

A PROGRAM OF EXTENSIVE RESEARCH IN CURRENT METHODS AND PROBLEMS AND FUTURE TRENDS IN AN ORIENTATION PROGRAM IN PHYSICAL EDUCATION FOR THE COLLEGE FRESHMAN, CULMINATING IN AN ORIENTATION MANUAL INCLUDING THE PHILOSOPHICAL, EDUCATIONAL, PHYSICAL AND RECREATIONAL ASPECTS OF PHYSICAL EDUCATION.

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## PREFACE

Orientation or survey courses are used in general education, especially in such fields as art and music appreciation, literature, general science and the social sciences. These courses aim toward giving the beginning student a broad view of the field which he is to study, an appreciation of its aim and objectives, its scope and its methods, and a basis for an evaluation of its worth to the student as an individual.

The orientation course in physical education at the Woman's College has essentially these same aims and objectives. It is hoped that the non-professional student will gain an appreciation for and an understanding of the deeper meaning of physical education, its scope and trends, its aim, and the principles upon which it is based. An understanding of the personal value of physical education should help the student to analyze her own needs and thus to plan her own program of physical education activities. In addition to these values for the growth of the individual student, the orientation course with the syllabus, assigned reading, tests and examinations, represent an attempt by the department of physical education to put its work on an academic level. Thus the department aims toward the education of the whole individual not only through physical

education activities but also through reading, writing, and research in the literature of the field.

The orientation course in physical education, including lecture and class discussion of specific units in the syllabus, is included in the assigned physical education period, two half-hour periods per week for freshmen and sophomores. It is given during the winter months when inclement weather makes outdoor activity impossible, and must necessarily be limited in scope because of the brief time allowed. Only those points of larger educational and cultural significance can be covered in this study.

A survey of current literature in the field of health, physical education, and recreation was made as introduction to the study of orientation courses and to the formulation of such a course in physical education for college women. The course should apply in principle and general scope to any situation in physical education, but its specific form and content were planned for use at the Woman's College. From this survey a complete bibliography of all material available in the Woman's College library was compiled and classified as physical education, history, philosophy, methods, organization and administration, activities, recreation, and therapeutic correctives. The writer covered over 300 books. A bibliography of those pertinent to this study, all of which were studied and evaluated, is included in the appendix.

A study of orientation courses in general was made to determine the attitude of modern education and psychology toward their worth. It was found that orientation courses in general education tend to take the form described above. That is, they aim at a general appreciation and understanding of the deeper meanings and finer implications of the field being studied. Other orientation courses are used by the Army and in industry and various government bureaus, but these aim at a practical introduction to the activities in the field or toward an aptitude test for these specific skills, rather than toward aesthetic appreciations or cultural understanding.

Orientation courses in physical education have essentially the same objectives as those of general education, but they were found to be used less frequently than in purely academic subjects. A questionnaire was formulated and sent to directors of physical education for women in state universities, colleges, and universities selected at random. Copies of the questionnaire and the accompanying letter are included in the appendix. The questionnaire covered the following points as stated in the outline for the honors course in physical education:

1. The use of orientation manual in non-professional classes in physical education for college women.
2. The type of course.
3. The teacher of the course.
4. The purpose and objectives of the course.

5. An analysis of the results and worth of the course.
6. The opinion of faculty.
7. The interest of students.
8. Grading of students and academic credit given.
9. A list of activities and materials included in the course.

Of the 75 questionnaires sent the following 56 were returned:

Antioch College

Barnard College

Boston University

Cazenovia Junior College

Dedar Crest College

Coker College

College of William and Mary

Converse College

Cornell University

Denison University

Duke University Woman's College

Elmira College

Georgia State College for Women

Goucher College

Hood College

Indiana University

Knox College

Limestone College  
Los Angeles City College  
MacMurray College  
Madison College  
Miami University  
Michigan State College  
New Jersey College for Women  
Oberlin College  
Occidental College  
Oregon State College  
Pembroke College in Brown University  
Pennsylvania State College  
Pratt Institute  
Purdue University  
Radcliffe College  
Randolph Macon Woman's College  
Smith College  
State University, Bowling Green  
State University of Iowa  
Stephens College  
University of Arizona  
University of California at Berkley  
University of California at Los Angeles  
University of Colorado  
University of Georgia  
University of Kansas City



University of Maryland  
University of Michigan  
University of Missouri  
University of Nebraska  
University of North Carolina  
University of Omaha  
University of Rochester  
University of Vermont  
University of Washington  
Wellesley College  
Wheaton College  
Winona State Teachers' College  
Winthrop College

In Simple statistics the results of the study were as follows:

1. Of the 75 questionnaires sent 56 were returned.
2. Of the 56 questionnaires returned
  - (a) 14 stated that there was some type of orientation course in use in that department
  - (b) 41 stated that no orientation course was used.
3. Of the 41 negative replies
  - (a) 11 stated that such a course was being formulated.
  - (b) 2 stated that an orientation course had been in effect but that it had been omitted because of crowded conditions in the college.
  - (c) 3 indicated that some effort was made toward Orientation through lectures, movies, and demonstrations.

4. 6 asked for the results of this study because of an interest in orientation courses in physical education.

A complete tabulation of results from the questionnaire is included in the appendix.

In addition to the survey of the value and uses of orientation courses through the questionnaire, students and faculty of the Woman's College were asked to give their estimated of the worth of the orientation course and syllabus used in this department of physical education. The staff of the department of physical education unanimously approved of the value of such a course in developing desirable student appreciations and attitudes. The students questioned regretted the time taken from activity courses for lecture and reading, but agreed with the staff that the course is valuable in developing an understanding of and an appreciation for physical education.

As final preparation for the formulation of the manual to be used in the orientation course a student teaching assignment was given during which time the present syllabus work was done with a class of college freshmen. Valuable information was gained from this actual teaching experience, including the following points:

1. A well-integrated, short, and personal unit discussion is more effective than the direct quotations which make up the present syllabus.

2. More material is included in the present syllabus than can possibly be covered in the limited time allowed.
3. The question in the present syllabus have obvious answers and little educational value.
4. Discussion questions are of greater value than the completion type although fewer can be covered in a class period.
5. References for further study should be within the range of experience and interest of the non-professional student.

