association of America.

In 1950, which was a record year, there were 95 seniors graduated.
Since its beginning on the campus in 1888 physical education has undergone many changes, both in philosophy and training.

At first physical education was taught to develop the body only, with little or no thought given to developing the individual mentally.

Gym classes were first taught in the Old Main Building. The gymnasium was located on the top floor in the north wing, where the art department is presently located. It was a room about 70 feet square that was equipped with Indian clubs, dumb-bells, wands, pulley weights, rings, parallel and horizontal bars, ladders, ropes, and horses, etc. The women held their classes here on an organized basis, but the men's were mostly unorganized.

Thomas Smart, a public-spirited citizen, gave a generous donation of $10,000, after which the state appropriated $50,000, for the construction of the gymnasium which was named after him. It was one of the most modern at that time, and included all the standard equipment, plus basketball court and swimming pool.

The name of physical education has undergone changes. At first it was known as physical education, then as physical culture, physical training, and finally as we know it today, physical education.

The program was first organized under the athletic department. Gymnastics were the first courses offered. Credit for physical education was first given in 1912-1913. Credit for football, track and field athletics, basketball, baseball, gymnasium work, and wrestling
was first given in 1915-1916.

The program was financed by student funds at first, and then by appropriations from the state apportioned out by the college.

During the year of 1917-1918 when our nation was at war in World War I, military drill was combined with physical education and required of all students. The discipline was under the military department and the physical education department.

In 1918 Joseph R. Jenson was named as the first head of physical education when it was separated from the athletic department. He took the lead in instruction of courses that were offered. He was to hold this position until 1945. In 1922 physical education was made a department in the School of Education.

The year 1923-1924 saw the first professional courses taught. Bachelors Degrees were awarded for the first time in 1927. The present stadium was completed in 1926.

In 1932 intramurals were introduced on an all-campus championship basis. This brought about added interest and paved the way for a larger and more complete program.

Theory and activity courses were listed under separate headings for the first time in the catalogue of 1933-1934.

After many years of patient waiting and dreaming of a building with a large seating capacity for basketball games, and enough space to work out indoors during cold weather, the Field House answered the problem in 1939 when it was completed. Utah University played in the double-header with Utah opposing St. Mary's, and the Utah State Aggies opposing the University of California Bruins for the dedication ceremonies on January 8, 1940.
Physical education gave much evidence of gaining professional interest when the first physical education club in the state was organized in October of 1939.

In 1940-1941 the first Master's Degrees in education were awarded to Floyd Slater and Israel Heatton. They were supervised by the School of Education with emphasis on physical education.

As our nation went into World War II the draft rejections for physical disabilities grew to alarming proportions. Our nation readily realized the importance of physical fitness and the importance of physical education.

During 1943 an army air force cadet training program was organized on the campus. The training was under the physical education department, and their facilities were used for administering the program. It proved to be very successful in accomplishing its mission, and demonstrated that the department was well organized to handle any type of program it was assigned to administer.

Seminar classes were offered for the first time in 1937-1938. Recreation was first mentioned as a division of physical education in 1939-1940. The department was permitted to grant Master of Science degrees in physical education or recreation in 1946. Fifty-two Master of Science degrees have been awarded to date (1954).

During the school year of 1947-1948 the catalogue listed P. E. 250--Reading and Conference; P. E. 271--Research and Thesis Writing, as being taught for the first time. In 1948-1949 P. E. 295--Research and Thesis Writing; P. E. 296--Organization of Recreation; and P. E. 298--Seminar, were listed as being taught for the first time. The catalogue of 1949-1950 made the first statement about the requirements for a
Master's Degree in physical education, even though permission had previously been granted in 1946.

At the end of the 1919 school year eight courses were offered for men. At the end of the 1930 school year 27 courses were offered for men. At the end of the 1944 school year 27 professional courses for men, 50 service courses for men, and 42 professional courses were offered for men and women. At the end of the 1954 school year 46 service courses for men, 64 professional courses for men and women were offered. Forty majors in physical education graduated in 1954.

A glance at the future as seen by staff members will be found in Appendix A.
CONCLUSIONS

The findings of this study seem to the writer to warrant the following conclusions:

Physical education has followed a steady pattern of development along similar lines to the development of physical education nationally.

The department has been fortunate to have outstanding administration as evidenced by the number of years each has served and by the favorable reputation given the department.

The standards of leadership have been high as evidenced by the fact that staff members have been chosen because of their experience, education, and ability in the specific area they were employed to supervise. The quality of leadership has been recognized by compensating raises in rank and positions of responsibility held by members of the staff.

While facilities have not been entirely adequate at Utah State they have been used effectively.

The program of activities offered by the departments has served well the needs of the entire student body. The professional curriculum is designed to prepare future teachers who have a sound philosophy and techniques to relate physical education to the total education program.
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Personal interviews


Humphreys, T. H. Interviewed May 1, 1955.
APPENDIX A

GLANCE AT THE FUTURE

Each staff member who was in charge of a division in the department was asked to write a brief statement concerning the objectives, accomplishments, and a glance into the future as he visualizes his area of responsibility.

