

THE DEVELOPMENT OF THE DEPARTMENT OF PHYSICAL
EDUCATION FOR WOMEN AT NORTHERN ILLINOIS
UNIVERSITY (1899-1970)

A Thesis

Presented to

The Faculty of the College of
Health, Recreation, and Physical Education
Wisconsin State University at La Crosse

In Partial Fulfillment

of the Requirements for the Degree

Master of Science

by

Vicki Jo Munch

August, 1971

W1
71
• Munch
c.v

WISCONSIN STATE UNIVERSITY - LA CROSSE

GRADUATE COLLEGE

Candidate: Vicki Jo Munch

We recommend acceptance of this thesis to the Graduate College in partial fulfillment of this candidate's requirements for the degree Master of Science.

Gene Y Foss
Thesis Committee Member

July 22, 1971
Date

Don M. Wille
Thesis Committee Member

July 22, 1971
Date

Charles Deas
Thesis Committee Member

July 22, 1971
Date

This thesis is approved for the Graduate College:

James H. Emberton
Dean, Graduate College

July 22, 1971
Date

THE DEVELOPMENT OF THE DEPARTMENT OF PHYSICAL
EDUCATION FOR WOMEN AT NORTHERN ILLINOIS
UNIVERSITY (1899-1970)

ABSTRACT

This study was about the development of the Department of Physical Education for Women at Northern Illinois University from 1899 to 1970. Northern Illinois State Normal School opened in 1899 but no mention of physical culture was made until 1901. At that time Jessica Foster was employed as the Director of Physical Culture, a title she held until 1921. From 1901 to 1927 courses were developed in physical training, later named physical education, but no major in physical education became available until 1928. All women students were required to take two hours of physical education a week in order to graduate.

Edith Bond became Department Head of the Department of Physical Education for Women from 1921-28. Dr. Miriam Anderson was then employed to develop a four year major and minor curriculum in physical education, and became the third Department Head of the Department of Physical Education for Women. She held this title until 1956. During these twenty-eight years many organizations connected with the field of physical education were developed. In 1921, Northern Illinois State Normal School became Northern Illinois State Teachers College, and Northern Illinois State College in 1955. A final name change came in 1957 when Northern Illinois State College became Northern Illinois University.

Dr. Christine Foster became Department Head of the Department

of Physical Education for Women from 1956-58, and Dr. Margaret Duncan succeeded her in 1958. Organizations connected with physical education were further developed, innovations were added and revised to the curriculum, and a new physical education building for women was completed and occupied in April, 1964.

ACKNOWLEDGEMENTS

The writer wishes to express her deepest appreciation to Dr. Jean Foss, Committee chairman. Without her guidance, encouragement, understanding, patience and generosity of time and materials this study would not have been possible.

The compilation of a historical study depends upon the assistance and cooperation of many persons. The author wishes to express her thanks to Pat Lundberg, J. Joe Bauxer and Dr. Earl Hayter of the Northern Illinois University Archives for the assistance given in the search for historical material.

Grateful acknowledgement is extended to Dr. Miriam Anderson, Dr. Margaret Duncan, Mrs. Olive Johnson, Miss Mildred Olson and Miss Lela Trager and other faculty members for their time, interest, and willingness to help.

The writer is deeply appreciative of the guidance received from committee members Dr. Don Wille and Dr. Charles Haas.

Finally, the writer extends a special thanks to her husband, Robert, for his cooperation and confidence and to her parents for their encouragement and understanding.

TABLE OF CONTENTS

	Page
LIST OF FIGURES	vii
Chapter	
I. INTRODUCTION	1
II. HISTORY OF NORTHERN ILLINOIS UNIVERSITY	3
III. FROM PHYSICAL CULTURE TO PHYSICAL EDUCATION	8
A. The Beginnings of Physical Education	8
B. The Early Years	10
IV. THE ANDERSON YEARS	20
V. THE DUNCAN YEARS	42
VI. SUMMARY	64
BIBLIOGRAPHY	68
APPENDIX	74
A. The Faculty of the Department of Physical Education for Women	75
B. Graduates of the Department of Physical Education for Women.	85
C. Selected Physical Education Courses of Study	88

LIST OF FIGURES

Figure	Page
1. Department Heads of the Physical Education Department for Women	viii
2. Facilities of the Department of Physical Education for Women	40

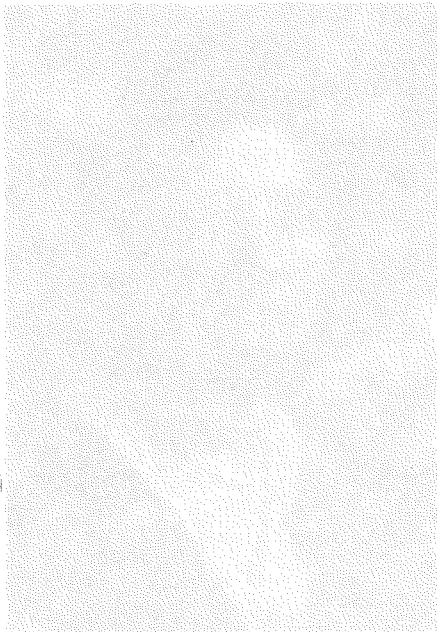
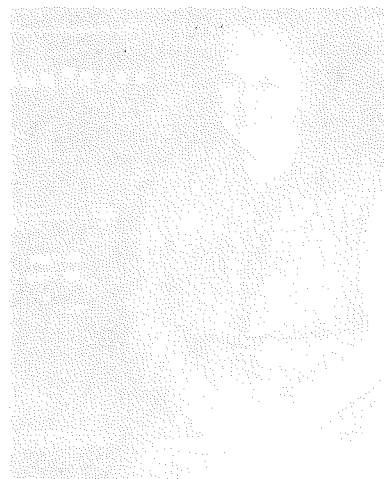


Figure 1

1901- Department Heads of Physical Education

Department for Women



1921-1922

1923-1924



JESSICA FOSTER
1901-1921



MARGARET DUNCAN
1958-1970



EDITH BOND
1921-1928



MIRIAM ANDERSON
1928-1956

CHAPTER I

INTRODUCTION

The main purpose of this study was to provide an accurate account of the development of the physical education department for women at Northern Illinois University. Seventy-one years have passed since the introduction of physical culture at Northern Illinois State Normal School, and since the introduction of a physical education major program and the evolvement of a separate women's Physical Education Department for Women has been made. It was the intent of the study to provide such information to former and present students, faculty members and colleagues of the profession of physical education for women.

The study has provided information on the development of facilities, teaching personnel, curriculum offerings, professional costume, professional preparation, related student activities, administration of the department and degrees conferred during the past seventy-one years. In that time no extensive history of the development of the Physical Education Department for Women has ever been made. It is essential that a complete and comprehensive history of the department be written while many resources are still available in terms of people who can be consulted.

Various historical studies have been written on other departments and other institutions but all previous studies written about the Physical Education Department for Women at Northern Illinois University have covered only a given period of development in detail. Historical

studies which have been made include: Bahr, "A Brief History of the Division of Physical Education at Wisconsin State College, La Crosse, 1913-1953," (61); Day, "A Historical Study of Undergraduate Professional Preparation in Physical Education at Winona State College from 1860-1968," (62); Foss, "A History of Professional Preparation in Physical Education for Women in the Teachers Colleges of Wisconsin, Illinois and Iowa," (63); Fyoch, "A History of Instruction in Library Science at Northern Illinois University," (64); Hayter, "A History of Northern Illinois University," (65); Merwin, "A Brief History of the La Crosse County School of Agriculture and Domestic Economy," (66); Rogers; "A Brief History of the Business University, La Crosse, Wisconsin," (67); Thompson, "Emma Lou Wilder: She Came to Teach," (68); and Weber, "A Brief History of the Vernon County Teachers Training School, 1907-1920," (69).

During the seventy-one years existence of the women's physical education department at Northern Illinois University, one short paper was written on its history by a group of graduate students in fulfillment of a requirement for a graduate class.

Additional sources of valuable information were obtained from interviews, letters, graduate and undergraduate catalogs, newspapers, yearbooks, commencement programs, faculty bulletins, proceedings of the board of governors and board of regents, official records of organizations connected with physical education and materials gathered at the Northern Illinois University Archives.

a four year teachers college granting Bachelor of Education degrees, and by 1943, the two year diploma was discontinued.

In 1921, by legislative action, Northern Illinois State Normal

CHAPTER II

HISTORY OF NORTHERN ILLINOIS UNIVERSITY

Northern Illinois State Normal School was established by an act of the General Assembly in 1895 and was signed into existence by Governor John Peter Altgeld. Its only purpose was the preparation of teachers for schools of Illinois. Considerable competition ensued for the favored site of the school, but DeKalb, Illinois was finally chosen. After completion of the only building on campus, Main Hall, the school opened with its faculty of fourteen teachers and two librarians in September, 1899. A total of 173 students were enrolled that first year. Main Hall, often called "the Castle on the Hill," was later changed to Altgeld Hall in 1964 in honor of the man who signed the school into existence.

Instruction offered four courses of study: a one-year course for college and normal school graduates; a two-year course for graduates of superior high schools having a good four-year course; a three year course for graduates of smaller high schools, for persons holding first grade certificates, and for others whose qualifications were satisfactory; and a four-year course that offered training in ancient and modern languages in addition to other courses.

By 1919, Northern Illinois State Normal School developed into a four year teachers college granting Bachelor of Education degrees, and by 1943, the two year diploma was discontinued.

In 1921, by legislative action, Northern Illinois State Normal

school was officially changed to Northern Illinois State Teachers College which enabled it to become officially a four year institution offering Bachelor of Education degree. This degree became Bachelor of Science in Education in 1943.

In 1947, the fourteen existing departments were organized into three divisions: Arts and Sciences, Humanities, and Education. In 1951, the Graduate School was established with the authority to grant the Master of Science in Education degree. That year, Northern had an enrollment of 1,893 students and 162 faculty members. In September, 1954, the quarter system was replaced by the semester system. And in 1955, Northern Illinois State Teachers College was changed to Northern Illinois State College and was authorized by the general assembly to grant the Bachelor of Arts degree as well as the Bachelor of Science in Education degree. (28)

In 1957, the present name change was sanctioned, and Northern Illinois State College was changed to Northern Illinois University. It was authorized to offer programs leading to the Master of Arts, Master of Music, and Master of Science degrees at the fifth year level and the Certificate of Advanced Study and Master of Fine Arts degree at the sixth year level. In 1959, with an enrollment of 6,112 students and 381 faculty members, the Division of Instruction was organized into three colleges: Liberal Arts and Sciences, Fine and Applied Arts, and Education. The Graduate School was already in existence. In 1961 the College of Business was established. In 1962 Northern Illinois University was accredited and empowered to grant the Doctor of Philosophy and Doctor of Education degrees in four departments.

In 1970, Northern Illinois University has six colleges:

College of Business, College of Continuing Education, College of Education, College of Fine and Applied Arts, College of Liberal Arts and Sciences and the Graduate School. The College of Business offers seven degree programs which include the Bachelor of Science, Bachelor of Science in Education, Master of Science, Master of Science in Education, Master of Business Administration, Certificate of Advanced Study, and Doctor of Education. The College of Business is divided into five departments: Accountancy, Business Education, Finance, Management, and Marketing.

The College of Continuing Education was reorganized in 1966. The six divisions in the college are: Extension, Adult Education, Conferences, Industrial and Business Services, Law Enforcement Center, and the Evening Program.

The College of Education offers the Bachelor of Science in Education, Bachelor of Science, Master of Science in Education, Certificate of Advanced Study, Doctor of Education. The departments are Elementary Education, Secondary Professional Education, Administration and Services, Nursing, Outdoor Teacher Education, Physical Education for Men, Physical Education for Women, University School, Student Teaching, and Special Education.

The College of Fine and Applied Arts consists of the departments of Art, Home Economics, Industry and Technology and Music. Degrees offered are the Bachelor of Arts, Bachelor of Science, Bachelor of Science in Education, Bachelor of Music, Bachelor of Fine Arts, Master of Arts, Master of Science, Master of Science in Education, Master of Music, Master of Fine Arts, and the Certificate of Advanced Study.

The College of Liberal Arts and Sciences provides both general and professional education. Through its programs in seventeen departments, six departments offer graduate programs through the doctor of philosophy degree, while all but foreign language offer the Master of Science degrees.

The Graduate School offers degrees in thirty-five subjects with programs leading to advanced degrees in all but foreign language.

Facilities have grown from one building, Main Hall, in 1899 to forty-five buildings plus a Lorado Taft Field Campus in 1970.

The enrollment has grown from 173 students in 1899 to 22,817 students in 1970. The faculty has grown from sixteen in 1899 to 1,248 in 1970.

The following table shows student enrollment and faculty status through a number of selected years ranging from 1899-1970:

<u>YEAR</u>	<u>STUDENT ENROLLMENT</u>	<u>FACULTY STATUS</u>
1899	173	16
1908	318	36
1917	334	51
1926	557	60
1935	715	71
1939	1,165	--
1940	1,173	78
1941	1,008	72
1942	803	69
1943	441	63
1944	498	63
1945	581	64
1946	1,442	73
1952	2,000	128
1955	3,260	159
1959	6,112	381
1963	10,637	599
1965	14,688	828
1966	16,440	904
1967	18,057	1,020
1968	20,715	1,151
1970	22,817	1,248

From the preceding figures, it is evident that there was a

steady increase in the student enrollment from 1899 until the advent of World War II. In 1945 both student enrollment and number of faculty started to increase again with the greatest growth from 1963 to 1970.

Physical education was introduced as a requirement of the curriculum in the late 1800s. The first physical education system was the Swedish system, which was based on the Swedish system, and which was based on the Swedish system.

The Swedish system was based on the Swedish system, which was based on the Swedish system, and which was based on the Swedish system.

Physical education was introduced as a requirement of the curriculum in the late 1800s. The first physical education system was the Swedish system, which was based on the Swedish system, and which was based on the Swedish system.

From the emergence of physical education as a requirement of the curriculum in the late 1800s and extended through the early 1900s, physical education was predominant in the curriculum. The first physical education was predominant in the curriculum in the late 1800s and extended through the early 1900s. The first physical education was predominant in the curriculum in the late 1800s and extended through the early 1900s.

The term physical training emerged in the early 1900s, and was used to describe the responsibility of the physical education teacher. It was natural to make the two terms similar, training and physical education. With social and psychological developments in the 1900s, and the Doctor of Education degree being introduced in the medical degree amongst the leaders of the profession, the word physical education became the accepted terminology. By the 1920s

CHAPTER III

FROM PHYSICAL CULTURE TO PHYSICAL EDUCATION

A. The Beginnings of Physical Education

American schools were introduced to foreign systems of gymnastics in the first half of the nineteenth century. Some of these systems were the Dio Lewis' System, the German System, the Swedish System, the Delsartean System, and finally the connection of gymnastics with the Young Men's Christian Association.

From the emergence of pure gymnastics, physical culture began to develop in the east and extended itself to include more than gymnastics although this was the backbone of physical culture. The term physical culture was predominant because an interest in the classics predominated in higher education in the Nineteenth century, and the word culture was generally used by the classicists. Physical culture in the early years was taught by teachers of other subjects who read a book or two on exercise and from this taught calisthenics or some dance-type activity called "fancy steps." (5)

The term physical training emerged as military departments were assigned the responsibility of the physical activity courses. It was natural to make the two terms military training and physical training synonymous. When social and psychological objectives came into the picture, and the Doctor of Philosophy degree began to replace the medical degree amongst the leaders of the profession, the word physical education became the accepted terminology. By the 1920's

physical education had become a universally accepted term.

The early teacher training schools were often established and administered by men and women trained in the field of medicine and with medical degrees. The earliest record of a teacher training course in physical education offered in a college in America was at Wayne University, where a course to prepare elementary school teachers to handle physical education was offered in 1881. Vassar in 1868 became the first private college in the United States to offer physical activity classwork for women as part of the school program. The core of the college program for women was calisthenics or gymnastics with some sports existing as fringe activities without official sanction. (5:213)

The first teacher training program in a private college was established in 1884 at Oberlin College. The two year major course was heavily weighted with science. This became a four year course in 1898 and the first degrees awarded in 1902. (2) By 1930, the four year curriculum leading to a Bachelor of Science with a major in physical education has been definitely established. A minor in physical education had been inaugurated at Earlham College in 1928, and the University of Wisconsin had started the first dance major program in 1926.

During the Nineteenth century most emphasis in American physical education had been on health or the purely physical effects of exercise. Calisthenics in one form or another figured predominantly in the programs. By 1900, tide of opinion was turning against calisthenics. The effective use of a recreative games program was furthered and helped by the invention and rapid spread of two games of American origin. Basketball was invented by James Naismith in 1891 and volleyball by William Morgan in 1895.

In the spring of 1892, Sandra Berenson at Smith College modified Naismith's rules for use by girls, and her modified form spread rapidly throughout the country. (5)

The dance exercises of the 1850's and 1860's gave way to the fancy steps of the 1870's and 1880's. These in turn became the esthetic dancing of the 1890's which in turn gave way to such other forms as modified ballet and natural dancing. After this period, these forms left the scene to make way for modern dance. (5)

Events such as state legislative acts, World War I, the athletic programs of American Expeditionary Forces, and the after-effects of the draft statistics, the progressive education movement, the Depression, World War II and the physical fitness movement have all had an effect on physical education and helped make it what it is today.

