

HISTORY OF WOMEN'S PHYSICAL EDUCATION
AT KANSAS STATE UNIVERSITY

by 6408

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INTRODUCTION

The purpose of this report is to provide a record and factual description of women's physical education at Kansas State University from the beginning of the University in 1863, to the present time. It is hoped that this report will help those who are interested in gaining a knowledge of the Kansas State University Women's Physical Education Department.

Another purpose of this report has been to compile gleanings from inaccessible sources of information. This makes it possible for interested persons to scan the complete span of the history of women's physical education at Kansas State University from one source.

MATERIALS AND METHODS

The two main sources of information investigated were the Royal Purples, which are the University yearbooks, and the Annual Catalogues or Bulletins. Every available issue of these publications was examined for the necessary information used in this report. The book, History of the Kansas State College of Agriculture and Applied Science, by Julius T. Willard, was an invaluable source of information about the University's early years.

Due to name changes, Kansas State University will be referred to by various titles interchangeably throughout this report: Kansas State Agricultural College and Kansas State College.

The school year 1924-25 would be indicated when stated in this report as 1925.

This report was written in an informal manner due to the nature of the subject and the references used.

Although women's intramurals and athletics have been combined with women's physical education throughout the years, this report was limited to physical education.

THE HISTORY

The founding of a State University became a probability when Kansas became a state in 1861. On July 2, 1862, the "Agricultural College Act" that had been introduced in Congress by Senator James S. Morrill, was passed. (61:18) Kansas claims the distinction of having the first land-grant college as the Kansas legislature was the first state legislature to designate a specific school to be the recipient of grants under the Morrill Act. (61:25)

The first faculty of the Kansas State Agricultural College was organized in July, 1863, and consisted of four members: Reverend Joseph Denison, president, mental and moral science and ancient languages; J. E. Schnebly, mathematics and natural science; Miss Belle M. Haines, teacher in Preparatory Department; Miss C. E. Bechwith, teacher of melodeon and piano. (56:37)

Twenty-six men and twenty-six women enrolled at Kansas State Agricultural College in Manhattan when the first term began on September 2, 1863. (61:24)

The Manhattan Independent for September 14, 1863, printed the following:

The number of students already present in the institution and the interest manifested are equal to the most sanguine expectations of its friends.---The exercises in

calisthenics and gymnastics, with the military drill and the ride on horseback once a week, are matters of special interest. (61:24)

During the first years of the operation of the College, direct attention was given to physical education under the name of calisthenics. An Independent advertisement stated, "The building is a superior one, and the location for health and pleasantness not surpassed..... Calisthenics and the new gymnastics are taught." (61:24)

Walters (60:62) mentioned physical exercise when he wrote:

Kansas State Agricultural College is one of the very few liberal institutions of learning where daily educational manual labor forms a part of the programme for every pupil. Every encouragement is given to habits of daily manual labor during the college course. Only one hour of daily practice is required: but students are encouraged to make use of other opportunities for adding to their ability and means.

I. T. Goodnow, as state superintendent of public instruction, in his report for 1866, wrote:

A beautiful feature in the school is the gymnastic exercises. Every morning immediately after the opening, the whole school, male and female, are put through the drill, inhalations and exhalations of the air from the lungs, training of the voice in the enunciation of the elementary sounds of the letters, and other elecutinary practice. These exercises have a wonderful effect in developing manly forms, in rectifying weak lungs, crooked spines, and deformities in general. As a consequence, the students are remarkably healthful. (55:21)

Definite views on the connection between physical education and oratory were held by Professor F. A. Metcalf, professor of oratory from 1897-1901. Important promotional work in calisthenics for the young women were done by he and Mrs. Metcalf. In October of 1897, Mrs. Winnifrede W. Metcalf was employed by the hour to give instruction in calisthenics. (61:118)

The year before physical culture was introduced, the Captain of the military department volunteered to drill the girls at a regular hour on the campus. Uniforms were obtained, which consisted of blue blouses and short skirts. This work was much enjoyed by the girls, but for some reason the Faculty objected and after numerous excited meetings declared that military drill for girls must stop. But this was not final, for the Captain made arrangements to continue the drill off the campus. (66:189)

Numerous statements in newspapers, College catalogues, and annual reports show that calisthenic exercises were regularly practiced throughout the Denison administration. Professor J. E. Platt seems to have been in charge, and in his annual report for 1872 he mentions, as part of his daily work, "a short drill of all the students in calisthenics." (61:481)

A student in 1891, wrote of women's drills:

Company Q

Yesterday in the afternoon, as I stood by the ole Hort. Hall, I watched the drilling of Company Q: there were girls both short and tall.
At first they all stood in a line, with the small ones in the rear;
And when lieutenant called the roll, each one, in turn, cried "here,"
But when he issued the command, "right forward and fours right,"
At first they showed a little doubt, but this was only slight;
The first four wheeled to a right about, as nice as nice could be,
And never stopped or slacked their pace, until they struck a tree,
The second four stood there, stock still, nor stirred a single step;
The third four made a right half wheel, and then a half wheel left,
The leading guide at first stood still, and then faced to the rear;
The other guide made a movement that in tactics don't appear.
Just at this juncture, lieutenant called "halt" and then each girl stood still,
And seemed to say, "I'm sure I'm right," as you know girls sometimes will.

Lieutenant gasped and stood stock still, to see the fearful blunder;
With some girls here, and some girls there, and some girls over yonder.
Just at this point Si Mason came, and told me to go to work,
He said he should call it "instructive," and hinted that I was a shirk.
Slowly and sadly I went again, and sorted potatoes o'er,
And fancied I saw dear Company Q marching the drill ground o'er.
But if ever they learned to march in line, of one thing I felt sure,
They'd have to quit swinging their heads and arms, and being so fearful demure. W.C.S. (52:219)



Figure 1. Women's Military Drill (55:20)

The first regular work in physical education at the University was given to volunteer women students in 1892-93. Miss Minnie Reed, while taking graduate work, was employed to give calisthenic exercises to such young women as desired it. (61:143) At first these exercises

were given in the southwest basement room of Anderson Hall. Later they were given in a room in the south side of the basement of Fairchild Hall. The training included military setting up exercises, marching, free exercises, Swedish movements, and exercises with dumbbells and clubs. (61:81)

In 1893, Rose Edith McDowell wrote in her graduate thesis on the need for physical culture, "because of the very wideness and importance of this subject comparatively few persons give the proper attention to or realize its place in their lives." (54:252) She concluded by writing:

Would that the small host that today start for themselves realized that before success comes health. Then with a strong body, a good constitution, a happy disposition, all of which health brings, the roughest ways will become smooth and success shall crown all our efforts. (54:257)

The entire text of her thesis may be found in the Appendix of this report on page 79. Although written in 1893, it contains many of the same thoughts that our physical educators have today.

In July 1899, physical training was made a requirement for freshmen and sophomore young women. (61:514) A department in charge of physical training was organized when Miss Florence A. Ball was appointed to take charge of such instruction for young women on October 10, 1899. (61:464) Miss Ball conducted her classes in the basement of the library which consisted of one large room and two smaller rooms. The large room was used for calisthenics and the smaller rooms for dressing. (66:189)

The Thirty-seventh Annual Catalogue of 1899-1900 included the following:

PHYSICAL TRAINING.

The attainment of robust physical health is one of the important aims of the college graduate. With this object in view, a well-regulated system of physical training has been devised and is successfully operated. The work is required of all first and second year young women, except such as are found to be physically unable to engage in it.

Before entering upon the work a physical examination is made by the director of the gymnasium. The examination includes measurements of physical proportions, and takes note of the condition of the heart and lungs. At the same time the family and personal history is inquired into, so as accurately to estimate the condition of the student. From this examination an anthropometric chart is platted, showing size, strength, and development, and defects in comparison with the normal standard.

It is the object of the director to give such exercises as will give increased health, strength and symmetry of body.

Daily classes are held in light gymnastics--movements that can be practiced in any position with or without apparatus--marching, free work, bells, wands, etc.; heavy gymnastics, including chest weights, flying rings, horse, bars, etc., gymnastic games.

During the fall and spring terms, when the weather permits, exercises are taken in open air.

EQUIPMENT--In the lower floor of the Library and Agricultural Science building is a spacious hall, well lighted and well ventilated, which is used as the young women's gymnasium. The two smaller rooms adjoining are used as the dressing rooms. The Board of Regents made a liberal appropriation for the furnishing of the gymnasium, which has been equipped with the best and most approved developing appliances, as well as apparatus for light and heavy gymnastics.

The campus adjacent to the gymnasium furnishes ample playground for tennis, basket-ball, and golf. (2:68)

A paragraph written by a student in 1900 had this to say about the "Girls' Gymnasium:"

No family or people has endured in which the physical organism has become impaired. The safety of civilization is as indissolubly bound to soundness of body as it is to intellectual acumen and elevated morality. The College possesses a

well equipped gymnasium for young women, and physical training is given by a skilled instructor to all girls of the Freshman and Sophomore years, and such others as desire it. (59:56)

Miss Gertrude Williams was instructor of physical training for one year, 1900-01. Exercise was taken in the early morning at which time cross-country runs became very popular with the girls. (66:189)

The old chemistry laboratory, erected in 1876, burned on June 3, 1900. (62:214) The walls of this building were not damaged much and in 1901, the legislature appropriated \$5,000 to rebuild the chemistry building with changes that were adaptable for use as a women's gymnasium. (61:514)



GIRLS' GYMNASIUM

Figure 2. Women's Gymnasium, 1901. (65:)

From 1901-03, Miss Edith N. Clure was at the head of the department. Under her supervision, the Swedish system of gymnastics was first taught at the College. In 1903, Miss Estella M. Fearson was in charge. She trained the girls in basketball and tennis which soon became their most popular games. (66:189)

The following information was given in the Forty-first Annual Catalogue for 1903-04.

PHYSICAL TRAINING.

The maintenance of robust health and a good constitution should be one of the chief aims of every girl. It is impossible to cultivate the body without benefit to the mind; likewise, in order to cultivate the mind properly one should learn to care for the body. With this end in view a gymnasium for women has been provided. It is well equipped with apparatus, shower-baths, lockers, etc., and a well-regulated system of physical training is in successful operation.

The Swedish system of educational gymnastics is used as the basis of the work, while other systems are used in connection with it. Corrective and medical gymnastics are given to such as need them. The primary objective of the work is to promote health, strength and symmetry of the body and to correct physical defects.

Daily classes are held in light gymnastics--free standing work, marching, fancy steps, drills with dumb-bells, wands, and Indian clubs, with musical accompaniment; heavy gymnastics, including horse, parallel bars, chest weights, flying ring, ladder, stall bars, climbing ropes, and horizontal bar. Gymnastic games, including tennis and basket-ball, are taught to those who care to learn. When the weather permits, exercises are taken in the open air.

All young women of the College have access to the privileges of the gymnasium, while those below the third year must elect physical training or music. Before entering upon the work, a physical examination is made by the director. The examination includes measurements of physical proportions, and takes note of the condition of the heart and lungs. From this examination an anthropometric chart is platted, showing size, strength, and defects in comparison with the normal standard. Frequent measurements are taken and comparisons made to show effects of training.

A uniform suit has been adopted, which all the girls taking gymnasium work are required to provide themselves with. This should be done before entering school. The suit is black, and

consists of a blouse waist and bloomers, and must be made in the uniform style, color, and cloth. The pattern for the suit may be obtained by sending twenty-five cents and bust measure to the director of physical training. Samples of cloth will be sent on application. Gymnasium shoes may be purchased at prices ranging from fifty cents to one dollar thirty-five cents. The entire suit, including shoes, need not cost more than three dollars. Those who are unable to provide themselves with suits before entering school may hire them made in Manhattan, at a cost of one dollar and fifty cents. (4:86)

An option was allowed women students in 1904. They could enroll in physical training or music. In 1905, this opportunity was withdrawn as to freshmen, but continued for sophomores. (61:143)

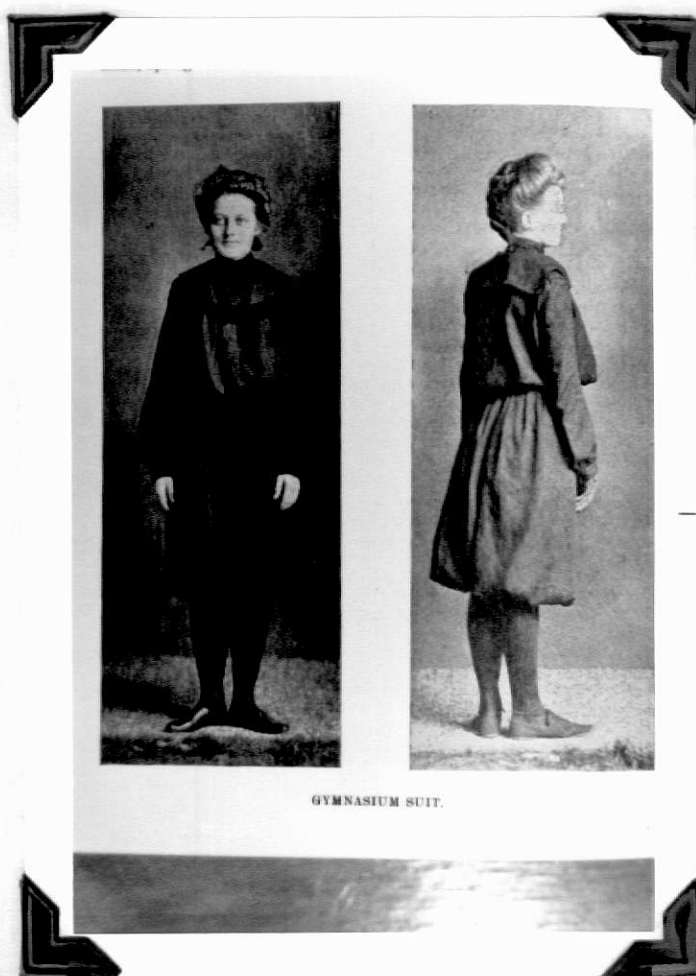


Figure 3. Women's Physical Education Uniform, 1906. (5:108)

Fall semester of 1904, found Miss Marguerite E. Barbour taking charge of the "physical culture" department until 1910. She used the Sargent system which was a combination of the Swedish and German movements. (66:189)

The German system of educational gymnastics replaced the Swedish system in 1906 and other systems were used in connection with it. Corrective and medical gymnastics were given to such as needed them. (5:109)

A. I. Bain wrote in The Banner in 1906, the following about the women's physical training program:

The ladies of our college are not entirely overlooked in providing for athletic sports. They have an instructor in calisthenics which enables them to become quite skillful in calisthenic drills, basketball, hare and hound chase, lawn tennis, and similar sports. This is well appreciated by the ladies and is shown by the interest which they take in the work.