As the formulation of the following units progressed these points were kept in mind as guides to content and method of presentation.

#### CONCLUSION

In conclusion, current literature and research in the field of health, physical education, and recreation, practices and trends in general education and psychology, opinions of students and faculty on the Woman's College campus and of leaders in physical education for women in colleges and universities indicate that an orientation course in physical education for college freshmen has definite purpose and value in the education of college women.

November 10, 1947

Dear

As part of an honors course in physical education at the Woman's College I am gathering information on orientation courses in physical education for the college freshman, intending eventually to revise and rewrite the physical education syllabus now in use here for orientation in physical education.

Enclosed is a short questionnaire, including information which will be of use to me in this program. It will be a great service to me if you will kindly fill out the questionnaire and return it as quickly as possible.

I appreciate your cooperation.

Very sincerely yours,

Frances Page Coleman  
Candidate for Honors  
Department of Physical Education

DIRECTIONS: Please answer the following questions by circling the appropriate yes or no.

1. Do you have an orientation program in physical education for non-professional students? Yes      No

2. Aim of this program  
 a. Does the program aim toward an appreciation and an understanding of the philosophy of physical education? Yes      No

b. Does the program serve as an introduction to the activities offered in the course in physical education and a guide for election of these activities? Yes      No

c. Does the aim of this program combine a & b above? Yes      No

3. Organization and administration of the program  
 a. Is the orientation program required of all freshmen and new students? Yes      No

b. Is the orientation course a unit of work separate from the physical education activity course? Yes      No

c. Is the orientation course included in the activity program? Yes      No

d. Is there a text or a workbook for this course? Yes      No

e. Is the orientation program graded as a separate course? Yes      No

If the answer is "yes", is academic credit given? Yes      No

f. Is the grade for orientation program included in the physical education grade? Yes      No

If the answer is "yes", is academic credit given? Yes      No

4. Course Content  
 Please check from the following list the units and activities included in your orientation program and add any which may not be included:

- 1. education and physical education
- 2. modern concepts of physical education
- 3. history of physical education
- 4. aim and objectives of physical education
- 5. physical education and health

- 6. personal health and good grooming
- 7. physical education and personality
- 8. recreation and leisure time
- 9. relaxation
- 10. corrective physical education and body mechanics
- 11. vocational opportunities in physical education
- 12. introduction to and appreciation of physical activities

- |                                |                                  |
|--------------------------------|----------------------------------|
| <u>      </u> apparatus        | <u>      </u> golf               |
| <u>      </u> aquatics         | <u>      </u> gymnastics         |
| <u>      </u> archery          | <u>      </u> lacrosse           |
| <u>      </u> arts and crafts  | <u>      </u> marching           |
| <u>      </u> badminton        | <u>      </u> modern dance       |
| <u>      </u> basketball       | <u>      </u> recreational games |
| <u>      </u> bowling          | <u>      </u> riding             |
| <u>      </u> canoeing         | <u>      </u> riflery            |
| <u>      </u> clog & tap dance | <u>      </u> soccer             |
| <u>      </u> fencing          | <u>      </u> social dance       |
| <u>      </u> field hockey     | <u>      </u> soft ball          |
| <u>      </u> fishing          | <u>      </u> speedball          |
| <u>      </u> folk dance       | <u>      </u> squash             |

- tennis
- track & field
- tumbling & stunts
- volley ball
- winter sports

5. Evaluation of orientation course

- |  |     |    |
|--|-----|----|
| a. Does the course stimulate an appreciation for physical education in the thinking of the non-professional student? | Yes | No |
| b. Does the course have any carry-over value in recreational interests?  | Yes | No |
| c. Does the faculty approve it?  | Yes | No |
| d. Do the students like it?  | Yes | No |

6. Some added information about your course in physical education.

- |  |            |    |
|--|------------|----|
| a. Do you give academic credit for physical education?                     | Yes        | No |
| b. If the answer is "yes", do you give credit in hours and quality points? | Yes        | No |
| c. How many hours credit do you give per semester or quarter?              | _____ hrs. |    |

Signed \_\_\_\_\_

Title \_\_\_\_\_

ANSWERS TO QUESTIONNAIREA. Colleges Which Have Orientation Courses

<u>QUESTION</u>	<u>YES</u>	<u>NO</u>
1. Do you have an orientation course in physical education for non-professional students?	14	
2. Aim of this program		
a. Does the program aim towards an appreciation and an understanding of the philosophy of physical education?	10	2
b. Does the program serve as an introduction to the activities offered in the course in physical education and a guide for election of these activities?	12	0
c. Does the aim of this program combine a & b above?	10	2
3. Organization and administration of the program		
a. Is the orientation program required of all freshman and new students?	11	3
b. Is the orientation course a unit of work separate from the physical education activity course?	4	10
c. Is the orientation course included in the activity program?	12	2
d. Is there a text or workbook for this course?	2	12
e. Is the orientation course graded as a separate course?	3	11
f. If the answer is "yes", is academic credit given?	2	1
f. Is the grade for the orientation program included in the physical education grade?	10	4
If the answer is "yes", is academic credit given?	8	2

<u>QUESTION</u>	<u>YES</u>	<u>NO</u>
If the answer is "yes", is academic credit given?	8	2
<u>4.</u> Evaluation of orientation course		
a. Does the course stimulate an appreciation for physical education in the thinking of the non-professional student?	10	3
b. Does the course have any carry-over value in recreational interests?	10	1
c. Does the faculty approve it?	13	1
d. Do the students like it?	12	2
<u>B.</u> <u>FROM ALL REPLIES</u>		
<u>6.</u> Some added information about your course in physical education.		
a. Do you give academic credit for physical education?	33	14
b. If the answer is "Yes", do you give credit in academic hours? and quality points?	23	
In academic hours only?	10	



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PHYSICAL EDUCATION SYLLABUS

DEPARTMENT OF PHYSICAL EDUCATION

The Woman's College

of the

University of North Carolina

Greensboro, N. C.

