

THE HISTORICAL DEVELOPMENT OF
PHYSICAL EDUCATION AT NATIONAL COLLEGE

A Thesis
Presented to
the Department of Physical Education
and the Graduate Council
Kansas State Teachers College of Emporia

In Partial Fulfillment
of the Requirements for the Degree
Master of Science

by
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August 1962

Thesis
1962
D

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
Statement of the Problem	2
Hypothesis	2
Method of Gathering Data	3
Significance of the Problem	3
Definition of Terms	4
Orientation to Study	5
Summary of Chapters to Follow	8
II. REVIEW OF LITERATURE	9
Literature on Beginning of Physical Education in Colleges and Universities	9
III. A CHRONOLOGICAL RECORD OF DEVELOPMENT	15
Historical Statement	15
College Charter	16
Physical Education and Recreation Facilities	16
First Gymnasium	16
Tennis Court	16
Kansas Building	18
Present Plant	22
Curriculum	26
Description of Courses	30

Intramural Athletics	36
First evidence found in 1916	36
Description of Contests	36
Faculty Participation	38
Sports Club	38
Intercollegiate Athletics	38
Early Interest	39
First Schedule	39
National Association of Intercollegiate Athletics	42
IV. SUMMARY AND CONCLUSIONS	45
BIBLIOGRAPHY	51

LIST OF TABLES

TABLE	PAGE
I. Physical Education Courses Offered from 1902-1960 . . .	29

LIST OF PLATES

PLATE	PAGE
I. First Gymnasium	17
II. Tennis Courts	19
III. Dressing Room	20
IV. Kansas Building	21
V. Present Gymnasium	23
VI. Future Athletic Plant	24
VII. Athletic Development	25

CHAPTER I

Introduction

Since a college bears responsibility for the total education and direction of students in all aspects of educational endeavors, it is believed that this study of the physical education department will gather into one volume an orderly arrangement of all the loosely scattered bits of information of significance to the history and development of this aspect of education.

Many professional educators and lay people have seen the need for a strengthened program of education that promotes physical competencies. President John F. Kennedy has called for a program that will stir the imagination of youth, calling on their toughest abilities, and enlisting their greatest enthusiasm.

The strength of our democracy is no greater than the collective well-being of our people. The vigor of our country is no stronger than the vitality and will of all our countrymen. The level of physical, mental, moral, and spiritual fitness of every American citizen must be our constant concern.¹

This study seeks to reproduce and analyze the development that has taken place in the institution at study.

¹John F. Kennedy, "A Presidential Message," Youth Physical Fitness (Washington: National Education Association, 1961), p. 1.

I. STATEMENT OF THE PROBLEM

The problem is to study the history and development of the Physical Education Department of National College, and to investigate the facts concerning the growth and development of this part of the college curriculum. Among the questions to be answered are the following:

1. Does the physical education program support the objectives of the college?
2. Has this development enhanced student life?
3. What growth has taken place in the instructional program?
4. What growth has taken place in the intramural program?
5. What growth has taken place in the athletic program?

II. HYPOTHESIS

The hypothesis for this study is that physical education has been an important factor supporting social objectives of the college and in strengthening student life on the campus.

III. METHOD OF GATHERING DATA

The research material used in obtaining data for this study is derived from a wide variety of sources consisting of analyzation of college catalogues and the techniques of personal interview, minutes of the board of trustees, faculty minutes, newspaper articles, alumni reports, correspondence, observation, evaluation, and extensive reading from leading authorities in the field of physical education.

IV. SIGNIFICANCE OF THE PROBLEM

This study may provide for the administration and faculty the facts concerning the established programs in physical education and bring to light desirable trends for the future.

Furthermore, this study may be helpful in setting forth institutional objectives in regards to health and physical education.

This study may be helpful in pointing out that sound health and physical competence are qualities essential in a well conceived education program.

V. DEFINITION OF TERMS

Education. Education is that reconstruction of experience which adds to the meaning of experience, and which increases ability to direct the course of subsequent experience. ²

Physical Education. Physical education, an integral part of the total education process, is a field of endeavor which has as its aim the development of physically, mentally emotionally, and socially fit citizens through the medium of physical activities which have been selected with a view to realizing these outcomes. ³

Instructional Program. Those physical education classes in which the teaching of skills and activities are the primary concern.

Intercollegiate Athletics. Organized athletic contests engaged between separate colleges or universities.

Intramurals. Those activities or events conducted within the limits of a particular school.

Shield. The yearbook of National College containing many particulars of college life.

²John Dewey, Democracy and Education (New York: The Macmillan Company, 1929), pp. 89-90.

³Charles A. Bucher, Foundations of Physical Education (St. Louis: The C. V. Mosby Company, 1960, p. 40.

Naco News. The National College student newspaper published for the purpose of better communications within the college community.

World Horizons. A publication designed to keep interested alumni aware of the development of National College.

VI. ORIENTATION TO STUDY

National College, in the years since its beginning in 1899, has undergone an interesting series of changes. Originally an institution with a limited two-year program for young women preparing for church work, it has developed into a four-year liberal arts college seeking to prepare young persons for Christian leadership and service in the world of today and tomorrow. Beginning as the Fisk National Training School for Deaconesses and Missionaries,⁴ it was developed at a time when

the liberal arts college with its historic purpose was overshadowed by a pragmatic emphasis to give young people skills for various jobs. This was true in the training of women for church work. It was likewise true in the normal schools for teachers.⁵

⁴The changes in name have been: Kansas City Training School for Deaconesses and Missionaries, 1904-1933; The National Training School for Christian Workers, 1933-1940; The National Training School (incorporated in Missouri), 1940-1946; National College for Christian Workers, 1946-1958; National College, 1958-date.

⁵From the President's Report to the members of the Board of Trustees, National College, October, 1958.

The only significant supplement to the practical training was the study of Bible.

In its beginning and throughout its existence, National College has been under the sponsorship of women of the Methodist Church. Prior to 1939, it was under the auspices of the Woman's Home Missionary Society of the Methodist Episcopal Church. When the three major Methodist bodies in America united in 1939, it came under the newly established Woman's Division of Christian Service of the Board of Missions and Church Extension of the Methodist Church. Although the college is organized under a 1940 charter from the state of Missouri and is self-governing, it remains in close relationship with the Woman's Division, and much of its uniqueness and purpose derives from this historic relationship. The college is now one of two four-year undergraduate liberal arts colleges within the denomination sponsored by the Woman's Division. It is further distinguished by its tradition of specializing in preparation of individuals for work in the church.

Originally established in Kansas City, Kansas, the institution was moved to its present site in Kansas City, Missouri, in 1906. Under the lengthy tenure (1902-1939) of

Dr. Anna Naiderheiser, a strong, though limited program of preparation of young women for work as deaconesses or missionaries with the Methodist Church was formed. A three-year course was developed, with emphasis upon training in religion, social service, and the practical arts. Although other courses in fine arts, natural science, history, and modern languages were gradually added, the professional emphasis remained. The school was staffed primarily by deaconesses.