The authorities of this college are beginning to see the necessity for having this not only a school of mental training but, also, in order to reap the best results from mental training there must be at the same time a physical development, and to get this physical development by the best and most beneficial means there must be provision made for it by the college... (57:13)

An interesting and somewhat humorous article entitled "The Girls' Gymnasium as Seen by a Boy," was written by an unnamed senior in the 1906 Banner. Here is his observation:

Sometimes a student, especially a senior, gets so interested in his work that new departments may be formed in college without his knowledge. Thus it was with many of us when the girls' gymnasium was organized and a regular instructor employed.

A few of us came to college during chapel one morning, and were surprised to hear that there had been a hare and hound race that morning. With the curiosity natural to a boy, we proceeded to investigate what a hare and hound race is, and

with great effort managed to rise early enough one morning to come up to college and see one. The girls looked very picturesque indeed in their black gymnasium suits, scattering over the meadows and through the fields like little brownies, following the hares.

Next we thought we would again sacrifice our early morning nap for the sake of our curiosity, and see what the girls did in their gym. But we only discovered that the gymnasium work is compulsory for all first and second year girls, the same as drill is for the boys, and also that they did not entertain visitors.

But we managed to see the interior of the gymnasium once, if we did not see the girls going through their performances. The boys played hounds in a race one morning, and we started from the girls' gym. They have a piano in there, and Indian clubs hanging on the wall in a row, and dumb bells, and basket ball arrangements, a dummy horse, and punching bags, and parallel bars, and a lot of round sticks. We wondered what they did with them, and finally concluded that they were used for guns--just like girls to do so.

Later in the spring the girls played basket ball out on the campus. The only difference we could see between it and foot ball is that in foot ball the boys try to get the ball down, and in basket ball the girls try to get it up. (57:14)

The above article, though satirical, does give a good description of how the girls' physical training classes and gymnasium looked.

The first courses describing the women's physical training were mentioned in the Forty-seventh Annual Catalogue of 1909-10. It listed the following courses:

1. Physical Training I. Freshman year, each term. Four hours. Correction of improper standing and walking, marching, free exercises, fancy steps, elementary series in wands, dumbbells, Indian clubs, balance ladder and gymnastic games.
2. Physical Training II. Freshman year, each term. Four hours. Fancy marching, continuation of work with light apparatus, stall bars, flying rings, giant stride, chest weights, games and basketball. Prerequisite, Physical Training I.
3. Physical Training III. Freshman and sophomore years, each term. Four hours. Fancy marching, advanced free exercises, coordination work with Indian clubs, wands,

and dumbbells, jumping horse and parallel bars. Folk dances and song plays, tennis and indoor baseball. Pre-requisite, Physical Training II. (6:227)

The calisthenic exercises and classic dancing tended to develop an erect, graceful poise and carriage. Some of the students' favorite movements used were, "military drill, center ball, basket-ball, three deep, ball races, as well as the elementary track athletics in jumping, running, and throwing.." They all "quicken the sense perceptions, strengthened the will and developed the power of attention." (66:189)

The Kansas legislature appropriated funds to construct a gymnasium in 1909, and it was erected in 1910-11. An additional appropriation was required for its completion. (61:155) This building was named in honor of Ernest R. Nichols, head of the physics department from 1890 to 1900 and president of the College from 1899 to 1909. (61:144)

The opening of Nichols Gymnasium in the fall of 1911 enlarged greatly the opportunity for physical training of all kinds. In addition to physical education, this building provided quarters for the military department and for some of the instruction. (61:144)

Nichols Gymnasium made possible the inauguration of an inclusive and definite program of physical education. Professor Guy S. Lowman became director of a general department of athletics the supervisor of physical training for both the men and women on September 1, 1911. Professor Lowman was "especially interested in physical education as distinguished from athletics." (61:213)

Figure 4. "Erected to the gods of fair play and clean sport, Nichols gymnasium portrays in its architecture those noble characteristics of the brave knights of feudal England. Named for a former president, the towers of Nichols hark back to the day of chivalry in old Britain." (80:10)

The department of physical training for woman, though it was placed under the general direction of the head of the department of physical education, has always had a woman in direct charge with almost complete responsibility. Miss Blanche Earl Enyart was placed in charge of the physical training of women in 1911.

The Forty-ninth Annual Catalogue of 1911 states:

The purpose of this department is to assist the students of the College to live to the best advantage, and so to aid them in the formation of hygienic habits that during their

college course they may make profitable preparation for life. It is an urgent necessity that every student should have an intelligent appreciation of the means requisite for the preservation of his health, in order that he may be able to formulate intelligently his own policy of health control.

All young men and women of the College are entitled to the privileges of the gymnasium which is one of the largest in the West and is well equipped with all sorts of apparatus for physical training, with lockers, plunge baths, shower baths, and other accommodations.

Physical training three times a week is required of all sub-freshman students, both young men and young women. All young women below the junior year are required to take physical training, unless excused by the Dean of Women, except that in the sophomore year music may be taken instead; provided, that the student has a credit of at least one year of physical training; and provided further, that physical training taken in the preparatory course may be substituted for a like amount of physical training in this course. Women excused from physical training on account of physical disability are provided by their dean with an equivalent or stronger substitute from the regular course, and their normal work later in the course is increased by that amount.
(7:265)

The 1912 Royal Purple had this to say about physical education:

Physical education is more and more becoming an essential and interesting activity for the women students of K. S. A. C. We wish to express our thanks to Dean Willard, who five years ago made physical education compulsory for women. It may be that we groan about having to take it, but after all, the majority of the nine hundred and some girls taking physical education enjoy it.

Where do we put nine hundred and some girls? We have one fair-sized gymnasium, a swimming pool and medium-sized dressing room. Classes are held in all three places as well as outdoors and in the "K" room. We hope it doesn't disturb the men's gym classes when we run down the track in our dancing costumes to the "K" room.

Every year before entering the classes each girl must have her heart and lungs examined. If she is a freshman or a new student she has a thorough physical examination. If she has any physical defects, abnormalities, or other weaknesses, she is enrolled in a corrective gymnasium class. There she is given individual exercises for her particular weakness.
(67:200)

Summer school classes were offered for the first time in Physical Education in 1913 "to meet the needs of teachers who wish to qualify themselves for more efficient direction of and instruction in physical education in the public schools." The courses were planned to meet the needs in both theoretical and practical phases of the work. (8:271)

The Women's Department offered a course with the opportunity for practice in:

- A. Folk dancing, rhythmic movements, graded free exercises, wands, dumbbells, clubs, and elementary school apparatus work.
- B. Story plays for primary and games adapted to large classes for use in the grammar and high schools. Instruction in coaching the more highly organized games--Captain ball and basket ball.

Swimming was also given two or three times a week. (8:272)

The Fiftieth Annual Catalogue listed the following courses offered by the women's department of physical education in 1913:

1-3.--PHYSICAL TRAINING I, II, AND III. Offered in the first year. This is an introductory course, including corrective exercises, light apparatus work, folk dancing, games, swimming. A physical examination is made of each entering student.

PHYSICAL TRAINING IV, V, AND VI. Offered in the second year. This course continues courses I, II, and III, taking up fancy steps, Swedish gymnastics, games, and swimming.

4. PHYSIOLOGY AND HYGIENE. First year, fall term. Class work, four hours. Four credits.
This course includes study of the anatomical structure and physiological functions of the human body. It includes a careful consideration of such factors in the maintenance of health as fresh air, diet, sleep, bathing, exercise, etc. (8:94)

The Fifty-third Annual Catalogue, 1915-16, listed Miss Ethel M. Loring in charge of the women and listed for the first time a physical

education course for both men and women. That listing:

The playground idea is spreading throughout the country, and it has been stated on good authority that if the present rate of increase continues, within the next three or four years there will be well-organized playgrounds in every city with a population of 5,000 or more. With the remarkable growth of the playground movement and the excellent opportunity for service offered by this new phase of work, has come a demand for trained play leaders and organizers of play. The well-trained teacher will find in this field not only good remuneration for his services but a most interesting sphere of labor.

It is the object of this course to so qualify the students taking this work that they may have an intelligent knowledge of and the reason for the organization of play activities; that they may also be equipped to intelligently promote, equip and administer playgrounds and playground activities.

The course covers, in general, the history of the playground movement in the United States; the necessity of the playground; playgrounds in large cities and in small towns; how to start and maintain playgrounds; supervisory organization, location, construction and administration of playgrounds. Suggestions are given to the playground directors in regard to (a) the educational value of directed play, (b) equipment of the grounds, (c) publicity work, (d) time and hours, (e) the daily playground, (f) special days, (g) clubs, (h) government on the playground, (i) activities to encourage, and (j) the special games for the playground, with special emphasis on the rural problem. (9:316)

A suit was adopted that consisted of an all-white middy blouse, black tie and black-plaited serge bloomers according to the Fifty-third Annual Catalogue. Black rubber soled tennis shoes were no longer allowed on the floor of Nichols Gymnasium. Instead, white tennis shoes with white rubber soles and 3/4 length black hose were used. For swimming, the girls wore regulation one-piece tank suits made from brown cotton covert. (9:320)

Beginning in 1917, after two years' required physical education had been completed, women had the privilege of electing physical education for a total of four credit hours if approved by their Dean. (11:284)

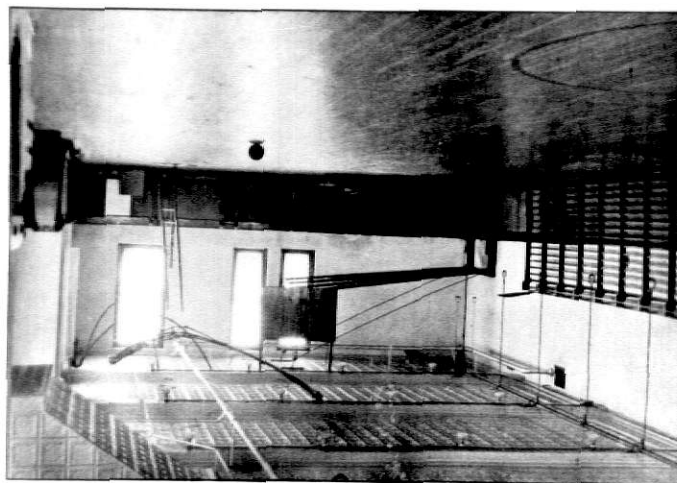


Figure 5. Women's Gymnasium in Nichols. (70:207)

M. Francis Ahearn became professor and head of the Department of Physical Education and Director of Athletics, September 16, 1920. (61:145)

Edith Lorraine Bond was in charge of women from 1919 until 1921 when Louise Tausche took over until 1923. She was followed by Ruth Morris.

Miss Morris introduced a new system the second semester of 1924. It required two hours of elective and one hour of regular floor work which "proved very popular." Many "new" courses--"archery, track, character dancing, and clogging" were offered in addition to the "old stand-bys--hockey, basketball, baseball, swimming, tennis, folk and interpretive

dancing." The Royal Purple of 1924 reported that physical education rapidly became a more vital and interesting part of the life of the women students of K. S. A. C. (74:170)

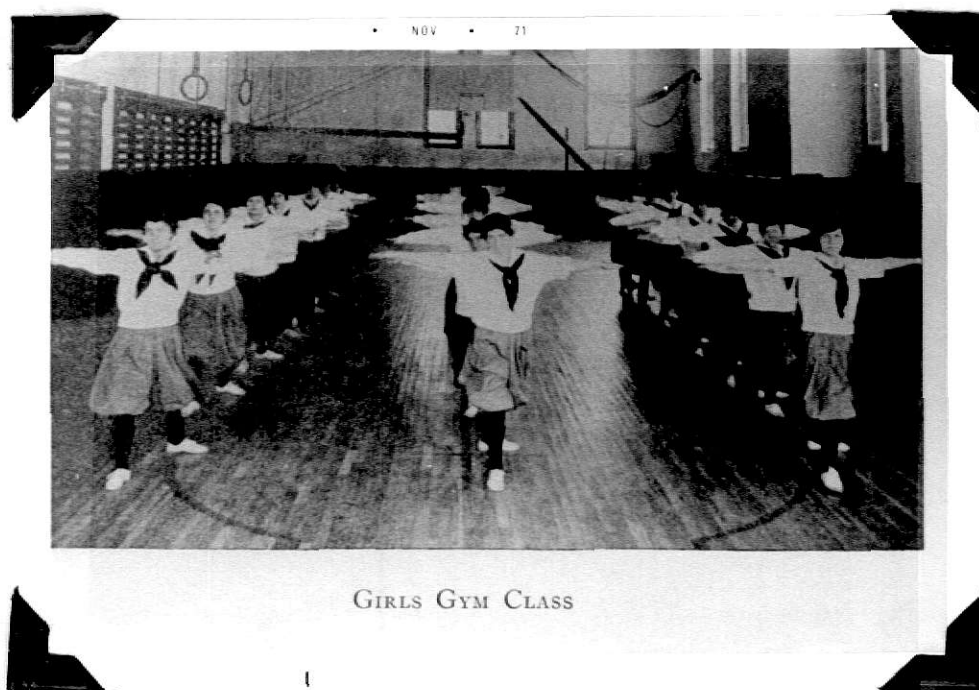


Figure 6. Girls' Gymnasium Class, 1917. (71:214)

The Sixty-second Annual Catalogue of 1925 listed the Department of Physical Education and Athletics under the Division of General Science and the purpose of the Department:

to assist the students of the College to live to the best advantage, and so to aid them in the formation of hygienic habits that during their College course they may make profitable physical preparation for life. It is an urgent necessity that each student have an intelligent appreciation of the means requisite for the preservation of his health, in order that he may be able to formulate intelligently his own policy of health control.

All young men and all young women of the College are entitled to the privileges of the gymnasium, which is one

of the largest in the West and is well equipped with all sorts of apparatus for physical training, with lockers, plunge baths, shower baths, and other accommodations. This department owns equipment valued at \$12,362.

In certain courses, a locker deposit of \$2 is required. Upon return of lock, key, and towels a refund of \$1.50 is made in each case. (17:310)

The Royal Purple of 1925 recorded the following description of women's physical education classes.

There are many subjects offered so that each girl may choose the sport she likes best. Besides the regular gym work of marching tactics and floor work, there is the game of hockey. It may seem like shinny to some of those who watch, and we admit that on that field of chuck holes and long grass it often isn't even good shinny, but it is a good game and is one sport which gives more girls an opportunity to take part.

Then, too, there is basketball, played with six players on the three court plan. Due to previous high school experience, the girls make a better showing in playing basketball than in any other sport...

And swimming, the favorite sport formerly monopolized by the boys, is popularized by the girls with the result that the swimming classes are always full. An interesting class in Red Cross Life-Saving was introduced this year and has progressed nicely. There are two other series of tests for which a girl may compete--Red Cap and Blue Cap--varying respectively in difficulty and endurance...

In the spring, baseball classes are crowded. Some of us can pitch quite as well as the boys and can even knock three-baggers!