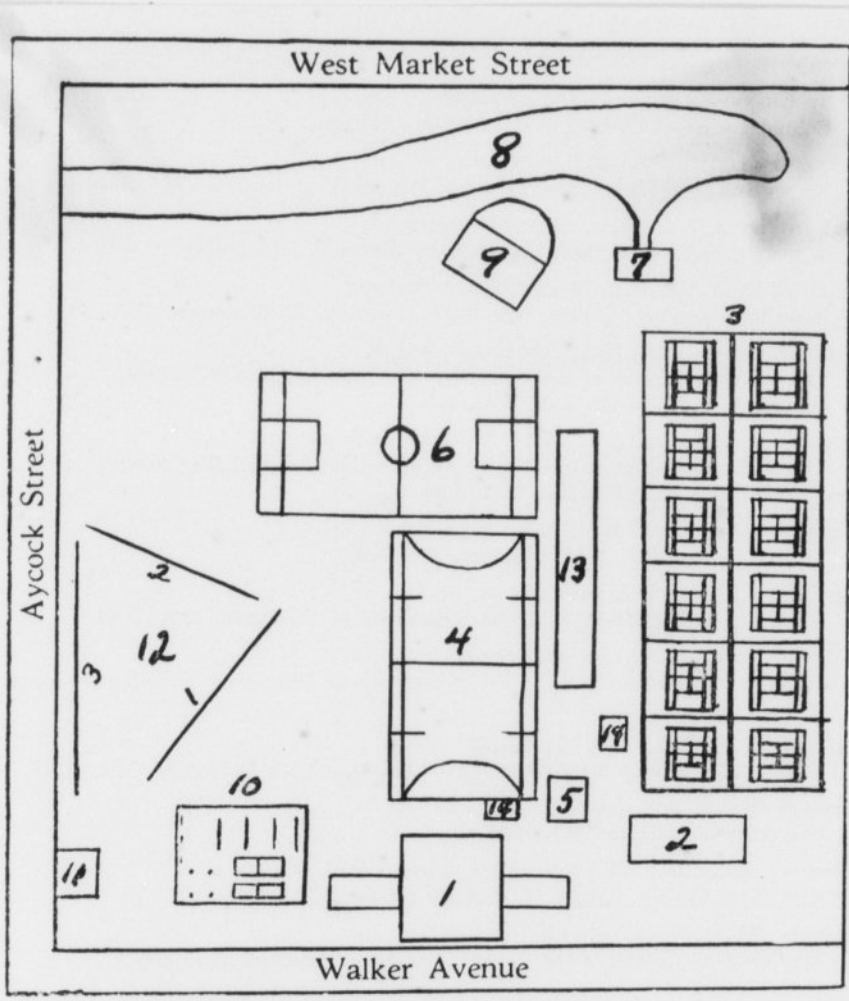




THE PHYSICAL EDUCATION BUILDING



THE PHYSICAL EDUCATION BUILDING



Woman's College, University of North Carolina  
 Department of Physical Education  
 Buildings and Playing Fields

- |                         |                                      |                  |
|-------------------------|--------------------------------------|------------------|
| 1-Rosenthal Gymnasium   | 6-Soccer—Speedball—Softball          | 11-Golf House    |
| 2-Outdoor Gymnasium     | 7-Boat House                         | 12-Golf Course   |
| 3-Tennis Courts         | 8-Lake                               | 14-Jumping Pits  |
| 4-Hockey Field—Softball | 9-Outdoor Theatre                    | 13-Running Track |
| 5-Field House           | 10-Archery—Volleyball—<br>Horseshoes |                  |

## INTRODUCTION

Have you asked yourself why you came to college? Was it because Mother and Dad wanted you to? Or because the rest of the crowd was going? Was it because you yourself want to be a more significant person, to live a more richly abundant life? Was it to gain that intellectual and social maturity which makes a professional course more effective or a private life more significant?

Modern education demands that a college education should comprise training not only of the mind but of all the capabilities of the individual. A college student may have A's in history and chemistry, but if she has a slouching figure and clumsy movements, if she is a wall flower at a dance and a failure at a swimming party is she your ideal of a college-educated woman? And so physical education offers you an opportunity for acquiring knowledge, skills, and attitudes and values which contribute to complete living now and in the future.

Physical education is a phase of total education, and as such aims toward the same goal - that of orienting the individual in the process of meeting the persistent problems of living. Therefore, satisfactory fulfillment of the physical education requirement is necessary for a degree.

Ask yourself these questions. Do I know my limitations and better still, my possibilities? Physically am I an asset or a liability to myself and my community? Have I developed a positive and constructive attitude toward health? Am I physically illiterate, or have I skills at

my command, the ability to take care of myself in water or on the dance floor, and to enjoy an individual game played well? Have I ways of spending my leisure time wisely? How am I going to spend it after college opportunities are gone?

The welfare and adjustment of each student are sought through new values, interests, and appreciations. It is hoped that in discovering new interests and capacities she will find fun, skill in socially valuable forms of recreation, radiance in health and personality, and mastery of the technique of associations with others and with herself.

This course consists of six units, in the study of which teacher and student together will discuss certain aspects of the foundations and philosophy upon which physical education is based, the historical significance and modern concept of physical education, opportunities in the physical education program, health and personality, relaxation, and leisure time activities.

Bibliographies, charts, questions, and illustrations are provided to aid in the interpretation and understanding of the text.



BOATING ON THE COLLEGE LAKE

## UNIT I

## WHAT IS PHYSICAL EDUCATION ?

Education through physical activity has gone on since the world began. Bear cubs grapple with each other in play; monkeys leap from tree to tree; the cave man developed his muscles to fight his enemies and get his food. And so down through the ages physical activity has been designed to meet the special needs of an individual, or a tribe, or a nation. Strength for war, docility under subjugation, agility for pleasure or profit all have been at times part of what we now call physical education.

Physical  
education  
and  
education

But what is physical education? Does physical education mean bulging muscles, perspiration, and mannish clothes?

Does it mean poise and agility, fun and good sportsmanship?

Is it physical training, or physical culture, or "gym"? Physical education at one time or another in its long and varied history, has meant each of these.