In the 1930's, a significant development within American Christianity was a gradual shift in emphasis from the traditional concept of "work in the church" to a broader, more inclusive concept of "Christian service". This change has guided the development of the National Training School into National College.

It was in 1940 that the Methodist Board of Missions formally stated that the minimum preparation for missionaries should be a four-year program with a bachelor's degree. This action was a recognition both of the importance of a broader preparation and of the need, in many instances, for graduate training.

In 1954, another major change took place when the college became coeducational.

VII. TECHNIQUES AND PROCEDURES OF CHAPTERS TO FOLLOW

The remainder of this study was organized under the following chapter headings: Chapter II contains the resumes of related literature pertinent to this study. Chapter III presents a chronological record of the development of physical education. The summary and conclusions of this study appears in Chapter IV.

CHAPTER II

RELATED LITERATURE

There have been several studies made at other colleges and universities related to some phase of physical education. This study expects to draw from their research and findings.

Before starting this study, an intensive review was made of related literature pertinent to this particular problem. The following studies were selected as being most valuable to this research paper.

LITERATURE ON BEGINNING OF PHYSICAL EDUCATION IN COLLEGES AND UNIVERSITIES

Material related by Cobb revealed information concerning the early histories of several leading schools. She points to President Stern of Amherst College in his annual report of 1859.

If a moderate amount of physical exercise could be secured to every student daily, I have a deep conviction . . . that not only would lives and health be preserved, but animation and cheerfulness and a higher order of efficient study and intellectual life would be secured.¹

¹Louise Staples Cobb, A Study of the Functions of Physical Education in Higher Education (New York: Columbia University, 1943), p. 18.

Amherst College set the pattern for other institutions by establishing the first college physical education department in the country, with a directive to care for the health of students through exercise.

Physical educators during the remainder of the nineteenth and the early twentieth century were generally agreed that the chief function of their work was to develop and to maintain bodily health. The following institutions agreed in their basic statements of purpose:

Its sole object (of the department of Amherst) has been to keep the bodily health up to the normal standards, so that the mind may accomplish the most work, and to preserve the bodily powers in full activity for both the daily duties of college and the promised labor of a long life.²

The aim of the department at Yale is to turn out well-developed healthy men as the product of the university, and to stand between the student and physical disaster, so far as it can be done. The object . . . is the building up of a strong body as the basis of a strong brain, the widening and deepening of the chest, the developing of the abdominal muscles, and the strengthening of the spine, that the student may be better prepared for the great fight of life.³

Cobb relates the following regarding the aim of the gymnasium.

The great aim of the gymnasium is to improve the physical condition of the mass of our students and to give them as much health, strength and stamina as possible to enable them to perform the duties that await them after leaving college.⁴

²Fred E. Leonard, Pioneers of Modern Physical Training (New York: Association Press, 1915), p. 92.

³Cobb, op. cit., p. 19.

⁴Ibid.

On the other hand, Metheny relates a study of the historical proceedings of the American Association for the Advancement of Physical Education in 1893. She indicates that quite a confused state existed within the profession as to setting up a sound philosophy, as "no clear-cut American philosophy had yet emerged in crystallized form."⁵

The following conclusions were reached:

1. The individual institution should choose the results they wish to accomplish.
2. The individual institution should choose the activities, the techniques, the materials, the methods which will best accomplish the desired results.
3. A need for clarification of the ultimate goals in physical education.
4. A need for clearly defined fundamental and ultimate objectives.⁶

Ainsworth has shown that physical education was offered in colleges for women in the early days to prevent ill health which often seemed to result from study.⁷ She quotes from

⁵Eleanor Metheny, "A Directive from History," Journal of Health, Physical Education and Recreation, 20:514, October, 1949.

⁶Ibid.

⁷Dorothy Ainsworth, The History of Physical Education in Colleges for Women (New York: A. S. Barnes and Company, 1930), p. 13.

several early college catalogues to show that exercise, usually calisthenics, was quite generally provided in women's colleges for the same reason it was offered for men--to preserve the health of students.

One of the more recent studies by Olsen presented a historical study of the physical education department for women at the University of Utah. She gathered pertinent information from personal interview and college catalogues.

Olsen traced the following developments:

1. A chronological history of the Administrative heads of the Department.
2. The development of the major and minor programs in physical education.
3. That additions and changes in the facilities were made to accommodate increased enrollment.
4. The development of physical education for women at the University of Utah has closely paralleled the progress of physical education throughout the nation.⁸

⁸Erna Olsen, "An Historical Study of Physical Education for Women at the University of Utah", (unpublished Master's thesis, The University of Utah, Salt Lake City, 1949).

After careful analyzation of student physical activity needs, Mitchell developed a department of intramural athletics at the University of Michigan to meet the demand for sports and games of the student body. As a result, other colleges soon followed and today nearly all colleges and universities throughout the country conduct some form of intramural athletics.⁹

Scott has given much attention to the development of physical education and athletics. He reveals some important findings regarding the early position of athletic sports.

As a result of investigation, Scott turned to a statement by Hitchcock of Amherst College:

The matter of athletic sports and games, indoor and out, seems to need a recognition and reasonable support from the authorities of the college. In spite of the excess competition, not only in games, but in business, and intellectual and religious life at the present day, there is a feature of much good and recreation in the games of today, which demand a proper recognition, support and control.¹⁰

Trueblood has an interesting statement in regards to the value of athletics within the college community. Though athletic competition may sometime involve what seems like a disproportionate use of time and energy, "it is a fact that something valuable

⁹Emmett Rice and John Hutchinson, A Brief History of Physical Education (New York: A. S. Barnes and Company, 1952), p. 202.

¹⁰Harry Alexander Scott, Competitive Sports in Schools and Colleges (New York: Harper and Brothers, 1951), p. 41.

goes out of the community life of a college when all of this is given up on the ground that it is non-essential."¹¹

The studies presented are all important as they relate to historical happenings in the field of physical education.

¹¹Elton Trueblood, The Idea of a College (New York: Harper and Brothers, 1959), p. 146.

CHAPTER III

A CHRONOLOGICAL RECORD OF DEVELOPMENT

Historical Statement

The development of the curriculum at National College may give some of the clearest evidence that the transition from a training school to a liberal arts college has been accomplished. The present trends and plans for the future seem to indicate the College has every intention of continuing to progress as a liberal arts college.

By 1928 the social changes and their resultant change in demands made upon Christian workers had been recognized. The struggle to find an appropriate curriculum for such workers had begun. In a master's thesis, the Bible teacher at the National Training School stated:

The training school is not a college, university, theological school or reformatory institution. It cannot be reiterated too often or too strongly that these training schools are not, and never were intended to be in any sense a substitute for the college or university. Though their courses are not wanting in cultural value, they do not aim at culture as such. These six Training Schools of the Woman's Home Missionary Society are technical schools attempting to prepare a definite group of women for a specific kind of service through this organization. ¹

¹Aletta M. Garretson, The Rise, Development, and Present Status of the Training Schools of the Woman's Home Missionary Society of the Methodist Episcopal Church, Unpublished Master's thesis, Northwestern University, 1928, p. 145.