It is always amusing to have spectators come down to the archery field and stand around with that "Let me show you how to do it" air. When given a chance, they find that even though the target seems as big as a barrel, it isn't so easy to hit the bull's eye after all. But archery is a dandy sport and we are getting in practice for leap year in 1928.

Track is immense fun, though with the meagre improvised facilities we can not expect to set many records, but hurdles, dashes, javelin throwing, high jump and broad jump are given due attention.

This year the tennis classes have been open only to the advanced classes because of the few available courts and therefore there can not be any beginning or intermediate classes.

The dancing classes are not to be forgotten. There are some folks who can best express their abundance of energy by interpreting music in movements, in other words, dancing to their own imaginations. This is interpretive dancing. Character dancing and clogging are also very popular...

It is through the earnest efforts of our instructors that we hope to have a regular accredited four-year course in Physical Education at this college beginning the fall of 1925. We would like to have rifle teams, fencing, horseback riding, soccer, and the educational methods of teaching physical education, anatomy, and kinesiology. A women's field for hockey, baseball, track, archery, and other sports would complete a perfect physical education course.

But considering our cramped quarters and inadequate facilities, we are proud of our showing. (75:210)

A new era in the Physical Education Department of the College began in 1925. A four-year curriculum in physical education was started for women with the first two semesters being offered and the three advanced years to be added the next three years. Miss Ruth Morris, head of the department of Physical Education for Women, was largely responsible for the new curriculum. (76:233)

The Sixty-third Annual Catalogue of 1925-26 explained the new physical education curriculum as follows:

Within recent years a great awakening has taken place in respect to physical development. The prevalence of bodily conditions and defects that systematic and intelligently directed exercise would have corrected has been found to be serious. Since this situation has been recognized there has been in schools of all grades a great increase in the provision for physical education and training. Success in this work requires vigorous health, a normal condition of the hands, feet, joints, muscles and internal organs, and eyes that do not require glasses. The curricula offered at this institution are designed to prepare teachers of physical education who are fundamentally trained. This is a much broader field than mere coaching of athletes. At the same time it is fully recognized that the impulse to play is instinctive, and that wisely chosen games, conducted under adequate supervision, constitute attractive and effective agencies for physical development. The theoretical and practical instruction given

in these curricula amply prepares students for coaching athletic games. The curricula are also so planned as to enable the student to get the work in professional education necessary for a state certificate, and to elect work in English, mathematics, history or some other subjects which one may teach in connection with physical education in smaller schools. (18:169)

"The new curricula not only added to the opportunities for students but made positions on the staff more attractive." (61:514)

Athletic Director Ahearn placed Mr. Louis P. Washburn in charge of the men's physical education in 1926, and Miss Ruth Morris continued in her supervision of the women.

At the end of the second year the curriculum in physical education for women proved very successful. There were fifteen sophomores and thirty freshmen enrolled in the course. (77:227)

Miss Helen Saum became head of women's physical education in 1928. Willard (61:396) in discussing physical education at K. S. A. C. said, "As the young women have no intercollegiate athletic contests, no coaches become storm centers in this section and the members of the staff are free to carry on without complications the important work of conserving, developing, and correcting the physiques of the students in their charge."

The first B. S. degrees in physical education were awarded in 1929. Table 1, compiled from information taken from the Annual Catalogues shows year-by-year enrollment of women in the Physical Education Curriculum since the 1925-26 school year and the number of degrees conferred since 1929.

TABLE 1

School Year	Enrollment in Women's Physical Education Curriculum	Degrees Conferred in Women's Physical Education Department
1925-26	38	
1926-27	49	
1927-28	45	
1928-29	67	
1929-30	71	
1930-31	66	
1931-32	55	
1932-33	52	10
1933-34	44	8
1934-35	42	5
1935-36	48	10
1936-37	34	5
1937-38	30	8
1938-39	26	3
1939-40	31	7
1940-41	28	4
1941-42	35	8
1942-43	27	5
1943-44	24	3
1944-45	27	7
1945-46	42	2
1946-47	40	5
1947-48	43	5
1948-49	45	3
1949-50	50	8
1950-51	45	10
1951-52	39	5
1952-53	54	10
1953-54	45	6
1954-55	37	12
1955-56	47	9
1956-57	46	6
1957-58	42	6
1958-59	40	12
1959-60	37	4
1960-61	46	8
1961-62	44	10
1962-63	51	7
1963-64	54	8
1964-65	69	10

TABLE 1 (continued)

School Year	Enrollment in Women's Physical Education Curriculum	Degrees Conferred in Women's Physical Education Department
1965-66	71	10
1966-67	75	6
1967-68	96	20
1968-69	95	18
1969-70	121	20
1970-71	125	18*

* Estimate

The women's physical education curriculum list effective September 1, 1929, shows that 132 semester hours were required for graduation, i.e., physical education, 40 hours; professional education, 18 hours; other prescribed subjects, 58 hours; general electives, 16 hours. (20:174) This list can be found on page 54 in the Appendix.

In 1931, the required number of hours for graduation was lowered to 120 including forty-one hours in physical education, eighteen hours in professional education, ten elective hours and the other fifty-one hours in other prescribed subjects. (24:180) That same year the school's name was changed from Kansas State Agricultural College to Kansas State College of Agriculture and Applied Sciences.

The Seventieth Annual Catalogue contained the following in 1933:

The purpose of the Department of Physical Education and Athletics is to assist the students of the College to live to the best advantage, and so to aid them in the formation of hygiene habits that during their college course they may make a profitable physical preparation for life.

All young men and all young women of the College are entitled to the privileges of the gymnasium, which is large and well equipped with all sorts of apparatus for physical training, with locker, plunge baths, shower baths, and other accommodation. The gymnasium equipment is valued at \$9,699.

In courses requiring a change of clothing, lockers may be obtained by making a locker deposit of \$3. Upon return of lock, key and towels a refund of \$1 is made in each case. Only one locker fee is required of a student in any one semester.

Physical education is required of all freshmen and sophomores unless excused for disability on recommendation of the College physician. Students entering with 15, 25, 44 or 59 hours of advanced credit are excused from one, two, three or four semesters, respectively, of physical education, no substitution being required.

The work of the department is based largely upon a physical examination given each student when he enters upon the work of the department. All students, whether taking work in the department or not, are entitled to receive a physical examination and advice as to their physical condition.

A diagnosis is made of the vital organs to ascertain their functional condition, and a complete inspection of the whole body is made to detect any weakness or deformity that may exist. Based upon the information thus obtained, advice is given and work assigned to students in accordance with their physical needs, tastes, and capabilities. (25:250)

"The fetters are shattered...woman is free...and does she like it!" said the 1935 Royal Purple. It went on to say that "the realization has come that women need physical development as well as men." (82:217) Virginia Appleton, in the 1936 Royal Purple, viewed these developmental activities this way:

In the Women's Physical Education Department of our College, the girls don their blue rompers or bathing suits as the case may be, and go out for games, just as Alanta of the myth did--only a little less hampered by clothing! And as they plunge into the pool, bring a rifle to their shoulder, or shoot a basket, they are not bothered by any golden apples!...(83:248)

...And so to sum up the entire Physical Education Department, the girls are a lively bunch who prove that they can really work while they play. Some of the girls are in the Department's classes because they are freshmen and sophomores but those who are majoring in the work will go out some day to show others how to play better and how to keep their bodies healthy. (83:252)

Walters (61:513) had the following to say in 1940:

In respect to physical training that leads to wholesome, symmetrical development, good posture, and fine carriage, through calisthenics and gymnastics rather than contests in sports, young women of the College have excelled the young men. This may be due to their instinct to attain physical appearance of maximum beauty, to appreciation of sound as a factor, and to a stronger sense of rhythm, and greater pleasure in its expression.

Miss Helen Saum, after fifteen years as head of the women's physical education at Kansas State College, in 1943, turned her duties over to Miss Katherine Geyer. Miss Geyer was well-known to the Department having come to K. S. C. in 1927. She was to continue in this capacity until the 1969-70 school year.

Nineteen forty-three also marks the beginning of the PHEMS organization. PHEMS was an organization to which all physical education majors were required to belong. "Their name PHEMS is derived from the first letters of physical education majors." (86:221) The organization's purpose was "to promote interest and professional growth in physical education and good will and friendship among members of the Physical Education Department." (88:99) Miss Katherine Geyer was the Organization's first advisor. The Organization's name was changed to Phi Epsilon Delta in 1968.

Table 2 shows the names of the PHEMS' presidents and their advisors from 1943 until 1971. The information in Table 2 was obtained from the Royal Purples.

TABLE 2

School Year	PHEMS President	Advisor
1944-45	Mary McCoy Burns	Miss Katherine Geyer
1945-46	Nila Jean Torrence	Miss Katherine Geyer
1946-47	Pauline Reed	Miss Katherine Geyer
1947-48	Marie Rock	Miss Katherine Geyer
1948-49	Jane Rogers	Miss Eva Lyman
1949-50	Donna Tipton	Miss Eva Lyman
1950-51	Jackie Kissick	Miss Eva Lyman
1951-52	Marilyn Garrison	Miss Eva Lyman
1952-53	Dorothy Christiansen	Miss Eva Lyman
1953-54	Shirley Malcom	Miss Eva Lyman
1954-55	Shirley Smith	Miss Eva Lyman
1955-56	Delida Clark	Miss Eva Lyman
1956-57	Dolores Hess	Miss Eva Lyman
1957-58	LeRoyce Maddox	Miss Eva Lyman
1958-59	Kathy Horridge	Miss Eva Lyman
1959-60	Peggy Griebat	Miss Eva Lyman
1960-61	Sally Harwick	Miss Eva Lyman
1961-62	Barbara Ball	Miss Eva Lyman
1962-63	Barbara Gench	Miss Eva Lyman
1963-64	Lana Leffingwell	Miss Eva Lyman
1964-65	Joyce Kuhns	Miss Eva Lyman
1965-66	Barbara Loebeck	Miss Eva Lyman
1966-67	Patsy Meek	Miss Eva Lyman
1967-68	Judy Akers	Miss Katheryn McKinney
1968-69*	Mary McManis	Miss Katheryn McKinney
1969-70	Virginia Roglin	Mrs. Mickey Poole
1970-71	Susan Storm	Mrs. Mickey Poole

* Name changed to Phi Epsilon Delta.

One-hundred and twenty semester hours were required in 1946 for graduation. This included forty-four hours in physical education, eight hours of electives, fifteen hours in professional education courses and fifty-three other prescribed hours. (37:95)

Ahearn Gymnasium and Fieldhouse was completed in 1951 and the Men's Department of Physical Education was moved to Ahearn. This year marks a big event in the history of physical education at Kansas State as this was the year that the Physical Education and Athletic Department became two separate departments. Mr. T. M. (Mickey) Evans was named to head the Department of Physical Education. Through the years, Mr. Evans has attempted to make the physical education students the best possible teachers by training them to be, in his words, "firm, fair and friendly and to possess a sense of humor."

Figure 7. Ahearn Gymnasium and Fieldhouse, completed in 1951.
(87:20)

The moving of the men to Ahearn left Nichols Gymnasium to the women. Miss Katherine Geyer continued to be in charge of women's physical education. By this time, the women physical education majors were wearing white shorts, blouses, anklets and tennis shoes. The students in the required classes wore green, short, one-piece jumpsuits. The swimming suits were tank style made of blue, green and red cotton.

In 1959, Kansas State College was renamed Kansas State University of Agriculture and Applied Sciences. The Physical Education Department, at this time, became a part of the Arts and Science College of the University.

The requirement of physical education for all freshmen and sophomores was changed in 1963. Physical education, since then, has been required of all freshmen and is encouraged as an elective at all other levels. To encourage participation in physical education, undergraduate courses were and are offered each semester carrying one credit hour with a maximum of two credit hours applicable to a degree. A list of basic physical education courses offered to women students at Kansas State University may be found on page 73 of the Appendix. As near as possible, the needs and wishes of the students were and still are met in the required physical education classes. (61:493)

The year 1963 also marked the year graduate study leading to a Master of Science degree in Physical Education was offered to women.

The University's instructors in physical education have been some of the "best." One, Miss Sandra Hick, was named favorite woman teacher by the Associated Women Students of K. S. U. in 1967. A chronological list of faculty members in women's physical education will be found in the Appendix on page .

Miss Eva Lyman, a member of the physical education staff since 1943, died suddenly in the fall of 1967. She had been advisor to the PHEMS organization since 1948 and was supervisor of the student teachers in physical education. The Eva Lyman Scholarship Fund was established to assist physical education majors at Kansas State University.

Fire claimed Nichols Gymnasium in December of 1968. The Royal Purple of 1969 reported:

Approximately 1,500 onlookers watched as Manhattan and student firemen, hampered by 15° weather, inadequate water pressure and strong north winds, attempted to contain the midnight flames.

Officials investigating the disaster suspected arson after discovering wooden tables, doused with a flammable liquid, stacked at one of the building entrances.

In the spring, the Kansas legislature passed a bill appropriating approximately \$1.5 million from the state's general welfare fund to finance the replacement of the 57-year-old building. (92:36)

"The blessed pines are constant and the white rock is strong." (73:210)

The "white rock" of Nichols Gymnasium was strong and its walls still stood but the inside was a mass of twisted steel and burned debris. Only a water-proof concrete floor kept the fire from destroying the two swimming pools. They were cleaned and were put back into use and are still used for physical education.

Following the fire, the women moved to Ahearn Gymnasium and considering cramped quarters, are carrying on a very effective physical education program.

Though the fire destroyed the Nichols' facility, perhaps some good will come of it. Miss Barbara Gench, now acting head of women's physical education at K. S. U. had the following to say about the effect of the Nichols fire:

At the time it appeared to be a 'negative' experience in life. Now as I look at what happened as a result of the fire, maybe I'd have to write it off as a blessing. Because of that happening, I feel our department has a more closely knit staff, and the real near possibility of a tremendous facility in the near future.

Miss Katherine Geyer, though she still remains on the teaching staff to guide physical education students, stepped down as head of the women's department in 1969. She was replaced by Miss Barbara Gench.

Figure 8. 1971 Physical Education Major

Miss Gench is no stranger to Kansas State University as she received both her B. S. and M. S. degrees in 1963 and 1967, respectively. When asked to state her philosophy on physical education to be used in this report, she did as follows:

I believe that physical education has a definite contribution to make to man, as do other disciplines. This contribution is in the areas of growth and development, and efficiency in human movements.

For many years we have noted a diversity of beliefs among the leaders of our profession. This has caused many of our educational colleagues to not really understand what physical education is or why it is included in school programs.

As a profession, we need to develop a suitable body of knowledge which truly expresses a unified basis for physical education.

I feel it is important that the public be enlightened about our overall objectives of developing the physical, mental, and social aspects of man. We are interested in teaching the "how" as well as the "why" of physical activity, so that man will see its worth to him throughout his life.

In 1971, the total number of credit hours necessary for graduation in physical education from Kansas State University was 126. This includes six semester hours of literature or language, twelve hours in social science, and twenty hours in professional education. A complete list of courses offered by the Women's Physical Education Department in 1971 may be found in the Appendix on page 73.