Following are statements made by some of the staff members.

H. E. Hunsaker, Department head of physical education and recreation:

The department of physical education and recreation has two major purposes: first, to provide a wide variety of service courses to meet the interests and needs of the entire student body; second, to offer a major curriculum of undergraduate and graduate courses designed to prepare students to become leaders in their chosen professions of physical education, recreation, dance, physiotherapy, or scouting.

The department has achieved a degree of success in these programs as evidenced by the numbers of college students who voluntarily register for physical education courses, and by the numbers of undergraduate and graduate students who come to Utah State to receive their professional training.

The future will probably see greater emphasis placed on: (a) organization of a more effective physical education orientation program for all college students; (b) the health major and minor program; (c) the professional preparation of elementary physical education teachers; (d) the fifth year program; (e) graduate degrees at both the M.S. and Dr. level; (f) the department will undoubtedly receive school status before many years.
Israel C. Heaton, recreation:

The division of recreation, as one phase of the department of physical education and recreation, endeavors to provide a leisure time program of a variety of activities for all students on the campus; and to professionally educate those students who choose recreation leadership as a life's work. The first objective is fulfilled through:

1. Teaching courses designed for their usefulness as leisure time skills now and for years after graduation; (2) conducting a variety of recreation clubs; (3) conducting an intramural program for all students; (4) counseling campus organizations on recreational problems; (5) providing recreation facilities for the use of individual and group.

The second objective is achieved through offering a recreation curriculum designed to prepare teachers to give assistance in the field of community and agency recreation, and through its B.S. and M.S. programs, to prepare students to enter the profession as administrators of recreation.

The program has shown steady growth and indications are that it will achieve much greater recognition as a responsibility of an institution of higher learning. The future will undoubtedly see a coordination of all campus recreation activities through a coordinating council representing many organizations. The total program will undoubtedly be supervised by a full-time director of recreation.

The future will very likely see an increase in the number of men and women choosing recreation leadership as a life's work. This will necessitate additional facilities and staff members as well as definite cooperative arrangements with many departments on campus. The department will undoubtedly increase its assistance to communities of the state through an enlarged program of state services.
Ray Watters, men's intramurals:

Intramural activities as employed in the modern American colleges and universities represent a very recent and fast-growing development. There has been a rapid developmental period of intramural sports of which the emphasis has shifted from time to time; however, most physical educators have caught the vision of a great possibility in intramurals, and have reason to be very proud of the past accomplishments.

The function of the intramural program at Utah State Agricultural College is to give every student more social, physical, and educational values derived from competitive athletics. The program of sports provides for both individual and team endeavor and gives "Athletics for All", which is the purpose of establishing intramural sports. Intramural sports are conducted on a voluntary basis and are organized to provide every male student at Utah State with an opportunity to participate in some form of competitive sport. It is the aim of the department to make participation in the intramural program as attractive and satisfying as possible.

The objectives of intramural sports program can be listed under six general groupings which contain and combine many now claimed by all intramural programs. These general areas are: (1) physical, mental health, efficiency; (2) recreation—present and future; (3) social values, group cooperation, and team spirit; (4) coordination, perpetration of skills and body prowess; (5) development of varsity material; (6) scholarship.

With the above objectives in mind, the intramural sports program as a part of physical education and education in the college is termed a vital program of any modern educational institution which seeks to give every student educational experiences in as many areas as possible.
Lois Downs, women's intramurals:

The department of health, physical education and recreation at the Utah State Agricultural College believes that one of its responsibilities is to sponsor and develop a well-rounded intramural activity program for women students.

The women's intramural program offers an opportunity for each girl at Utah State to participate in a variety of activities. We hope that through wholesome participation, constructive play, and group competition that she may acquire initiative, self-reliance, courage, good sportsmanship, and self-control.

All women students are encouraged to participate in one or more of the many activities found in the women's intramural program.

Women students need the developments that come from participation in a wholesome activity program.

Pauline Fuller, dance:

Looking ahead in the area of dance, it is my opinion that classes will become even more coeducational. Already men are invading modern dance technique and theory courses in increasing numbers. This is also true for tap and folk dance classes. Heretofore, men were mostly concerned with enrolling in social and square dancing.

An objective for the future is to encourage athletes to enroll in dance classes for the development of rhythm, coordination, and flexibility.

Dance has always had an appeal for the feminine sex. It is an important part of the physical education major training program for women and I believe it will continue to be.
Figure 1. Original gymnasium located on top floor of Old Main Building.

Figure 2. THE STATE FOOTBALL CHAMPIONS OF 1903

First Row, Left to Right: Edmund Crawford, R. E.; Roy Faus, Q.; Jack Tottle, L. E.
Figure 3. BASKET BALL TEAM

Left to Right: Peterson, Riter, Maughn, Dorton, Jones, Warnick, Owen. Toestal (Coach), Caine (Manager)
Figure 4. Joseph R. Jenson and 1918-1919 basketball team.
Figure 5. Smart Gymnasium showing concrete finish.