B. The Early Years

Northern Illinois State Normal School opened to 173 students and sixteen faculty members in September, 1899. At the time of the opening, physical culture was not considered a subject in itself but was connected with Reading. One of the courses listed in the annual school catalog was Reading Physical Culture. The outline read:

... any system of physical culture that seeks to make the body the agent of the soul is deriving of consideration. While the general purpose of the physical culture in connection with reading is to make the body responsive and expressive, its immediate attack is on the sunken chests, rounded shoulders, and unnaturally curved spines, together with awkwardness in carriage and ungainly movement. (9:63)

Sue Dorothy Hoaglin, professor of Reading and Elocution, taught the class. Shortly after this, a systematic program in gymnastics was set up with Miss Hoaglin taking charge of the forms then currently popular,

namely the Emerson Physical Culture and the Columbian rhythmical movements. Inez D. Rice, assistant in Geography and History, taught free gymnastics and club swinging. (65)

Interest in basketball was evident from the beginning. Basketball teams were organized during November, 1899, under the direction of Miss Hoaglin. Audiences assembled to watch the girls play. Then in November, 1900, the young women of the normal school organized themselves into an athletic association. Regular gymnasium work was organized under the direction of Miss Hoaglin and Miss Rice. This was a purely voluntary organization. The athletic association was later named the Girl's Athletic Association (GAA) and served 112 members. The purpose of the Association was:

... to train the will, strengthen the muscles and nerves, and develop grace, suppleness and poise. Also to put young women in possession of a system of exercises that will not only insure health but will enable them to wage a vigorous war against such common deformities as crooked spines, sunken chests, and weak shoulders. (9:75)

This organization lasted only one year.

The first organization in the history of Northern Illinois State Normal School was the Dekalb Normal School Tennis Association. The association lasted until 1907, was dropped and picked up again from 1913 to 1917, and was dropped and picked up for one more academic year-- 1924-1925.

The Girl's Basketball Association was formed in 1901. This association was not part of GAA because the teams were coached by men and had audiences up to 400 people. The girls played intercollegiate games against such schools as Oak Park, Wheaton, Aurora YWCA, Sugar Grove and Savanna High School. Girls could win a Northern Illinois letter, and five did in 1901. A few years later the girls went on

trips with the boys, and instead of taking a second men's team, the coaches often brought a girl's team instead. (25)

In 1901, Jessica Foster was employed as the first Director of Physical Culture at Northern Illinois State Normal School. Miss Foster held this title until it was changed to Director of Physical Training in 1917 and to Director of Physical Education in 1920. With Miss Foster's arrival as Director of Physical Culture, a section in the annual catalog was reserved for physical culture. Before this time, physical culture was not listed with other subjects offered at Northern Illinois State Normal School.

All students at this time were required to take gymnastic exercise in the gymnasium as well as courses in the theory of gymnastics, and the place of physical culture in the school room and in the life of the child. Before entering a gymnastics class each student was subjected to a physical examination which would determine their fitness for the work they wished to take. The department aimed to do practical work to develop a well trained body as well as to support a developed mind.

As time went by, courses in physical culture were expanded. The aims of the department were to develop and train the body, to gain self control and self-reliance, to become familiar with different kinds of physical exercises, to gain ability to observe individual pupils and detect their physical defects, to appreciate the necessity for progression in exercises, to gain knowledge of proper duration and speed of different movements, and to understand the manner in which lessons should be conducted. Lessons consisted of exercises from the Swedish system of gymnastics: games, motion songs, marching, military tactics,

fancy steps, indian clubs, wands, bean bags, dumb bells, hoops, and such combinations of movements as are adapted to age and surroundings of the child. Basketball was also offered as an elective, but no credit was given for the course. Although physical culture was a required course until 1928, no credit or grades were given for the required courses. (24)

Electives in hockey, swimming, interpretative dance, folk dance, baseball, tennis and track were later added to the curriculum. Students were required to take specific courses their first year, and then were permitted to choose electives after that for which they could receive full credit. In 1924, the aims of the department were two-fold: First, to secure bodily vigor, muscular control, good posture, and to arouse an intelligent interest in personal hygiene and recreational activities, and second, to show the place and value of physical education in grades and to give material and training to be used in conducting these activities. Jessica Foster was quoted as saying, "She who is strong in mind and body, steady in purpose, constant in effort, and honest with herself and others, will win a first place on any field." (51:93)

Olive Swift Johnson, who graduated with the class of 1906, recalled that "physical education was a lot of fun because it was such a new thing." (25) It did receive criticism from both townspeople and some students because the subject physical culture was too new to be overwhelmingly accepted. Jessica Foster on the other hand was an excellent teacher and a perfectionist and was well liked by all the students. (25)

In the beginning, students in physical culture wore no specific costumes, only street clothes for activity. The only costumes were those worn by the girls on the basketball teams. The basketball teams

had costumes of dark bloomers and blouses. For public games the team wore a sailor blouse, black silk three cornered tie, a pleated skirt or bloomers, black cotton stockings, and tennis shoes. Bows were often worn in the hair. After a few years, all girls participating in physical culture were required to purchase a suitable gymsuit and rubber soled shoes. It was suggested not to procure such an outfit until after reaching the school, as greater uniformity of costume could be acquired for the cost of three dollars to five dollars. The costume varied a little with the introduction of white sailor blouses and white tennis shoes in 1919. Tennis shoes were about ankle high. The costume for regular physical education classes looked like the costumes the basketball team wore with a slight variation from a bloomer skirt to a pleated skirt. For swimming, a grey cotton tank suit was worn. Miss Foster wore bloomers and a blouse while teaching classes. She was also known to teach in her street clothes.

Physical culture classes were first taught in Main Hall also called "the Castle on the Hill." Later Main Hall was renamed Altgeld Hall after the governor who signed into law the creation of Northern Illinois State Normal School in 1895. The 1901 school catalog described the gymnasium:

... as having a clear floor space of eighty feet by eighty-five feet, was well ventilated and lighted on two sides by large windows eight feet from the floors. The facility offers the Normal student a place for personal development and acquirement of knowledge of physical exercises for presentation to pupils in the school room. (9:36)

The gymnasium was well equipped with ladders, swinging rings, indian clubs, dumb bells, wands, horisontal bars, and stall bars. The facility also housed two bowling alleys for recreational use. Dressing rooms and shower rooms were equipped with large steel lockers and

plumbing facilities. The adjoining bathrooms were fitted in marble and afforded spray and shower baths. Very few co-educational institutions possessed gymnasiums for exclusive use of women, and Northern Illinois State Normal School was no exception. The use of the gymnasium was shared with the men until 1928 when the men moved into a new facility called Still Gymnasium. It was at this time that the women had the gymnasium in Main Hall for their exclusive use.

In 1911, a swimming pool was built in McMurray Hall, located next to Main Hall. The pool, often referred to as the "tank," was only thirty feet by fifteen feet. Instruction in swimming was given to the women at some time during the year. The men made very little use of the pool. It was noted that even though the tank was small, many women students could not swim across the pool. The introduction of swimming to the physical education curriculum came about with the opening of McMurray Hall. Pools were not as sanitary as they were in later years. For example, once the tank was filled it was filled. There was no filter system and no recycling of fresh water into the tank everyday; however the tank was well appreciated by the women students as one of them wrote:

In the Swimming Pool

First you hear the water splash,
Then you hear the laughs and cries;
Then you see the bobbing heads
And girls of every size
In the swimming pool.

Here a bright red cap bobs up,
There a suit of brilliant blue,
Here a brown cap, there a green...
What a gay sight meets your view
In the swimming pool.

Some are kicking, blowing, puffing,
 As across the tank they crawl,
 Some are floating, some are diving,
 Some pool things, do nothing at all,
 In the swimming pool. (52:112)

Although bowling was not offered as part of the physical education curriculum at this time, it was a popular recreational sport.

This year the bowling alleys received a great deal more attention than they have for years. The bowling spirit seemed to grip the boys early in the fall and it held its grip until the balmy spring days pulled them back with the irresistible track, tennis and baseball. Even the girls were enthusiastic to learn the game in spite of the fact that the balls were so heavy that they could hardly throw them. The alleys, pins, and balls were in poor shape but, what mattered that, to the bowling enthusiast? (53:26)

Athletic fields for women were available for hockey, archery, baseball and other outdoor sports and games. These fields were flanked by oaks and other shrubbery.

Beginning in 1919, the Department of Physical Education for Women assumed sponsorship of May Fetes and the election of the first May Queen took place. In the first nine years a play or some other form of entertainment was presented every third year. In 1928, the first May King was elected. In 1938, the Queen elected during May Fete was the twelfth one and the King elected was the sixth King.

Basketball at Northern Illinois State Normal School was still very popular even as a spectator sport. Tags used at basketball games were admission tags that were sold for fifteen cents. The games were held on Friday evenings usually followed by a dance. The girls competitive athletic program centered around basketball; in fact the wave of enthusiasm for sports participation by women reached such heights that many feared for their physical well-being. It was in this area that one of the first organizations to control competition for girls

appeared.

The National Women's Basketball Committee formed in 1905 expanded into the National Committee on Women's Sports in 1917. By 1957, this had become the Division of Girl's and Women's Sports (DGWS) of the American Association of Health, Physical Education and Recreation and regulated all sports. Through the efforts of DGWS, state basketball tournaments for high school girls were eventually eliminated, intramural programs widely adopted, commercialization of female athletics partially controlled, and the health supervision of participants improved. The effect of this group was eventually felt at Northern Illinois University as intramural and play day activities began to replace intercollegiate competition and admission charges were eliminated.

Physical examinations for all students were highly recommended.

Believing that good health is essential to successful scholarship, we recommend that each student consult a competent physician before entering this school. Much of the illness of our students is due to "eye strain" and other organic disturbances which could have been avoided had the trouble been known. We suggest that the examining physicians test the hearing, eyesight, heart and lungs, and examine the throat for adenoids and diseased tonsils. (9:55)

The Women's Athletic Association was formed in 1921. It fostered ideals of good sportsmanship, scholarship, and physical efficiency by creating interest in gymnastics and athletics. Any woman was eligible if she earned the required number of points by hiking, by perfect attendance in physical education classes or by passing certain tests in dancing, swimming, and other activities. The association elected a manager of each sport and assisted in conducting all class tournaments. The association did not approve of inter-scholastic athletics but aimed to interest as many girls as possible in sane, healthful living through physical activity. The association

functioned as an equivalent to the Men's Varsity Club. In 1923, the Women's Athletic Association (WAA) became a member of the Athletic Conference of American College Women. This enabled any member of WAA to transfer points she had earned for admittance to a WAA organization in another college or university. Fifty points was the required number of points to earn admittance to WAA. Upon accumulation of a specific number of points the following awards were awarded: a letter for 175 points, a WAA pin for 250 points and a white sweater for 400 points.

Jessica Foster retired after the 1920-1921 school year and Edith Bond was employed as the Director of Physical Education, a title she held until 1928. A year later Anne L. Muse was appointed as Assistant Physical Education Director. Miss Muse stayed until 1926. Miss Bond was known to put on elaborate May Fetes which set a high standard of performance for many years. Willard Wirtz, a former secretary of Labor, was one of the first May Fete Kings under Miss Bond.

Miss Bond wrote an article in the 1925 annual about the physical education department.

Physical education has been accepted as a necessary part of every educational institution. In this school it has been required of every entering student and has aimed to give an individual interest in body well-being, etcetera. A last aim is a desire for physical activity which will carry over into after-school life. That this last aim is being accomplished seems very hopeful from the large number of upper-classmen who come out voluntarily for sports and from the large number of freshmen who elect to take two and even three activities offered, although required to take only one. We can hope only that while in school, students become so imbued with the spirit of sport for sports sake that with the joy that comes from a body well-trained, well-controlled, that they will continue the physical activity which will keep them in condition to do their best work in their chosen time. (58:97)

Miss Muse was quoted as saying that physical education had

CHAPTER IV

THE ANDERSON YEARS

The Department of Physical Education for Women at Northern Illinois University was under great leadership for twenty-eight years with Dr. Miriam Anderson. Dr. Anderson's credentials were excellent, and she was well qualified to become the third Department Head. Dr. Anderson received her Bachelor of Arts degree from MacMurray College in Jacksonville, Illinois, her Master of Science degree from the University of Minnesota in health and preventive medicine, and her Doctor of Education degree from New York University. She also studied at the University of Chicago, Northwestern University, and the University of Illinois. Before coming to Northern Illinois State Teachers College, Dr. Anderson was Department Head at Texas Women's College in Fort Worth, Texas. She also taught at the State Teachers College at Kirksville, Missouri, and West Texas Teachers College at Canyon, Texas. For a time she was Supervisor of Physical Education in the school district in Bula, Minnesota, and served as Department Head at the State Teachers College in Bemidji, Minnesota.

Each member of Dr. Anderson's staff was well qualified for her teaching area. "She was very helpful, friendly, and had a nice sense of humor in addition to 'gentle firmness.' She really supported her teachers and was very professional in her relations with teachers and students." (22)

Several people had a great influence on Miss Anderson during

her undergraduate years at MacMurray College, Alida Alexander, Department head of biology was the first great influence on Miss Anderson's life. "Alida Alexander was the most superior teacher I ever had." (24) Dr. Anderson earned a double major in biology and physical education. Louise C. Robinson, a physical education teacher at MacMurray, also had a great influence on her life. Dr. Anderson used to assist her in the gymnasium. Jay B. Nash had the greatest influence on Dr. Anderson in graduate school. He was both her graduate advisor and friend. "I picked New York University because Jay B. Nash was Head of the Department of Physical Education, and because I felt close to many of the members of the staff." (24) Jay B. Nash and Delbert Oberteuffer from Ohio State were also Dr. Anderson's favorite writers and philosophers in the field of physical education.

Dr. Anderson enjoyed her years at Northern Illinois State College. She also liked the city of Dekalb, and especially the students. "Students were always eager to become teachers and were hard working and ambitious. The majority of the girls were from middle class families, and most of them had to work part-time and summers to keep on with their education." (24)

Many comments have been made about Dr. Anderson. "She was very professional and attended professional meetings. She had a tremendous drive to get things done." (23) "Miss Anderson had a good variety of interests such as good literature, music, sewing, and even built her own home." (23) From the student standpoint, "she was extremely helpful and took great care in working out my class schedule as I was a transfer student. She knew all the major and minor students and was deeply concerned about all the students, professional growth and place-

ment." (22) "Miss Anderson was an excellent teacher and gave fine analyses. She demanded perfection and a C to her was not average, it was usual." (22) Miss Anderson retired in 1956 after twenty-eight years of service to Northern Illinois State College.

President J. Stanley Brown employed Miriam Mills Anderson in 1928 to develop a four year major and minor program in women's physical education. At this time she became Department Head, a title she held until 1956 when she retired. Mabel J. Hupprich spent one year with Miss Bond and one year with Dr. Anderson. In 1929, Eva P. McKee was appointed to the women's physical education staff. She replaced Miss Hupprich and remained on the staff for eighteen years. For the first time in the history of the Physical Education Department for Women, a third faculty member was added. The staff remained at the number of three until 1939. Alta F. Randels (Mrs. Paul Furr), was added to the faculty in 1929 and on her retirement in 1932 was replaced by Ruth Abernathy during 1932-33. Lela Trager was appointed in 1933 and stayed on the staff for thirty-four years until retiring in 1967. The team of Dr. Anderson, Miss McKee, and Miss Trager worked together for fourteen years, and were responsible for many of the "firsts" in the Physical Education Department for Women. From this point, the increase in enrollment caused an increase in the number of people needed on the women's physical education staff. Each year the number of faculty increased and when Dr. Anderson retired in 1956, the staff had expanded from two people to ten people.

Upon arriving at Northern Illinois State Teachers College, Dr. Anderson found that the curriculum was a well-developed program of activities. She found that two years of physical education were

required for all students not excused by a physician. No grade or credit was given for physical education, but Dr. Anderson was successful in securing a change in this practice after a few years. Her main task was to develop a four year curriculum for a major and minor in physical education. The Men's Department did not develop a major and minor curriculum until 1932-33, five years after the women. Dr. Anderson felt that:

... physical education was important in education not only from the standpoint of mental and physical health but because it contributes to the development of each individual for their role in life. There is a place in the world where each person fits and it is my duty to help each one find that spot as well as teach prospective teachers their responsibility to their students. A happy person is one who is interested in some field of endeavor which will contribute to a better life for those he lives with or has contact with. A sense of humor is very important for the teacher. (24)

With this philosophy in mind, Dr. Anderson developed the first major and minor program in women's physical education.

The trend away from formal gymnastics became more and more evident in the physical education curriculum. More and more sports were introduced, both team and individual, along with an increased emphasis on dance. The curriculum for major students required a variety of classes. Activities required for majors included folk dancing, clog or tap dancing, gymnastics, games, basketball, track, archery (introduced by Miss Randels), swimming, tennis, volleyball, interpretative dance (later called modern dance), soccer, baseball, hockey, and Swedish and Danish gymnastics. Gymnastics was still a strong part of the curriculum. An emphasis in the sciences was required for the major with such courses as Anatomy, Physiology of Exercise, Kinesiology, and First Aid. The History of Physical Education,

Administration, and Organization of Physical Education and Coaching Sports were included in the major curriculum. Dr. Anderson also developed a methods course in physical education for elementary education majors.

The minor program in physical education required students to engage in fewer activity classes but retained the science emphasis. Coaching Sports, Technique of Teaching Folk Dance and Pageantry, Introduction to Physical Education, Organization of Play, and Problems in Physical Education were theory courses included in the minor.

In 1935, a class in Achievement Tests in Health and Physical Education was added to the curriculum. By 1936, Swedish and Danish gymnastics yielded to Public School Gymnastics and Natural Dance gave way to Modern Dance. By 1938, a Community Recreation course was required of physical education majors reflecting the influence of the recreation movement. Practice Teaching in the grade schools also became a requirement for majors. Major students taught part of each day for a complete year. At the same time majors were enrolled in other academic classes. In 1941, clog dancing was no longer offered.

In 1942, the major program offered two options. Option I required advanced swimming and Methods and Materials in Swimming. Option II was for students who did not wish to have training in the preparation of teaching swimming. Individual sports or one quarter of golf as well as Supervision of Health and Physical Education were required. The program for women at this time was planned to meet the need for recreation and general physical development, methods of instruction for classroom teachers, and trained supervisors and instructors in the field of physical education.