In 1939, a new college charter was adopted which included the following statement:

Article VI. Purpose, Powers, and Authority (a) to organize, maintain, and operate a school and college of so-called higher learning for the training, teaching, and education of young men and women, particularly who desire to take special courses and training in any branch of science, art, literature, history, music, philosophy, religion, and the liberal arts in preparing and qualifying themselves as teachers of the social sciences, arts, philosophy, and for religious leadership and service generally.²

Physical Education and Recreation Facilities

In the summer of 1908, the first gymnasium was erected providing a much needed additional building (see Plate I). The gymnasium was multi-purpose with a well-equipped Domestic Science Department in one part of the building.³ The building was not large, nor did it contain the equipment that normally would be a part of such a structure. However, this gymnasium served the needs of the school until 1922.

In 1915, a tennis court was built beside the dormitory. This facility provided the students with an area for play to satisfy their drive for physical activity.

²Articles of Agreement and Charter of the National Training School, a Corporation. July 6, 1940.

³Catalogue, National Training School, 1908.

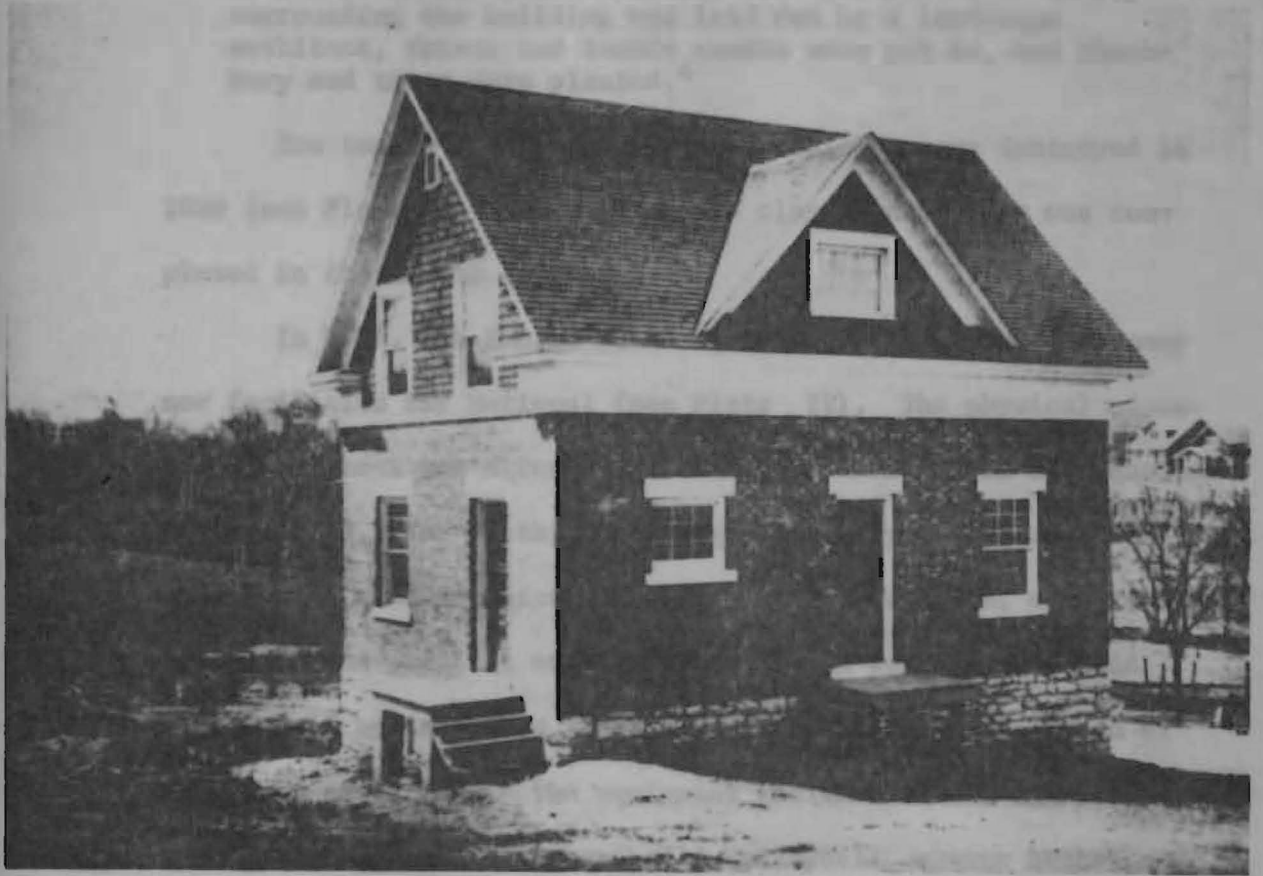


Plate I. Gymnasium erected 1908.

The following article taken from a progress report of the school verifies improvements on the campus.

The erection of Schoellkopf Hall left the campus in a torn up condition and in 1915 the Alumnae Association voted to put it in order and beautify it. The part immediately surrounding the building was laid out by a landscape architect, drives and tennis courts were put in, and shrubbery and trees were planted.⁴

Two tennis courts in mediocre condition were destroyed in 1949 (see Plate II). A new standard clay tennis court was completed in the summer of 1952.

In 1922, the Kansas Building was completed providing many new facilities for National (see Plate IV). The physical education department was strengthened with the addition of a gymnasium on the third floor of this building. A new gymnasium was constructed of standard size, with balcony, showerbaths, and dressing rooms.⁵ The physical education facilities were described in more detail by Garretson. She says: the gymnasium is a room of thirty by sixty feet. The equipment includes indian clubs, dumbbells, wands, basketball, endball, volleyball, shower baths, and dressing rooms.⁶

This gymnasium served the needs of the school from 1922 until 1959. Faculty research during the early 1950's provided

⁴Kansas City Deaconess, May, 1925, p. 8.

⁵Shield, 1922.

⁶Garretson, *op. cit.*, p. 82.

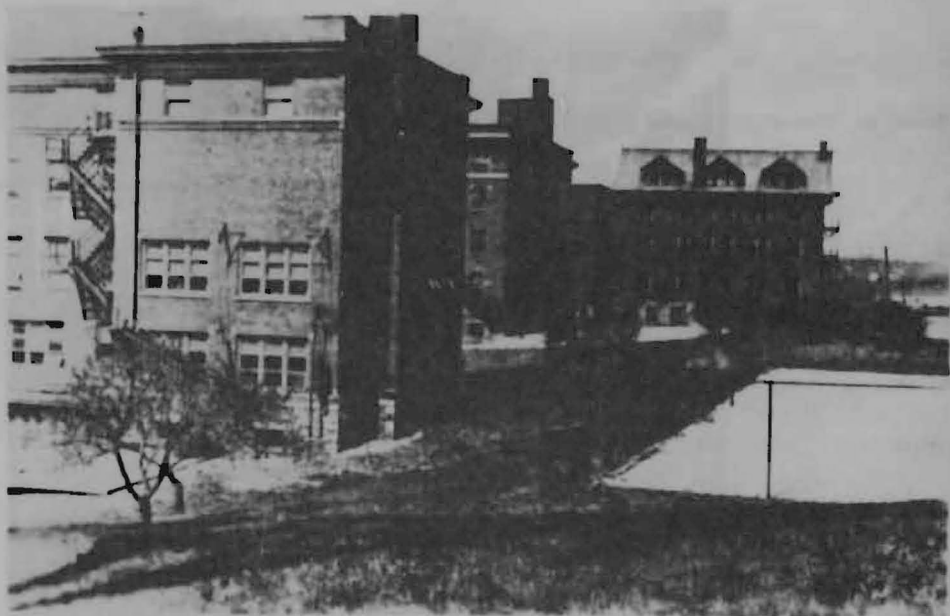


Plate II. Tennis Courts.