Now let's transfer the emphasis from the first word to the second. Say it -- physical education, and there you have it. Education, producing

"a self-directive, self-reliant individual, free from mental conflict, beautiful in the physical sense, poised in contacts with others, conscious of the problems which concern the social group of which he is a part, sympathetically inclined toward his fellow, appreciative of the finer things of life-- in a word, education producing the integrated personality." 1

1 E. W. Nixon and F. W. Cozens, An Introduction to Physical Education, Philadelphia, W. B. Saunders Company, 1941, p.76.

Physical education, then, as a phase of this total education, seeks to produce an individual abundantly able to live a vital, joyful, purposeful life. Physical education seeks to develop this individual physically, yes, but further, socially, intellectually, and morally through vigorous total body activity, toward social efficiency.

Physical education activities as a laboratory for attitudes and appreciations Of course the physical educator does not expect to arrive at this goal of social efficiency single-handed. He combines and integrates his efforts with those of the English teacher, the history teacher, the science and art and music teachers in striving to produce individuals more capable of effective living.

As the English teacher uses books, the science teacher frogs and microscopes, the art teacher paints, chalk and crayons, so the physical education teacher uses the body as a tool in striving toward education's ultimate goal. The frog and the microscope are used in the laboratory so that the student may actually see what is happening in the world of living things. Laboratory work is learning by doing and applying this learning to succeeding experiences.

"Physical education is also a type of laboratory work, designed to cause the student to react to many and varied situations in the gymnasium, on the athletic field, and in the swimming pool in such ways as to produce desirable changes in his behavior and in attitudes and in conduct and in the acquisition of certain aspects of culture associated with the use of leisure time and with adequate physical expression; he is enabled to express himself decisively, to display initiative, physical courage and perseverance. He is encouraged to take part in



physical activities in such a way as gradually to develop self-confidence, self reliance, and a better morale. He is trained to be cool-headed and to control his temper, to cooperate with his fellow-students, and to be loyal to his team and his school; to be magnanimous, to respect the rules, to play fairly, to be thorough and dependable - to be, in other words, a good sportsman." 1

But physical education to be a worthy part of education must have a lasting effect on the individual. The greater emotional stability, the better habits and improved attitudes and appreciations, the more

Physical education and the life situation, the individual personality vital qualities of leadership, followership, and fellowship, the wider range of skill and abilities gained from the best in physical education should promote a modification of the individual in the basic elements of personality.

"Physical education for the college student has a dual purpose. On the one hand, physical education must serve the girl now. It must seek to prepare her to live her life more freely and fully now; it must give her knowledge which will be useful to her now and it must give her skills which she can enjoy now and from which she can obtain satisfaction now, it must make its contributions to her physical, mental, and emotional health and to her physical, mental and emotional development while in college. On the other hand, physical education must look ahead. In the light of our present social and economic trends physical education should help the young woman to meet more easily and successfully her problems as an adult member of a community, her problem as a wife, or a mother, or as a business or professional woman. With experiences in a program of physical education planned to meet her needs, she should be a better adjusted, more wholesome woman." 2

1 C. H. McCloy, Philosophical Bases for Physical Education, New York, F. S. Crofts and Company, 1940, p.56.

2 Agnes R. Wayman, A Modern Philosophy of Physical Education, Philadelphia, W.B.Saunders Company, 1938, pp. 59-61.

## UNIT I

## QUESTIONS FOR DISCUSSION

1. According to your own definition of democracy, how can physical education educate for the democratic way of life?
2. From class discussion and reference material in the library find out some interesting facts about women in the field of physical education. Be sure to include Miss Mabel Lee and Miss Agnes Wayman.
3. What is your idea of an educated woman? When is she "physically educated"?
4. How can respect for the rules of the game, sportsmanship, team play, and loyalty learned in physical education carry-over into the life situation? Can you name other habits and attitudes in physical education which would have such a carry-over?
5. What did you think of physical education in high school? Contrast your ideas then with your ideas on physical education as a college student.
6. Discuss, on the basis of your study of physical education in this unit, the significance of the following quotation:

"Greeting his pupils, the master asked:

'What would you learn of me?'

And the reply came:

'How shall we care for our bodies?

How shall we rear our children?

How shall we work together?

How shall we live with our fellowmen

How shall we play?

For what ends shall we live?'

And the teacher pondered these words, and sorrow was in his heart, for his own learning touched not these things."'

1 Physical Education Syllabus, Woman's College of the University of North Carolina, Greensboro, N. C., 1945, p. 57.

## REFERENCES FOR FURTHER STUDY

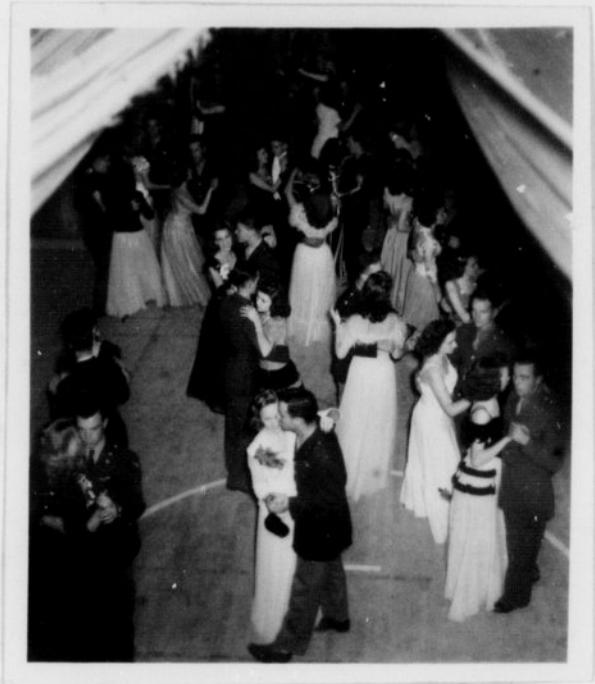
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## UNIT II

## PHYSICAL EDUCATION YESTERDAY AND TODAY

Catchwords We of this day and age are fond of "catch" words and phrases. Cartoonists and advertisers have become skillful in the use of these convenient labels, so why not find some in history -- the history of physical education.

Our first catch word might easily be utilitarian. The activities of primitive man were primarily utilitarian, directed toward enabling each individual to secure the practical necessities for existence. He hunted and fished for food, stood and fought or ran for his life, and danced to propitiate his gods. And as the world grew up the people of China, Persia, and Egypt, trained their youth for strength in battle, agility on horseback, and skill in marksmanship, all practical, utilitarian aims.