In 1943, a new activity listed in the curriculum was social dance. Canoeing was introduced in 1947. The canoeing class members carried canoes from the physical education building to the campus lagoon where classes were held. A year later, Body Mechanics in Physical Education was required of physical education majors. Square dance was offered as an elective on the physical education program. By this time, the physical education minor shifted from an emphasis on the sciences to more activity classes, First Aid, Coaching, Community Recreation, Orientation, Organization and Administration, Elementary Tests and Measurements in Physical Education and Theory courses. In 1953, Sports Officiating was added to the curriculum as an elective. Camp Leadership was also prevalent about the same time Community Recreation moved into the curriculum.

Physical examinations, for a time, were not looked upon as being important. As soon as Dr. Anderson came to Northern Illinois State Teachers College, she developed a complete physical examination by physicians. No one was excused from physical education classes. If a student had individual needs which required specific activities prescribed by a physician, she entered such a class.

Dr. Anderson found it difficult to get physical education accepted as a true educational subject with other departments at the college. "Some departments did many things to discourage the need of having required physical education." (24) In most cases the administration was quite cooperative with the physical education department for women.

The first four year graduate with a major in physical education was Alice Toenniges, who graduated in 1931. There were two graduates

in 1932: Hedwig E. Carlson and Helen Mary Hiland. Three women graduated in 1933: Thelma Irene Jacobson, Norma Verne Landers and Carol Sherwood; and in 1934, the following four were graduated: Helen Winifred Anselm, Anna Maria Bach, Geraldine Crowley, and Josephine Mary Johnson. A total of three completed their degrees in 1935: Catherine Mary Payne, Dorothy Moon and Margaret Weichbradt. Until 1956, the maximum number of graduates was usually around seventeen students.

Facilities had changed little since 1928. When the men moved into Still Gym in 1928, the gymnasium in Main Hall was exclusively used by the women. It took about twelve weeks to remodel the Main Hall physical education facilities for the Physical Education Department for Women. Main Hall later became known as the Administration Building and the gymnasium became known as the "Ad Gym." The new gymnasium and rooms opened officially on January 31, 1929 at the approximate cost of \$9,000.

The facility consisted of a WAA club room, a large rest room, a well equipped room for the corrective gymnasium and dancing classes. Besides the actual gym itself, modern offices for Miss Anderson and Miss Hupprich were also available. A new physical education room was constructed to be used as a reading room complete with books, health magazines and beautiful fernery. (40:16)

Near the athletic field was a natural lake where ice skating, ice hockey, and snow sports were conducted during the winter. Four tennis courts located near the gymnasium and the women's dormitory furnished opportunity for this sport. McMurray pool was closed down in the late 1930's, and the students were taken by bus to Dekalb High School for swimming classes. Bus transportation to commercial alleys was provided for students in bowling classes when the bowling alleys were eliminated. During summer school sessions, swimming classes were taken

by bus to Hopkins Park for use of the outdoor pool.

The professional costume changed drastically during this time. In 1929, the white sailor blouse, black silk three-cornered tie, black bloomers (a little above the knee), stockings rolled down to the ankles and tennis shoes were quite evident. The appearance of knee-socks, both black and white, became popular. In 1930, a black sleeveless jumper appeared. A white blouse, knee socks and tennis shoes were part of the costume. In 1931, white blouses without three cornered ties, black bloomers (getting shorter every year), black and white anklets, and tennis shoes made up the costume. In 1932, a new costume appeared. A one piece tunic type outfit was worn. This costume was white, sleeveless, had a V-neck, a belted waist, bloomer short bottom and was buttoned at the shoulders as a jump suit. White socks and tennis shoes were worn with this jump suit. In 1937, the white shirt and dark colored shorts were predominant with a few women wearing a light colored shorts. Finally in 1942, major students wore white shorts, white blouses, white socks and tennis shoes. With the exception of a few style changes in the shorts and blouses, the basic uniform was still being worn in 1970. Materials eventually changed to cottons for better wear and easier care. For swimming, the grey cotton tank suits were eventually replaced by cotton suits in a variety of colors. When the nylon tank suits became available the cotton suits were replaced with black nylon suits.

The faculty wore uniforms but had their choice of styles. More often than not the faculty wore dark shorts and a white blouse with the usual white socks and tennis shoes. Some faculty members wore the one piece tunic or jumper suits. White was the usual color

but some faculty members went to colors such as peach. For dance classes, the normal attire was a leotard, a skirt worn to calf length, and dance slippers. Tights were not worn. For swimming classes, teachers wore Bradley knits in a variety of colors. "Whatever the costume chosen by the faculty, it was always appropriate." (22)

Dr. Anderson revived WAA which was not very active in 1928 at the time she came. In 1930, the local group reorganized the point system on the national basis and affiliated with the National Amateur Athletic Federation. The purpose of the organization was to promote among women of the college a wholesome interest and attitude and activity in sports. Membership in the organization required average scholastic standing, high qualities of character and proficiency in athletics. Headquarters were located in the attractive club room in the women's gymnasium. Business meetings were held on the first and third Tuesday evenings of the month and social meetings were held on the second and fourth Tuesdays of each month. Training rules were set up and included one on no smoking. It was noted that a milk shake, any milk drink, or hot chocolate could be eaten between meals; however, all girls had to keep the training rules in order to make a team. Girls being initiated into WAA were able to bring points into the organization by belonging to other departmental organizations such as Orchesis, the modern dance club, and Daughter of the Neptune, the swimming club. They were permitted to earn up to one hundred points. At the 1930 board meeting, the following awards were decided: a pin for 250 points, the big NI letter for 500 points, the locket for 1,000 points, and the cup for 1,500 points.

Many dances were sponsored by WAA as well as other activities. These included swimming, archery, hockey, individual sports, outing club,

basketball, volleyball, tennis, track, bowling, golf and softball. In 1955-56, it was decided that to retain active membership the following qualifications had to be met. Each individual had to participate in one sport per nine weeks with a total of four sports per year. Any member who had completed one year as an active member of WAA was eligible to receive an NI emblem in red and black.

The intramural program offered through the WAA was always popular. In later years the organization sponsored sports days for team and recreational sports. No intercollegiate competition was offered in later years except for an occasional tennis tournament. The sports days were all student controlled with no emphasis placed on recognizing the winning teams with awards. Dr. Anderson's objective was that anyone who was interested enough to take part in a school sports day should have the opportunity to go if she wished and qualified with an average grade point. (24) Students who wanted to go would sign up a few days ahead of time. The WAA organization followed the national trend of a change toward a recreational emphasis and away from devotion to competition and athletic prowess. This was exemplified by gradual reduction and disappearance of point systems and awards. By the 1950's, WAA's were sponsoring a wide variety of activities such as sports days, picnics, banquets, play nights and intramural tournaments.

Orchesis (a modern dance club) was first organized at the University of Wisconsin in 1917-18, by a group of interested students who wanted more opportunity to study dance than they received in regular dance classes. The Northern Illinois State Teachers College chapter of Orchesis was formed in 1930 with Miss Eva McKee as its sponsor. Orchesis was an honorary dance club organized for the

purpose of furthering the interest of students in dance as an art. Students who showed an interest in the art were eligible upon invitation to membership in the organization. Members were chosen in the fall and spring following a dance tryout which was open to all those desiring to become members. The meetings were held on Wednesday evenings of each week. Each spring an annual program of original dances was presented. The earlier organization had about twenty to thirty members. A fine of ten cents was charged for every absence from an Orchesis meeting in 1938. There was no charge for excused absences. Orchesis sponsored master dance lessons by such professionals as Ted Shawn and Company. The organization performed during the year at various clubs such as the Junior Women's Club, Danes Club, Pollo Women's Club, Newcomer's Club. Orchesis had pins for awards, sold Orchesis calendars, and held mixers. In 1954-1957, Orchesis consisted of a senior and a junior group. This division was based on interest in the organization, skill, leadership, and improvement of performances. All officers and group leaders acted as judges of these qualifications. It was possible to graduate from the junior group to the senior group. The organization also presented Christmas concerts for a time.

The first swim club was formed at the University of Wisconsin in 1913. Northern Illinois State Teachers College organized its first swim club in 1931. The name of the club was Daughters of Neptune and the purpose was to promote interest in swimming among women in the college. Miss Alta Randels was the club's first sponsor. Membership was open to women students who were members in good standing of Senior Life Saving Corps of the American Red Cross. Meetings were held bi-monthly in the McMurray pool. A varied program was planned which

consisted of stunts, races, practices on various dives, swimming strokes and games of water baseball and waterfront polo. The program also consisted of discussions on water technique, water ballet, and synchronized swimming. Mrs. Alta Randels Furr recalls that the main purpose of the club in the beginning was for interest, enjoyment, and for girls that wanted to meet to get extra swimming. She also recalls that very little time was spent on synchronized swimming. Daughters of the Neptune lasted from 1931-1955 and was reactivated at a later date.

The earliest Physical Education Club on record was founded in 1914 at Michigan State Normal School. The club was a co-educational organization. In 1932 Dr. Anderson was sponsor of the first Physical Education Club at Northern Illinois State Teachers College. The purpose of the organization, composed of students either majoring or minoring in physical education, was to promote professional and social interests among the group. Meetings consisted of discussions of current problems in the physical education field with guest speakers from other colleges and universities, talks on special topics of interest, and social gatherings. The Physical Education Club lasted from 1930-32 and was reactivated in 1944 as the Major-Minor Club.

An Archery Club was formed in 1938 and lasted for ten years. It was organized to encourage all students in the sport of archery and to promote and provide opportunities for enjoying this sport. Any student in the college was eligible for membership. Meetings were held every week. Beginners were given instruction by other members of the organization.

A Square Dance Club for men and women was sponsored by Mrs. Catherine Wilking. This group later developed into Boots and Calico.

Square dancing was very popular during the 1940's.

Miss Lela Trager sponsored an Apparatus Club in 1933-34. During that year it was active enough for the WAA to give students wanting to become members in WAA fifty points for their membership in the Apparatus Club. The club eventually disbanded because of a lack of interest in gymnastics. An Outing or Camping Club was also sponsored by Miss Trager in the 1930's. This organization was open to both men and women students. Interest the following year did not warrant continuation of the club.

Northern Illinois State Teachers College saw its local chapter of Delta Psi Kappa receive its national charter on May 16, 1948, with eleven undergraduate physical education majors as original Alpha Lambda chapter members. During the autumn of 1947, some of the founding members requested permission from Dr. Anderson to form an exclusive group from the membership of Major-Minor Club in order to honor scholarship and leadership achievements. Mrs. Catherine Wilkening was appointed faculty sponsor for the group. Mrs. Wilkening had joined the Lambda chapter of Delta Psi Kappa as a student at the Chicago Normal School of Physical Education, and gave the club a great deal of help and inspiration. The founding members named the new organization Delta Psi and selected and invited other physical education majors to join the club. The eleven members petitioned the National Council of Delta Psi Kappa and received permission to gather data for national inspection.

Delta Psi Kappa was founded in 1916 at the Normal College of the North American Gymnastics Union (later affiliated with Indiana University) in Indianapolis. Its purpose was to recognize worthy women majors in physical education, and develop greater fellowship among

women in health, physical education and recreation.

The overall purpose of Delta Psi Kappa was to further the best interests and highest ideals of physical education women engaged in that field of endeavor, to encourage high scholarship, and to improve teaching techniques. Delta Psi Kappa was affiliated with the American Association of Health, Physical Education and Recreation, and was a member of the Women's Panhellenic Association. Students were not eligible for membership until they were in their second year of residence, and attained a high scholastic record in major or minor physical education and fields of study.

One major misfortune intervened during the task of compiling all necessary information needed for review by the national officers. All members had to maintain a B average, and two members became inactive due to low grades. This placed Delta Psi below the minimum requirement of ten members to begin a Delta Psi Kappa chapter. But by the time the chapter was reviewed by the National Council, the group was back to full strength again. The group passed the inspection to become a chapter of Delta Psi Kappa. They began their pledging to Delta Psi Kappa under the direction of Mrs. Wilkening, and asked the National Council if they could become the Alpha Lambda chapter, the Lambda in honor of Mrs. Wilkening's original affiliation. The eleven founders were Elizabeth Donnelly, Mildred Olson, Doris-Elaine Baker, Evelyn Dew, Jewell Ann Watkins, Audrey E. McCullah, Shirley Rasmussen, Virginia Rose, Marine Leddy, Bette Jeanne Swartz and Virginia Lawson.

May Fetes continued to be sponsored by the Physical Education Department for Women. For many years Miss Eva McKee had the responsibility of these May Fetes. This policy was continued for several years

until the faculty felt that the May Fetes took too much away from the objective of training teachers. For several years a sports day was sponsored in connection with May Fete, and the regular activity classes put on demonstrations.

It was a sport day and the girls in athletic garb full of joy and zest were eager to test their skill in activities. The groups of May Pole dancers took up their places at the May Poles. Picking up their vari-colored streamers they began to weave over and under the pole. The sight brought to mind pictures of what gay old world festivals might have been and also happy times of our youth around the May Pole. (60:148)

Various folk dances were done and, finally, the color teams vied with each other in newcomb ball, archery, tennis and baseball. The opportunity for both team and individual competition was a fitting close for the afternoon. The annual May Fete was still one of the top three social events on the campus of Northern Illinois University in 1970. The sponsorship of the event was assumed by the Student Association during the 1950's as an appropriate student function.

In the 1940's, a few of the members in Miss Trager's class developed the idea for a Winter Carnival. This became an annual event still celebrated in 1970.

In addition to organizations sponsored by the Physical Education Department for Women, the department provided one or two guest speakers a year for the majors. These guest speakers were always professional people connected with the field of physical education. Dr. Anderson recalled quest speakers such as Arthur Steinhouse of George Williams College, Jay B. Nash of New York University, Delbert Obertueffer from The Ohio State University and Ted Shawn, a professional dancer. After the lecture was presented, the major students were given an opportunity to meet with the speakers for informal discussions. Field trips for

major students were sponsored by the department. Miss Anderson recalled such events as trips to schools for crippled children in Chicago, and trips to the Veteran's Hospital where the medical chief at the rehabilitation center answered student's questions and explained what was being done for the veterans. There was also a trip to the YWCA in Chicago where students were able to work with veterans in swimming exercises. Dance teachers took students to see dance productions in Chicago and the surrounding areas. As the student enrollment increased, these trips were offered less frequently.

While a University wide advisory system had been in effect for some time, the advisory program in the department provided a closer relationship between students and faculty than had been in existence in many other departments. Each member of the staff was given the same number of students to advise and counsel during their four years as physical education majors or minors. The counselors would give advice about scheduling of classes. The students were given the privilege of changing counselors if they so desired.

The World War II years had an effect on physical education at Northern Illinois State Teacher's College. Enrollment was reduced and there was a larger percentage of women than men on campus. Miss Anderson had more extension work in the area. She spent one day a week teaching in Morris, Illinois, and also taught health in the biological department on campus. After World War II, there was an increased interest in physical fitness exercises, first aid, civil defense, and use of apparatus was returned. Enrollment at Northern Illinois State Teachers College increased and the ratio of men to women was three to one. Student problems in terms of recreation

increased due to the influx of GI's. The man in charge of GI affairs worked with Dr. Anderson to help solve the recreational problems.

Legislation involving physical education increased after each world war. In 1915, Illinois passed its first legislation requiring one hour of physical education a week. This was later amended in 1927.

On March 22, 1941, a committee composed of C. O. Jackson of the University of Illinois, Byron Bazarth of Granite City, Margaret R. Cooke of Danville, A. G. Haussler of Pekin, W. E. MacLean of Elgin and Lela Trager of Northern Illinois State Teachers College presented a proposal to amend the 1915 law regarding physical education. This proposal was to require physical education every day on the elementary, secondary, junior college and college level. The proposal was turned down and the committee reorganized into a larger committee to present the proposal a second time. Finally in June, 1943, the new physical education bill was passed in the sixty-third General Assembly and signed by Governor Dwight H. Green. Bill Number 393 went into effect on July 1, 1944. This required physical education every day, and unless each school fulfilled this requirement to the best of their ability, federal funds to that school were withheld. With the passing of Bill #393, the number of physical education majors increased, more classroom teachers took methods classes in teaching physical education, and facilities improved in schools and colleges.

Graduate programs in some departments at Northern Illinois State Teachers College began in 1951. The graduate program in the Physical Education Department for Women was begun under Dr. Anderson in 1954. The main problems encountered centered around the lack of faculty with the doctorate degree, and developing a curriculum that was

sufficient and suitable for both men and women and for the community in which Northern Illinois placed teachers. On January 19, 1953, a graduate proposal in physical education was presented to the graduate school. Authorization was requested to institute a program of graduate study in physical education for the summer session of 1953. Most of the courses would be open to both men and women. Clear indication of the need for graduate offerings was made apparent when twenty-four superintendents in the Northern Illinois area indicated that 105 of their teachers would be interested in graduate work at Northern Illinois State Teachers College. The department met the requirement that fifty percent of the staff hold earned doctors degree or the equivalent and the Department of Physical Education was given permission to develop a graduate program.

The aims of the proposed fifth year program were to further professional preparation of teachers, to broaden concepts of the functions of physical education as a part of the educational program, and to increase the competence of teachers as educational leaders. The first graduate faculty consisted of Dr. Miriam Anderson, Dr. Lilian Haverlund, Dr. Mary McCoy, Dr. Wilma Miller and Dr. Wallace Wesley.

In order to be admitted to the graduate program, the candidate had to have a baccalaureate degree from an accredited institution. The candidate had to maintain a B average and complete his degree within six years. Before taking the final comprehensive examination, the candidate had to submit a research study on a scientific or a statistical nature. A minimum of thirty-two semester hours credit had to be earned. Courses offered in the graduate program included nine

undergraduate classes on the 400-499 level, Advanced Kinesiology, Workshop in School Camping, Current Trends, Supervision and Evaluation in Health and Physical Education, Seminars in Elementary School Physical Education, Teaching Skills and Rhythm and Dance, Methods of Research, Source Materials in Physical Education, and Individual Study of Problems in Physical Education. A few courses such as Organization and Administration of Athletic Organizations, Educational Statistics, History of Dance, and Philosophical Basis of Physical Education and Recreation were added to the curriculum. Dr. Anderson remarked that in the beginning stages of the graduate program, graduate students were mostly night, Saturday, and Summer Session students. The first master's degree was conferred on Barbara L. Stripp in 1955.