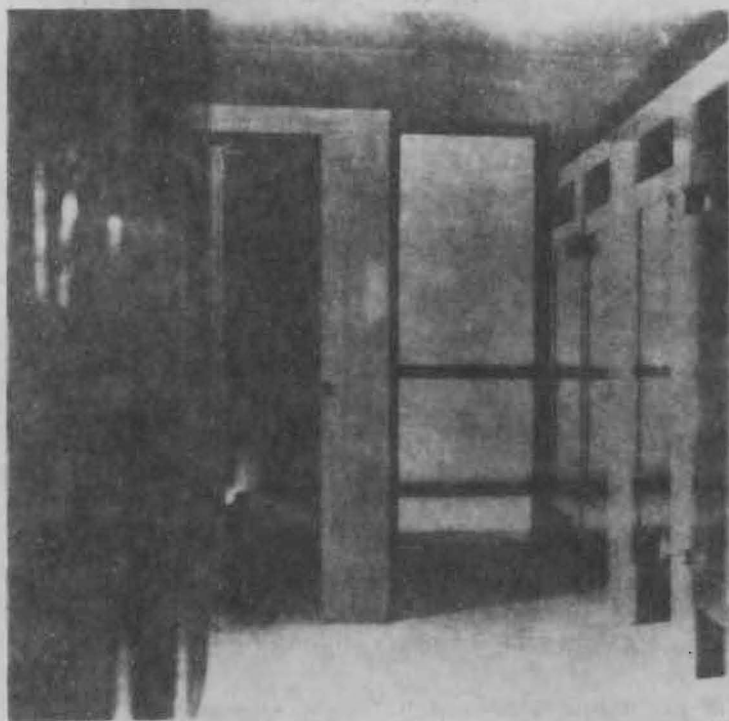


Plate III. Dressing Room.

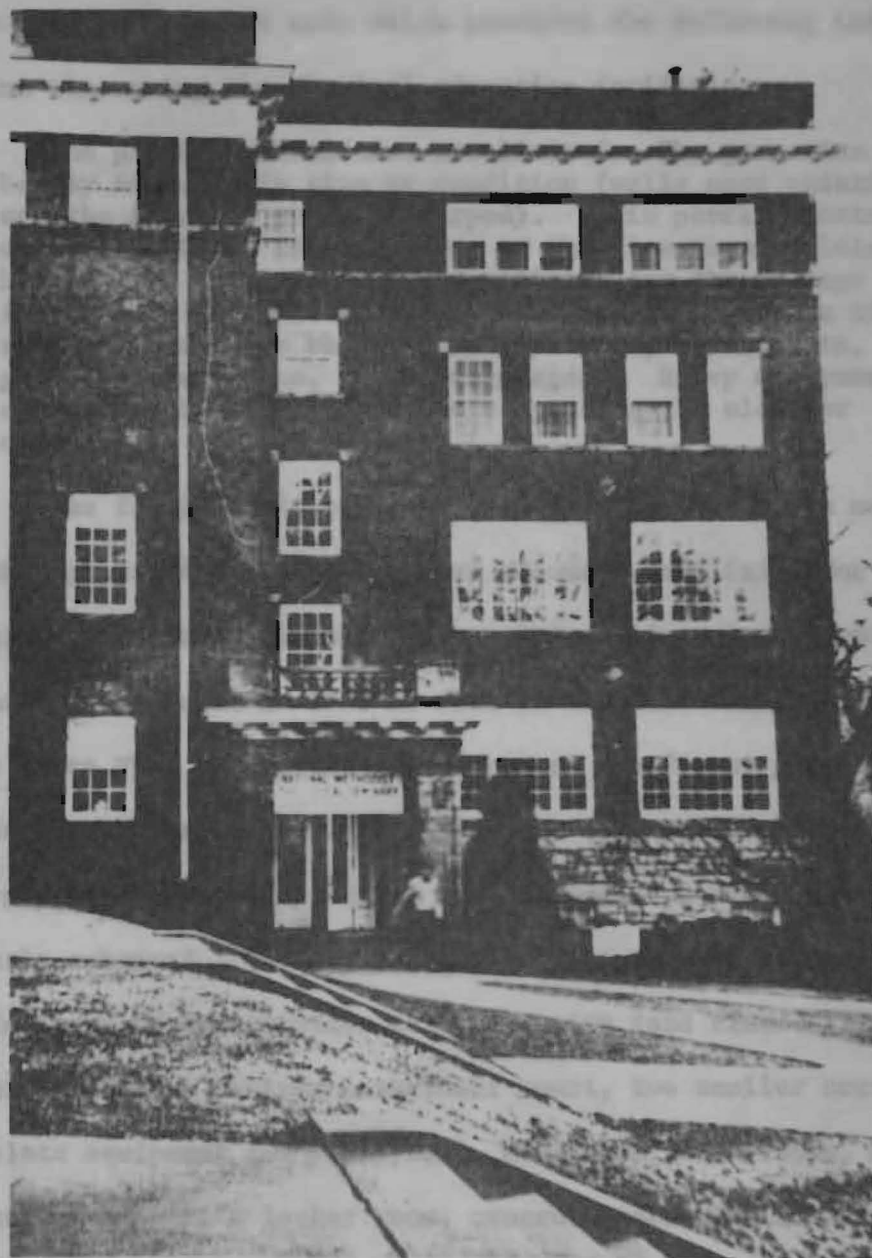


Plate IV. Kansas Building--gymnasium located on third and fourth floors.

information concerning the condition of the physical plant. At this time a study was made which provided the following information concerning the physical education facilities.

The physical facilities are limited. The gymnasium is barely adequate in size or condition (walls need painting and the floor is somewhat warped). It is poorly located on the third and fourth floors of the classroom building, but it does provide average facilities for the college at this time. In connection with the gymnasium are six tile showers which have recently been rebuilt, two toilets, good dressing rooms, and storage space. Heavy equipment can easily be carried out doors by using the elevator directly to the ground level.⁷

The faculty self-study of 1952 presented research material which emphasized the need for more adequate facilities for physical education. Resulting from this need, a large modern gymnasium was built in 1959-60 with an adequate athletic field (see Plate V). This gymnasium is one of the finest physical education plants in the area (see Plate VI). With this addition the physical education program for both men and women has been greatly enhanced. The gymnasium was built on a 42 acre site to be followed by construction of other units (see Plate VII). This plant includes a maximum basketball court, two smaller courts, complete equipment for volleyball, badminton, classrooms, men's locker room, girl's locker room, concrete permanent bleachers, equipment rooms, training rooms, towel closets, lounge areas, and concession stand.