The uniform for students in the required physical education classes is dark blue shorts, white blouses, anklets and tennis shoes. Majors can be seen running around in royal blue shorts and shirts and white tennis shoes and anklets. However, future plans are for purple uniforms.

The future of women's physical education at K. S. U. looks bright with plans for a new facility nearly complete. Miss Gench sums up her thoughts on this future as follows:

I feel the future of women's physical education at Kansas State is quite bright and exciting. As soon as a facility is completed to replace the area lost in Nichols Gymnasium due to the fire, great strides should be made. I foresee a closer, more unified department (men and women) working together in making changes and forward strides in curriculum and research at both the undergraduate and graduate levels.

As far as the basic required program is concerned, I also see exciting possibilities here in the future. This in essence reflects my philosophy of physical education. I would

hope that we would be able to offer more 'carryover' activities on an elective basis to the students. These would include golf, tennis, archery, badminton and many more. I'm looking forward to the future at K. S. U. with great anticipation.

SUMMARY

The first term at Kansas State Agricultural College began in 1863. On September fourteenth, physical exercise was mentioned in the Manhattan Standard. The first regular work in physical exercise was given to volunteer women students in 1892.

Mrs. Winnifrede W. Metcalf was employed by the hour to give instruction to women in calisthenics in October of 1897. In July of 1899, physical training was made a requirement for freshmen and sophomores.

The old burned-out chemistry building was rebuilt in 1901 to serve as a women's gymnasium. This was used until 1911 when Nichols Gymnasium became the "home" for the Physical Education Department with Mr. G. S. Lowman as Director. Summer school classes were offered for the first time in physical education in 1913.

M. Francis "Mike" Ahearn was named head of the Physical Education Department and Director of Athletics in 1920, and in 1925, Miss Ruth Morris became head of women's physical education.

A four-year curriculum was offered to women in physical education in 1925. The curriculum was intended to train the women not only for the specialized work of teaching physical education, but also to give a well-rounded general education.

Mr. Louis P. Washburn was put in charge of men's physical education in 1926 and in 1928, Miss Helen Saum became head of women's physical education.

The first B. S. degree in physical education was awarded in 1929.

Miss Katherine Geyer was named head of the women's department in 1943 and that same year the PHEMS club for women physical education majors was organized. She held this position until 1969.

Ahearn Gymnasium was completed in 1951 and the Department of Physical Education and Athletics was made into two departments. Mr. T. M. Evans was named head of this new department which was moved from Nichols to Ahearn Gymnasium leaving Nichols Gymnasium to the women.

Graduate study was made available to women students in physical education in 1963, and the requirement for basic physical education was changed from two years to one.

Nichols Gymnasium was destroyed by fire in December of 1968, and the women moved in with the men at Ahearn.

Miss Barbara Gench became acting head of women's physical education at K. S. U. in 1969, and in 1970, plans for a new women's physical education facility were submitted for approval to the Kansas legislature.

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APPENDIX

INSTRUCTION IN PHYSICAL EXERCISE
1915-16

- 1.--PHYSICAL TRAINING I. Freshman year, fall term. Three hours.
Required of all young women.
The first half of the term is devoted to outdoor games. The second half is devoted to floor work with light apparatus for improving posture, marching, fancy steps, song plays and games.
- 2.--PHYSICAL TRAINING II. Freshman year, winter term. Three hours.
Required of all young women. Prerequisite: Physical Training I.
In this course military marching, technique of athletic dancing, continuation of work with light apparatus, stall bars, flying rings, giant stride, work with chest weights, games and basketball are included.
- 3.--PHYSICAL TRAINING III. Freshman and sophomore years, spring term. Three hours. One term required of all young women; three subsequent terms, optional with music, required of all sophomore young women. Fancy marching, esthetic dancing, advanced free exercises, coordination of work with Indian clubs, wands, dumb-bells, jumping horse and parallel bars are here included, along with folk dances and song plays, tennis, and indoor baseball. Prerequisite: Physical Training II.
- 4.--SWIMMING. Open to all women students in the College. No credit. Individual instruction is given in this course. (9:320)

SUMMER SCHOOL
1917-1918
COURSES FOR WOMEN

GYMNASTICS. Lectures and recitations, one and one-half hours; practical work, three hours. One semester credit.

This course is especially planned for the needs of the teacher in the public schools where no special teacher in this subject is employed. Lectures are given on the general theory of gymnastics and the physiological reason for each exercise. A notebook is required.

Practical Work. The practical work includes free exercises, hand apparatus, heavy apparatus, and practice teaching.

FOLK DANCING. Lectures and recitations, one hour; practical work, four hours. One semester credit.

Lectures are given on the physiological benefit derived from the dances, in costuming, and in the use of the dances in festivals and fetes. A notebook is required.

Practical Work. This course offers graded folk dances of the different nations, suitable for use in schoolrooms, playgrounds, or gymnasiums.

GAMES. Lectures and recitations, one hour; practical work, four hours. One semester credit.

Lectures are given on the problems of grading games, and on the physiological benefits received. A notebook is required.

Practical work. This course offers practice in games for grammar schools, high schools, playgrounds and gymnasiums.

ESTHETIC DANCING. Practical work, three hours. One-half semester credit.

Practical Work. This is a class for beginners. Techniques and simple esthetic dances are taught. No exercise gives better training in muscle control, poise, and good carriage than does esthetic dancing.

TECHNIQUE OF BASKET BALL, BASE BALL, AND HOCKEY. Lectures and recitations, two hours. Two-thirds semester credit.

This course is devoted to the technique of these sports, the physiological benefit derived, and the organization of each into interclass contests.

SWIMMING. Five hours. No credit. (11:327)

INSTRUCTION IN PHYSICAL EDUCATION
1917-18

151A. PHYSICAL EDUCATION W-I. Freshman year, first semester.
Three hours.

Instruction in hygiene and social problems is an essential part of this course. In these lectures, in addition to the problems of hygiene as applied to individual health, the biological truths that lead to serious, respectful consideration of social and sex hygiene are presented. This part of the course is given by Dean VanZile of the Division of Home Economics.

The physical training part of the course is divided into two hours a week of regular gymnasium work and one hour of esthetic dancing, folk dancing, games, tennis, hockey, basket ball, or swimming. Classes are in part held out of doors as long as the weather permits.

152A. PHYSICAL EDUCATION W-II. Freshman year, second semester.
Three hours. Prerequisite: Physical Education W-I.

In this semester the marching tactics, floor work, etc., are continued for two hours a week, and basketball, games, esthetic dancing, folk dancing, tennis and swimming for one hour a week.

153, 154. PHYSICAL EDUCATION W-III AND W-IV. Sophomore year.
Three hours each. The work in these two semesters is a continuation of courses 151 and 152, and includes more advanced work in marching tactics and apparatus.

155. SWIMMING W. Open to all women students in the College. Individual instruction is given in this course. (11:285)

SUMMER SCHOOL
1920-1921
COURSES FOR WOMEN

175. GYMNASTICS. Class work and practical work, second hour N 1, MWF. One semester credit.

This course is planned for the needs of the teacher in the public schools where no special teacher is employed for this work. Lectures are given on the general theory of gymnastics and the grading of free exercises. A notebook is required.

The practical work includes free exercises, apparatus, and practice teaching.

178. FOLK DANCING. Class work and practical work, sixth hour, MWF. One semester credit.

Lectures are given on the use of folk dances in social work, in the school room and the gymnasium and on adapting them for use in festivals, fetes, etc. A notebook is required.

The practical work includes graded folk dances of the different nations, and practice teaching.

182. PLAYGROUND MANAGEMENT. Class work, fourth hour. M. Practical work to be arranged. One-half semester credit.

This course includes discussions of the organization and administration of playground activities, equipment, and practical experience in conducting some playground hours.

184. INTERPRETATIVE DANCING. Class work and practical work, seventh hour, M,Tu,W,Th,F. One semester credit.

This course aims to teach dancing, not dances, through logical, conscious control of body movements, motivated by music which has been studied and is understood. This study of music includes the simple, common rhythms, which are easily adapted to many uses.

190. SWIMMING W. Eighth hour, Tu,W,Th,F. No credit. (13:356)

COURSES IN PHYSICAL EDUCATION 1920-21

151A. PHYSICAL EDUCATION W-I. Freshman year, first semester, Lectures and gymnasium, three hours. One semester credit.

Instruction in hygiene and social problems is an essential part of this course. In these lectures, in addition to the problems of hygiene as applied to individual health, the biological truths that lead to serious, respectful consideration of social and sex hygiene are presented. This part of the course is given by the dean of women.

The physical training part of this course is divided into two hours a week of regular gymnasium work and one hour of interpretative dancing, folk dancing, games, tennis, hockey, basket ball, or swimming. Classes are in part held out of doors when the weather permits.

152A. PHYSICAL EDUCATION W-II. Freshman year, second semester, Gymnasium, three hours. One semester credit. Prerequisite: Physical Education W-I.

In this course the marching tactics, floor work, etc., are continued for two hours a week, and basketball, games, interpretative dancing, folk dancing, tennis, and swimming are carried on for one hour a week.

153, 154. PHYSICAL EDUCATION W-III and W-IV. Sophomore year, first and second semesters, respectively. Gymnasium, three hours. One semester credit.

The work in these two courses is a continuation of that of courses 151A and 152A. More advanced work in marching tactics and apparatus is here given.

175. GYMNASTICS. Elective, summer school. Lectures and recitations, one and one-half hours; practical work, three hours. One semester credit.

This course is especially planned for the needs of the teacher in the public schools where no special teacher in this subject is employed. Lectures are given on the general theory of gymnastics and the physiological reason for each exercise. A notebook is required.

Practical Work.--The practical work includes free exercises, hand apparatus, heavy apparatus, and practice teaching.

178. FOLK DANCING. Elective, summer school. Lectures and recitations, one hour; practical work, four hours. One semester credit.

Lectures are given on the physiological benefit derived from the dances in costuming, and in the use of the dances in festivals and fetes. A notebook is required.

Practical Work.--This course offers graded folk dances of the different nations, suitable for use in schoolrooms, playgrounds, or gymnasiums.

181. GAMES. Elective, summer school. Lectures and recitations, one hour; practical work, four hours. One semester credit.

Lectures are given on the problems of grading games, and on the physiological benefits received. A notebook is required.

Practical Work.--This course offers practice in games for grammar schools, high schools, playground and gymnasiums.

182. PLAYGROUND MANAGEMENT. Elective, summer school. Lectures and recitations, one hour; practical work, to be arranged. One semester credit.

This course includes discussions of the organization and administration of playground activities and equipment, and practical experience in conducting such activities.

185. INTERPRETATIVE DANCING. Elective, summer school. Class work and practical work, five hours. One semester credit.

This course aims to teach dancing, not dances, through logical, conscious control of body movements, motivated by music which has been studied and is understood. This study of music includes the simple, common rhythms, which are easily adapted to many uses.

187. TECHNIC OF BASKET BALL, BASEBALL, AND HOCKEY. Elective, summer school. Lectures and recitations, three hours. One semester credit.

This course is devoted to the technique of these sports, the physiological benefit derived, and the organization of each into interclass contests.

190. SWIMMING W. Open to all women students of the College. Both semesters. No credit.

This is a course in swimming in which individual instruction is given in several styles of swimming and diving. (13:304)

COURSES IN PHYSICAL EDUCATION
1925-26
For Undergraduate Credit--Women

151A. PHYSICAL EDUCATION W-I, 1(0-3); I.

Several lectures on hygiene and social problems given under the direction of the dean of women; physical training part divided into one period of gymnastics and two periods of a sport or dancing, which may be chosen by the student; dancing and swimming offered throughout the year; hockey, basketball, baseball, volleyball, archery, tennis, track and field sports given in season. Deposit, \$3.

152A. PHYSICAL EDUCATION W-II, 1(0-3); II. Prerequisite: Course 151A. A continuation of Physical Education W-I.

153, 154. PHYSICAL EDUCATION W-III and W-IV, 1(0-3) each; I and II, respectively.

Continuation of courses 151A and 152A, but more advanced. Deposit, \$3.

156A to 156H. GENERAL TECHNIC OF GYMNASTICS I TO VIII, 1(0-3); I(A,C,E,G) and (B,D,F,H). Open as elective to juniors and seniors who have completed Phys. Ed. W-I to W-IV.

Practical work in gymnastics, apparatus work, dancing, and sports.

158. FIRST AID. 1(1-0); I.

The prevention of accidents, and the treatment of injuries in an emergency. Text: Red Cross Textbook of First Aid.

160-161. FOLK DANCING I AND II. 1(0-3) each; I and II, respectively. Prerequisites: For I, courses 151A to 154; for II, course 160.

I: An elementary course in folk and national dancing and singing games.

II: Advanced course in the study of folk dances and national dances.

163. THEORY AND TECHNIC OF DANCING. 1(1-0); II. Prerequisites: Folk Dancing II and at least one semester of advanced dancing.

Place of dancing in education, value of dancing as an art and as a means of expression; dancing correlated with music, literature, painting, and sculpture. Text: H'Doubler, The Dance and Its Place in Education.

165A. SPORTS TECHNIC I. 1(1-0); I. Prerequisite: One season of advanced hockey and advanced basket ball.

Rules and principles of coaching hockey, soccer, and basket ball; practice given in assisting with coaching of college sports. Text: Official Rule Books.

165B. SPORTS TECHNIC II. 1(1-0); II. Prerequisites: One season of advanced baseball, field and track, and archery.

Rules and principles of coaching baseball, track and field, and archery. Students assist with college sports. Text: Official Rule Books.

165C. SPORTS TECHNIC III. (1-0); I. Prerequisites: One season of advanced swimming and tennis.

Rules and principles of coaching swimming, tennis, and volley ball. Students assist with college sports. Text: Official Rule Books.

168. METHODS OF TEACHING GYMNASTICS. 1(1-0); II. Prerequisites: Courses 156A to 156C.

Selection, classification, arrangement, and progression of gymnastic exercises; practice teaching within the class. Text: Crombie and McKenzie, Gymnastics in Education.

170. PHYSICAL DIAGNOSIS W. 3(3-0); I. Prerequisites: Anatomy, Embryology and Physiology.

Causes and symptoms of common diseases, deformities, and other abnormal conditions; methods of giving physical examinations.

172. THERAPEUTICS AND MASSAGE. 2(1-3); II. Prerequisites: Anatomy, Kinesiology, and Physical Diagnosis.

Postural defects studied and exercises given for correction of each; general and local massage practiced for cases which can be treated by the Department of Physical Education.

174. PHYSIOLOGY OF EXERCISE. 2(1-3); II. Prerequisites: Anatomy, and Embryology and Physiology.

Effect of exercise on the tissues, systems, and organs of the body. Text: McCurdy and McKenzie, Physiology of Exercise.

176. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION W. 2(2-0); II. Prerequisites: Courses 161, 165A, 165B, 165C, 168 and 182.

Aims of physical education and the organization and administration of a department to meet those aims; the relation and responsibility to other departments. Text: Williams, Organization and Administration of Physical Education.

177. CORRECTIVE GYMNASTICS. 1(0-3); I and II.

Special exercises for students having physical defects, abnormalities, and other weaknesses and needing individual corrective work. Deposit, \$2.

178. FOLK DANCING. 1 cr. SS.

Lectures on origin and values of folk dancing, principles of teaching folk dances, use of folk dances in festivals; practical work consisting of graded folk dances of different nations, and some practice teaching; a notebook required.

181A. PLAYS AND GAMES. 1(0-3); I. Prerequisites: Courses 151A and 152A.

Types of games suitable for different age periods, methods of coaching and managing group contests. Text: Bancroft, Games for the Playground, Home, School and Gymnasium.

182. PLAYGROUND MANAGEMENT W. 1(1-0); II. Prerequisite: Plays and Games.

Organization and administration of playground activities and equipment; history of the playground movement and the various theories of play. Text: Bowen and Mitchell, The Theory of Organized Play.

183. ELEMENTARY SCHOOL GYMNASTICS. 1(0-3); SS.

Principles of selection, methods of teaching and organization of work in elementary schools; practice of the activities used, and some practice teaching.

185. INTERPRETATIVE DANCING. 1cr.; SS.

Dancing, not dances, taught through logical, conscious control of body movements, motivated by music which has been studied and is understood; simple, common rhythms which are easily adapted to many uses. Deposit, \$3.

187. TECHNIC OF BASKET BALL, BASEBALL, AND HOCKEY. 1 cr.; SS. Methods of coaching high-school students.

188. TEACHING AND ADAPTION OF PHYSICAL EDUCATION. 3(3-0); I.

Prerequisites: Courses 161, 156A, 156B, 165C, 168, and 182.

Problems of physical education and general principles of leadership; adaptation of material to meet needs of various groups and to meet aims and ideals of physical education. Text: Hetherington, School Program in Physical Education.

189. KINESIOLOGY W. 3(3-0); I. Prerequisite: Human Anatomy (Zool., 123).

The mechanics of movement; elemental body movements analyzed and principles involved applied to the teaching of physical education. Text: Bowen and McKenzie, Applied Anatomy and Kinesiology.

190. SWIMMING W. No credit; SS. Open to all women students.

A class for those who do not know how to swim; also, a section for those who know how to swim.

For Undergraduate Credit--Men and Women

192. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION. 3(3-0); II.

Prerequisite: Sophomore standing.

A survey of the field of physical education from ancient to modern times; aims and ideals of physical education and its relation to general education. Text: Rice, A Brief History of Physical Education.

196. SCHOOL HYGIENE. 3(3-0); I. Prerequisite: Personal Hygiene, Human Anatomy, and Physiology.

Hygiene of the building and of the teacher; principles, content, and methods of health education. (18:264)

CURRICULUM IN PHYSICAL EDUCATION FOR WOMEN

In effect September 1, 1929, for classes of 1932 and later years.

FRESHMAN

First Semester		Second Semester	
College Rhetoric I, Engl. 101....	3	College Rhetoric II, Engl. 104..	3
Chemistry I, Chem. 101.....	5	Chemistry II, Chem. 102.....	5
Extens. Speech I, Pub. Spk. 106...	2	Extens. Speech II, Pub. Spk. 108..	2
Current History, His. 126.....	1	General Zoology, Zool. 105.....	5
Library Methods, Lib. Econ. 101..	1		
Hygiene, Child Welfare 101.....	2		
Phys. Ed. W. Phys. Ed. 151A.....	R	Phys. Ed. W., Phys. Ed. 152A....	R
Gen. Technic I, Phys. Ed. 156A...	1	Gen. Technic II, Phys. Ed. 156B..	1
Total.....	15	Total.....	16

SOPHOMORE

First Semester		Second Semester	
El. Org. Chemistry, Chem. 123....	3	Psychology A. Educ. 101.....	3
Human Anatomy, Zool. 123A.....	5	Kinesiology W. Phys. Ed. 189....	3
English Literature, Engl. 172....	3	American Literature, Engl. 175..	3
Embryology A. Zool. 135.....	3	Physiology A. Zool. 127.....	3
Playground Management and Games W,		History and Principles of Phys.	
Phys. Ed. 182A.....	2	Education, Phys. Ed. 192.....	3
Phys. Ed. W, Phys. Ed. 153.....	R	First Aid, Phys. Ed. 158.....	1
General Technic III, P.E. 156C....	1	General Technic IV, P.E. 156D...	1
Total.....	17	Total.....	17

JUNIOR

First Semester		Second Semester	
School Hygiene, Phys. Ed. 196....	3	Educ. Admin. A. Educ. 105.....	3
History of Engl. Lit., Engl. 181...	3	Psychology of Childhood and	
		Adolescence, Educ. 208.....	2
Gen. Microbiology, Bact. 101.....	3	Therap. and Mas. Phys. Ed. 172...	2
Phys. Diagnosis W. Phys. Ed. 170..	3	American History I, Hist. 201...	3
Folk Dancing I, Phys. Ed. 160....	1	Folk Dancing II, Phys. Ed. 165B..	1
Sports Technic I, Phys. Ed. 165A...	1	Sports Technic II, Phys. Ed. 165B..	1
Gen. Technic V, Phys. Ed. 156E...	1	Gen. Technic VI, Phys. Ed. 156F..	1
		Methods of Teaching Gymnastics,	
		Phys. Ed. 168.....	1
Elective*.....	2	Elective*.....	2
Total.....	17	Total.....	17

* All electives are to be chosen in accordance with the general rules governing electives and taken in departments other than that of physical education.

SENIOR

First Semester	Second Semester
Educ. Psychology, Educ. 109.....3	Educ. Sociology A. Educ. 118...3
Supervised Teaching in Phys. Ed., Phys. Ed. 186.....3	Organization and Administration of Phys. Ed. W, Phys. Ed. 176.2
Teaching and Adaptation of Phys. Ed., Phys. Ed. 188.....3	Applied Nutrition, Food & Nut. 120.....2
Theory and Technic of Dancing, Phys. Ed. 163.....1	Sports Technic IV, P.E. 165D...1
Sports Technic III, P.E. 165C.....1	Gen. Technic VIII, P.E. 156H...1
Gen. Technic VII, P.E. 156G.....1	Elective*.....7
Elective*.....5	
Total.....17	Total.....16

Summary.--Physical education, 40 hours; professional education, 18 hours; other prescribed subjects, 58 hours; general electives, 16 hours. Total, 132 semester hours.

* All electives are to be chosen in accordance with the general rules governing electives and taken in departments other than that of physical education. (20:174)

CURRICULUM IN PHYSICAL EDUCATION FOR WOMEN 1933

FRESHMAN

First Semester		Second Semester	
College Rhetoric I, Engl. 101.....	3	College Rhetoric II, Engl. 104...3	
General Chemistry, Chem. 110.....	5	El. Org. Chemistry, Chem. 123...3	
Exterm. Speech I, Pub. Spk. 106.....	2	Exterm. Speech II, Pub. Spk. 108.2	
Library Methods, Lib. Econ. 101.....	1	Gen. Zoology, Zool. 105.....	5
Personal Health, Child Wel. 101...2			
Phys. Educ. W., P.E. 151A.....	R	Phys. Educ. W., P.E. 152A.....	R
Gen. Technic I, P.E. 157A.....	2	Gen. Technic II, P.E. 157B.....	2
Total.....	15	Total.....	15

SOPHOMORE

First Semester		Second Semester	
Human Anatomy, Zool. 123A.....	5	Psychology A. Educ. 181.....	3
English Literature, Engl. 172.....	3	Kinesiology W. Phys. Ed. 184...2	
Embryology A. Zool. 135.....	3	Physiology, Zool. 130.....	4
Playground Management and Games W.		History and Prin. of Phys. Ed.	
Phys. Ed. 182A.....	2	Phys. Ed. 192.....	3
Phys. Educ. W., P.E. 153.....	R	Phys. Educ. W., P.E. 154.....	R
Gen. Technic III, P.E. 157E.....	2	Gen. Technic IV, P.E. 157D.....	2
Total.....	15	Total.....	15

JUNIOR

First Semester		Second Semester	
School Hygiene, Phys. Ed. 196.....	3	American Literature, Engl. 175...3	
Gen. Microbiology, Bact. 101.....	3	Educ. Admin. A. Educ. 105.....	3
Phys. Diagnosis W., P.E. 170.....	3	Psych. of Child. and Ad. Ed. 2503	
		Therap. and Mass. P.E. 173.....	3
Folk Dancing I, Phys. Ed. 160.....	1	Folk Dancing II, P.E. 161.....	1
Phys. Educ. W., P.E. 151A.....	R	Phys. Educ. W., P.E. 152A.....	R
Gen. Technic V, P.E. 157E.....	2	Gen. Technic VI, P.E. 157F.....	2
Elective.....	3		
Total.....	17	Total.....	17

SENIOR

First Semester		Second Semester	
Amer. Hist. Survey, Hist.104.....	3	Educ. Sociology, Educ.239.....	3
Educ. Psychology, Educ. 109.....	3	Organization and Administration of Phys. Ed. W., P.E. 176....	2
Applied Nutrition, Food-Nut.121....	2	Teaching Participation in Phys. Educ., P.E. 186.....	3
Tech. and Adapt. of Phys. Ed., Phys. Ed. 188.....	3	Phys. Educ. W., P.E. 154.....	R
Phys. Educ. W., P.E. 153.....	R	Gen. Technic VIII, P.E. 157H...	2
Gen. Technic VII, P.E. 157G.....	2	Elective.....	5
Elective.....	2		
Total.....	<u>15</u>	Total.....	<u>15</u>

Summary.--Physical education, 41 hours; professional education, 18 hours; other prescribed subjects, 51 hours; general electives, 10 hours. Total, 120 hours. (25:177)

FOR UNDERGRADUATE CREDIT--WOMEN
1936-37

A deposit of \$2.50 is required of each student enrolled in any course designated "Deposit." Only one deposit is required from any student in one semester.

151A, 152A, 153, 154. PHYSICAL EDUCATION W. R(0-3) each; I, II, and SS.

Modern dancing, swimming and individual gymnastics offered throughout the year; folk and tap dancing, recreational sports, Danish gymnastics, hockey, soccer, fieldball, tennis, basketball, archery, baseball and golf in season. Deposit. A refund of 50 cents, each semester, is made upon return of key.

Recreational swimming is offered on Tuesdays and Thursdays at 4 o'clock for those who have registered in the College and paid the necessary fees. Swimming fee, \$1 each semester.

MAJOR COURSES

The following courses may be elected by those who wish a minor in Home Economics: Art 101A; Elementary Design I; Art 130; Costume Design I; Food and Nutr. 102; Foods I; Clo. and Text. 103; Clothing for the Individual.

155. FUNDAMENTAL RHYTHM. 1(0-3); I.

Body rhythm, fundamentals of music, and percussion accompaniment for rhythmic activities. Deposit.

157A. GENERAL TECHNIC I. 2(1-3); I.

Theory and practice of self-testing activities. Deposit.

157B. GENERAL TECHNIC II. 2(1-3); II.

Theory and practice of tumbling and recreational sports. Deposit.

157C. GENERAL TECHNIC III. 2(1-3); I. Prerequisite: Ability to play hockey and soccer.

Methods of teaching soccer, hockey, fieldball and speedball. Deposit.

157D. GENERAL TECHNIC IV. 2(1-3); II. Prerequisite: Ability to play volleyball, basketball and baseball.

Methods of teaching volleyball, basketball and baseball. Deposit.

157E. GENERAL TECHNIC V. 2(1-3); I. Prerequisite: Phys. Ed. 155 and one-half semester each of folk dancing and tap dancing.

Method of teaching child rhythms and folk dancing.

157F. GENERAL TECHNIC VI. 2(1-3); II. Prerequisite: Knowledge of Danish gymnastics, tennis and golf.
Methods of teaching Danish gymnastics, tennis and golf.

157G. GENERAL TECHNIC VII. 2(1-3); Prerequisite: A semester each of beginning dancing and intermediate dancing.
Methods of teaching modern dance.

157H. GENERAL TECHNIC VIII. 2(1-3); II. Prerequisite: A semester each of beginning and intermediate swimming; one-half semester of archery.

Methods of teaching swimming and archery. Deposit.

158. FIRST-AID. 1(1-0); SS.

The prevention of accidents and the treatment of injuries in an emergency.

163. PRINCIPLES OF HEALTH EDUCATION W. 3(3-0); I and SS. Prerequisite: Child Welf. 101.

General program of health work; daily health inspection; health examinations; and evaluation of health education material for grades and high schools.

164. CLOG AND CHARACTER DANCING W. 1(0-3); SS.

Principles of teaching clog and character dancing; lectures and practical work; a notebook is required.

165. TUMBLING PYRAMIDS, AND STUNTS W. 1(0-3); SS.

Instruction in tumbling, pyramids, and stunts in line with the ability of the class. Material presented may be used in grades and high school.

166. INTRAMURAL ATHLETICS FOR WOMEN. 1(1-0); SS.

This course is offered for teachers who direct intramural activities. Types and methods of conducting intramural athletics in high schools will be considered.

167. CAMP CRAFT W. 1(0-3); SS.

Fire building, outdoor cooking, day and overnight trips, and handicraft. Lectures, reports, and practical work.

168. GAMES FOR GRADES AND HIGH SCHOOL. 2(1-3); SS.

Methods of teaching games in public schools suitable for recess, noon, and after-school periods. Deposit.

171. HEALTH EXAMINATIONS W. 2(0-6); I. Prerequisites: Phys. Ed. 184 and Zool. 123A and 130.

Methods of giving health examinations, analysis of normal body mechanics, postural deviations, first-aid emergency treatment.

172. THERAPEUTICS AND MASSAGE. 2(0-6); I. Prerequisites: Phys. Ed. 171 and 184 and Zool. 123A.

Postural defects studied and exercises given for correction of each; general and local massage practiced for cases which can be treated by the Department of Physical Education. Deposit.

176. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION W. 2(2-0); II. Prerequisite: Phys. Ed. 157A to 157G, 182A, and 188.

Administrative policies of physical education departments: the staff, activities, basic principles. Construction, equipment, and care of plant.

178. FOLK DANCING. 1(0-3); SS.

Singing games, rhythms and folk dancing for elementary and secondary schools. Deposit.

182A. PLAYGROUND MANAGEMENT AND GAMES W. 2(1-3); I.

Organization and administration of playground activities and equipment; history of the playground movement; types of games suitable for different age periods. Practice teaching in elementary schools. Deposit.

183. ADULT RECREATION W. 2(2-0); II. Prerequisite: Phys. Ed. 182A.

Principles and methods of organizing communities for leisure time activities.