Several ideas brought up and discussed while Dr. Anderson was Department Head later became a reality. The idea of the comprehensive major was discussed but developed after Miss Anderson's retirement. During World War II the department developed a ten year plan for a new building for women. By the time the actual plans for a new building actually materialized in 1964, the first plan would have been very inadequate due to the great increase in enrollment.

During the twenty-eight years Dr. Anderson was at Northern Illinois, she felt that the major students seemed to become more and more professional as the curriculum became more developed. The major students went to physical education conventions, developed professional libraries and had a great interest in the professional field. The majors tended to know each other well and were a closely knit group of women students in the department and out of the department.

F. Christine Foster came to Northern Illinois State College for

two years 1956-58 to replace Dr. Anderson as Department Head. It was at this time that Miss Foster and the Department of Physical Education for Women moved into Still Gym. The Men's Department made a move from Still Gym to the Northern Field House in 1957. During the summer of 1957, Miss Trager drew up the plans for the remodeling of Still Gym for the women's departments' use. Still Gym was equipped with classrooms, locker and shower rooms, a regulation size basketball floor, equipment rooms and offices. The gymnasium in Main Hall ("Ad Gym") continued to be used by the women as well as the upstairs room and the "old library" for dance studios. North of Still Gym and across Lucinda Avenue were intramural and athletic fields. In this area, comprising fifty acres, were located tennis and badminton courts, soccer and hockey fields. At the extreme north end of this area was the college owned land used as a golf course.

Dr. Foster and the staff laid the groundwork for subsequent plans for the new physical education building for women. They surveyed the needs for the various types of facilities, including dance studios, made preliminary estimates of space requirements, and conferred with architects on the initial proposals for the building.



WOMEN'S HALL

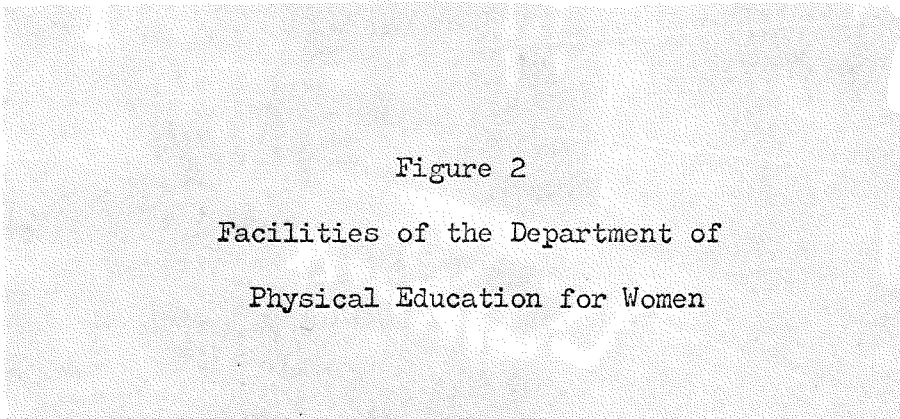
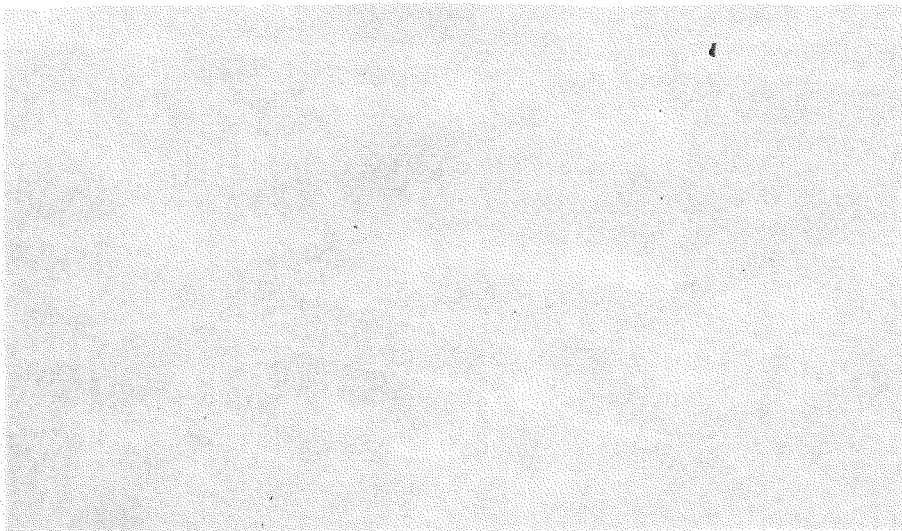
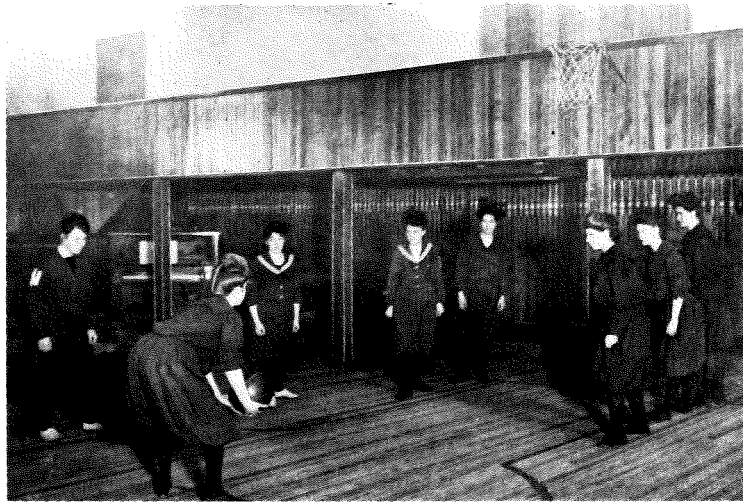


Figure 2
Facilities of the Department of
Physical Education for Women

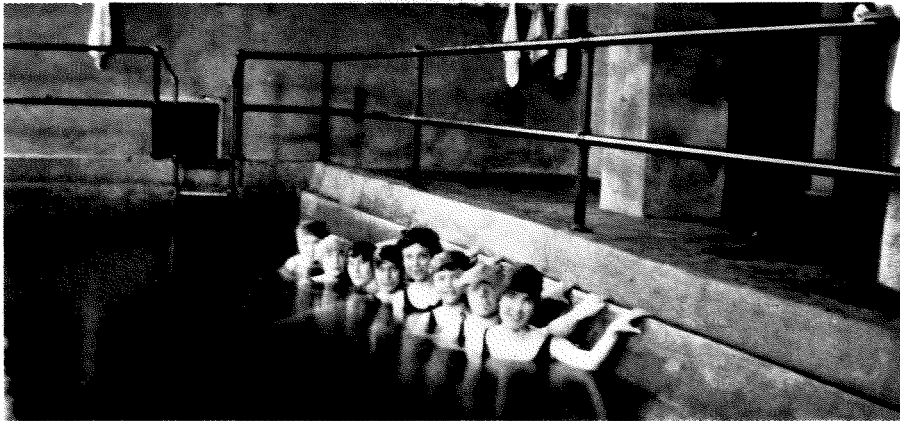
WOMEN'S HALL



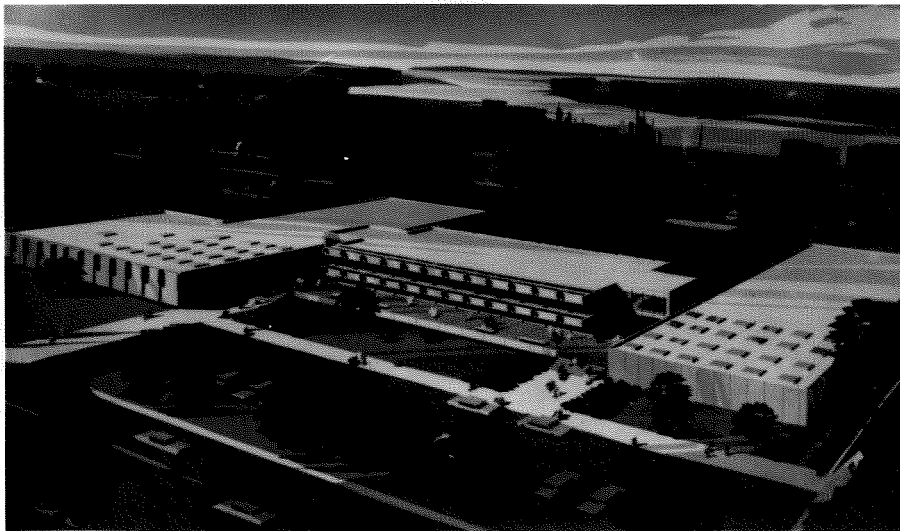
WOMEN'S HALL



MAIN HALL GYMNASIUM



MCMURRAY "TANK"



ANDERSON HALL

CHAPTER V

THE DUNCAN YEARS

Margaret Duncan became the Head of the Department of Physical Education for Women in 1958. Dr. Duncan gained extensive experience on the college level before coming to Northern Illinois University. She began her teaching career at the University of Washington after graduating from that institution. She served as an assistant instructor in that department for two years prior to accepting a position at the University of Oregon where she taught for six years. She joined the faculty at the University of Missouri and taught there for twelve years, leaving to pursue her doctoral degree. While at Teachers College, Columbia University, she served as a supervisor of student teachers and taught as a member of the faculty during two summer sessions. Dr. Duncan also taught at Illinois State University and Western Illinois University, leaving the latter institution to accept an appointment as Head of the Department of Physical Education at MacMurray College where she served four years before accepting the position at Northern Illinois University. Dr. Duncan received her baccalaureate and master's degrees from the University of Washington and the Doctor of Education degree from Teachers College, Columbia. She also studied at the University of California at Los Angeles, the University of Missouri and the University of Illinois.

Upon arriving at Northern Illinois State College, Dr. Duncan found that physical education was a well accepted part of the academic

structure and supported by the administration.

We have gained ground through the growth of the University. Representatives from the Department of Physical Education for Women now serve on University committees and councils. The health service is also very supportive of the women's physical education program. Very rarely does the health service give medical excuses from physical education classes. They feel that if the student is in school, the Department of Physical Education for Women can handle the student through restrictive and adaptive classes. The student body has also been very supportive of the women's physical education program. (20)

During Miss Duncan's twelve years as Department Head, many curriculum changes had taken place. One of the first changes introduced was that of a reorganization of major curriculum. The departmental faculty and the curriculum committee developed a sequence of block courses during the first two years of the program to provide for a more extensive and less awkward sequence of courses to replace a series of activity courses which had involved almost three years of time in the program. Four block courses titled Fundamental Skills I, II, III, and IV offered in sequence during the first four semesters of the major program served as the backbone for advanced courses in techniques and analysis and for the various theory courses. This block plan was organized in 1959. The comprehensive major, approved in 1960, offered the major student the option of taking either the non-comprehensive major and a minor outside the department or the comprehensive major and no minor.

A review of course content, as it was presented in 1958, revealed that there was a great deal of duplication of methods of teaching. In addition, various instructors of those courses required that each student attend activity classes and assist with the instruction, thereby gaining experience in participation as a teacher.

The trend toward duplication of content with respect to methodology was also prevalent in other departments. It was considered advisable by the various faculty committees to remove all unnecessary duplication of content and thus provide for greater consistency in the approach to both methods of teaching and the practical application of the concepts involved. (20)

The resulting curriculum revision incorporated a single course in methods of teaching and a companion course in participation in teaching. Majors enrolled in the methods course for one semester, and in the course in participation in teaching for two semesters during the junior year. Each student received an assignment on the elementary level, one on the secondary level, and one with a college activity class. During the fourth nine-week period students were assigned a school on the basis of need for strengthening ability with either the elementary or secondary school age student or to provide for greater depth of experience for a particular interest of the major student. Assignments were made to classes in the University School and to college classes until recent years when it became possible to place students in the elementary and secondary schools in Dekalb. Such assignments have been considered to be more productive than assisting with college classes since students have the opportunity to become familiar with the age groups which they may be teaching in the public schools after graduation. The courses in methods and participation were coordinated in 1967, and it also became possible to take both semesters of participation classes at the same time and thus spend more time at the specific schools.

During the period from 1962-1968 a program was conducted each Saturday morning for elementary age children as a laboratory for the sophomore major course in Elementary School Physical Education.

Sophomore majors and staff specialists in elementary school physical education worked with the children and conducted a program of movement education, rhythms, games and gymnastics. This program, developed under the leadership of Dr. Lorena Porter, and under her direction, also served as an observation laboratory for elementary education majors enrolled in courses in Elementary School Physical Education designed for the classroom teachers. An experimental program in movement education was initiated through Dr. Porter's efforts with the approval and support of the University and the administration of the public schools in Dekalb. The pilot program was conducted at Littlejohn Grade School for a period of some three years and received full support of the principals and teachers.

This program received national attention and attracted visitors and observers from all over the United States. It was also designated as a special demonstration program of a national organization and many of the observers attracted to the program were specialists in elementary physical education. Parents of the children involved were strongly supportive of the program and interested observers of the progress of their children. (20)

Principals of sixteen elementary schools in the Dekalb Public School District requested similar programs, and as staff were available to conduct or supervise these programs, they were extended to include a number of additional schools. Two members of the department cooperated in developing and conducting a program in movement education for St. Mary's Elementary School beginning in 1968. The students in the major course in Physical Education for Elementary Schools were involved in this program as participants and observers. Video-tape records were used both at St. Mary's School and in the public schools for transmission to the students enrolled in the courses taught for the elementary education majors. The program offered for children on

Saturdays was phased out since the cooperative program with the public and parochial schools provided similar opportunities for experience and observation in the actual school setting. An experimental program was initiated in 1969 with the University Elementary School after extensive planning by Dr. Porter and the Director and faculty in physical education at the University School.

Following a workshop in Elementary Physical Education in England at which Dr. Porter established contact with leading specialists in elementary school physical education, a lecturer from England was appointed to assist with expanding the program in elementary physical education. Miss Monica Hawkes was appointed and remained on the staff for two years prior to returning to England. She contributed to all aspects of the elementary school physical education program and in cooperation with Dr. Porter and the Audio-Visual Department, produced an excellent film of the program conducted at Littlejohn School. During the following years it was possible to secure the services of a number of excellent visiting lecturers from England who were able to be released for a year at a time from their permanent positions in England. During her second year in the department, Miss Hawkes was joined by Miss Winifred Cuff who spent a year in the department teaching in the elementary school area. Miss Gladys Powell and Miss Muriel Buxbaum joined the staff as lecturers from England, followed by Miss Constance Wells and Miss Muriel Buxbaum in 1969-70. Each of these specialists from England reinforced the permanent members of the staff of the department who were devoting the major part of their time to various phases of the elementary school program. Dr. Porter and Dr. Mabel Brantley, Professor of Elementary Education, conducted a three week

workshop in Movement Education and Language Arts in England in cooperation with the Ministry of Education, Department of Education and Science which office sponsored the workshop offered in the summer session program of Northern Illinois University.

In 1961 a committee composed of Mildred Olson, Joan Popp, Pat Blake, Pat Barron, Jane Perry and Rosemary Orton Strawn proposed a major in dance. The department faculty approved the proposal which was then presented to the College Curriculum Committee for review. The proposal for a dance education major was rejected with the recommendation that the department initiate a dance education minor. This proposal was approved by the University curriculum committee with the result that the department developed a minor program which became effective for the following year. "The minor program has continued to attract students from such majors as speech and dramatics in particular and has encouraged increasing interest among students desiring a major in dance." (20) A committee of faculty involved in dance continued to refine the proposal for the dance education major and prepared it for presentation to the various curriculum bodies during 1969-70. The proposal was received favorably by the department curriculum committee and the department faculty and was referred to the College curriculum committee late in 1970. That group approved the proposal with some recommended revisions early in the fall of 1971. "The final approval by the University Council on Instruction, and by the Board of Regents is pending at the end of the school year 1970-71." (20)

A proposal was developed for a degree granting program in Physical Therapy in 1963. Since such a program required a clinical practicum, offered through a medical school in connection with a

teaching hospital, it was necessary to initiate an affiliation with such a school for the program. "The interest, efforts, and technical knowledge of curriculum requirements were furnished by Dr. Elizabeth Lane, who, as a registered physical therapist, recognized the need for such a program." (20) She was able to secure the support of President Leslie Holmes, and the Dean of the College of Education, Dr. Robert Topp. She had previously studied at the Mayo Clinic School of Physical Therapy during a sabbatical leave and had enlisted the interest and cooperation of the personnel in that school. An affiliated program was approved by the administrative officers of the two schools and the cooperative program made it possible to begin the program in physical therapy. Three years are spent on basic subjects and the sciences prerequisite to the clinical practicum. Two years are devoted to the clinical program and to completing requirements for the examination for registry, though the student receives the Bachelor of Science degree from Northern Illinois University. The growth in enrollment following the establishment of the program necessitated expanding placement for students who had completed the preliminary work on the campus with the result that Dr. Lane was encouraged to continue her contacts with other potential affiliate colleges. The School of Medicine, Division of Physical Rehabilitation at Northwestern University offered an excellent opportunity for such an affiliation. In 1965, with the approval of the two Universities, such an affiliation was established. The comprehensive three-year program required for the degree comprises forty-nine semester hours. The balance of the program taken during the first three years is devoted to general education requirements. The clinical practicum taken at either Mayo Clinic School of Physical Therapy or at Northwestern

University extends for the balance of an additional two years.

An outdoor education experience which was initiated to some degree in the 1950's, was further developed for physical education majors. Under this program major students spent time on the Lorado Taft Field Campus during both their junior and senior years in school. During the senior year the Taft experience involved taking a group of students and instructing them for three to five days. The junior experience involved preparing for the senior instruction phase and no children were brought along. The senior year phase of the Taft experience was co-ordinated with the class in Senior Seminar.