⁷Faculty Self-Study, 1952, p. 168.

KANSAS CITY STAR



Plate V. Present Gymnasium.

GOES ERA

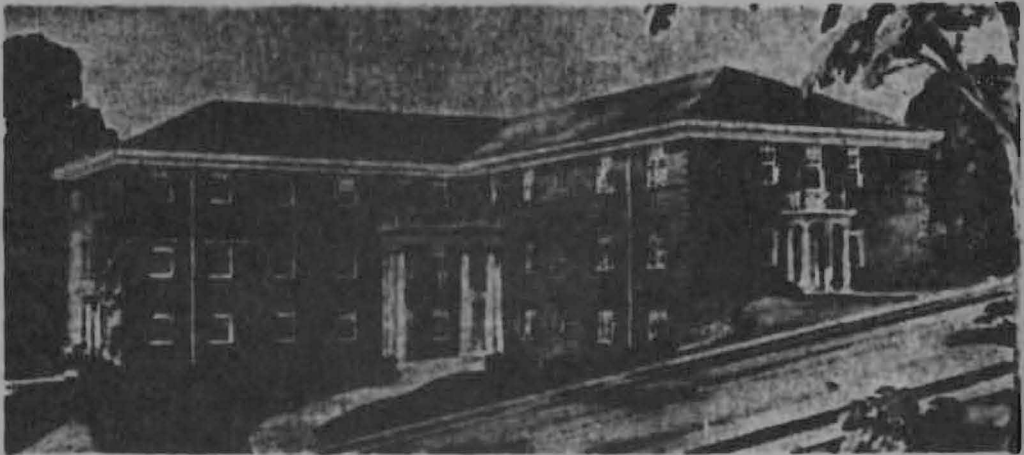
Truman is

PLANS

Unit and Are

tated on setting and Van study in

New Joins Old at National College.



NEXT ON THE BUILDING PROGRAM of the expanding coeducational liberal arts school at Truman road and Van Brunt boulevard is a men's dormitory building, shown in this architect's sketch. Construction is scheduled to begin next summer.

Dr. Lewis B. Carpenter, president of National College, announced today that the school has received a \$200,000 challenge from the Kruege Foundation for use in building athletic facilities on the campus near Truman road and Van Brunt boulevard. Dr. Carpenter said the gift is the first of the school's \$1,000,000 athletic fund.

enforced was the out last year, but

A Future Athletic Plant in the Making.

THE Rev. Lewis B. Carpenter, head of National College on Truman road, has some ambitious plans for what could develop into one of the finest athletic plants in this area.

Through the years he has acquired considerable land to the east of the school and he envisions such facilities as a basketball fieldhouse, a football stadium, swimming pool, ice hockey rink, tennis courts and even a golf range.

We roamed the ground with Dr. Carpenter the other day and it required no stretch of the imagination to see what can be done with the land the school has purchased. It would be a natural for a stadium. But first will come the basketball facilities.

In the years to come he anticipates this school will become a factor in the athletic life of this area. His vision is to be commended.

To Build a Gym.
Our initial structure will be of two gymnasiums, the cost of \$200,000 coupled

BLEACHERS

NATIONAL COLLEGE...

ATHLETIC FIELD

1/4 MILE TRACK

SWIMMING
POOL

TERRACE

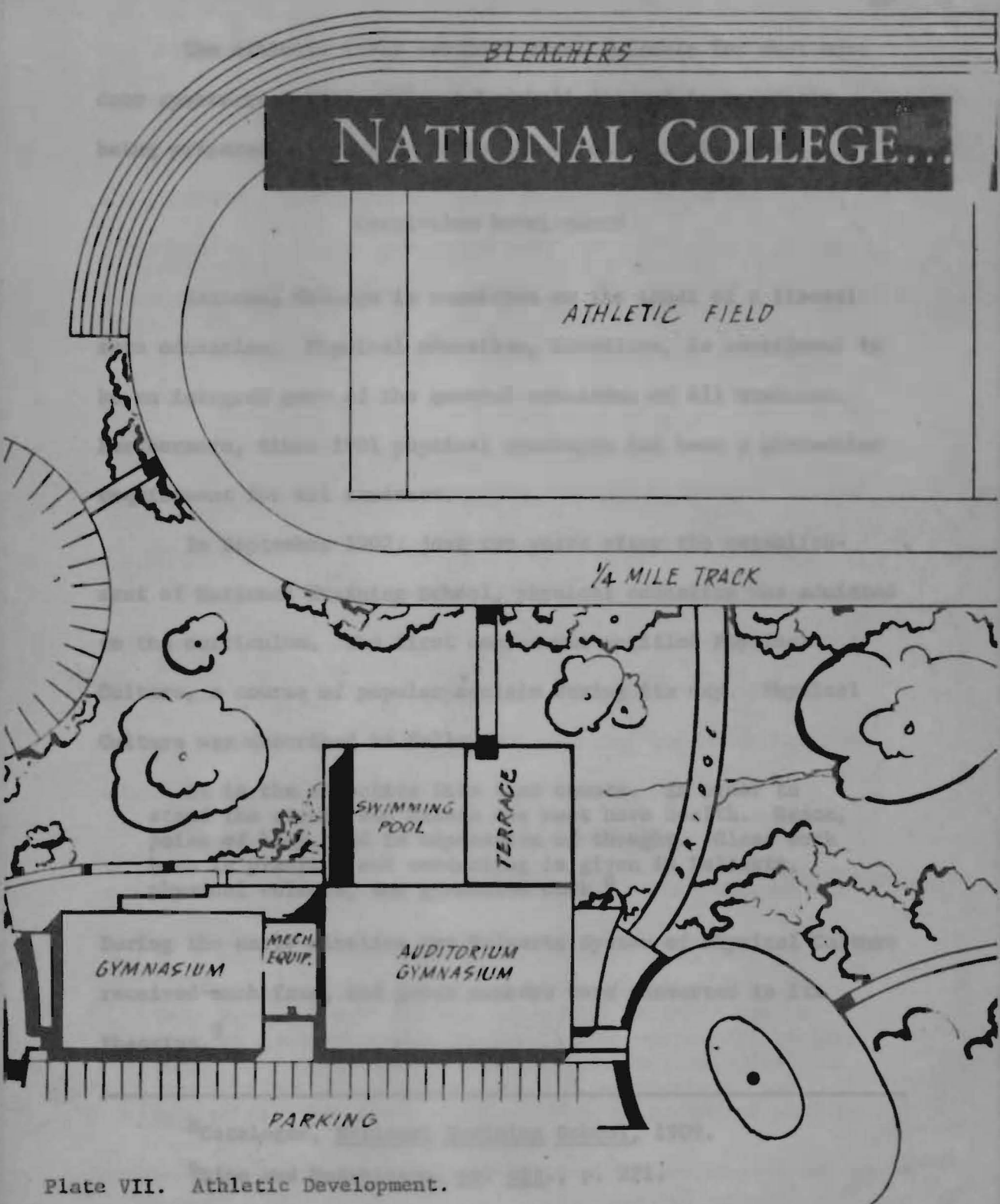
GYMNASIUM

MECH.
EQUIP.