With the Greeks came real civilization, at least in theory - a civilization which recognized the value of the individual as a distinct personality, and recognized the responsibility of education to provide for individual development, a harmonious development of all the powers and capacities of mind, body and soul.

"The program of education in Greece attempted to prepare each person to be a good citizen, to train him to recognize his own moral responsibilities, to develop his intellectual powers so that he would always maintain an "open mind" and be tolerant of change, and to develop his appreciation of the beautiful and his ability to interpret and express ideas and emotions in an objective way by

movements of the body, through music, or the like. In order to achieve these ends, the Greeks developed a curriculum which consisted of gymnastics, music, which included poetry, drama, history, oratory, science and music in the narrow sense; literary elements, which included the Iliad and the Odyssey and, after about 600 B.C., reading and writing, and dancing, which was intended for training in thought, emotions, morals, and esthetics."<sup>1</sup>

The educational theories of today recognize the worth of the Greek principles of physical, mental, and spiritual unity and the development of personal capacity for abundant living.

The Roman conquerors, however, were a forceful, practical people who had no patience with theoretical Greek methods. Again physical education, reflecting all Roman philosophy, became utilitarian. From physical activity were derived the vigor, strength, and courage so vital to Roman dominance. Here was no thought of unity or harmony. Exercise was used in preparing soldiers for war.

Rome:  
spectatoritis There is a second catchword in the story of Roman physical education. To characterize popular Roman athletic interest we can use one word -- spectatoritis. Thousands of people crowded into tremendous stadia to watch professional athletes compete in chariot races and gladiatorial combat. Audiences thrilled to accidents and death, and the more gory the combat the more appreciative they became. Does the picture of the circus Maximus in Rome, crammed with two hundred thousand cheering spectators thrilling to a daredevil chariot race remind you of anything today?

<sup>1</sup> Jackson R. Sharman, Introduction to Physical Education, New York, A. S. Barnes and Company, Inc., 1934, p.21.



What about auto races, or a grueling wrestling match watched by two hundred thousand cheering Americans? That Rome's disintegration was influenced by her spectatoritis gives us something to think about.

Dark ages: "In darkness some seeds sprout best". Early Christianity

some seeds emphasized the doctrine of asceticism, the suggestion of the flesh with all its passions and worldly desires so that the soul may rise unhampered to great spiritual heights. Naturally physical education could not exist side by side with this degradation of the body and preparation for life after death rather than vital living in the present. So during the Dark Ages, the picture of physical education is depressingly blank. Nevertheless, in this darkness some seeds did sprout.

"And yet out of the Dark Ages emerged a number of influences which are still of tremendous significance to modern physical education. Of these influences, those favorable to physical education were, first, the character of the barbarian tribes which invaded the Roman Empire; and, second, the development of sports — particularly among the English people.

The Teutonic invaders as a race were physically vigorous and hardy, and they possessed traits of character which made them superior in many ways to the more degenerate Romans whose supremacy they overthrew. Inured for untold generations to a vigorous, hardy, outdoor life, these 'barbarians' brought to the civilized world new vitality, new customs, and new manners of life, which are still potent influences among their present descendants in western Europe and in America.

As concerns American physical education, the development of sports in England during the Middle Ages is one of the most favorable of all historic influences. Our heritage of sports, a significant feature of American life, comes almost entirely from the English people. The Middle Ages in England saw the beginnings of such sports as archery, football, tennis and many others. Carried down into modern times this British love of sports brought to America by the colonists, has been a tremendous aid in the development of our modern programs of physical education".<sup>1</sup>

<sup>1</sup> Nixon and Cozens, op.cit., pp.32,33.

With the revival of learning which characterized the Renaissance of the fourteenth and fifteenth centuries came the real beginnings of modern philosophies and methods in education and physical education. Education, instead of preparation for life after death, aimed toward preparation for a more useful and a happier life in this world. Physical education was given an increasingly important place in this new education, but it was considered to be useful only in developing the body. The concept of total body development, combining mental and physical benefits from activity had not been formulated.

Rousseau and education We might well call this era of real beginning and the succeeding years of growth an era of personalities in education and physical education. Jean Jacques Rousseau completely revolutionized educational thought with his "natural methods," stating that "education should not aim to instruct, but simply to allow natural tendencies to work out their natural results."<sup>1</sup>

Germany and Sweden: personalities Ling in Sweden and Jahn in Germany stand out as great promoters of physical activity and as such they influence physical education profoundly. They each formulated a system of gymnastic exercises as a step toward national unity and military strength, not as a sound educational tool for the growth of the individual. These systems were not based on studies

<sup>1</sup> Paul Monroe, A Brief Course in the History of Education, New York, The Macmillan Company, 1907, p. 282.

of the nature of man or of his <sup>bio</sup>logical and social needs and were not considered a part of the educational system. Their value to their originators and to their thousands of participants lay in their vitally patriotic appeal and their development of strong soldiers for the native land.

As colonists came to America from all over Europe they brought with them their own special systems of gymnastics as well as their own customs and dress. But "the German and Swedish systems of physical education were developed among foreign peoples and under social and political conditions never tolerated in America. They have little meaning for children and are militaristic in origin and in method. They were based upon faulty conceptions of human nature, and they violated many of the fundamental laws of learning. For these and other reasons, they were foredoomed to failure in America. However, in justice to these systems, we must give them credit for the first establishment of organized physical education in American schools.

Systems in the United States Only in the past thirty years has there developed an American system of physical education. This new system has its bases in the new knowledge of sociology, biology, and psychology. It abandoned the theory of formal discipline, it holds that learning and development come about through the individual's own activities rather than through being imposed from above, it regards an interested attitude on the part of the learner as essential to progress, and it regards the teacher as a leader rather than a drill-master or dictator.

Our new physical education has no place for exercises done to commands, except for a few special purposes. It uses formal or invented movements only in the correction of physical defects. Instead it undertakes to furnish skilled and intelligent leadership of children in the age-old activities of the human race-activities which have meaning and significance, which allow for mental activity, which promote wholesome self-expression, and which offer desirable social training in a democracy".<sup>1</sup>

Gymnastics and formal exercises died a hard death in the United States. However, it had one last fling, when during the first world war everyone firmly believed that formal gymnastics was the rock upon which

<sup>1</sup> Nixon and Cozens, op. cit., pp.38,39.

health, strength and endurance for both soldier and civilian were based. Very soon though, the people of America came to see that here was not the answer to America's problem of preparedness or unity. Formality and command were not consistent with the American mind, while participation in a sports program was challenging and satisfying as gymnastics had never been. New theories of the value of play and controlled competition, group activity, and worthwhile recreation grew and gained strength.