In the 1968-69 school years, the comprehensive major in physical education was more fully developed to include areas of specialization. The areas included specialized areas in general physical education, dance, and elementary physical education. In addition to the courses required of all majors, students could select one of those three options in lieu of the last ten to twelve semester hours in the general comprehensive program. Nine to eleven semester hours were required in the specialized areas. Such courses as Recreational and Camp Leadership, History and Principles of Physical Education, Analysis and Techniques of Swimming, and Administration of Physical Education were offered under the general specialization area. Courses under the elementary physical education area of specialization included Movement Education, Educational Dance, Curriculum Designs in Elementary Physical Education, and courses listed under the general area. Dance courses offered under the area of specialization were Classic and Creative Dance, Dance Production, Dance Summary, Orientation to Dance, Contemporary, Folk, Social and Square Dance, Curriculum, History and

Philosophy of Dance, Dance Notation, Dance Repertory, and Criticism and Seminar in the Related Arts. In the 1969-70 school year two more areas of specialization were offered: aquatics and sports, both team and individual. An area of concentration in physical education for elementary education majors was also added in 1968.

Throughout the years in which a physical education major program was available, the number of required hours varied. For some time now, however, fifty-three semester hours has been required for the comprehensive physical education majors, and forty-one semester hours for the regular major in physical education. An area of concentration for elementary education majors requires sixteen semester hours.

Since the opening of Northern Illinois State Normal School, the general requirement of physical education for non-major students had varied from being required every year in attendance, to three out of the four years in attendance to two out of the four years in attendance. The latter has been in effect for quite some time.

Except for the past three years, the advisory program developed by Dr. Anderson did not change. However, with the growth of the faculty and the dropping of the University regulation requiring advisor's signatures on program cards, the advisory program was re-organized. A committee was also organized to counsel students who transferred from junior colleges or other colleges and universities.

In 1957, the Men's Physical Education Department was approved to offer its own graduate program. In 1958, the women's graduate program extended itself to include a sixth year level in the Certificate of Advanced Study. In order to be admitted into the sixth year program, the candidate had to have an undergraduate major in physical

education and a master's degree with a major in physical education. A candidate must also have earned an equivalent of a B average in all work and have obtained thirty or more semester hours beyond the masters degree. The degree had to be completed within six years. A significant research study, field study, or thesis was required to graduate. The first Certificate of Advanced Study degree was conferred upon Diane Elizabeth Burton in 1968, and the second degree was conferred upon Susan Day in 1969.

In 1969, two options were offered to candidates for the Master's degree. Option I included taking a minimum of thirty semester hours including a thesis, and an oral examination on the thesis. Option II included taking thirty-three semester hours credit with no thesis requirement. The number of master's degrees conferred has increased from one to twelve conferred in 1970. The areas of course emphasis and content have been divided into three areas: Applied Science, Curriculum, Methods, and Supervision and Administration, Philosophy, and Trends in Physical Education. The Graduate Records Examination is also required for admission to graduate school.

Workshops numbering from one to four have also been sponsored by the Department of Physical Education for Women. Sometimes these workshops have been sponsored in conjunction with other departments of the University. Workshops have been offered in tennis with a nationally known teacher as Co-director (the Leighton-Barta Tennis School), and in cooperation with Special Education in Adapted Physical Education. Other workshops have been offered such as basketball, badminton, jazz and modern dance, children's dance, track and field, movement education, volleyball, and gymnastics.

From 1957 to 1963, the Department of Physical Education for Women made use of both Still Gym and the facilities in Main Hall. In 1958, the University School was completed and occupied. The campus school facilities included a swimming pool. It was at this time that the women's department stopped taking students by bus to Dekalb High School for swimming classes. Instead, the pool at the campus was used for instructional purposes.

In October, 1958, Dr. Duncan was called upon to justify the need of a new women's physical education building. After much explanation it was voted by one hundred percent to give the women their building. The first draft of recommendations were made in February, 1959, the detailed installations were specified, and in 1961 the specifications for permanent and movable furniture were made. The bond issue passed in 1961 and groundbreaking took place that same year. Bids were approved in October, 1961 and construction began shortly thereafter. The building was eventually occupied in April, 1964. A few budget cuts were made, such as air conditioning, but everything was operational when the move was made. The pool was later occupied in February, 1965. "During the move to the new physical education building only three days of required classes were missed and one day of major classes missed." (20) The final cost of the building was \$2,300,000. The building was equipped with two gymnasiums, two dance studios, three activity rooms, a pool, locker rooms, showers, matron's room, equipment rooms, classrooms, seminar rooms, reference library, equipped research laboratory, offices and major and staff lounges.

The new physical education building was dedicated on May 1, 1965, as the Miriam Mills Anderson Physical Education Building. Anderson

Hall was dedicated in honor of Dr. Miriam Anderson who came to the department as Department Head in 1928, and retained that position for twenty-eight years. Dr. Anderson pioneered the major, minor, and graduate curriculum. Anderson Hall enabled the department for the first time in sixty-four years to have all facilities necessary to carry out the physical education program in one building. Dr. Anderson was very thrilled to have the new physical education building named after her. "I was surprised and it was hard to believe, for at this time it was rare for a living person to have a building named for her." (24) The enrollment at the time of the dedication of Anderson Hall was 235 undergraduate majors, sixteen dance education minors, fifty men and women physical therapy majors and one hundred graduate students.

The major costume selected by major students had not changed significantly while Dr. Duncan was Department Head. Except for changes in style, the major costume still consisted of white shorts, white blouse, white socks and tennis shoes. Black nylon tank suits were supplied by the department. Dance classes wore black or colored leotards and tights. A skirt over the leotard or sports clothing or shorts were worn for folk dance classes. Navy blue sweatshirts and sweatpants were worn for colder weather.

The faculty selected their own costume. The majority wore blouses and shorts for activity classes. The dance teachers usually wore leotards, tights and sometimes dance skirts over the leotards.

In 1957, the Women's Athletic Association changed its title to the Women's Recreation Association (WRA) and was sponsored by Dr. Mary Bell. There were three phases of the WRA program: intramural activities, extramural activities, and special events. Intramural

activities included archery, hockey, rifle marksmanship, swimming, co-rec swimming, badminton, basketball, co-rec bowling, gymnastics, fencing, volleyball, canoeing, softball, tennis, golf, co-rec softball, and soccer. Extramural activities included badminton, basketball, fencing, field hockey, golf, gymnastics, softball, swimming, tennis and volleyball. Special events included picnics, camping trips, skiing, spring outings, clinics, gym jams, ice follies, and trips to such things as the state gymnastic meet, sectional badminton tournaments, section swim meets and midwest field hockey association tournaments. Officers for the WRA organization consisted of intramural sportsleaders, historian, intercollegiate chairman, intramural chairman, publicity chairman, treasurer, corresponding secretary, recording secretary, vice president and president and their responsibilities were spelled out for them in the WRA constitution. All officers hold elected positions except sportsleaders. Handbooks were put out every year listing the purposes of WRA, the activities offered for that school year and the officers.

The extramural philosophy of WRA was to provide an opportunity for the interested, experienced, and skilled individual to participate in activities with other players of a similar skill level. Procedures were established in relation to the objectives and policies of the local WRA, the IARFCW, and the national guidelines for Intercollegiate Sports. In order to participate in the extramural program, a woman student had to hold and maintain a cumulative 2.0 average, present verification of a medical check either from the health service or from a family doctor and the woman student could not participate in more than one extramural sport per season. It was the policy of the extra-

mural section to accomodate as many players as possible but where the numbers exceeded the capacity of the facilities, a selection committee composed of the faculty sponsors and the extramural chairman would limit the number. The season was divided into three sports seasons. Dr. Mary Bell has shown in the following the growth of the extramural program: In the 1958-59 school year, seven trips were taken, there were six sports days, two at home, one dual match in hockey was participated in, eight sports were offered and eliminating duplication, there were fifty-eight participants. In the 1959-60 school year, ten trips were taken, there were eight sports days, four at home, there were two dual matches in hockey and softball and one in basketball, there were eight sports offered and eliminating duplication, sixty-one participants. In the 1960-61 school year, fourteen trips were taken, there were twelve sports days, eight at home, there were two dual matches in basketball, seven sports were offered and eliminating duplication, sixty-eight participants. In 1961-62 there were eighteen trips, eleven sports days, six at home, two dual matches, seven sports offered and eliminating duplication, sixty participants. In 1963-64 twenty-two trips were taken, there were fourteen sports days, nine at home, six dual meets, seven sports offered and eliminating duplicates, sixty-two participants. In 1964-65 there were twenty-three trips, eleven sports days, seven at home, twelve dual meets, seven sports offered and eliminating duplication, seventy-six participants. In 1965-66 there were twenty trips, ten sports days, ten dual meets, thirteen home events, nine sports days, four dual meets, seven sports offered and eliminating duplicates, eighty-two participants. In 1966-67 there were twenty-nine trips, eight sports days, eleven dual meets, fifteen home events,

eleven sports days, four dual meets, nine sports offered, and eliminating duplications, one hundred participants twenty-eight of which were non-majors. In 1967-68 there were twenty-seven trips, sixteen sports days, eleven dual meets, seventeen home events, eight sports days, nine dual meets, nine sports offered and eliminating duplications, ninety-five participants twenty-eight of which were non-majors. In 1968-69 there were thirty-nine trips twenty-nine sports days, ten dual meets, sixteen home events, eight sports days, eight dual meets, ten sports offered and eliminating duplication, 131 participants thirty-three of which were non-majors. In 1969-70 there were thirty-three trips, twenty-four sports days, nine dual meets, twenty home events, seven sports days, thirteen dual events, ten sports offered, and eliminating duplications, 129 participants forty-six of which were non-majors.

The purpose of the Co-Rec Intramural program was to provide an opportunity for all women and men on campus to participate in a recreation sports program. The purpose of the intramural program was to provide an opportunity for all women on campus to participate in a recreation program. One rule applying to both co-rec and intramural activities was that only one player from an extramural team may play on an intramural team and pertaining to intramurals only, only fifty percent of a team playing in a game could be composed of physical education majors.

The overall purpose of the Women's Recreation Association was to create, promote, and maintain interests in recreation by providing opportunities for participation and instruction in a supervised program, to uphold all policies, recommendations, and standards set up and adopted by the National Athletic and Recreation Federation of College

Women and to offer opportunities for the development of student leadership in the planning, supervision, and administration of a recreational program in accordance with the highest and soundest standards of sports and recreation. The WRA handbook revealed the enthusiasm for the association.

Say look us over,
Lend us an ear,
We're from the club
That to us is very dear,
We learn to be good sports,
And to play our favorite games,
And with everyday we will meet new friends,
We'll get to know many new names.
We're really going places,
This wonderful club and us,
For it's here where we learn to
Really live it up.
We will stick with our club
Through thick and thin,
And aim for fairer play,
Here we come girls WRA! (30)

The purpose of Orchesis was to provide opportunities for gaining additional knowledges, skills, and enjoyment of Modern Dance as a form of the educational, creative group process and as an art form, through participation in movement techniques, composition, exploration of the elements of time, space, dynamics, and the various aspects of performance. Orchesis was composed of three groups... Concert, Associate, and Novice. Eligibility for each group generally depended upon active membership (at least one semester or one year's participation in major productions and leadership. Officers included President, Vice-president, Secretary, Treasurer, Technique Directors, Historian, Publicity, Costume and Scenery Chairman. Dues for Orchesis were one dollar for each semester. The official flower of Orchesis is a carnation and the official colors are chartreuse and black. Meetings are held every Wednesday evening. Miss Mildred Olson advised the group

since 1954. Qualifications of officers and other regulations are spelled out in the Orchesis constitution.

Orchesis had two major productions during the year. These were the annual concert in the spring and the Children's Theatre production in the winter. The group continued to give performances for the Dances Club, Newcomers Club, Junior Women's Club, Lions Club, and other organizations. In 1959, the group offered a dance scholarship. This tradition lasted a few years. Master dance lessons were sponsored through Orchesis and were given either by instructors in the department or by dance companies. Orchesis would also send Christmas cards to members of the women's physical education faculty. Each year a ticket sales contest was sponsored for Orchesis members. The women who sold the most tickets to the spring concert would win a gift, usually a leopard. The membership in Orchesis remained around fifty or sixty members.

Beginning in 1969, members of the dance department began to present an annual faculty concert. The faculty in dance were presenting concerts with the following objectives in mind: (1) To allow the faculty in dance an opportunity to choreograph and perform in the medium of modern dance; (2) To encourage interested members of the faculty and community to participate; (3) To promote modern dance in the community. People who participated in the concerts were faculty members of the Physical Education Department for Women, faculty of other departments, faculty wives and adult members of the community. Students were also auditioned for parts in the last concert.

The purpose of the Major-Minor Club (M-M Club) was to promote citizenship, sportsmanship, and to further professional interests and ethics for future teachers of physical education. The official colors

of the organization are black and gold. Officers included the president, vice-president, secretary-treasurer, program chairman, publicity chairman, sergeant at arms, and a representative from each class. Qualifications and other regulations are spelled out in the club constitution. Meetings were held on the third Tuesday of the month. The Major-Minor club arranged transportation to the Illinois Association of Health, Physical Education, and Recreation annual Convention for major students desiring to attend. Other activities sponsored by the club were sweat-shirt sales, workdays, an annual banquet in which graduating seniors are given name plates for their desks, and guest speakers. M-M club also sponsors a little sister program for freshman majors. Under this program upper classmen are assigned a little sister to help get better acquainted with the department and to help them get around campus. The major lounge was the major responsibility of the M-M club. It was their responsibility to keep the lounge clean and keep the furniture up to date. Proceeds from such things as workdays went for such things as purchasing books for the reference library and fixing the major lounge. Each year the club would send a representative to the student section of the Illinois Association of Health, Physical Education and Recreation convention. When student teachers returned to campus the organization would sponsor a Speak-In where the seniors would relate their experiences while involved in student teaching. Every year Major-Minor club along with Delta Psi Kappa sponsored a Christmas party which included such things as Christmas card making, skits, caroling, and refreshments. Class representatives were responsible for organizing the class skit. Career days were usually held every year by the club.

Daughters of Neptune were reactivated in 1960, and renamed the

Northern Illinois University Synchronized Swim Club. In 1965, the club renamed itself Naiads. The Naiads Swimming Club is co-educational and its interests are synchronizing accompaniment and movement. Public performances and demonstrations are presented annually.

Delta Psi Kappa has been a particularly active organization since receiving its charter in 1948. Every year the organization provides professional meetings open to all physical education majors and minors. These professional meetings consisted of prominent people in the field of physical education. Every year Delta Psi Kappa provided ushers for the annual swim show and Orchesis concerts and sponsored a twenty-five dollar scholarship award for some worthy junior woman majoring or minoring in physical education or minoring in dance. Every pledge class sponsored activities as All Major Fun Night and Teacher Appreciation Day. During the Christmas season Delta Psi Kappa sponsored a Christmas party with the Major-Minor Club besides sending Christmas cards to active Delta Psi Kappa Chapters throughout the nation. In 1964 and 1966, Alpha Lambda was honored by having two of their members chosen as Psi Kap of the year...Patty Mydlach and Cecile Clennon. At past conventions, the Alpha Lambda scrapbook was awarded first place in 1960, 1962, 1964, and 1966. In late spring, the chapter holds a Senior Sendoff in which the graduating seniors are given a gift and good luck wishes. During the course of the year other activities are sponsored by the chapter such as candy sales, Alumnae Homecoming breakfast, Founders Day Ceremony, participation in Homecoming and May Fete activities, and initiation of pledges and officers. Delta Psi Kappa was also instrumental in the founding of the departmental library which contains many valuable source books pertinent to physical education and related

fields. The 1969-70 chapter of Delta Psi Kappa presented Dr. Duncan with a loving cup reading "In appreciation, Delta Psi Kappa, 1958-1970."

On May 16, 1965, the Northern Illinois Alumnae Chapter of Delta Psi Kappa was installed. The installing officer was Dr. Margaret Duncan. Thirty-seven active chapter members were installed. Among the charter members were Dr. Miriam Anderson, former Head of the Department of Physical Education for Women at Northern Illinois; Mrs. Evelyn Dew Gruben; Mrs. Doris Hintxche; and Miss Mildred Olson (then National Executive Secretary), all of whom were charter members of Alpha Lambda Chapter, which was chartered May 16, 1948.

Boots and Calico stemmed from the original Square Dance Club. Its purpose was to promote and encourage an interest in square and folk dancing and to be of service to the college and the community. This was a co-educational club and meetings were held weekly.

In 1967, a physical therapy club was organized. The club was called Pi Tau Omega. The group started first with informal meetings in 1967, and started formal meetings in 1968. The group did not affiliate with the national physical therapy organization. Dr. Elizabeth Lane was the sponsor of Pi Tau Omega.

In 1968, a Student Advisory Committee started out with an elected representative from each class. In 1970, the group was composed of an elected member of each class, a physical therapy major, a dance minor and a junior college transfer student. Miss Pat Baron was appointed advisor of the group which also consulted with Dr. Duncan. The purpose of the group was to reflect student opinions and give recommendations. They were permitted to sit in on curriculum meetings. The identification of a formally organized committee of students was

initiated by a directive from the President of the University, Dr. Rhoten Smith. Prior to the election of the committee, student opinion and advisory suggestions had been secured from the Board of the Major-Minor Club and from Delta Psi Kappa members as well as from majors-at-large.

During the twelve years that Dr. Duncan had been Department Head, the graduate and undergraduate enrollments had increased considerably. During Dr. Duncan's first year in 1958, there were 125 major students, 1,825 in the required program and twenty-five graduate students. In 1969, there were 350 major students, 5,321 students in the required program and 140 graduate students. Part-time graduate students were limited to two graduate classes per semester without special permission. Admissions to graduate school has increased considerably during the past two years.