184. KINESIOLOGY W. 2(2-0); II. Prerequisite: Zool. 123.

The mechanics of movement; elemental body movements analyzed and principles involved applied to the teaching of physical education.

187A. TECHNIC OF BASKETBALL, BASEBALL, AND VOLLEYBALL. 1(0-3); SS.

Rules, duties of officials, organization of squads and teams, equipment. Methods of coaching and conducting of tournaments. Deposit.

188. TEACHING AND ADAPTATION OF PHYSICAL EDUCATION. 3(3-0); I. Prerequisite: Phys. Ed. 157A to 157F, 161, and 182A.

Problems of physical education and general principles of leadership; adaptation of material to meet needs of various groups and to meet aims and ideals of physical education.

FOR UNDERGRADUATE CREDIT--MEN AND WOMEN

192. HISTORY AND PRINCIPLES OF PHYSICAL EDUCATION. 3(3-0); II. Prerequisite: Sophomore standing.

A survey of the field of physical education from ancient to modern times; aims and ideals of physical education and its relations to general education. (29:227)

PHYSICAL EDUCATION (WOMEN)

1946

FRESHMAN

First Semester		Second Semester	
Course	Sem. Hrs.	Course	Sem. Hrs.
111 Written Comm. I.....	3	112 Written Comm. II.....	2
111 Oral Comm.....	2	102 Man's Phys. World II.....	4
101 Man's Phys. World I.....	4	191 Rec. Leadership.....	2
101 Personal Health.....	2	157B Gen. Technic II.....	2
154 Fund. Rhythms.....	2	105 General Zoology.....	5
157A Gen. Technic I.....	2	Physical Education.....	R
Physical Education.....	R		
Total.....	15	Total.....	15

SOPHOMORE

First Semester		Second Semester	
162 Prin. and Phil. of P.E.....	3	110 Nat. and Dev. of Plants.....	3
177 Plgnd. Mgmt. and Games.....	3	184 General Psychology.....	3
157C General Technic III.....	2	184 Kinesiology.....	2
123 Human Anatomy.....	5	157D Gen. Technic IV.....	2
Elective.....	2	221 Human Physiology.....	4
Physical Education.....	R	Elective.....	1
		Physical Education.....	R
Total.....	15	Total.....	15

JUNIOR

First Semester		Second Semester	
121 Man and Social World I.....	4	122 Man and Social World II.....	4
100 Educ. Psychology.....	3	175 Therap. and Massage.....	3
170 Health Tchg. in H.S.....	3	157F Gen. Technic VI.....	2
157E Gen. Technic V.....	2	Education Elective.....	3
174 Health Examinations.....	3	Elective.....	3
160 English Proficiency.....	R	Physical Education.....	R
Physical Education.....	R		
Total.....	15	Total.....	15

SENIOR

First Semester		Second Semester	
131 Man and Cult. World I.....	4	132 Man and Cult. World II.....	4
121 Applied Nutrition.....	2	163 Teach. Part in H.S.....	3
188 Teach. and Adapt. of P.E....	3	176 Org. and Adm. of P.E.....	2
157G General Technic VII.....	2	157H General Technic VIII.....	2
Education elective.....	3	Education elective.....	3
Elective.....	1	Elective.....	1
Physical Education.....	R	Physical Education.....	R
Total.....	15	Total.....	15

(37:95)

COURSES IN PHYSICAL EDUCATION FOR WOMEN
1952

Katherine Geyer, In Charge

Recreational swimming is offered on Tuesdays and Thursdays at 5 o'clock for women registered in College.

For Undergraduate Credit

055. Physical Education W. No credit. Each semester and summer.
Activities offered: Archery, basketball, bowling, folk and tap dance, golf, hockey, individual and Danish gymnastics, modern dance, recreational sports, rifle, soccer, softball, social dancing, swimming and tennis.
065. Physical Education W Lectures. Required credit. Each semester.
Required of women enrolled in the Curriculum in Physical Education for Women. Orientation and general survey of this field, health, physical education, and recreation.
255. Self-testing Activities. 2 semester hours. First semester.
The practice of self-testing activities, motor ability tests, and the administration of related knowledge tests for the purpose of determining student exemption from service courses in soccer, softball, volleyball, basketball, swimming, tennis, and rhythms. One hour of recitation and three hours of laboratory a week.
260. Personal Hygiene W. 2 semester hours. First semester.
265. Recreational leadership W. 2 semester hours. Second semester.
Principles and methods of organizing communities for leisure activities.
270. Tumbling and Recreational Sports. 2 semester hours. Second semester.
Theory and practice of tumbling and recreational sports. One hour recitation and three hours of laboratory a week.
275. Fundamental Rhythms. 2 semester hours. First semester.
Body rhythm, fundamentals of music, and percussion accompaniment to rhythmic activities. One hour of recitation and three hours of laboratory a week.
280. Playground Management and Games. 3 semester hours. First semester.
Organization and administration of playground activities and equipment; history of the playground movement, types of games suitable for different age periods; practice teaching in elementary schools. Two hours of recitation and three hours of laboratory a week.

290. Kinesiology W. 2 semester hours. Second semester.
Mechanics of movement, body movements analyzed and principles involved applied to the teaching of physical education. Prerequisite: Zool. 210.
295. Team Sports I. 2 semester hours. First semester.
Methods of teaching softball, hockey, and volleyball. One hour of recitation and three hours of laboratory a week. Prerequisite: Ability to play softball, volleyball, and hockey.
300. Team Sports II. 2 semester hours. First semester.
Methods of teaching soccer, speedball, and basketball. One hour of recitation and three hours of laboratory a week. Prerequisite: Ability to play soccer or speedball and basketball.
305. Health Examinations and First Aid. 3 semester hours. First semester.
Methods of giving health examinations, analysis of normal body mechanics, postural deviations; first aid emergency treatment. Two hours of recitation and three hours of laboratory a week. Prerequisite: Phys. Ed. 290, Xoll. 210, 465.
310. Health Teaching in High School. 3 semester hours. First semester.
Subject matter and methods of presentation of health education; integration with general courses. Prerequisite: Phys. Ed. 260.
315. Therapeutics and Massage. 3 semester hours. Second semester.
Postural defects studied and exercises given for correction of each; general and local massage practiced for cases which can be treated by the Department of Physical Education. Two hours of recitation and three of laboratory a week. Prerequisite: Phys. Ed. 290, 305, Zool. 210.
320. Folk, Tap, and Social Dance. 2 semester hours. Second semester.
Methods of teaching folk, tap, and social dance to all age levels. Six hours of laboratory a week. Prerequisite: Phys. Ed. 275 and one semester of Phys. Ed. 055 in folk, tap, and social dance.
325. Modern Dance. 2 semester hours. Second semester.
History of the dance, methods of teaching modern dance. One hour of recitation and three hours of laboratory a week. Prerequisite: Semester each of beginning and intermediate modern dance.
330. Teaching and Adaptation of Physical Education. 3 semester hours. First semester.
Organization of physical education material for a progressive program in elementary schools, and junior and senior high schools; teaching methods to achieve desired aims of education. Prerequisite: Phys. Ed. 255, 270, 280, 285, 295, 300, 320.

335. Organization and Administration of Physical Education W. 2 semester hours. Second semester.
Administrative policies of departments of physical education; the staff, activities, basic principles; construction, equipment and care of plant. Prerequisites: Phys. Ed. 255, 270, 285, 295, 300, 310, 320, 325, 330.
340. Swimming and Archery. 2 semester hours. Second semester.
Methods of teaching swimming and archery. One hour of recitation and three hours of laboratory a week. Prerequisite: Semester each of beginning and intermediate swimming and archery.
345. Dance Composition. 1 semester hour. Each semester.
Advanced modern dance technique, composition and accompaniment. Participation in one studio production. Three hours of laboratory a week. Prerequisite: Phys. Ed. 055, one semester of modern dance or consent of instructor. May not be taken more than four semesters for credit.
350. First Aid. 2 semester hours. Each semester and summer.
Prevention of accidents and the treatment of injuries in an emergency. Upon satisfactory completion of this course, a certificate is awarded by the American Red Cross and the holder is in line for consideration as an instructor in first aid. Not open to students in the curriculum in Physical Education.
355. Principles and Philosophy of Physical Education. 3 semester hours. First semester.
Aims and objectives of physical education, historical development, its relation to general education, analysis of programs and methods. Prerequisite: Sophomore standing.
360. Games for Grades and High School. 2 semester hours. Summer.
Methods of teaching games in public schools suitable for recess, noon, and after-school periods. Two hours of recitation and six hours of laboratory a week.
365. Health and Safety Education W. 2 semester hours. Summer.
Organization of material pertaining to health and hygiene, safety, and accident prevention, as recommended for the schools of Kansas.

COURSES FOR MEN AND WOMEN

For Undergraduate and Graduate Credit

799. Problems in Physical Education. Credit to be arranged. Prerequisite: Variable, depending on problem chosen.

CURRICULUM IN PHYSICAL EDUCATION (WOMEN)
1952

FRESHMAN

First Semester			Second Semester		
Course		Sem. Hrs.	Course		Sem. Hrs.
Eng.	125 Written Comm. I.....	3	Eng.	135 Written Comm. II.....	2
Sp.	105 Oral Comm. I.....	2	Comp.	120 Man's Phys. Wld. II....	4
Comp.	110 Man's Phys. Wld. I....	4	P.E.	265 Rec. Leadership.....	2
P.E.	260 Personal Hygiene W....	2	P.E.	170 Tumbling Rec. Sports..	2
P.E.	266 Self Testing Activ....	2	Zool.	110 Gen. Zoology.....	5
Foods	130 Applied Nutrition.....	2	P.E.	065 Phys. Ed. W. Lect....	0
P.E.	065 Phys. Ed. W. Lect....	0		Physical Education...0	
	Physical Education....	0		Total.....	15
	Total.....	15			

SOPHOMORE

Psyc.	310 General Psychology....	3	Educ.	105 Educ. Psych. II.....	3
P.E.	280 Plgnd. Mgnt. & Games....	3	P.E.	290 Kinesiology.....	2
P.E.	295 Team Sports I.....	2	P.E.	285 Individual Act.....	2
Zool.	210 Human Anatomy.....	5	Zool.	465 Human Physiology....	4
P.E.	275 Fund. Rhythms.....	2	Bot.	190 Nat. & Dev. Plants...3	
P.E.	065 Phys. Ed. W. Lect....	0		Elective.....	1
	Physical Education....	0	P.E.	065 Phys. Ed. W. Lect....	0
				Physical Education...0	
	Total.....	15		Total.....	15

JUNIOR

Comp.	210 Man and Soc. WWI.....	4	Comp.	220 Man and Soc. WWII....	4
Educ.	120 Prin. of Sec. Educ....	3	Educ.	135 Meth. Tchg. in H.S....	3
P.E.	305 Health Exam. and		P.E.	315 Therap. and Massage..	3
	First Aid.....	3	P.E.	320 Folk, Tap, and	
P.E.	310 Health Tchg. in H.S....	3		Social Dance.....	2
P.E.	300 Team Sports II.....	2			
Engl.	090 Engl. Proficiency....	0	P.E.	355 Prin. & Phil. of P.E.	3
P.E.	065 Phys. Ed. W. Lect....	0	P.E.	065 Phys. Ed. W. Lect....	0
	Physical Education....	0		Physical Education...0	
	Total.....	15		Total.....	15

SENIOR

Comp.	250	Man and Cult. WWI.....	4	Comp.	260	Man and Cult. WWII..	4
P.E.	330	Tchg. and Adapt. P.E....	3	P.E.	335	Org. and Adm. of	
P.E.	325	Modern Dance.....	2			Phys. Ed. W.....	2
		Elective.....	6	P.E.	340	Swimming & Archery..	2
P.E.	065	Phys. Ed. W. Lect.....	0	Educ.	150	Tchg. Part. in	
						Sec. School.....	3
						Education Elec.....	3
						Elective.....	1
				P.E.	065	Phys. Ed. W. Lec...	0
						Total.....	15
		Total.....	15				

(42:121)

COURSES IN PHYSICAL EDUCATION FOR WOMEN

1960

Katherine Geyer, In Charge

Recreational swimming is offered on Tuesdays and Thursdays at 5 o'clock for women registered in college.

For a major, a student should enroll in one of the curriculums in physical education. For a minor, a student should enroll in the following courses: Ph. Ed. 306, 320, 331, 351, 356, 366, or 515, 380, 480, 505, 526, 555, 556 (optional) and 580 (optional).

For Undergraduate Credit

- 055. Physical Education W. (0) Required. I, II, S. Activities offered: Archery, basketball, bowling, folk and tap dancing, golf, hockey, individual and Danish gymnastics, modern dance; recreational sports, rifle, soccer, softball, social dancing, swimming, and tennis.
- 065. Physical Education W Lectures. (0) I, II. Required of women enrolled in the Curriculum in Physical Education for Women. Orientation and general survey of health, physical education, and recreation.
- 306. Tumbling and Recreational Sports. (2) I. Theory and practice of tumbling and recreational sports. One hour rec. and three hours lab. a week.
- 310. Physical Education Orientation. (1) II. Self-testing activities and motor ability tests to determine exemption from courses in soccer, speedball, volleyball, basketball, swimming, and tennis. For freshmen women majors in Physical Education. Three hours lab. a week.
- 320. Recreational Leadership W. (2) II. Principles and methods of organizing communities for leisure activities.
- 331. Individual Activities. (2) II. Methods of teaching tennis, badminton, and archery. One hour rec. and three hours lab. a week. Pr.: Ability to play tennis.
- 360. Dance Composition. (1) I, II. Principles and methods of modern dance composition. Discussion of costuming and staging dance. Three hours lab. a week. Pr.: Ph. Ed. 055, one semester of modern dance or consent of instructor. May not be taken more than four semesters for credit.
- 366. Team Sports I. (2) I. Methods of teaching softball, hockey, and volleyball. One hour rec. and three hours lab. a week. Pr.: Ability to play softball, volleyball, and hockey. Offered in odd-numbered years.