Thus the war was actually a boon to those who believed in the value of sports activities for it "gave countless challenges to physical education. New types of service were inaugurated in connection with war work. Those states which had delayed in making physical education a state requirement made all possible haste to remedy their omissions. Often the new requirement made impossible the recognition of a private school as a public school equivalent unless it also offered the minimum amount of physical education.

Physical education and World War I.

Throughout these years the increasing demand for sports, skills and athletics became consistently greater. This demand, by its intense and constant importuning set the stage for a new era in physical education, an era in which the informal program through sports, athletics, swimming and dance was to bring about general participation for all levels of society. The possession of a skill was to be looked upon as a social asset. Religion, the traditional opponent of pleasure, was forced to withdraw many of the bans with which it had surrounded certain activities of recreation and physical education. The economic condition of the country proved another ally to physical education. Municipalities added to their facilities for sports and recreation, industries provided athletic fields, tennis courts, swimming pools and gymnasias. Social organizations, institutions, and churches made similar provisions. Leadership and instruction in physical education activities were made readily and easily available. Out of the turmoil of the war years had come an understanding of the values of such activities, not only in relation to physical well being, but also in terms of social and emotional adjustment.

With the declaration of war by the United States, the recreation movement was stimulated and challenged as never before. At the request of the War Department, the Playground and Recreation Association organized the War Camp Community Service which functioned in those communities

near which military camps were located. Wholesome and varied recreation for soldiers, sailors, and civilians was sponsored and directed by the personnel of the War Camp Community Service. The recreational facilities of the entire country were mobilized for service during the war years. The Young Men's Christian Association and the Young Women's Christian Association working closely with the War Camp Community Service made possible a gigantic recreational program. The conduct of this program was largely in the hands of a personnel trained in physical education.

Of utmost importance among the knowledges growing out of the confusion of the World War was that of the need of planned recreation. In 1918 the National Education Association included a worthy use of leisure as one of its seven cardinal principles. The United States was committed not only to a consideration of the increase in leisure time but also to a constructive development of leisure." <sup>1</sup>

Continuance  
of the  
Recreation  
Movement

In World War II, the importance of recreation for service men and civilians was recognized even more forcefully.

The United Service Organizations is a proof of the significance of recreation in War time, and the cooperative effort of all Service groups functioning under one organization is an outstanding example of a democratic country at work.

The last  
catchword:  
Democracy

And here is the last of our catch words, that which characterizes the modern physical education program in the United States - democracy. Through participation in physical education activities the whole individual is educated in the methods of democracy. Cooperation, tolerance and understanding, individual initiative, loyalty, leadership and followership, resourcefulness, and perseverance are developed toward democratic living.

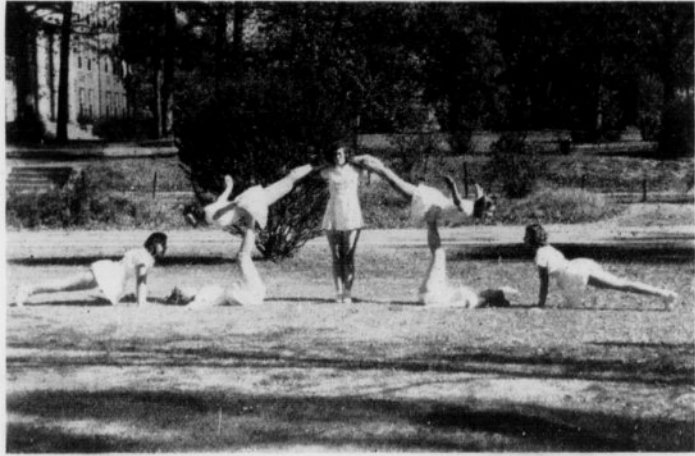
<sup>1</sup> Norma Schwendener, A History of Physical Education in the United States, New York, A.S. Barnes and Company, 1942, pp.155, 156.

## QUESTIONS FOR DISCUSSION

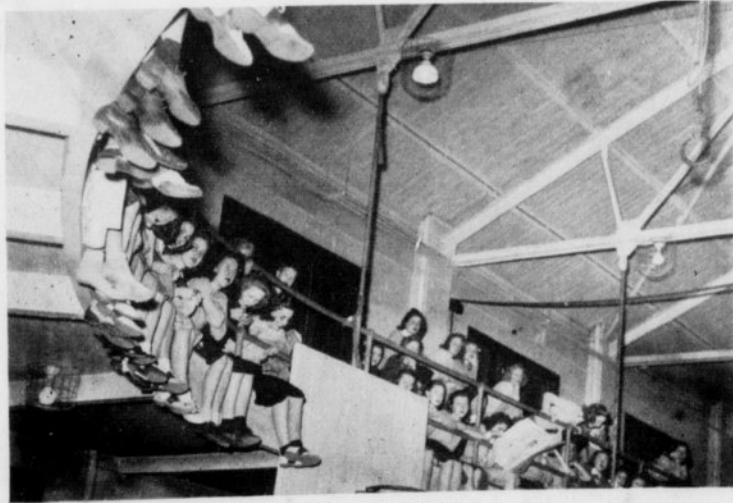
1. From your study of this unit and from your knowledge of history discuss the statement that a nation's social and political philosophies are reflected in its programs of physical education.
2. How do the costumes for sports through history reflect the philosophy of physical activity of the period?
3. How can programs in sports and recreation be justified as to importance in time of war?
4. What effect does public opinion have on the progress of physical education?
5. What are some of the factors which retarded the development of physical education throughout its history?

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STUNTS AND GYMNASTICS



GYM MEET SPECTATORS





GYM MEET



GYM MEET

UNIT III

THE PROGRAM OF PHYSICAL EDUCATION

A changing  
conception

From a study of Units I and II, you found that the conception of physical education has been a changing thing. From the harmonious development of the Greeks, through the asceticism of the middle ages and the revival of learning and of the importance of physical education, to development of the various gymnastic systems and finally the democratic American concern for the individual and his total education.