AUDITORIUM
GYMNASIUM

PARKING

Plate VII. Athletic Development.



The athletic field provides areas suitable for most outdoor sports (see Plate VI). A baseball diamond is presently being prepared which will add to the existing facilities.

Curriculum Development

National College is committed to the ideal of a liberal arts education. Physical education, therefore, is considered to be an integral part of the general education of all students. Furthermore, since 1901 physical education has been a graduation requirement for all students.

In September 1902, just two years after the establishment of National Training School, physical education was admitted to the curriculum. The first course was entitled Physical Culture, a course of popular acclaim during its day. Physical Culture was described as follows:

It is the effective life that counts. In order to stand the strain and stress one must have health. Grace, poise of body, aid in expression of thought. Class work both in practice and conducting is given in Delsarte, physical culture, and gymnasium work.⁸

During the early nineties the Delsarte System of Physical Culture received much fame, and great numbers were converted to its theories.⁹

⁸Catalogue, National Training School, 1909.

⁹Rice and Hutchinson, op. cit., p. 221.

It should be stated that the Delsarte System took its name from its founder Francois Delsarte (1811-71), a French vocal and dramatic teacher. His findings were that ideal poses and gestures could best be taught through physical exercises, therefore he devised a system of exercise which they claimed would produce poise, grace, and health.

Early requirements for admission to National included two interesting facets related to physical education. First, each applicant must be able to pass a good physical examination and that all students were on probation for the first three months of the school, in order to test their fitness and health.¹⁰

One of the main reasons for the support of physical education was that the faculty and administration were keenly aware of the health needs of the students. National followed the trend of schools and colleges that gave impetus to physical education with a health through exercise approach.

Further evidence to substantiate the fact that the administration was concerned with the total education of the student body is found in the following publication:

That an institution may be truly educational in the best sense it must provide for a well balanced development in the entire life of the student--physical, social, moral, and religious, as well as intellectual. Our work provides for all of these. We have correctional and educational gymnasium classes. Work in organized play is

¹⁰ Catalogue, National Training School, 1901.

supplemented by tennis and other out-door games. Within a few minutes walk of the school we have parks and timbered areas. This makes possible a wholesome outdoor life and an intimate association with the beauties and wonders of nature.¹¹

Table I presents the physical education course offerings from 1902 until 1960. From this information, it can be seen that Physical Culture was taught for thirteen years and then replaced by a course entitled gymnasium.

The course in gymnasium was somewhat similar to that trend mentioned by Luther H. Gulick as he spoke of "Society gymnastics."¹² Gulick explained this as a reaction to the Delsarte system and became popular because of its renewed promise of Catherine Beecher's dream of teaching women how to sit and stand correctly, how to ascend and descend stairs, and how to perform daily activities effectively and efficiently.

¹¹Kansas City Deaconess, May 1925, p. 7.

¹²Rice and Hutchinson, op. cit., p. 281.

TABLE I

PHYSICAL EDUCATION COURSES OFFERED FROM 1902-1960

Title	Year
Physical Culture	1902-1915
Gymnasium	1916-1917
Organized Play	1916-1925
Recreational Leadership	1919-1922 1926-1960
Correctional Gymnastics	1919-1925
Educational Gymnastics	1919-1929
Corrective Gymnastics	1926-1929
Playground Management	1926-1944
Play and Games in Elementary Childhood Education	1926-1941
Physical Education (no credit)	1930-1933 1940-1952
Teaching of Physical Education	1930-1931
Swimming	1934-1939
Physical Education I (credit)	1934-1939
Physical Education II (credit)	1934-1939
Physical Education (credit)	1953-1960
Physical Education for Elementary School	1958-1960

Description of Courses

Highlights of the curriculum change which took place may be summarized as follows:

- 1902-1915 ¹³ Physical Culture
 It is the effective life that counts. In order to stand strain and stress one must have health. Grace, poise of body, aid in the expression of thought. Class work both in practice and conducting is given in Delsarte, physical culture and gymnasium work.
- 1916-1918 Gymnasium
 Correctional exercises; correct sitting, standing and walking; exercises for systematic development; outdoor sports and games; need and value of physical training among children and young people; practice in conducting classes.
- Organized Play
 Mental and moral value of plays and games; games suitable for various ages and purposes; play ground supervision; playing and conducting games.
- 1919-1925 Correctional Gymnastics
 A course in correct sitting, walking and standing, and the systematic development of the body; dumb bells and clubs, outdoor sports and games.
- Educational Gymnastics
 A course in physical training of children and young people; a graded course in calisthenics; practice in conducting classes.
- Organized Play.
 A previously listed.

¹³Dates listed indicate the year of faculty action. In most cases the changes were incorporated in the catalogue the following year and thus became effective.

Recreational Leadership (Omitted in 1922)

Boy Scout and Campfire Girl methods; campcraft and club management; organization of fresh air camps and conduct of outdoor games. Lecture and laboratory.

1926-1929

Corrective Gymnastics 1 credit

A course in the systematic development of the body. Special attention is given to individual needs in posture, ideals and habits necessary to good health, also in teaching how to give corrective exercise to others. Abundant use is made of standard sports and games.

Educational Gymnastics 2 credits

As previously listed.

Recreational Leadership 2 credits

As previously listed.

Playground Management 2 credits

Gymnasium and playground equipment and management; making of playground plans; practice in teaching plays, games and gymnastic exercises for all ages. Visits to playgrounds are required.

Plays and Games in Elementary Childhood Education 2 credits

This course gives the principles and methods of conducting dramatic play, free play, and all play interests of children in Nursery School, Kindergarten and the Primary grades. It also deals with formal games and their place in the life during this period of childhood. It is especially adapted to meet the needs of those who expect to work in Nursery Schools and kindergarten.

1930-1933

Physical Education No credit

Same description as Corrective Gymnastics previously listed.

Plays and Games in Early Childhood Education 1 credit

As previously listed.

Teaching of Physical Education (Omitted 1932) 2 credits

This course includes physical training or big muscle activity for children and adolescents; group games; individualistic and competitive athletics; rhythmical activities, including drills; mimetics or story plays; stunts and contests; teaching through class presentations.

Playground Management 2 credits
As previously listed.

Recreational Leadership 2 credits
As previously listed.

1934-1939 Physical Education I 1/2 credit
Special attention is given to individual needs in posture, ideals and habits necessary to good health. Abundant use is made of standard sports, games and rhythmic work.

Physical Education II 1/2 credit
Emphasis is placed on the development of appreciable skills in major and minor sports.

Plays and Games in Early Childhood Education 1 credit
As previously listed.

Playground Management 2 credits
As previously listed.

Recreational Leadership 2 credits
A study of the need of church concern for recreation; educational and moral values; supervision and skill in leadership; source materials and program construction. Presentation of different type games and programs. This course deals specifically with the social activities of a recreational program. Each student is required to plan and conduct one complete program for a social occasion and to keep an indexed card file of game materials and programs.