The faculty grew after Dr. Duncan arrived at Northern Illinois University. In 1958, there were ten undergraduate faculty, three of whom were on the graduate faculty. In 1969, there were forty-three people on the faculty, eleven of whom were on the graduate faculty.

Dr. Duncan had great respect for the major students. "The major students are not effected by the student unrest. They are more self-directive, more productive in participation, highly professional, better informed, and more challenging. Major students are also more intelligent because the University is more selective in admission requirement." (20)

Dr. Duncan also felt that the philosophy of physical education is related to the educational philosophy of the college and university. She felt that physical education was an essential aspect of education for all people...both for the student at large and for future teachers.

She believed that physical education should be closely coordinated with the total educational background of the student.

Dr. Duncan retired as Department Head in 1970 but remained on the faculty teaching both graduate and undergraduate classes. Dr. Phyllis Cunningham became the sixth Department Chairman in the history of the Physical Education Department for Women at Northern Illinois University in 1970.

Dr. Phyllis Cunningham has had five separate assignments as Department Head. She was there from 1964-1971, then from 1973-1974, then from 1975-1976, then from 1977-1978, and finally from 1979-1980. Dr. Margaret Duncan was Department Head from 1971-1973, Dr. Christine Duncan from 1974-1975, and Dr. Margaret Duncan from 1976-1977.

The faculty grew from 1964 to 1970. In 1968, the faculty was 10 members and in 1970 it was 17. The enrollment in women's physical education increased from a total of 1,000 in 1969-70 to 1,500 in 1970-71. The number enrolled in graduate classes grew to one hundred women graduate students.

The curriculum developed for non-major students by the addition of a major in physical education in 1970. Alice Younger was the first graduate student in physical education. In 1973, the first graduate program in physical education was developed. The first master's degree was a major in physical education in 1973. In 1974, the men's Department of Physical Education was developed and in 1975, the Physical Education Department for Women received its graduate degree.

CHAPTER VI

SUMMARY

Physical Education has played a prominent role at Northern Illinois University since its opening as Northern Illinois State Normal School in 1899.

The Physical Education Department for Women has had five Department Heads. Jessica Foster was the first and was there from 1901-1921, then came Edith Bond from 1921-1928, followed by Dr. Miriam Anderson from 1928-1956. Dr. Christine Foster came for a short time from 1956-1958 followed by Dr. Margaret Duncan from 1958-1970.

The faculty grew from a staff of one in 1901 to a staff of ten in 1958, and finally to a staff of forty-three women during the 1969-1970 school year. The enrollment in women's physical education increased from a handful of women majors to 350 during the 1969-70 school year. The number enrolled in graduate school grew to one hundred women graduate students.

The curriculum developed from offerings for non-major students to the addition of a major and a minor program in 1928. Alice Toenniges was the first four year graduate with a major in physical education. In 1953, the first graduate program in physical education was developed, and Barbara L. Stripp was conferred with the first master's degree with a major in physical education in 1955. In 1957, the Men's Department broke away and developed its own graduate program while in 1958, the Physical Education Department for Women extended its graduate degrees

further to include the Certificate of Advanced Study. Diane Elizabeth Burton was the first to receive the Certificate of Advanced Study in 1968. The undergraduate curriculum was further developed in 1960 to offer a comprehensive major for those women majors desiring more course work in the areas of physical education and not desiring a minor field. A dance minor curriculum was added to the department's offerings along with a physical therapy major in 1963, upon Dr. Elizabeth Lane's affiliation with Mayo Clinic. In 1968, the comprehensive major program was further developed to offer areas of specialization in general physical education, dance and elementary physical education. In 1969, two more areas of specialization were offered through aquatics and sports. An area of concentration in physical education for elementary education majors was also later developed.

In 1899, facilities for physical education were located in the Main Hall and were shared by the men's Physical Education Department. In 1928, the department moved to Still Gym and the facilities in Main Hall were remodeled to fit the exclusive needs of the women's department. Swimming took place in the "tank" of McMurray hall from 1911 to the end of the 1930's. When the tank was covered, swimming classes were taken by bus to Dekalb High School. In 1957, the Physical Education Department for Men made a second move from Still Gym to the Northern Field House. At this time Still Gym was remodeled for the women's department and both facilities in Still Gym and Main Hall were occupied. In April, 1964, the women occupied a new building designed exclusively for their use. This building was dedicated in 1965, as the Miriam Mills Anderson Women's Physical Education building named after the Department Head who pioneered the first major, minor, and graduate

program in women's physical education.

The 1930's, developed many organizations connected with the area of women's physical education. A Girl's Athletic Association was developed in 1900. This later developed into the Women's Athletic Association in 1957. The first organization developed at Northern Illinois State Normal School even before GAA was the Tennis Association. This association later disappeared. A Girl's Basketball Association was organized in 1901, dependent from the GAA or the WAA. This too later just faded out of existence. An Orchesis Club was developed in 1930, for those interested in dance and the Daughter's of the Neptune was organized in 1930, for those people interested in swimming. In 1960, Daughters of the Neptune was reactivated and renamed the Northern Illinois Synchronized Swim Club and in 1965, it was renamed Naiads Swim Club. In 1932, a Physical Education Club was developed. In 1944, the club was reactivated and named the Major-Minor club. In 1938, an Archery Club was organized and lasted until 1948. The Alpha Lambda Chapter of Delta Psi Kappa was chartered in May, 1948. This organization actually developed out of the Major-Minor Club. In 1965, the Northern Illinois Alumnae Chapter of Delta Psi Kappa was organized by a few of the original charter members of the Alpha Lambda Chapter. In 1967, a group of physical therapy majors met and formed Pi Tau Omega, physical therapy club. Finally the most recent group developed in 1968, as the Student Advisory Committee. Its purpose was to reflect student opinions and give recommendations.

The costume for physical education changed through the years. The first costume consisted either of street clothes or black bloomers or pleated shirts, either white or black sailor blouses, black silk

three cornered ties, black cotton stockings and tennis shoes. Gradually the bloomers became shorter, knee socks and white tennis shoes made their appearance. The next change was the disappearance of the sailor blouse. This became a white blouse of various styles, dark or light bloomer shorts, rolled down socks and tennis shoes. The jumper suit made its appearance next. It was sleeveless, had a V neck and buttoned at the shoulders similar to a play suit. Finally came white shorts, white blouses, white socks and white tennis shoes still being worn in 1970.

This paper has covered the development of the Department of Physical Education for Women at Northern Illinois University from 1899-1970. In 1970, a new Department Chairman, Dr. Phyllis Cunningham, was appointed.

1. [Faint text]
2. [Faint text]
3. [Faint text]
4. [Faint text]
5. [Faint text]

BIBLIOGRAPHY

6. [Faint text]
7. [Faint text]
8. [Faint text]
9. [Faint text]
10. [Faint text]
11. [Faint text]
12. [Faint text]
13. [Faint text]
14. [Faint text]
15. [Faint text]

BIBLIOGRAPHY

BOOKS

1. Dixon, J. C., McIntosh, P. C., Munrow, A. D. and Willets, R. F. Landmarks in the History of Physical Education. London: Routledge and Kegan Paul, 1965.
2. Grey, Miriam (ed.). A Century of Growth: The Historical Development of Physical Education for Women in Selected Colleges of Six Mid-western States. Ann Arbor, Michigan: Edwards Brothers, Inc., 1951.
3. Hackensmith, C. W. History of Physical Education. New York: Harper and Row, Inc., 1966.
4. Halsey, Elizabeth. Women in Physical Education. New York: R. P. Putman's Sons, 1961.
5. Rice, Emmett A., Hutchinson, John L. and Lee, Mabel. A Brief History of Physical Education. New York: The Ronald Press, 1958.
6. Schwendener, Norma. A History of Physical Education in the United States. New York: A. S. Barnes and Company, 1942.
7. Van Dalen, D. B., Mitchell, Elmer D. and Bennett, Bruce L. A World History of Physical Education. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1953.
8. Weston, Arthur. The Making of Physical Education. New York: Appleton-Century Crofts, 1962.

COLLEGES AND UNIVERSITY CATALOGS

9. Northern Illinois State Normal School, Dekalb. Catalogs 1899-1920.
10. Northern Illinois State Teachers College, Dekalb. Catalogs 1921-1954.
11. Northern Illinois State College, Dekalb. Catalogs 1955, 1956, 1957-1959.
12. Northern Illinois University, Dekalb. Catalogs 1959-61, 1961-63, 1964, 1965, 1966, 1967, 1968, 1969, 1970.
13. Northern Illinois State Teachers College, Dekalb. Faculty Bulletins 1940-1957.

14. Northern Illinois University, Dekalb. Faculty Bulletins 1957-1970.
15. Proceedings of the Normal School Board. July 1, 1917 - December 13, 1937.
16. Proceedings of the Board of Governors of State College and Universities. July 1, 1937 - June 30, 1967.
17. Proceedings of the Board of Regents. July 1, 1967 - June 30, 1970.
18. Registrar's Office of the Commencement Programs: 1900-1970.
19. Registrars Office. Student Academic History Record Cards: Graduates 1921-1935.

CORRESPONDENCE AND INTERVIEWS

PERSONAL INTERVIEWS

20. Duncan, Margaret. June 31, 1971.
21. Furr, Alta Randels. July 2, 1971.
22. Olson, Mildred. July 1, 1971.
23. Trager, Lela. June 30, 1971 and July 2, 1971.

QUESTIONNAIRES

PERSONAL QUESTIONNAIRES

24. Anderson, Miriam Mills. Sent and returned July 2, 1971.
25. Johnson, Olive Swift. Sent and returned July 2, 1971.

PAMPHLETS

26. The Foil. 50th Anniversary Issue. 1916-1966. Official Publication of Delta Psi Kappa.
27. The Foil. Spring, 1968. Official Publication of Delta Psi Kappa.
28. Facts about Northern Illinois University, 1971.
29. Olson, Mildred. "The Founding of the Alpha Lambda Chapter of Delta Psi Kappa."

48. 1900.
49. 1901.
50. 1904.
51. 1907.
52. 1913.
53. 1916.
54. 1919.
55. 1922.
56. 1923.
57. 1924.
58. 1925.
59. 1927.
60. 1932.

THESIS AND UNPUBLISHED MATERIALS

61. Bahr, Gordon Harry. "A Brief History of the Division of Physical Education at Wisconsin State University, La Crosse (1913-1953). Unpublished Master's thesis, Wisconsin State University, La Crosse, 1958.
62. Day, Susan J. "A Historical Study of Undergraduate Professional Preparation in Physical Education at Winona State College from 1860-1968." Unpublished Certificate, Advanced Study thesis, Northern Illinois University, Dekalb, 1968.
63. Foss, Jean Lois. "A History of Professional Preparation for Women in the Teachers Colleges of Wisconsin, Illinois, and Iowa." Unpublished Doctor's dissertation, University of Iowa, Iowa City, 1966.
64. Fyoch, Earle Rowe. "A History of Instruction in Library Science at Northern Illinois University." Unpublished Master's thesis, Northern Illinois University, Dekalb, 1967.
65. Hayter, Earl. "A History of Northern Illinois University." Unpublished book to be completed and published in 1974.
66. Merwin, Bill. "A Brief History of the La Crosse County School of Agriculture and Domestic Economy." Unpublished Master's seminar paper, Wisconsin State University, La Crosse, 1965.

67. Rogers, Richard A. "A Brief History of the Business University, La Crosse Wisconsin." Unpublished Master's seminar paper, Wisconsin State University, La Crosse, 1967.
68. Thompson, Linda. "Emma Lou Wilder: She Came To Teach." Unpublished Masters Thesis, Wisconsin State University, La Crosse, 1970.
69. Weber, O. Audrey. "A Brief History of the Vernon County Teacher's Training School 1907-1920." Unpublished Master's seminar paper, Wisconsin State University, La Crosse, 1969.

APPENDIX

of the Faculty of the Department of
Physical Education and Health

NOTICE OF THE DEPARTMENT OF
PHYSICAL EDUCATION FOR WOMEN

Edith Anderson (1918-1958)

Education: Student, Oklahoma Baptist University; A. B., Oklahoma
University; 1929; M. Ed. Teachers College, Columbia University, 1931.

Joyce A. Elliott (1903-1965)

Education: B. S. Illinois State Normal University

Status: Faculty Assistant

Miriam Anderson (1928-1990)

Education: A. B., Illinois State Normal College, 1947; student, Chicago Normal
School of Physical Education; Graduate student, University of
Minnesota; PhD New York University, 1951. University of Chicago,
New York University, International School of Archery, Putney, Vermont.
Status: Head of Department of Physical Education for Women.

Pat Bacon (1900-)

Education: B. A. Judson College, M. A. University of Alaska, Florida
State University.

Status: Assistant Professor-1955

APPENDIX A

Maria M. Barth (1907-)

Education: B. S. Illinois State Normal College, University.

Status: Instructor
The Faculty of the Department of
Physical Education for Women

Mary M. Bell (1907-)

Education: B. S. in education Illinois State Normal University, M. S.
South College, PhD in 1937 from University of Iowa.

Status: Professor (status) 1955

Patricia Ann Blake (1909-1965)

Education: B. S. in Ed. Georgia State Teachers College, M. S. University
of Florida in 1939.

Status: Instructor

Edith Bond (1921-1928)

Education: B. S., University of Wisconsin, 1917

Mary M. Brown (1906-1969)

Education: M. S. Ed. University of Arizona

Status: Instructor

Carol A. Buschick (1907-1969)

Education: B. S. University of Wisconsin, M. S. Ed. Purdue University

Status: Instructor

Margaret E. Butler (1908-1969)

Education: Middlesex University, England

Status: Visiting Lecturer

FACULTY ON THE DEPARTMENT OF
PHYSICAL EDUCATION FOR WOMEN

Ruth Aberthany (1932-1933)

Education: Student, Oklahoma Baptist University: A. B., Oklahoma University, 1929; A. M., Teachers College, Columbia University, 1931.

Joyce L. Albrecht (1963-1965)

Education: B. S. Illinois State Normal University
Status: Faculty Assistant

Miriam Anderson (1928-1956)

Education: A. B., Illinois Womens College, 1917; student, Chicago Normal School of Physical Education; Graduate student, University of Minnesota; PHD New York University, 1953. University of Chicago, New York University, Tula-Wooket School of Archery, Roxbury, Vermont.
Status: Head of Department of Physical Education for Women.

Pat Baron (1960-)

Education: B. A. Judson College, M. A. University of Alabama, Florida State University.
Status: Assistant Professor -1966

Marion H. Barth (1967-)

Education: B. S. and M. S. E. D., Northern Illinois University.
Status: Instructor

Mary M. Bell (1957-)

Education: B. S. in education Illinois State Normal University, M. S. Smith College, PHD in 1957 from University of Iowa.
Status: Professor (status) 1966

Patricia Ann Blake (1959-1965)

Education: B. S. in Ed. Georgia State Teachers College, M. S. University of Florida in 1959.

Status: Instructor

Edith Bond (1921-1928)

Education: A. B., University of Wisconsin, 1917

Diane K. Burton (1966-1969)

Education: M. S. Ed. University of Arizona
Status: Instructor

Carol A. Buschick (1967-1969)

Education: B. S. University of Wisconsin, M. S. Ed. Purdue University
Status: Instructor

Muriel P. Buxbaum (1968-1969)

Education: Diploma-London University, England
Status: Visiting Lecturer

Lucile Cain (1939-1943)

Education: Graduate, Indiana State Teachers College, Terre Haute, Indiana, B.S., University of Michigan, Ann Arbor, Michigan; A.M., Northwestern University, Graduate Student, Northwestern University

Judith A. Meacham (Carlson) (1964-)

Education: B.S. Georgetown College, M.S. University of Kentucky

Status: Assistant Professor 1970

Sosamma O. Cherian (1966-1968)

Education: M.S. Northern Illinois University, B.S.-M.S. Bagalaphiar University, India

Status: Lecturer from India

Winnifred Cuff (1967-1968)

Education: Teaching certificate physical education Institute, Birmingham, England. Graduate work Oxford Institute of Education, Oxford, England.

Status: Lecturer

Diana C. (Avery) Curtino (1967-)

Education: B.S. University of Texas, M.S. Sam Houston State College, Huntsville

Status: Instructor

Ann I. (Reed) Czompo (1963-1967)

Education: Northwestern, B.S. Kent State University, M.S. Texas Womens University

Status: Instructor

Shirley Dailey (1951-1960)

Education: B.A. Iowa State Teachers College, Cedar Falls Iowa, M.A. in 1951 from State of University of Iowa

Status: Assistant Professor 1958 (University School)

Marie R. Dayton (Charles) (1956-1968)

Education: B.S. University of Illinois

Status: Faculty Assistant

Lila Dole (1967-)

Education: B.S. Butler University, Indianapolis, Indiana, M.S. Indiana University

Status: Instructor

Margaret M. Duncan (1958-)

Education: B.S. and M.S. University of Washington, E.D. 1951 from Teachers College, Columbia University; University of Oregon, UCLA, University of Missouri, University of Illinois

Status: Professor and Department Head from 1958-1970

Carol J. Ebel (1962-)

Education: B.A. Valpariso, M.S. in 1962 from Indiana University, University of Michigan, PHD Colorado State University, 1970.