Even in the United States the program of physical education, especially the program for women, had changed so that you would not consider the activities of girls in the eighteenth century as physical education at all. At this time, to run was considered most unladylike, and dancing, though termed sinful by some, was advocated for exercise as well as for development of social poise. As the rest of their physical education, to train the young lady to hold herself in good position back boards were used, well strapped to each back!

Health  
and  
"Physical  
Culture"

During the nineteenth century great strides were made in physical education for women. Many secondary schools for girls were founded, and fears were frequently expressed that higher education would undermine the health of women students. These objections were met with promises of health care and "physical culture". Dancing was introduced by Emma Willard, calisthenics were

advocated by Catherine Beecher, and Mary Lyon, who opposed dancing, was interested in the performance of domestic duties. So the emphasis was on correction of defects, body building, physical fitness through formal gymnastics and controlled activity, done to command, with wands and Indian clubs by modest young women in voluminous pleated serge bloomers, long black ribbed stockings, and neatly laced high white tennis shoes.

Modern  
emphasis:

Total  
Development

The modern program in physical education is designed to meet the needs and interests of every girl. It includes a wide selection of activities of various types, adapted to all levels of skill and all differences in taste. The emphasis today is on her total development, mental, physical, emotional. Physical education aims to further this development through wholesome, joyful, vigorous activity.

Choosing  
your  
activity  
Intelligently

Since student interests and needs are the bases of program planning, you as students must choose your activities intelligently to derive the maximum value from your time spent in physical education. The following questions might be used as criteria for choosing an activity:

1. Does the activity interest me, or does it promise a new interest?
2. Will I enjoy it or find an undiscovered pleasure?
3. Is it suited to my abilities?
4. Will participation in this activity aid in developing me along much-needed lines - physical, social, emotional?
5. Can I use it as a leisure-time skill in college, *with* friends?

- 6. Will it be of practical value in postcollege days?
- 7. Does it offer the opportunity I need to work with others - to cooperate, to share?
- 8. Will it contribute to my physical health -- help to build endurance, and vitality; counteract the effects of too much sedentary life here at college?
- 9. Will it be of value to me in correcting my poor posture -- improve my figure?
- 10. Will it aid in giving me better coordination, grace, and rhythm of movement?
- 11. Will it be relaxing -- fun?
- 12. Will it help me learn self-control and how to get along with people -- make me more social?
- 13. Will it give me an opportunity to test out further a vague vocational interest I have in this field?
- 14. Does it give me an opportunity to express myself creatively?
- 15. Will it add to my store of aesthetic appreciations?
- 16. Will it enrich my life?"<sup>1</sup>

<sup>1</sup> Pendergast, op. cit., p. 53.

## THE PHYSICAL EDUCATION PROGRAM AT THE WOMAN'S COLLEGE

### I. The Required Program

#### A. The Degree Requirement

The College requires two semester hours (4 semesters) of work in Physical Education for every Bachelor's degree.

In order to have a well balanced and usable program, it is suggested that each student select her activity courses after careful study of the offerings of the Department of Physical Education. It is further suggested that each student choose one semester from each of the following general groups:

1. Team sports: Soccer, hockey, speedball, basketball, softball, volleyball.
2. Individual sports: Archery, badminton, swimming, golf, tennis, bowling.
3. Dance: Modern, tap, clog, social, folk, square.
4. Elective: From any of the above groups or in individual Body Mechanics.

#### B. Regulations for Physical Education Activities

##### Lockers and dressing rooms

Locker assignments will be posted on the bulletin board of the main hall of the Physical Education building. Uniforms must be kept in these lockers and a lock must be purchased from Kearns Paint Store on North Greene street for \$2.25. These are ex-

hour in the morning and in the afternoon at 2:00, 2:35, 3:10, 3:45 and 4:20 o'clock. During the first three days of the menstrual period, the student is expected to participate only in the less strenuous activity of the day's lesson and is held responsible for all information of the class period. Absences from physical education classes, as from other college classes, are excused only by the College Physician or the Dean of Women. A student is considered present only when she reports in complete regulation gymnasium costume.

#### Grading

The student's grade is based on the following:

1. Knowledge of rules and techniques and assigned reading on Syllabus Units as shown in daily work, in written tests and in the semester examination.
2. Skill in performance of the activity as shown in class work and achievement tests.
3. Improvement.

#### Fees

Equipment fees are charged for certain activities such as golf, badminton and archery. These fees cover the cost of breakable equipment such as archery arrows, clubs and badminton birdies.

#### Place of Class Meetings

Sport sections meet on the fields and courts.

Body mechanics and dance classes are given in the gymnasium. In case of rain, swimming classes will meet as usual, and all other sport classes

cellent combination-key locks and each student must protect her property while in the gymnasium by locking it securely in her assigned locker. The janitress holds the master key but is not permitted to open any locker without permission from an instructor and the payment of a ten-cent fee.

Money or valuables should not be left with clothes but locked in the lockers.

It is urged that all gymnasium suits and shoes be marked with the owners name; these must be removed from lockers at the end of the school year.

#### Required Suits

Each student is required to purchase two regulation gymnasium suits, two pairs of socks, a coat sweater and tennis shoes. A special costume is necessary for students in modern dance classes. Detailed information will be given by the instructor at the first class meeting. A fee of \$1.00 is charged for the rental of a swimming suit for those who wish to use the pool. This entitles the student to the use of a suit for the current school year. Suits and towels are issued from the window in the basement of the Physical Education building. Each student must furnish her own bathing shoes and cap.

#### Class Attendance

All activity classes begin at twenty minutes past the



report to the gymnasium to the instructor of that section.