Swimming Twenty lessons 1/4 credit

An opportunity is provided to take swimming lessons at the Northeast Junior Recreation Center, within walking distance, at the nominal fee of three dollars for twenty lessons.

1940-1952

Physical Education no credit

Fundamental techniques of gymnastics, athletic activities, and rhythmic expression with special attention to individual posture and health problems. Seasonal sports: archery, tennis, softball, volleyball, basketball, and others adaptable to the group. Required four semesters.

Plays and Games for Early Childhood 1 credit

As previously listed. (Omitted 1941)

Playground Management 2 credits

As previously listed. (Omitted 1945)

Recreational Leadership 2 credits

As previously listed.

1953-1958

Physical Education 1 credit

Development of skill and participation in seasonal sports including soccer, basketball, volleyball and softball. Experiences in rhythmical activities and low organization team games designed to help students learn techniques useful in social group work. Required two years.

Recreational Leadership 2 credits

As previously listed.

1958-1960

Physical Education 1 credit

As previously listed.

Physical Education Activities for the Elementary School 3 credits

A survey of activities included in a well-balanced elementary physical education program. Organization of such a program, scheduling of classes and allocation of facilities also included. Meets the requirements for Missouri certification of teachers.

1962

Physical Education Activities 1 credit

The first-year physical education activity program provides instruction and participation in seasonal sports including touch football, soccer, basketball, and soft-ball. The course is also designed to acquaint the student with the value of exercise and physical fitness.

The second-year program is designed to provide instruction and participation leading to knowledge, appreciation and development of skills in physical activities of value in adult life. These activities are:

Badminton and Golf
 Archery and Bowling
 Weight Training and Bait and Fly Casting
 Square Dance
 Volleyball and Tennis
 Swimming

Personal and Community Hygiene 2 credits

A study of conditions which are necessary to improve the quality of human life, including measures used in preventing and curing community and personal diseases; with an emphasis on home sanitation, first aid, and care of food, water and milk.

Introduction to Health and Physical Education 3 credits

A basic course designed to acquaint students with the history, philosophy, and principles of health, and physical education; vocational opportunities in the profession.

Recreational Leadership 2 credits

This course seeks to acquaint the student with a philosophy of play through a study of the needs and values of recreation. A survey is made of the various recreation agencies and institutions. Class projects are designed with practice in planning and conducting activities included in the recreation program.

Physiology 4 credits

A study of the human body, its system of organs, their activities and the various disturbances that affect their normal functioning. Principles of muscular and nervous activity.

Physical Education Activities in the
Elementary School 3 credits
As previously listed.

School Health Education 2 credits
A study of the basic principles underlying school health education. This course surveys the materials used in health instruction.

Organization and Administration of Health and
Physical Education 3 credits
The course surveys the philosophy, principles, and procedures of administering the physical education program. Problems of finance, budget, liability, scheduling peculiar to physical education programs.

Techniques and Materials in Physical
Education 2 credits
A study of the techniques and materials to be used in conducting physical education classes. Opportunities to assist in the activity classes. Officiating in the intramural program.

Intramural Athletics

At National, a women's school for its first fifty-five years, physical activity found expression through intramural sports. On November 5, 1916, the Junior class sponsored an athletic meet for all students. This was the beginning of intramural athletics at National. From this beginning, inter-class competition was initiated which stimulated in the participants a sense of good sportsmanship, fair play and the merits of clean competition.

Thanksgiving Day was the time of the Annual Inter-class End ball contest. There was a great deal of pride, hard work, and genuine excitement in these games. But as always there were those who won and those who lost but the winners and losers alike looked forward eagerly to that evening in the parlor when the cup would be presented to the victorious team.¹⁴

The following statement gives insight into the intramural program:

Thus athletics in all its phases has kept pace with the progress of our rapidly growing school. Because of its physical and educational value it has been given full recognition on our schedule. Every student finds it attractive and realizes that through this channel she will be able to fit herself for more efficient service.¹⁵

¹⁴Shield, 1927.

¹⁵Ibid., 1922.

During the early years of the intramural development, the activities were end-ball, volleyball, basketball, baseball, table tennis, and tennis.

The intramural program, which is voluntary in nature, has been sponsored and initiated by the students. This program offers the students an opportunity to engage in organized competition as a member of a team representing various groups on campus. The intramural program provides an opportunity whereby every student may play on an intramural team.

The women's intramural program provides competition of a voluntary nature for all girls who wish to participate in the following activities: basketball, volleyball, softball, and table tennis.

Intramural athletics were initiated for the men soon after the college became co-educational. Activities of the men's intramural program include organized competition in the following:

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Touch Football	Basketball	Softball
	Table Tennis	Volleyball

The National College Sports Club was organized in 1956 with the express purpose of regulating the athletic life on campus. An elected officer of the club meets with representatives of the various teams to plan and operate the intramural program.

Also the Sports Club has sponsored an Annual Class Basketball tournament in the spring. This is open to all students wishing to participate.

Faculty participation has been evident since the beginning of the intramural program. Faculty teams have been represented in basketball, volleyball and softball.

The administration has always been aware of the importance of the intramural program. Values which have long been operative in this program and which should be preserved are:

participation by student, faculty, and faculty families in free, happy association; encouragement of wide participation by all regardless of skill; selection of wholesome, inexpensive activities which can be enjoyed after graduation; and provision of opportunities for students to have a major share in planning and carrying out recreational projects.¹⁶

Intercollegiate Athletics

The Intercollegiate Sports Program is viewed as a part of the total program of physical education and particularly as an opportunity for the physically gifted student to receive expert teaching and to participate against other highly skilled individuals.

¹⁶Faculty Self-Study, 1952, p. 167.

The Intercollegiate Sports Program includes the following:

<u>Fall</u>	<u>Winter</u>	<u>Spring</u>
Cross Country	Basketball	Baseball

1959-60

In 1956, just two years after becoming co-educational, National College displayed an interest in athletic competition apart from the intramural program. That year for the first time, eight men students and faculty joined the City Church Basketball League. The league games were all played at East High School.

A team from National College entered the YMCA Church League in 1956-57. The team was composed of both students and faculty.

At the close of the 1957-58 basketball season, the National College team had entered the YMCA Church League for the third straight year. Again the team was composed of both students and faculty.

The basketball schedule for the 1958-59 season included participation in the YMCA Church League and, for the first time, competition on the intercollegiate level. The college team played the junior varsity teams of William Jewell College, The University of Kansas City, and the varsity team from Park College. Again the team consisted of both students and faculty.