Status: Associate Professor 1971, Assistant Professor 1967

Stephanie J. Elder (1968-1970)

Education: B.S. University of Montana, Missoula

Leora Ellsworth (1939-1940)

Education: A.B. University of Wisconsin, 1926; A.M. Teachers College, Columbia University, 1930; Graduate Student, University of Chicago, University of Wisconsin and New York University

Treva Folkers (1967-)

Education: B.S. University of Northern Iowa, M.A. University of Iowa, Northern Illinois University

Status: Instructor

F. Christine Foster (1956-1958)

Education: B.A. University of Tennessee, M.S. and E.D. from Teachers College, Columbia in 1956

Status: Graduate faculty 1956

Jessica Foster (1901-1921)

Education: no training listed, Director

Status: Director of Physical Culture 1901-1905, Director of Physical Training 1905-1920, Rank of Assistant Professor July 1, 1919, Director of Physical Education 1920-1921

Leonide M. Gaines (1967-)

Education: B.S. and M.Ed. University of Illinois

Status: Assistant Professor

Lilian M. Gallichio (1953-1954)

Education: B.S. in education from Ohio University, M.A. from University of Michigan

Status: Instructor

Ruth A. Gau (1960-)

Education: B.S. and M.S. Ed. Northern

Status: Faculty assistant 1959-1960

Rosalie Giffhorn (1967-)

Education: B.S. Illinois State University, M.S. Ed. University of Southern California

Status: Instructor

Ruth B. Glassow (1966 spring)

Education: B.S. University of Wisconsin, Madison, M.S. Teachers College Columbia

Status: Lecturer

Jeanette Gund (1956-1961)

Education: B.S. Lindenwood College, M.A. and PhD (1956) from State University of Iowa

Status: Associate Professor

Sandra Haddock (1967-1970)

Education: B.S. Southwest Missouri State, M. Ed. University of Arizona

Status: Instructor

Lilian E. Haverlund (Summer 1953-1954)

Education: A.B. Hiram College, M.A. Western Reserve University, PhD University of Illinois

Status: Professor 1954

Katherine A. (Carsey) Hawkins (1964-1967)

Education: B.S. University of Omaha; Illinois State University; M.F.A. University of North Carolina

Status: Instructor

Barbara Heimerdinger (1965-)

Education: B.S. Northern Illinois University, M.S.Ed. Northern Illinois University

Status: Instructor

Jane Henriette Heidorn (1968-)

Education: B.S. Northern Illinois University, M.S. Ohio State University; PhD Ohio State University

Status: Associate Professor

Nancy E. Hungate (1962-)

Education: B.S. Oberlin College, M.S. New York University, University of North Carolina

Status: Assistant Professor

Mabel J. Hupprich (1926-1929)

Education: B.S. University of Wisconsin

Status: Assistant Director of Physical Education 1926-1929

Fay B. Husted (1965-1966)

Education: B.S. University of Connecticut, M.S. Washington State University

Wilma Issenberger (1957-1958)

Education: B.S. State University of Iowa; M.S. Illinois State Normal University

Janann A. Kellogg (1968-1970)

Education: B.S. University of Northern Iowa; M.S. Arizona State University

Status: Instructor

Barbara J. Labaw (1968-)

Education: M.S. Ed. Northern Illinois University

Status: Instructor

Elizabeth C. Lane (1954-)

Education: B.S. Ithaca College; M.A. New York University Registered physical therapist at Stanford University PhD New York University

Status: Professor 1961

Margaret LaPlante (summer 1949-1951)

Education: B.S. Michigan State College; University of Wisconsin

Katherine Ann Lewis (1964-)

Education: B.S. Mississippi State College for Women; University of Colorado; University of Florida; M.P.E. University of Florida, Northern Illinois University

Status: Assistant Professor

Helen I. Lowey (1954-1956)

Education: B.S. and M.Ed. University of Minnesota

Status: Instructor

Vanphan Y. Luu (1968-)

Education: B.S. and M.S. University of Oregon

Status: Instructor

Florence Malizola (1964-1966)

Education: Wisconsin State College, La Crosse; M.S. State University of Iowa

Status: Instructor

Mary E. McCoy (summer 1950-1956)

Education: A.B. Michigan State College; M.Ed. University of Minnesota, St. Louis University, Washington University and Ohio State University, PhD Ohio State University

Status: Assistant Professor

Eva P. McKee (1929-1947)

Education: A.B. Iowa State Teachers College; A.M. Teachers College, Columbia University

Status: Assistant Professor of physical education for women 1931-1947

Betty Lee McVaigh (1962-1965)

Education: B.S. Eastern Illinois; M.S. Eastern Illinois University

Status: Instructor

Ann F. Millan (1954-1955)

Education: B.S. Boston University, Seargent College; M.A. Mills College; Edd. Boston University

Wilma K. Miller (summer 1950-1957)

Education: B.S. Indiana University, M.A. Ohio State University, P.Ed. Indiana University

Status: Associate Professor 1953

John C. Mitchem (1962-)

Education: B.S. Ball State Teachers College; M.A. State University of Iowa; PhD State University of Iowa

Status: Professor

Martha E. Montgomery (1967-)

Education: B.S. North Georgia College; M.Ed. University of North Carolina

Status: Instructor

Lou Jean Moyer (1962-)

Education: B.S. Kansas State University, M.S. University of Wisconsin PhD University of Iowa

Status: Associate Professor

Anne L. Muse (1922-1926)

Education: A.B. Oberlin College; Ph.B. Oberlin College
Status: Assistant Director of Physical Education for Women

Martha S. Neff (1964-1969)

Education: B.S. and M.S. Indiana University; University of Wisconsin
Status: Instructor

Donna B. Oleson (1968-1970)

Education: B.S. Indiana University; M.S.Ed. Northern Illinois University
Status: Faculty Assistant

Mildred N. Olson (1954-)

Education: Thornton Junior College, B.S. Northern Illinois State
 Teachers College; M.F.A. University of North Carolina; University of
 Wisconsin, Chicago Conservatory of Music; Professional dance
 training at ballet and modern dance schools in Chicago, New York,
 Cleveland and Berlin Germany, New York University
Status: Associate Professor 1969

Elizabeth Patterson (1965-)

Education: B.S. University of Illinois, M.S.Ed. Northern Illinois Uni-
 versity, Southern Illinois University
Status: Assistant Professor 1970

Patricia Paul (1955-)

Education: A.A. Rochester Junior College; B.S. University of Minnesota;
 M.A. Western State College, Colorado
Status: Assistant Professor 1961

L. Ann Payne (1965-)

Education: B.S. Purdue University; M.S. Ball State Teachers College;
 PhD State University of Iowa
Status: Associate Professor 1969

Jane Perry (1961-1962)

Education: B.S. and M.S. Texas Womens University

Wilda D. Pickett (summer 1955-1956)

Education: B.S. Central Missouri State College; A.M. and EdD Columbia
 University, professional diploma Columbia University
Status: Assistant Professor

Patricia Pond (1965-1967)

Education: B.S., M.S. and advanced study University of Arkansas
Status: Assistant Professor

M. Joan Popp (1959-)

Education: B.S. Miami University, M.A. Ohio State University, PhD Uni-
 versity of Wisconsin
Status: Associate Professor

Lorera R. Porter (1961-)

Education: B.S. University of Illinois, M.A. Teachers College, Columbia University, PhD State University of Iowa

Status: Professor

Gladys G. Powell (1968-1969)

Education: B.S. Queen Alexander House Physical Education College, London England

Status: Lecturer

Carolyn V. Price (1965-1967)

Education: B.S. Ball State, M.S.Ed. Northern Illinois University

Status: Faculty Assistant

Alta F. Randels (1929-1932)

Education: Kansas State Teachers College, University of Wisconsin, S.B. Northwestern University

Velma J. Reilly (1947-1952)

Education: B.A. Eastern Washington College of Education, Sargent School of Physical Education for Women, M.A. New York University

Status: Assistant Professor 1950

Joan (Lucas) Rich (1955-1961)

Education: B.A. Cornell College, M.A. State University of Iowa

Status: Assistant Professor

Janon Rieff (1961-)

Education: B.S. La Crosse State Teachers College, M.Ed. Marquette University, Illinois State University

Status: Assistant Professor

Mildred B. Ringo (1966-)

Education: B.S. University of Oregon, M.S. University of Washington, University of Oregon, PhD University of Oregon

Status: Associate Professor

Ruth M. Rogers (1964-1967)

Education: B.A. University of Colorado; MHP.Ed. and R. North Texas State University, University of Maryland; West Texas State College; Texas Womens University

Status: Assistant Professor

Dolores B. Rouley (1969-)

Education: B.S. Northern Illinois University, M.S. University of Michigan

Status: Instructor

Madeline A. Savage (1969-1970)

Education: B.S. Chelsea College, Eastbourne, England

Status: Lecturer

Jacqueline Schick (1969-1971)

Education: B.S. and M.S. Drake University, PhD University of Minnesota

Status: Assistant Professor

Clara Schillace (1945-1948)

Education: B.E. N.I.S.T.C.; M.A. New York University

Grace Scully (1957-1958)

Education: B.S. and M.S. University of Oregon, PhD Teachers College,
Columbia

Status: Assistant Professor

Martha Stallings (1963-)

Education: B.S. Baylor University, M.S. Texas Womens University

Status: Assistant Professor

Rosemary (Ortman) Strawn (1962-)

Education: B.S. Illinois State Normal University, University of Wisconsin,
M.S. Northern Illinois University

Status: Assistant Professor

Kathleen Syna (1969-)

Education: B.S. Bennington, M.A. Columbia University

Lela Trager (1933-1967)

Education: S.B. University of Iowa, A.M. Teachers College, Columbia
University

Status: Assistant Professor

Jere Tulk (1967-)

Education: B.S. University of Wyoming, M.S. University of Wyoming

Status: Instructor

Laura Louise Tuttle (1966-1969)

Education: M.S. Ohio State

Status: Instructor

Violet M. Tyler (1962-1965)

Education: B.S. Southern Illinois University, M.Ed. University of
Illinois

Status: Assistant Professor

Elizabeth Van Horn (1951-1953)

Education: B.S. Miami University, M.S. Wesley College

Constance J. Wells (1969-1970)

Education: B.S. Queen Alexandras Physical Training College, London

Status: Lecturer

Wallace Wesley (1946-1954)

Education: B.Ed. Illinois State Normal University; M.S. University of
Oregon; Fitzsimmons Physical Therapy School; University of Colorado,
PhD University of Indiana

Status: Associate Professor

Catherine Wilkening (Coats) (1949-1953)

Education: Chicago Normal School of P.E., B.E. Northern Illinois State Teachers College, M.S. University of Michigan, Western Michigan State Teachers College, Shyan Mountain School of Square Dancing, Northwestern University, Depaul University and University of Illinois

Mary Louise Wilson (1958-1961)

Education: B.Ed. Illinois State University. M.Pe. University of Florida
Status: Instructor

Janet E. Witker (1969-)

Education: M.S.Ed. Illinois State University
Status: Instructor

Bernice J. Wolfson (1947-1950)

Education: A.B. University of Michigan, A.M. New York University

Monica M. Wren (1966-1967)

Education: Equivalent Masters
Status: Lecturer

Nadine M. Zimmerman (1958-)

Education: B.S. Lockhaven Teachers College, M.S. University of Pennsylvania, PhD University of Wisconsin
Status: Associate Professor

Graduate of the Department of
Physical Education and Health

Year	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
1950	10	12	15	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52
1951	11	13	16	19	21	23	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53
1952	12	14	17	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54
1953	13	15	18	21	23	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55
1954	14	16	19	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56
1955	15	17	20	23	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55	57
1956	16	18	21	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58
1957	17	19	22	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55	57	59
1958	18	20	23	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60
1959	19	21	24	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55	57	59	61
1960	20	22	25	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62
1961	21	23	26	29	31	33	35	37	39	41	43	45	47	49	51	53	55	57	59	61	63
1962	22	24	27	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64
1963	23	25	28	31	33	35	37	39	41	43	45	47	49	51	53	55	57	59	61	63	65
1964	24	26	29	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66
1965	25	27	30	33	35	37	39	41	43	45	47	49	51	53	55	57	59	61	63	65	67
1966	26	28	31	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68
1967	27	29	32	35	37	39	41	43	45	47	49	51	53	55	57	59	61	63	65	67	69
1968	28	30	33	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70
1969	29	31	34	37	39	41	43	45	47	49	51	53	55	57	59	61	63	65	67	69	71
1970	30	32	35	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70	72

APPENDIX B

Graduates of the Department of Physical Education for Women

Year	1950	1951	1952	1953	1954	1955	1956	1957	1958	1959	1960	1961	1962	1963	1964	1965	1966	1967	1968	1969	1970
1950	10	12	15	18	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52
1951	11	13	16	19	21	23	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53
1952	12	14	17	20	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54
1953	13	15	18	21	23	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55
1954	14	16	19	22	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56
1955	15	17	20	23	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55	57
1956	16	18	21	24	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58
1957	17	19	22	25	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55	57	59
1958	18	20	23	26	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60
1959	19	21	24	27	29	31	33	35	37	39	41	43	45	47	49	51	53	55	57	59	61
1960	20	22	25	28	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62
1961	21	23	26	29	31	33	35	37	39	41	43	45	47	49	51	53	55	57	59	61	63
1962	22	24	27	30	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64
1963	23	25	28	31	33	35	37	39	41	43	45	47	49	51	53	55	57	59	61	63	65
1964	24	26	29	32	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66
1965	25	27	30	33	35	37	39	41	43	45	47	49	51	53	55	57	59	61	63	65	67
1966	26	28	31	34	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68
1967	27	29	32	35	37	39	41	43	45	47	49	51	53	55	57	59	61	63	65	67	69
1968	28	30	33	36	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70
1969	29	31	34	37	39	41	43	45	47	49	51	53	55	57	59	61	63	65	67	69	71
1970	30	32	35	38	40	42	44	46	48	50	52	54	56	58	60	62	64	66	68	70	72

DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN - GRADUATES *

<u>Year</u>	<u>BS</u>	<u>MS</u>	<u>Adv. Cert.</u>
1970:	40	12	0
1969:	58	19	1 Sue Day
1968:	38	7	1 Diane Elizabeth Burton
1967:	38	10	0
1966:	36	4	0
1965:	31	3	0
1964:	26	3	0
1963:	17	6	0
1962:	28	1	0
1961:	19	2	0
1960:	0	0	0
1959:	0	0	0
1958:	0	0	0
1957:	11	2	0
1956:	11	0	0
1955:	17	1	Barbara L. Stripp - First Masters
1954:	15	0	0
1953:	9	0	0
1952:	17	0	0
1951:	12	0	0
1950:	6	0	0
1949:	10	0	0
1948:	8	0	0
1947:	4	0	0
1946:	3	0	0
1945:	4	0	0
1944:	7	0	0
1943:	11 - BE	0	0
1942:	6 - BE	0	0
1941:	5 - BE	0	0

<u>Year</u>	<u>BE</u>	
1940:	3	
1939:	1	
1938:	0	
1937:	0	
1936:	0	
1935:	3	Catherine Mary Payne Dorothy Moon Margaret Weichbradt
1934:	4	Helen Winifred Anselm Anna Marie Bach Geraldine Crowley Josephine Mary Johnson
1933:	3	Thelma Irene Jacobson Norma Verne Landers Carol Sherwood
1932:	2	Hedwig E. Carlson Helen Mary Hiland
1931:	1	Alice Toenniges: First four year graduate

* Data taken from Northern Illinois University Commencement Programs

APPENDIX B

COURSE I

- I. Elementary Jewish Exercises
- II. Elementary Jewish Apparatus
- III. Games

COURSE II

- I. Advanced Jewish Exercises
- II. Exercises on Jewish Apparatus
- III. Jewish Games
- IV. Jewish and Modern Jewish Games
- V. Jewish Policy Steps
- VI. Jewish Games
- VII. Practice in Teaching

APPENDIX C

COURSE III

Selected Physical Education Courses of Study

- I. Courses on Jewish and Modern Jewish Games
- II. Exercises with Jewish Apparatus
- III. Jewish Policy Steps
- IV. Jewish Games
- V. Games

COURSE IV

- I. Advanced Jewish Club Exercises
- II. Jewish Games

COURSE V

- I. Jewish Policy Steps
- II. Jewish Games

UNDERGRADUATE PHYSICAL EDUCATION PROGRAM *

1904-1905

COURSE I

- I. Elementary Swedish Gymnastics
- II. Elementary Work on Apparatus
- III. Games

COURSE II

- I. Advanced Swedish Gymnastics
- II. Lectures on Theory of Teaching
- III. Advanced Work on Apparatus
- IV. Marching and Elementary Military Tactics
- V. Running
- VI. Fancy Steps
- VII. Games
- VIII. Practice in Teaching

COURSE III

- I. Lectures on Exercise and Body Mechanics
- II. Exercises with Small Hand Apparatus
- III. Fancy Steps
- IV. Fancy Marches
- V. Games

COURSE IV

- I. Advanced Indian Club Swinging
- II. Bounding Balls
- III. Hoops

COURSE V

- I. Advanced Military Tactics
- II. Aesthetic Gymnastics
- III. Practice in Teaching

COURSE VI

- I. Basketball

* All course listings taken from school catalogs

PHYSICAL EDUCATION PROGRAM
1930-1931

- PE 10 Plays and Games
- PE 11 Gymnastics
- PE 12 Folk Dancing
- PE 13 Individual Gymnastics
- PE 14 Physical Activities for Rural Schools
- PE 20 Physical Education Methods in Primary Grades
- PE 21 Physical Education Methods in Intermediate and Upper Grades
- PE 22 Introduction to Physical Education
- PE 23 Anatomy I
- PE 24 Anatomy II
- PE 30 Kinesiology and Physiology of Exercise
- PE 31 Techniques of Swimming and Life Saving
- PE 32 Folk Dancing Techniques and Pageantry
- PE 33 Physical Diagnosis, First Aid, and Physical Examination
- PE 34 Community Recreation
- PE 35 Clubcraft
- PE 36 Home Nursing
- PE 37 Massage
- PE 38 Nature, Function and Organization of Play
- PE 40 Coaching Major Sports
- PE 41 Coaching Minor Sports
- PE 42 Gymnastic Technique
- PE 43 Individual Gymnastic Technique
- PE 44 History of Physical Education
- PE 45 Interpretative Dance Technique
- PE 46 Physical Education Organization and Administration