380. Playground Activities. (3) I, II, S. Organization and administration of playground activities and equipment; history of the playground movement, types of games suitable for different age periods; practice teaching in elementary schools. Two hours rec. and three hours lab. a week. Pr.: Sophomore standing and Educ. 200 or consent of instructor.
383. Camp Counseling. (2) I. Basic principles and skills in camping for future counselors. Pr.: Sophomore standing.
385. Health and Safety Education W. (2) S. Organization of material pertaining to health and hygiene, safety, and accident prevention as recommended for the schools of Kansas.
506. Sports Officiating W I. (2) I. Principles and practices of officiating athletic games: softball, hockey, and volleyball. Pr.: Team Sports I or consent of instructor.
515. Team Sports II. (2) I. Methods of teaching soccer, speedball, and basketball. One hour rec. and three hours lab. a week. Pr.: Ability to play soccer or speedball and basketball. Offered in even-numbered years.
526. Health Examinations and First Aid. (3) I. Methods of giving health examination, analysis of normal body mechanics, postural deviations; first aid emergency treatment. Two hours rec. and three hours lab. a week. Pr.: Zool. 210, 425, junior standing, or consent of instructor.
530. Therapeutics and Massage. (3) II. Postural defects studied and exercises given for correction of each; general and local massage practiced for cases which can be treated by the Department of Physical Education. Two hours rec. and three hours lab. a week. Pr.: Ph. Ed. 290, 526, Zool. 210.
555. Principles and Philosophy of Physical Education. (3) I. Aims and objectives, historical development, relation to general education and analysis of programs and methods of physical education. Pr.: Junior standing.
560. Sports Officiating W II. Principles and practices of officiating athletic games; soccer, speedball, and basketball. Pr.: Team Sports II or consent of instructor.
566. Methods and Materials of Dance. (2) I. History of the dance; methods of teaching dance. One hour rec. and three hours lab. a week. Pr.: Semester each of beginning and intermediate dance.

575. Teaching and Adaptation of Physical Education. (3) I. Organization of physical education material for progressive program in elementary, junior and senior high schools; teaching methods to achieve desired aims of education. Pr.: Ph. Ed. 306, 331, 366, 380, 515.
580. Swimming. (2) II. Methods of teaching swimming. One hour rec. and three hours lab. a week. Pr.: Semester each of beginning and intermediate swimming. Offered in odd-numbered years.

COURSES FOR MEN AND WOMEN

For Undergraduate Credit

290. Kinesiology. (2) II. Mechanics of movement; body movements analyzed and principles involved applied to the teaching of physical education. Pr.: Zool. 210.
341. Life Saving and Water Safety Instruction. (1) I, II. Methods of teaching swimming and life saving. Upon satisfactory completion of this course a certificate is awarded by the American Red Cross as a senior life saver and a water safety instructor. Three hours lab. a week. Pr.: Advanced Swimming.
351. Fundamentals of Rhythms. (2) II. Fundamentals of music. Methods of teaching folk, square, and social dance. Four hours lab. a week.
356. Personal and Community Health. (3) I, II, S.
370. Methods in Physical Education in Elementary Schools. (2) S. Methods of teaching and organization of material for a progressive elementary school program.
375. First Aid. (2) I, II, S. Prevention of accidents and the treatment of injuries in an emergency. Upon satisfactory completion of this course a certificate is awarded by the American Red Cross and the holder is in line for consideration as an instructor in first aid. Not open to students in Physical Education.
481. Teaching Health. (2) II. Materials and methods of teaching health in the junior and senior high schools. Pr.: Ph. Ed. 356, Zool. 210, 425.
486. Administration of Health and Physical Education. (3) I. Pr.: Junior standing.

For Undergraduate and Graduate Credit

700. Problems in Physical Education. Credit arranged. Pr.: Background of courses needed for problem undertaken.

For Graduate Credit

820. Supervision of Physical Education. (2) II, S. A study of the objectives, organization, and methods of supervision for elementary and secondary schools. Pr.: Educ. 477; Ph. Ed. 485.
840. Administration of School Health Education Program. (2) I, S. A study of the organization and administration of health service, health instruction, and health environment for primary and secondary schools' health councils. Pr.: Ph. Ed. 480.
860. Advanced Athletic Coaching. (3) S. For advanced students of football and basketball. Underlying principles of major sports strategy, the designing of plays, methods of teaching and controlling players, special problems of management connected with selecting, handling equipment, and making trips. Pr.: Graduate standing and one year of coaching experience.
999. Research in Physical Education. Credit arranged. Pr.: Sufficient training to carry on the line of research undertaken.

(50:154)

KANSAS STATE UNIVERSITY
Physical Education, Women
1970-71

FRESHMEN

English Comp. I	3	English Comp. II	2
General Psychology	3	Tumbling & Gymnastics	2
Per. & Com. Health	3	Gen. Zoology	4
Phys. Science elective 4 or 3		Team Sports I	3
Oral Comm. I	2	Social Science elective	3
Intro. to Phys. Educ.	1	Basic Phys. Ed.	0
Basic Phys. Ed.	0	P.E. Lecture	0
P.E. Lecture	0		
	<u>15 or 16</u>		<u>15-30 or 31</u>

SOPHOMORE

Team Sports II	3	Kinesiology	2
Human Anatomy	5	Soc. Sci. elective	3
Lit. or Language	3	Human Physiology	4
Social Science elective	3	Rhythms for E & S Schools	2
Basic Phys. Ed.	0	Educ. Psych I	3
Elective 1 or 2		Basic Phys. Ed.	0
P.E. Lecture	0	P.E. Lecture	0
	<u>15 or 16</u>		<u>15-30 or 31</u>

JUNIOR

Adapted Physical Educ.	3	First Aid & Ath. Injuries	3
Individual Activities	2	Lit. or Language	3
P.E. Materials	3	Teach. Health	2
Educ. Psych. II	3	Admin. Health & P.E.	3
Prin. & Philos. P.E.	3	Soc. Science elective	
		(400 or above)	3
Meth. & Mat. Dance	2	Meth. P.E.E.S.	3
P.E. Lecture	0	P.E. Lecture	0
	<u>16</u>		<u>16 or 32</u>

SENIOR

Meth. P.E.S.S.	3	Meth. Tchg. S.S.	2
Social Science elective		Prin. Sec. Education	3
(400 or above)	3 or 6	Educational Sociology	3
Electives	12 or 9	Teach. Part.	8
P.E. Lecture	0	Rec. Leadership	2
		P.E. Lecture	0
	<hr/> 18		<hr/> 16 or 32

TOTAL -- 126-228

If the teaching block is taken in the fall, Meth. P.E. will be taught on the block, and the student carries 19 hours. Spring assignment will be 16 hours. Electives: Riflery, bowling, camp-counseling, track and field, gymnastics and Adv. gymnastics and Lifesaving-W.S.I. may be taken after the freshman year for one hour credit. Golf-Fencing and Evaluation in P.E. may be taken for two hours credit.

PHYSICAL EDUCATION--1970-71

Thomas M. Evans, Head of Department

Undergraduate Study

Each student receives a physical examination before enrollment in the Department of Physical Education. All freshmen students enroll in Basic Physical Education 011 to satisfy the physical education requirements. Transfer students entering this University are excused from this requirement providing prior credit in courses equivalent to 011 has been granted....

For the major, a student should take the following:

For Women: Ph. Ed. 158, 206, 290, 306, 320, 331, 351, 356, 366, 380, 461, 481, 486, 506, or 560, 515, 565, 555, 566, 575, 580....

For a minor in Health Education a student should enroll in the following courses: Biol. 121, 122, or 205 or 215 or 425, F. & N. 132, Ph. Ed. 356, 375, 461, 481, 486.

Graduate Study

Graduate study leading to the degree Master of Science in Physical Education is offered in the Department of Physical Education.

Prerequisite to the work in the graduate program is the successful completion of a four-year undergraduate curriculum substantially equivalent to that required of undergraduate students at this University.

Persons desiring to do major work should have sufficient preparation in the biological and social sciences, and in health and physical education to prepare a person for the advanced work in physical education.

Of the total hours required for the graduate degree, a person must complete a minimum of 18 semester hours in the major field and a minimum of nine hours in a minor outside the field.

Facilities available for graduate work in physical education include a well-equipped library containing bulletins, journals, books and other publications. In addition, a new modern, well-equipped gymnasium will furnish numerous possibilities for experimental work in collecting data for problems and research studies of various types relating to the field of health, physical education and recreation.

COURSES IN PHYSICAL EDUCATION FOR MEN AND WOMEN

Undergraduate Credit

261 206. Introduction to Physical Education. (1) I. Introductory survey of the field and study of the principles of health and physical education.

261 290. Kinesiology. (2) II. Mechanics of movement; body movements analyzed and principles involved applied to the teaching of physical education. Pr: Biol. 215.

261 341. Life Saving and Water Safety Instruction. (1) I, II. Methods of teaching swimming and life-saving. Upon satisfactory completion of this course a certificate is awarded by the American Red Cross as a senior life-saver and a water safety instructor. Three hours lab. a week. Pr: Adv. Swim.

261 351. Rhythms for Elementary and Secondary Schools. (2) II. Fundamental rhythms and music methods and materials for teaching folk, square and social dance in elementary and secondary schools. Four hours lab. a week.

261 356. Personal and Community Health. (3) I, II, S. Presents scientific and well-balanced information concerning personal, family, and community health, so vitally essential to the individual in meeting the needs of daily living, professional, parent, and community responsibilities.

261 375. First Aid. (2) I, II, S. Prevention of accidents and the treatment of injuries in an emergency. Upon satisfactory completion of this course a certificate is awarded by the American Red Cross and the holder is in line for consideration as an instructor in first aid. Not open to students in Physical Education.

Undergraduate and Graduate Credit in Minor Field

261 481. Teaching Health in Elementary and Secondary Schools. (2) II. Materials and methods of teaching health in elementary, junior and senior high schools. Pr: Ph. Ed. 356; Biol. 215, 425.

261 486. Administration of Health and Physical Education in Elementary and Secondary Schools. (3) I, II. Policies and procedures in organization and administration, with emphasis on elementary and secondary school health and physical education. Pr: Junior standing.

261 570. Methods in Physical Education in Elementary Schools. (2) II, S. Methods of teaching and organization of material for a progressive elementary school physical education program. Pr: Ph. Ed. 380.

Undergraduate and Graduate Credit

261 600. Physiology of Exercise. (2) II, S. Effects of exercise on the tissues, systems, and organs of the body.

261 610. Tests and Measurements in Physical Education. (3) I, S. A study of capacity, achievement, knowledge, and skill tests, for purposes of classification and measurement of school progress.

261 615. Community Recreation. (2) II, S. A study of organization and administration of municipal recreation programs including club work for youth, camping, playgrounds and indoor recreation centers. Pr: Ph. Ed. 230; Psych. 110.

261 620. Administration of Physical Education in Colleges and Universities. (2) I, S. Study of policies and procedures in the organization and administration of the total program of physical education, with special emphasis from the standpoint of colleges and universities.

261 630. Curriculum Construction in Physical Education. (2) II, S. A study of materials, problems, and guiding principles involved in curriculum construction. Pr: Ph. Ed. 450 or equiv.

261 650. Advanced Methods of Teaching Physical Education. (2). A study of Physical Education teaching methods applied to instruction at the secondary school level; organization of teaching materials and management of Physical Education classes.

261 675. Seminar in Physical Education. Credit arranged. Recent trends and problems in physical education. Pr: Senior standing and consent of instructor.

261 700. Seminar in Health Education. Credit arranged. Recent trends and problems in health education. Pr: Ph. Ed. 486 and consent of instructor.

261 799. Problems in Physical Education. Credit arranged. Pr: Background of courses needed for problem undertaken.

Graduate Credit

261 820. Supervision of Physical Education. (2) II, S. A study of the objectives, organization, and methods of supervision for elementary and secondary schools. Pr: Educ. 477; Ph. Ed. 486.

261 840. Administration of School Health Education Program. (2) I, S. A study of the organization and administration of health service, health instruction, and health environment for primary and secondary schools; health councils. Pr: Ph. Ed. 481.

261 860. Advanced Athletic Coaching. (1-3). Underlying principles and psychology of major sports strategy, the designing of plays, methods of teaching and controlling players; special problems of management connected with selecting, handling equipment, and making trips. Three hours maximum credit. Pr: For advanced students with graduate standing and one year of coaching experience.

261 999. Research in Physical Education. Credit arranged. Pr: Sufficient training to carry on the line of research undertaken.

COURSES IN PHYSICAL EDUCATION FOR WOMEN

Barbara Gench, In Charge

Recreational swimming is offered on Mondays, Tuesdays and Thursdays at 4:30 o'clock for women registered in college.

For a major, a student should enroll in one of the curriculums in physical education. For a minor, a student should enroll in the following courses: Ph. Ed. 306, 320, 331, 351, 356, 366 or 151; 380, 481, 570 and 575, 526, 555, and optional, 566 and 580.

Undergraduate Credit

262 051. Basic Beginning Swimming. (0) I, II, S.

Activities offered: Swimming, Body Mechanics, Individual and Team Sports, Modern Folk and Social Dance, and Recreational Activities. Assignment to swimming follows a swimming test. Required of all freshmen, two semesters.

- 262 052. Basic Int. Swimming. (0)
- 262 053. Basic Adv. Swimming. (0)
- 262 054. Basic Beginning Bowling. (0)
- 262 055. Basic Adv. Bowling. (0)
- 262 056. Basic Beginning Modern Dance. (0)
- 262 057. Basic Tumbling and Gymnastics. (0)
- 262 058. Basic Rhythms. (0)
- 262 059. Basic Golf. (0)
- 262 060. Basic Tennis. (0)
- 262 061. Basic Fencing. (0)
- 262 062. Basic Team Sports. (0)
- 262 063. Basic Individual Sports. (0)
- 262 064. Basic Fitness and Conditioning. (0)
- 262 065. Basic Billiards and Table Tennis. (0)
- 262 066. Basic P.E. for Freshman majors. (0)
- 262 067. Basic P.E. for Sophomore majors. (0)

The following undergraduate courses offered each semester and carrying one credit hour with a maximum of two credit hours are applicable to a degree.

- 262 151. Beginning Bowling. (1)
- 262 152. Advanced Bowling. (1)
- 262 153. Tennis. (1)
- 262 154. Beginning Swimming. (1)
- 262 155. Intermediate Swimming (1)
- 262 156. Advanced Swimming. (1)
- 262 157. Synchronized Swimming. (1)
- 262 158. Intermediate Modern Dance. (1)

- 262 159. Advanced Modern Dance. (1)
- 262 160. Recreational Sports. (1)
- 262 161. Tumbling. (1)
- 262 162. Gymnastics. (1)
- 262 163. Badminton. (1)
- 262 164. Archery. (1)
- 262 165. Golf. (1)
- 262 166. Riflery. (1)
- 262 167. Advanced Gymnastics. (1)

262 065. Physical Education W Lectures. (0) I, II. Required of women enrolled in the Curriculum in Physical Education for Women. Orientation and general survey of health, physical education, and recreation.

262 306. Tumbling and recreational sports. (2) I. Theory and practice of tumbling and recreational sports. One hour rec. and three hours lab. a week.

262 320. Recreational Leadership W. (2) II in even years. Principle and methods of organizing communities for leisure activities.

262 325. Track and Field W. (1) II. Methods of teaching Track and Field. Two hours lab each week.

262 331. Individual Activities. (2) II. Methods of teaching tennis, badminton, and archery. One hour rec. and three hours lab. a week.
Pr: Ability to play tennis, badminton, and archery.

262 360. Dance Composition. (1) I, II. Principles and methods of modern dance composition. Discussion of costuming and staging dance. Three hours lab. a week. Pr: Ph. Ed. 011, one semester of modern dance, or consent of instructor. May not be taken more than four semesters for credit.