In 1959-60 for the first time National College embarked upon a full intercollegiate basket ball schedule. The schedule

included four junior colleges, five junior varsity and seven varsity basketball teams. Also, for the first time, the team consisted of only members of the student body. The basketball schedule for 1959-60 was as follows:

NATIONAL COLLEGE
Basketball Schedule
1959 - 1960

<u>Date</u>	<u>College</u>	<u>Place</u>
December 1	Park College	Parkville, Missouri
December 4-5	Trenton Tournament	Trenton, Missouri
December 8	Wm. Jewell "B"	Liberty, Missouri
December 12	Tabor College	Hillsboro, Kansas
January 5	K.C.U. "B"	There
January 8	Wm. Jewell "B"	Parkville, Missouri
January 11	Rockhurst "B"	There
January 13	K.C.U. "B"	There
January 22	Haskell Institute	Lawrence, Kansas
January 27	Rockhurst "B"	There
January 30	St. Mary of the Plains	Dodge City, Kansas
February 2	Park College	Parkville, Missouri
February 5	Haskell Institute	Parkville, Missouri
February 9	Open	
February 12	Tabor College	Parkville, Missouri
February 16	Open	
February 20	St. Mary of the Plains	Parkville, Missouri
February 27	Graceland College	Lamoni, Iowa

In 1960-61, the National College basketball team entered into a complete intercollegiate schedule playing all varsity teams. Up to this time any member of the student body could participate regardless of his academic standing. At this time the faculty adopted the following standards for participation in intercollegiate athletics:

The eligibility of a student to represent National College in intercollegiate varsity or B team contests shall be based on the following rules:

He shall have met the entrance requirements of his institution for admission to the freshman class.

He shall be a regular student; that is, he shall be carrying a credit-hour load of at least twelve hours a week in courses that may be counted toward a Bachelor's Degree in his college.

Beyond the first semester as a regular student in his college, he shall have passed at least twelve hours in the last previous semester of residence as a regular student in college in courses that may be counted toward a Bachelor's Degree in his college, and he must have maintained a satisfactory grade average with a minimum of 1.66 over all average in all courses attempted.¹⁷

National College became associate members of the National Association of Intercollegiate Athletics in 1960.

The 1961-62 season marked the second year for intercollegiate basketball. The schedule for that year follows.

¹⁷Faculty Minutes, May, 1960.

NATIONAL COLLEGE
Basketball Schedule
1960 - 1961

<u>Date</u>	<u>College</u>	<u>Place</u>
November 29	Park College	Home
December 2	Evangel College	Springfield, Missouri
December 3	John Brown University	Siloam Springs, Ark.
December 5	Missouri Valley College	Home
December 10	Graceland College	Home
December 16	Doane College	Home
January 3	Missouri Valley	Marshall, Missouri
January 7	Evangel College	Home
January 13	Doane College	Crete, Nebraska
January 14	Concordia Teachers	Seward, Nebraska
January 20	St. Mary of the Plains	Home
January 21	Graceland College	Lamoni, Iowa
January 28	John Brown University	Home
February 2	Open	
February 7	Park College	Parkville
February 11	Tabor College	Home
February 17	Tabor College	Hillsboro, Kansas
February 18	St. Mary of the Plains	Dodge City, Kansas
February 25	Harris Teachers College	St. Louis, Missouri

NATIONAL COLLEGE
Basketball Schedule
1961 - 1962

<u>Date</u>	<u>College</u>	<u>Place</u>
November 29	Park College	Home
December 1	Tarkio College	Home
December 5	Missouri Valley College	Marshall, Missouri
December 8	Graceland College	Lamoni, Iowa
December 9	Tarkio College	Tarkio, Missouri
December 12	Westminster College	Fulton, Missouri
December 14	Missouri Valley	Home
December 29-30	Independence Invitational Tournament	Independence, Mo.
January 5	Drury College	Springfield, Mo.
January 6	Concordia Teachers	Home
January 12	Harris Teachers	Home
January 13	Graceland College	Home
January 20	Park College	Parkville, Missouri
February 3	Tabor College	Home
February 9	Open	
February 17	Tabor College	Hillsboro, Kansas
February 24	Drury College	Home
February 28	St. Mary of the Plains	Home

CHAPTER IV

SUMMARY AND CONCLUSIONS

The purpose of this study was to reproduce and analyze the development of the Physical Education Department at National College. It was the feeling of the writer that this study might provide for the administration and faculty the facts concerning the established programs in physical education.

National College has had a definite upward trend in the Physical Education Department. As was stated in Chapter II, Amherst College set the pattern for other institutions by establishing the first college physical education department in the country, with a directive to care for the health of students through exercise. The program at the institution at study followed the trend of other colleges that gave direction to physical education with a health through exercise approach.

Since 1902, the physical education offerings have grown from the beginning course in Physical Culture to the present twenty course offerings. The present program was designed to meet the minimum state requirements for teaching in this field.

While the present program is designed to meet state requirements, it is recommended that the course offerings should be increased to provide for better preparation of physical education teachers.

A careful analyzation of the statements included in this study indicated that physical education has been an important factor supporting the objectives of the college and in strengthening student life on the campus.

The following conclusions were drawn from this study:

1. The hypothesis that physical education has been an important factor supporting social objectives of the college and in strengthening student life on the campus, was true.

2. The administration has provided additional facilities to meet the needs of a growing college.

3. The data in Table I, page 29, indicates the growth of course offerings in physical education.

4. Intramural activity is an important part of the total physical education program as it provides wholesome activities for the student body.

5. The intercollegiate athletic program has provided an opportunity for the physically gifted student to receive expert teaching and to participate against other highly skilled individuals.

6. The administration has given full recognition to the physical needs of the students and encouraged active participation.

As a result of this study, the writer suggests several recommendations. Such proposed changes are outlined in the recommendations that follow.

Recommendations for Future Instructional Physical Education

1. The construction of several all-weather tennis courts is needed to meet the demands of the instruction, intramural, and recreation program.

2. Gymnastic equipment is necessary to meet the needs of a strong program of fitness and individual development.

3. A survey of existing equipment should be made in order to determine additional equipment necessary for the supplementation of the present instructional program.

4. The lake area should be developed for providing an outdoor area for general use of the student body and for instruction in bait and fly casting. Also, this area can be used for hiking, camping, picnicking, and other outdoor sports.

Recommendations for Future Intramural Program

1. A larger student body, and particularly a larger number of commuting students, have created problems in the intramural program. Effort should be given to the establishment of an effective intramural program for all students.

2. An increased student body with the resultant increased participation in intramurals will necessitate additional outdoor development for sports.

Recommendations for Future Intercollegiate Athletics

1. Wrestling, as a varsity sport, should be added to the sports program in the very near future. There is a great deal of student interest in this area. Many area colleges have wrestling teams so that it would not be difficult to find competition.

2. Baseball could be one of the strongest sports programs of National College. It is imperative that the baseball diamond be ready by the spring of 1963.

3. Another urgent need is for the completion of a running track around the athletic field. A properly constructed track would add to the further expansion in athletics.

4. Another urgent need is for increased seating for intercollegiate basketball. Presently 450 people can be accommodated. With the addition of roll-away bleachers on the north and east walls, a seating capacity of 1400 can be accommodated.

5. The construction of a bleachers for the proposed baseball field will be needed to accommodate spectators.

6. The parking area adjoining the gymnasium should be hard surfaced to accommodate parking for athletic contests.

7. Tennis, golf, and swimming, as varsity sports, should be added to the sports program in the very near future. These sports have carry over value which can be enjoyed after graduation.

As a result of this study, one may conclude that a progressive physical education program exists at National College which seeks for the total development of its students.

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