PHYSICAL EDUCATION PROGRAM
1948-1949

- PE 130 Square Dancing
- PE 131 Beginning Modern Dance
- PE 132 Advanced Modern Dance
- PE 133 Beginning Social Dance
- PE 134 Advanced Social Dance
- PE 135 Beginning American and European Folk Dancing
- PE 136 Advanced American and European Folk Dancing
- PE 140 Beginning Archery
- PE 140m Archery and Volleyball
- PE 141 Advanced Archery
- PE 142 Badminton
- PE 143 Advanced Badminton
- PE 144 Bowling
- PE 144m Bowling and Badminton

PE 145	Golf
PE 145m	Golf
PE 146	Advanced Golf
PE 147	Individual and Dual Sports
PE 147m	Individual Sports
PE 148	Tennis
PE 148m	Tennis
PE 149	Advanced Tennis
PE 150	Golf
PE 151	Tumbling, Stunts and Pyramids
PE 151m	Stunts and Tumbling
PE 152	Softball
PE 152m	Softball and Track
PE 153	Advanced Softball
PE 154	Basketball
PE 154m	Basketball
PE 155	Advanced Basketball
PE 156	Hockey
PE 156m	Hockey
PE 157	Advanced Hockey
PE 158	Soccer and Speedball
PE 158m	Soccer and Speedball
PE 159A	Beginning Volleyball
PE 159B	Advanced Volleyball
PE 160	Beginning Swimming
PE 162	Advanced Swimming
PE 164	Life Saving and Water Safety
PE 165	Canoeing
PE 210	Orientation to Physical Education
PE 222	First Aid and Safety
PE 260	Theory and Practice of Advanced Modern Dance
PE 261	Methods and Materials of Dance for Elementary Grades
PE 262	Methods and Materials of Dance for Secondary Schools
PE 300	Principles and Practice of Physical Education (Early Elementary)
PE 301	Principles and Practice of Physical Education (Late Elementary)
PE 305	Technique of Instruction in Physical Education
PE 306	Methods of Teaching First Aid and Safety
PE 310	Kinesiology I
PE 311	Kinesiology II
PE 312	Kinesiology III
PE 340	Community Recreation
PE 343	Health and Physical Education Curriculum for Elementary Grades
PE 345	Camp Leadership and Club Organization
PE 350	Methods and Materials for Swimming
PE 351	Coaching I
PE 352	Coaching II
PE 353	Coaching III
PE 363	Dance Production (Folk and Modern)
PE 365	History of Dance
PE 440	Organization and Administration of Health and Physical Education
PE 443	Supervision of Health and Physical Education
PE 445	Elementary Tests and Measurements in Health and Physical Education

- PE 450 Health and Physical Education Programs for Atypical Children
- PE 451 Body Mechanics in Physical Education
- PE 460 European and Couple Dancing (Advanced)
- PE 461 Square Dancing (Advanced)
- PE 462 Advanced Modern Dance I
- PE 463 Advanced Modern Dance II
- PE 464 Advanced Modern Dance III

PHYSICAL EDUCATION PROGRAM

1954-1955

- PE 105 Adapted Activities
- PE 110 Basic Physical Education
- PE 111 Bowling and Tennis
- PE 113 Bowling and Golf
- PE 115 Modern Dance
- PE 116 Tennis and Volleyball
- PE 117 Archery and Recreational Sports
- PE 118 Badminton and Golf
- PE 119 Volleyball and Softball
- PE 121 Hockey and Basketball
- PE 123 Soccer and Basketball
- PE 130 American Country Dance
- PE 133 Social Dance
- PE 135 Folk Dance
- PE 160 Beginning Swimming
- PE 162 Intermediate and Advanced Swimming
- PE 164 Life Saving and Water Safety
- PE 164a Life Saving and Water Safety (Instructors)
- PE 165 Bowling and Canoeing
- PE 112m Team Sports I
- PE 113m Team Sports II
- PE 120m Individual Activity I
- PE 126m Individual Activity II
- PE 163m Swimming and Life Saving
- PE 171m Round, Social and Square Dance
- PR 181m Games and Tumbling
- PE 212 Orientation to Physical Education I
- PE 213 Orientation to Physical Education II
- PE 263 Methods and Materials of Dance
- PE 302 Elementary School Physical Education
- PE 305 Technique of Instruction in Physical Education
- PE 306 Methods of Teaching First Aid and Safety
- PE 307 First Aid and Safety Education
- PE 313 Kinesiology
- PE 340 Community Recreation
- PE 343 Elementary School Physical Education Activities
- PE 344 Principles and Programs of Physical Education
- PE 345 Camp Leadership
- PE 350 Methods and Materials of Swimming
- PE 351 Technique of Teaching Sports I
- PE 352 Technique of Teaching Sports II

PE 360 Folk Dance Methods and Materials
 PE 440 Physical Education Organization and Administration
 PE 445 Physical Analysis of Normal and Abnormal Students
 PE 451 Body Mechanics in Physical Education
 PE 455 Sports Officiating
 PE 460 History of Dance
 PE 461 American Country Dance Methods and Materials
 PE 462 Dance Summary
 PE 463 Advanced Modern Dance I
 PE 464 Advanced Modern Dance II
 PE 465 Form and Composition in Modern Dance
 PE 466 Dance Production

PHYSICAL EDUCATION PROGRAM
 1961-1963

PE 100 Basic Physical Education I
 PE 105 Adapted Activities
 PE 110 Basic Physical Education
 PE 111 Badminton and Tennis
 PE 113 Bowling and Golf
 PE 115 Beginning Modern Dance
 PE 116 Tumbling and Trampoline
 PE 117 Archery and Fencing
 PE 118 Badminton and Golf
 PE 119 Volleyball and Softball
 PE 121 Hockey and Basketball
 PE 123 Soccer and Recreational Sports
 PE 124 Intermediate Golf
 PE 125 Intermediate Tennis
 PE 130 American Country Dance
 PE 132 Intermediate Modern Dance
 PE 133 Beginning Social Dance
 PE 134 Intermediate Social Dance
 PE 135 Folk Dance
 PE 160 Beginning Swimming
 PE 161 Intermediate Swimming
 PE 162 Advanced Swimming and Diving
 PE 164 Senior Life Saving
 PE 164a Water Safety Instructors
 PE 165 Camp Crafts and Canoeing
 PE 201 Orientation to Dance
 PE 202 Classic and Creative Dance
 PE 204 Contemporary Dance
 PE 212 Orientation to Physical Education
 PE 215 Fundamental Skills I
 PE 216 Fundamental Skills II
 PE 217 Fundamental Skills III
 PE 218 Fundamental Skills IV
 PE 222 First Aid and Safety
 PE 255 Sports Officiating I
 PE 256 Sports Officiating II

PE 302	Elementary School Physical Education
PE 306	Methods of Teaching First Aid and Safety
PE 313	Kinesiology
PE 340	Recreational Leadership
PE 343	Elementary School Physical Education
PE 344	History and Principles of Physical Education
PE 345	Camp Leadership
PE 350	Analysis and Techniques of Swimming
PE 351	Analysis and Techniques of Sports I
PE 352	Analysis and Techniques of Sports II
PE 353	Participation in Teaching I
PE 354	Participation in Teaching II
PE 363	Analysis and Techniques of Sports
PE 366	Dance Production
PE 396	Methods and Techniques of Teaching Physical Education
PE 440	Administrative Management in Physical Education
PE 445	Evaluation in Physical Education
PE 451	Body Mechanics
PE 452	Physiology of Physical Education
PE 453	Adapted Physical Education
PE 460	Folk, Social, and Square Dance Education
PE 461	Curriculum of Dance
PE 462	Dance Summary
PE 465	History and Philosophy of Physical Education
PE 467	Dance Notation
PE 473	Seminar in Recreation Arts
PE 474	Dance Repertory and Criticism
PE 497	Senior Seminar
PE 498	Independent Study
PE 306	Methods of Teaching First Aid and Safety
PE 313	Kinesiology
PE 311	Foundations of Physical Education PROGRAM * (Library)
PE 312	History and Philosophy of Physical Education
PE 313	Kinesiology
PE 100	Basic Physical Education I
PE 101	Basic Physical Education II
PE 103	Dance Fundamentals
PE 105	Adapted Activities
PE 106	Adapted Swimming
PE 110	Body Mechanics
PE 111	Badminton and Tennis
PE 113	Bowling and Billiards
PE 115	Beginning Modern Dance I
PE 116	Tumbling and Trampoline
PE 117	Fencing
PE 118	Badminton and Golf
PE 119	Volleyball and Softball
PE 121	Hockey and Basketball
PE 123	Speedball and Basketball
PE 124	Intermediate Golf
PE 125	Intermediate Tennis
PE 130	American Country Dance
PE 131	Beginning Contemporary Dance
PE 132	Intermediate Modern Dance
PE 133	Beginning Social Dance

PE 134	Ballet and Character Dance
PE 135	Folk Dance
PE 136	Intermediate Folk and Ethnic Dance
PE 140	Archery and Recreational Sports
PE 141	Archery and Badminton
PE 143	Intermediate Badminton
PE 150	Beginning Track and Field
PE 151	Tumbling and Gymnastics
PE 159	Intermediate Volleyball
PE 160	Beginning Swimming
PE 161	Intermediate Swimming
PE 162	Advanced Swimming and Diving
PE 163	Advanced and Synchronized Swimming
PE 164	Senior Life Saving
PE 164a	Water Safety Instructors
PE 165	Camp Crafts and Outing Activities
PE 201	Orientation to Dance
PE 202	Classic and Creative Dance
PE 204	Contemporary Dance
PE 208	Interpretation of Physical Therapy
PE 212	Orientation to Physical Education
PE 215	Fundamental Skills I
PE 216	Fundamental Skills II
PE 217	Fundamental Skills III
PE 218	Fundamental Skills IV
PE 222	First Aid and Safety
PE 255	Sports Officiating I
PE 256	Sports Officiating II
PE 302	Elementary School Physical Education
PE 306	Methods of Teaching First Aid and Safety
PE 313	Kinesiology
PE 331	Foundations of Physical Education for Children
PE 332	Movement Education in Elementary Physical Education
PE 333	Educational Dance for Children
PE 340	Recreation Leadership
PE 343	Elementary School Physical Education
PE 344	History and Principles of Physical Education
PE 345	Camp Leadership
PE 350	Analysis and Techniques of Swimming
PE 351	Analysis and Techniques of Sports I
PE 352	Analysis and Techniques of Sports II
PE 353	Participation in Teaching I
PE 354	Participation in Teaching II
PE 363	Analysis and Techniques of Dance
PE 396	Methods and Principles of Teaching Physical Education
PE 434	Curriculum Designs in Elementary Physical Education
PE 440	Administration of Physical Education
PE 445	Elementary Tests and Measurements
PE 448	Organization and Supervision of Co-curricular Programs for Junior and Senior High Schools
PE 451	Body Mechanics
PE 452	Physiology of Activity
PE 453	Adapted Physical Education
PE 460	Folk, Square and Social Dance in Education

- PE 461 Curriculum of Dance
- PE 462 Dance Summary
- PE 465 History and Philosophy of Dance
- PE 467 Dance Notation
- PE 473 Seminar in Dance and Related Art Forms
- PE 474 Dance Repertory and Criticism
- PE 480 Philosophy and Principles of Coaching for Women
- PE 496 Senior Seminar
- PE 497 Senior Seminar
- PE 498 Independent Study

* At the time of the printing of the 1969-70 catalog, the areas of specialization were not included although they were being offered.

- PE 501
- PE 502
- PE 503
- PE 504
- PE 505
- PE 506
- PE 507
- PE 508
- PE 509
- PE 510
- PE 511
- PE 512
- PE 513
- PE 514
- PE 515
- PE 516
- PE 517
- PE 518
- PE 519
- PE 520
- PE 521
- PE 522
- PE 523
- PE 524
- PE 525
- PE 526
- PE 527
- PE 528
- PE 529
- PE 530
- PE 531
- PE 532
- PE 533
- PE 534
- PE 535
- PE 536
- PE 537
- PE 538
- PE 539
- PE 540
- PE 541
- PE 542
- PE 543
- PE 544
- PE 545
- PE 546
- PE 547
- PE 548
- PE 549
- PE 550
- PE 551
- PE 552
- PE 553
- PE 554
- PE 555
- PE 556
- PE 557
- PE 558
- PE 559
- PE 560
- PE 561
- PE 562
- PE 563
- PE 564
- PE 565
- PE 566
- PE 567
- PE 568
- PE 569
- PE 570
- PE 571
- PE 572
- PE 573

Taken from the annual graduate catalog.

GRADUATE PHYSICAL EDUCATION PROGRAMS *

1954-1955

- PE 440 Physical Education Organization and Administration
- PE 450 Physical Analysis of Normal and Abnormal Students
- PE 451 Body Mechanics in Physical Education
- PE 455 Sports Officiating
- PE 460 History of Dance
- PE 461 American Country Dance Methods and Materials
- PE 462 Dance Summary
- PE 465 Form and Composition of Dance
- PE 466 Dance Production
- PE 510 Advanced Kinesiology
- PE 540 Seminar in Elementary School Physical Education
- PE 543 Supervision of Health and Physical Education
- PE 545 Workshop in School Camping
- PE 546 Evaluation in Health and Physical Education
- PE 555 Seminar in Teaching Skills
- PE 560 Seminar in Rhythm and Dance
- PE 570 Methods of Research in Physical Education
- PE 572 Source Materials in Physical Education and Related Areas
- PE 572 Current Trends in Physical Education
- PE 573 Individual Study of Problems in Physical Education

* Taken from the annual graduate catalogs.

- PE 573 Seminar in Teaching Skills
- PE 560 Seminar in Rhythm and Dance
- PE 570 Seminar in Motor Development for Children
- PE 573 Seminar in Research Methods
- PE 570 Independent Study in Health, Physical Education and Recreation
- PE 572 Source Materials in Physical Education and Related Areas
- PE 572 Current Trends in Physical Education
- PE 573 Research Problems in Physical Education
- PE 573 Pedagogical Aspects of Physical Education and Recreation
- PE 573 Physiological Aspects of Motor Activities
- PE 573 Teaching Physical Education at the College Level
- PE 573 Advanced Supervision of Physical Education
- PE 573 Program and Facilities for Physical Education
- PE 573 Seminar in Administration of Health, Physical Education, and Recreational Programs
- PE 673 Advanced Research Problems

PHYSICAL EDUCATION PROGRAM
1963-1964

- PE 445 Elementary Tests and Measurements
PE 446 Health Education Problems
PE 448 Organization and Supervision of Co-curricular Programs for
Junior and Senior High Schools
PE 451 Body Mechanics
PE 452 Physiology of Activity
PE 453 Adapted Physical Education
PE 460 Folk, Square and Social Dance in Education
PE 465 History and Philosophy of Dance
PE 467 Dance Notation
PE 468 Seminar in Rhythmic Activities for Elementary and Junior
High Schools
PE 500 History and Philosophy in Physical Education
PE 510 Applied Anatomy (Kinesiology)
PE 512 Fundamental Basis of Movement
PE 532 Principles of Supervision of Health and Physical Education
PE 540 Seminar in Elementary School Physical Education
PE 543 Administration of Health and Physical Education
PE 544 Problems in Curriculum and Program of Physical Education
PE 545 Curriculum in Health and Physical Education for Junior High
Schools
PE 546 Evaluation in Health and Physical Education
PE 549 School and Community Recreation
PE 550 Camp Administration
PE 555 Seminar in Teaching Skills
PE 560 Seminar in Rhythms and Dance
PE 565 Seminar in Motor Development for Childhood
PE 566 Seminar in Movement Education
PE 569 Independent Study in Health, Physical Education and Recreation
PE 570 Source Materials in Physical Education and Related Areas
PE 572 Current Trends in Physical Education
PE 573 Research Problems in Physical Education
PE 575 Philosophical Bases of Physical Education and Recreation
PE 612 Physiological Aspects of Motor Activities
PE 620 Teaching Physical Education at the College Level
PE 632 Advanced Supervision of Physical Education
PE 636 Program and Facilities for Physical Education
PE 643 Seminar in Administration of Health, Physical Education, and
Recreation Programs
PE 673 Advanced Research Problems

PHYSICAL EDUCATION PROGRAM
1969-1970

- PE 434 Curriculum Designs in Elementary Physical Education
PE 446 Health Education Problems
PE 448 Organization and Supervision of Co-curricular Programs for
Junior and Senior High Schools
PE 452 Physiology of Activity
PE 453 Adapted Physical Education
PE 465 History and Philosophy of Dance
PE 467 Dance Notation
PE 468 Seminar in Rhythmic Activities for Elementary and Junior
High Schools
PE 473 Seminar in Dance and Related Art Forms
PE 480 Philosophy and Principles of Coaching Sports for Women
PE 500 History and Philosophy of Physical Education
PE 510 Applied Anatomy (Kinesiology)
PE 512 Fundamental Basis of Movement
PE 532 Principles and Supervision of Health and Physical Education
PE 540 Seminar in Elementary School Physical Education
PE 543 Administration of Health and Physical Education
PE 544 Problems in Curriculum and Program of Physical Education
PE 545 Curriculum in Health and Physical Education for Junior
High Schools
PE 546 Evaluation in Health and Physical Education
PE 549 School and Community Recreation
PE 550 Camp Administration
PE 551 Analysis and Procedures in the Control of Postural Deviations
PE 555 Seminar in Teaching Skills
PE 556 Workshop in Physical Education
PE 560 Seminar in Rhythms and Dance
PE 565 Seminar in Motor Development in Childhood
PE 566 Seminar in Movement Education
PE 569 Independent Study in Health, Physical Education and Recreation
PE 570 Methods of Research in Physical Education
PE 572 Current Trends in Physical Education
PE 575 Philosophical Bases of Physical Education and Recreation
PE 599A Master Thesis
PE 599B Research and Thesis for CAS
PE 612 Physiological Aspects of Motor Activities
PE 620 Teaching Physical Education at the College Level
PE 632 Advanced Supervision of Physical Education
PE 636 Programs and Facilities for Physical Education
PE 643 Seminar in Administration of Physical Education, Health
Education and Recreation Programs