262 366. Team Sports I. (1-3). Methods of teaching softball, hockey, and volleyball and principles and practice officiating these sports. Two hours rec. and three hours lab. a week. Pr: Ability to play softball, hockey and volleyball.

262 380. Physical Education Material for Elementary Schools. (3) I, II, S. Games, rhythms, stunts, and other activities suitable for different age periods in the elementary schools. One hour rec. and four hours lab. a week. Pr: Sophomore standing and Educ. 200 or consent of instructor.

262 382. Camp Counseling. (2) I. Basic principles and skills in camping for future counselors. Pr: Sophomore standing or consent of instructor.

UNDERGRADUATE AND GRADUATE CREDIT IN MINOR FIELD

262 515. Team Sports II. (3). Methods of teaching soccer, speedball and basketball and principles and practice officiating these sports. Two hours rec. and three hours lab. a week. Pr: Ability to play soccer, speedball and basketball.

262 526. Health Examinations and First Aid. (3) II. Methods of giving health examinations, analysis of normal body mechanics, postural deviations; first aid emergency treatment. Two hours rec. and three hours lab. a week. Pr: Biol. 215, 425, junior standing, or consent of instructor.

262 555. Principles and Philosophy of Physical Education. (3) I. Aims and objectives, historical development, relation to general education, and analysis of programs and methods of physical education. Pr: Senior standing.

262 566. Methods and Materials of Dance. (2) I. History of the dance; methods of teaching dance. One hour rec. and three hours lab. a week. Pr: Semester each of beginning and intermediate dance.

262 575. Methods in Physical Education in Secondary Schools. (3) I. Organization of physical education material for a progressive program in junior and senior high school; teaching methods to achieve desired aims of education. Pr: Ph. Ed. 306, 331, 336, 515.

262 580. Swimming. (2) II in alt. years. Methods of teaching swimming. One hour rec. and three hours lab. a week. Pr: Semester each of beginning and intermediate swimming.

(51:115)

The following is Rose Edith McDowell's graduate thesis written at Kansas State Agricultural College in 1893.

THE NEED FOR PHYSICAL CULTURE

Because of the very wideness and importance of this subject comparatively few persons give the proper attention to or realize its place in their lives. Thoughts of it are generally narrowed to the one fact that it is a system of motions given to aid the weak and sickly portions of humanity, and for those persons having an abundance of time for practice. Few realize even what these simple motions mean; and aside from these in the physical education of the body course all the forms of exercise, the regulations of dress, of diet, of work, and of sleep, the proper attention to cleanliness,--in short, physical culture extends to every point that in any way influences our physical being.

The need for the education of the body grows stronger every day and more and more attention is given to it; yet it falls very far short of the place it should occupy in our lives. This condition of affairs can partly, if not wholly, be accounted for by the prejudiced views held by the generation that is passing away. They remember the time, in the early days of the country's history, when they were young, where every one was strong and healthy, with no need of exercise aside from what their labors gave them. They note with alarm the unhealthy state of the present generation; and the cause is laid to over culture. They forget that times have changed; that as civilization advances, there comes a difference in the character of occupations. In the early times men found their employment almost entirely out of doors, where fresh air was in abundance, and means of exercising, resulting from the varied character of their labors, were almost complete. Now a comparatively large portion of the population must necessarily find their work confining--places where room for exercise and fresh air is very limited. Along with the confinement comes specialization giving even greater need for a course of training, that all the parts of the body may be kept in harmonious working order with the specially used parts.

Furthermore, in the present time we feel most keenly the painful effects of the lack of knowledge of exercise in our parents. They were well and strong enough, and it never occurred to them to look ahead training themselves so that their children and their children's children might be even better off.

This matter of educating our bodies is after all a thing to be seriously regarded. The world is calling for more efficient laborers in every life. The fact has been noted that the body must keep pace with the mind to bring about the results sought for. Who but one with a well trained mind would offer himself to do the work of today? Yet what could such a mind do without the body to sustain it and to carry out its plans? The body too must be educated. We used this training to express the better self, to bring out what is within. If we would have health we cannot dare neglect the principles of bodily culture. As we attend these principles for this purpose, we gain precision in the motions of

the body, and become free from the waste of vital energy and the mental discomfort caused by awkwardness.

The principal and all important feature in the culture of our bodies is the regular and complete exercising of all its parts, both naturally and artificially under the artificial methods are all forms of gymnastic exercises, taken especially to develop the neglected portions, comprising difficult exercises for each and every muscle putting upon them more than they will generally be called upon to do in order to give greater strength to the whole structure. Though these exercises are important and essential, still much more real good will be derived from the natural forms of exercise, the personal interest taken giving a motive that makes the results much more beneficial. These exercises should always be adapted to the needs of the individual. Each different person may need a different form of treatment, but treatment he must have. Every part of the body must receive its share, for we do not know what emergency we shall be called upon to meet, and in all probability our strength will be, like the chain, as the weakest part.

Of the natural agents for exercising the chief for ease, convenience, naturalness and for best results all around, is walking. We must walk, and with an end in view. There must be an object in walking--walk and get all the good we care from so doing. Learn to carry the body upright, head and shoulders back, the chest out, breathing in all the air we can get. Man can not live by bread alone. What good would result if he had the bread, if he could have no air to breathe? What bread is to the stomach air is to the lungs. Air is blood food and the blood is the life. In order to strengthen we must enrich it by giving the lungs full free play. Any compression of them by lacing, or by tight dressing in any way is a lessening of our powers, a shortening of our lives, a step toward suicide. When the lungs are fully expanded each one of the millions of air cells, coming in contact with the pure air, throws off the impurities, and rich with the extracted food it ramifies through the brain, through the muscular system, through every part of the body, strengthening and invigorating the whole person.

Close to exercise, and probably the most neglected forms of the body culture are sleep and diet. The tendency is more and more to take from the time of these two factors and add to the day's length for labor. As this tendency grows the chances for life and health are more than proportionally lessened. "The successful man will be the one who has slept the soundest and digested the most dinners with the least difficulty." We must have sleep and sleep in abundance, quiet healthful sleep to recuperate both mind and body.

A strong essential to happiness is found in the proper regulation of the diet. There was a time when people ate anything and everything. But that time is past. We must eat and with moderation, that only which will sustain us for our special kind of work. Over eating, or eating of unnecessary kinds of food will only bring overwork to the digestive system and the sooner wear it out.

The body is continually throwing off waste products through the skin. To retain health the excretory organs must not in any way be retarded. To keep them in order the bath is indispensable. No part

of our education is more needed or more neglected. The examples set for us in the nations of the past are striking and useful ones. The strongest and most successful were the ones that paid the most attention to the habits of cleanliness. I firmly believe that we would today be a stronger and better people in every way if the necessity of bathing both frequently and thoroughly was so strongly impressed upon the minds of the people that they could see their lives weakened and shortened every time the bath was neglected.

What will come of it all in the end? Will this culture repay us for time spent? Will the loss through neglecting it be greater than the sacrifices we must endure for it? I answer, most assuredly it will! This education will remodel our lives for us, and in time to come, give us the lives of others. One writer sums up the results of physical culture, as follows,--"By it we gain complete mastery of self; chase away fast-gathering wrinkles; bring about eternal sunshine; economise undue expenditure of mental and vital force; become graceful without apparent conscienceness; reveal the meaning and value of every attitude and tone in the garment of expression; protect our selves in our relations to mankind in that it teaches not to err in our judgments of men; adds dignity and strength to character in proportion as dignity of attitude becomes habitual and is reflex in its action."

Would that the small host that today start for themselves realized that before success comes health. Then with a strong body, a good constitution, a happy disposition, all of which health brings, the roughest ways will become smooth and success shall crown all our efforts.
(54:252-257)

CHRONOLOGICAL LIST
OF
WOMEN PHYSICAL EDUCATION FACULTY MEMBERS
KANSAS STATE UNIVERSITY

1892-93

Minnie Reed

1893-94

Bessie Belle Little

1894-96

Bertha S. Kimball

1896-97

Mary E. Lyman

1897-99

Winnifrede W. Metcalf

1899-1900

Florence Ball

1900-01

Gertrude Williams

1901-03

Edith N. Clure

1903-04

Estella M. Fearon

1904-10

Marguerite E. Barbour

1910-13

Blanche Earl Enyart

1913-14

Eunice Georganne Sellner
Garnet L. Hutte

1914-15

Margaret L. Burns

1915-16

Blanche Enyart
Ethel Loring

1916-17

Annie R. Cahoon
Ethel M. Loring

1917-19

Ethel M. Loring
Edith Lorraine Bond

1919-20

Edith Lorraine Bond
Barthoff

1920-21

Edith Lorraine Bond
Jessie Evans
Louise Tausche

1921-22

Louise Tausche
Worrall
Jessie Evans

1922-23

Louise Tausche
Worrall
Myra Wade

1923-25

Ruth Morris
Geneva Watson
Myra Wade

1925-27

Ruth Morris*
Geneva Watson
Myra Wade

1927-28

Ruth Morris*
Geneva Watson (on leave)
Dorothy Sappington
Katherine Geyer
Ruth Mary Trant

1928-29

Helen Saum*
 Katherine Geyer
 Dorothy Sappington
 Ruth May Trant

1929-32

Helen Saum*
 Katherine Geyer
 Rachel Morrow
 Bernice Paterson

1932-34

Helen Saum*
 Katherine Geyer
 Lorraine Maytum
 Bernice Patterson
 Janet Wood

1934-35

Helen Saum*
 Katherine Geyer
 Lorraine Maytum
 Janet Wood

1935-37

Helen Saum*
 Katherine Geyer
 Marjorie Forchener
 Lorraine Maytum

1937-38

Helen Saum*
 Katherine Geyer
 Lorraine Maytum
 Florence Young

1938-39

Helen Saum*
 Katherine Geyer
 Eva Lyman
 Lorraine Maytum
 Florence Young

1939-40

Helen Saum*
 Katherine Geyer
 Marian Bozenhard
 Lorraine Maytum

1940-43

Helen Saum*
 Katherine Geyer
 Lorraine Maytum
 Irmel Williams

1943-44

Katherine Geyer*
 Eva Lyman
 Ruth Kriehn

1944-47

Katherine Geyer*
 Eva Lyman
 Ruth Kriehn
 Katheryn McKinney

1947-48

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Oglia Carrasos
 Dorothy Lawhead
 Mary Jean Mulvaney
 Marcia Rothrock

1948-49

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Dorothy Lawhead
 Mary Jean Mulvaney
 Jacqueline Van Gassbeck

1949-50

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Jacqueline Van Gassbeck
 Mary Jean Mulvaney

1950-54

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Jacqueline Van Gassbeck

1954-55

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Barbara Brown (1 semester)
 Dawson
 Marilyn Tavares
 Lucille Takes (1 semester)

1955-58

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Marilyn Tavares
 Lucille Takes**

1958-59

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Martha Aly
 Judith Hodge
 Mary Van Meter

1959-60

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Martha Aly
 Judith Hodge
 Nola James
 Mary Van Meter

1960-61

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Virginia Channel
 Judith Hodge
 Nola James

1961-63

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Sandra Hick
 Judith Hodge
 Willa Fay Mason
 Mickey Poole

1963-64

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Sandra Hick
 Pat Hostetter
 Beth Railsback

1964-65

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Sandra Hick
 Martha Kelstrom
 Beth Railsback

1965-66

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Sandra Hick
 Lynn Piper

1966-67

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Sandra Hick
 Lynn Piper
 Mickey Poole

1967-68

Katherine Geyer*
 Eva Lyman
 Katheryn McKinney
 Sandra Hick
 Martha Kelstrom
 Mickey Poole

1968-69

Katherine Geyer*
 Katheryn McKinney
 Sandra Hick (on leave)
 Mickey Poole
 Maureen Clark
 Barbara Gench
 Jacy Zinnecker

1969-70

Barbara Gench*
Katherine Geyer
Katheryn McKinney
Sandra Hick
Mickey Poole
Jacy Zinnecker

1970-71

Barbara Gench*
Katherine Geyer
Katheryn McKinney
Mickey Poole
Judy Akers
Jill Bates

* Indicates "head"

** Somewhere in the 50's Natasha Matson taught for one year

(This information was obtained from the Annual Catalogues and Miss Katherine Geyer).

HISTORY OF WOMEN'S PHYSICAL EDUCATION
AT KANSAS STATE UNIVERSITY

by

ROBERTA KAY PRATT

B. S., Kansas State University, 1964

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Physical Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1971

The purpose of this report was to provide a record and factual description of women's physical education at Kansas State University from the beginning of the University in 1863, to the present time. It is hoped that the report will help those who are interested in gaining a knowledge of the Kansas State University Women's Physical Education Department.

Another purpose of the report was to compile gleanings from inaccessible sources of information. This would make it possible for interested persons to scan the complete span of the history of women's physical education at Kansas State University from one source.

Every available issue of the Royal Purple and the Annual Catalogues was examined for the necessary information used in this report.

The first term at Kansas State Agricultural College began in 1863. On September fourteenth, physical exercise was mentioned in the Manhattan Standard. The first regular work in physical exercise was given to volunteer women students in 1892.

Mrs. Winnifrede W. Metcalf was employed by the hour to give instruction to women in calisthenics in October of 1897. In July of 1899, physical training was made a requirement for freshmen and sophomores.

The old burned-out chemistry building was rebuilt in 1901 to serve as a women's gymnasium. This was used until 1911 when Nichols gymnasium became the "home" for the Physical Education Department with Mr. G. S. Lowman as Director. Summer school classes were offered for the first time in physical education in 1913.

M. Francis "Mike" Ahearn was named head of the Physical Education Department and Director of Athletics in 1920 and in 1925, Miss Ruth Morris became head of women's physical education.

A four-year curriculum was offered to women in physical education in 1925. The curriculum was intended to train the women not only for the specialized work of teaching physical education, but also to give a well-rounded general education.

Mr. Louis P. Washburn was put in charge of men's physical education in 1926 and in 1928, Miss Helen Saum became head of women's physical education.

The first B. S. degree in physical education was awarded in 1929.

Miss Katherine Geyer was named head of the women's department in 1943 and that same year the PHEMS club for women physical education majors was organized.

Ahearn Gymnasium was completed in 1951 and the Department of Physical Education and Athletics was made into two departments. Mr. T. M. Evans was named head of this new department and has remained in that capacity since. The men's department was moved from Nichols to Ahearn Gymnasium leaving Nichols Gymnasium to the women.

Graduate study was made available to women students in physical education in 1963, and the requirement for basic physical education was changed from two years to one.

Nichols Gymnasium was destroyed by fire in December of 1968, and the women moved in with the men at Ahearn and the two departments became quite "compatible."

Miss Barbara Gench became acting head of women's physical education at K. S. U. in 1969, and in 1970, plans for a new women's physical education facility were submitted for approval to the Kansas legislature. The future of women's physical education at K. S. U. looks bright with the plans for a new facility nearly complete.