#### Swimming Pool Regulations

The Department of Physical Education requires scrupulous observance of the following regulations from those who use the pool:

1. The pool is open for recreation use at specified times
2. Students are permitted to use the pool provided they have been checked by the Medical Department, have passed foot inspection, and have paid their suit fee.
3. No one may enter the pool who is wearing any kind of bandage, who has a cold, any eruption, abrasion of skin or sickness of any kind.
4. Students may use the pool only when an authorized life guard is in charge.
5. When wearing street shoes only the upper entrance and balcony of the pool may be used.
6. Each person using the pool must wear a cap. Bathing shoes must be worn from shower room to pool.
7. Before entering the water, the wading pool and foot bath must be used, and a soap shower taken.
8. Students must not enter the pool during the entire menstrual period.
9. "Ducking" or dangerous stunts are not permitted. It is dangerous to run on the wet tile around the pool.

### Athlete's Foot

Athlete's Foot is a very contagious skin disease of the feet. It is most easily contracted on damp tile floors such as bathrooms and showers. Prevention-- always wear protective foot covering--do not go around barefoot in dormitory or gymnasium. Keep feet clean and dry. Report to physician at first sign of peeling of feet or cracking between toes.

TREATMENT--follow the advise of physicians. Do not enter the swimming pool until the condition has been corrected.

### Use of Tennis Courts

1. Students are not allowed on tennis courts unless wearing tennis shoes.
2. Students may sign up for courts a day in advance and for one consecutive hour only.
3. Having signed up for a court gives a student precedence over any one using the court at the time.

### Boating Regulations

Boating and Canoeing are offered as extra curricular activities to those girls who have passed tests showing their ability to handle the crafts. Instruction is offered to those girls interested in learning the skills necessary to pass these tests.

1. Only girls who can swim may use the boats and canoes. This can be checked by swimming 50 yards in the pool, and reporting to the dip keeper.

2. At least one student who has passed the specified tests must be in each boat or canoe.
3. The hours when the boats and canoes will be available will be posted in the post office and gymnasium and will be published in the Carolinian.
4. There is always a qualified Red Cross Life Saver in charge at the boat house when the boats are in use. Students who wish to go out on the lake must report to her.
5. Student's dates and visitors are allowed in the boats, providing that the student can swim and the visitor signs a slip assuming responsibility for his own safety.
6. Students wearing high heels are not allowed in canoes.
7. Students wearing halters are not allowed on the lake.
8. The hours at which tests are to be given will be posted at various times during the year.

### C. Activity Courses

#### ARCHERY

**Instruction:** Students are enrolled only in beginning classes of archery. Instruction in the correct form of shooting is given and several standard and novelty tournaments are held during the class periods.

**Costume and Equipment:** Sport clothes and shoes with low or flat heels are worn. A fee of \$1.00 is charged for arrows. All other equipment is furnished by the college.

**Events:** Admission to Archery Club is earned by shooting a set minimum score in a Senior Columbia Round. The

Recreation Association offers archery as an after-school sport in the spring season.

The Archery Club sponsors tournaments in the Fall and Spring seasons.

#### BADMINTON

**Instruction:** Classes are offered in badminton the second semester, in which various types of shots and team tactics are thoroughly studied and practiced. The sport is also included in the recreational sports classes, where a good understanding of the game and grounding in the fundamental techniques may be acquired.

**Costume and Equipment:** The regular required costume is worn in all classes. Racquets are furnished by the college and the birdies are purchased by each student in the class.

#### BASKETBALL

**Instruction:** Classes are offered in the Winter season which include techniques, rules, and play.

**Costume:** Regulation suit.

**Events:** During the Winter season there is an intramural tournament in which teams representing all residence halls compete.

#### BOATING AND CANOEING

**Instruction:** Instruction will be given at a time to be announced. After girls have passed the boat and canoe tests, they may go out any time the boats and canoes are available. Requirements for these tests are posted in the dormitories, physical education building and boat



ARCHERY

house. Announcements will be made concerning the times these tests will be given.

#### BODY MECHANICS

Instruction: Individual programs are planned for each girl according to her needs. These consist of corrective exercises mainly for the treatment of defects in posture.

Costume: The regulation costume is worn in all classes.

#### BOWLING

Instruction: Instruction is provided by the attendants at the Greensboro Bowling Alley and by the instructor in charge of the class. Fee is \$5.00 for Duck-Pins; \$6.00 for Ten-Pins per semester. No college credit.

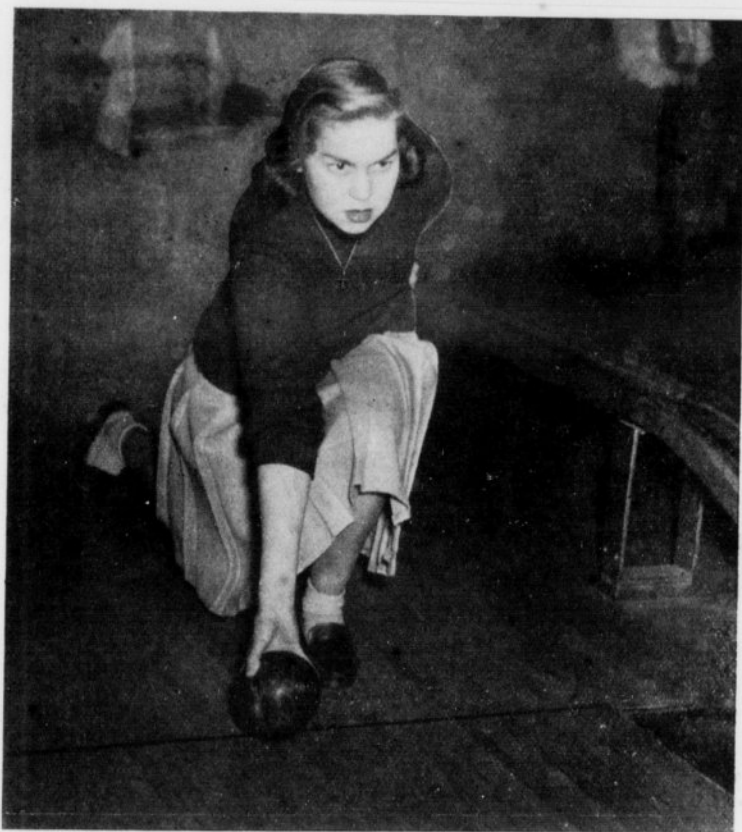
#### FOLK, TAP, AND SOCIAL DANCING

FOLK DANCING--The work in this type of dancing is divided into four sections, general folk dancing, square dancing, American Country and English Country *dance*.

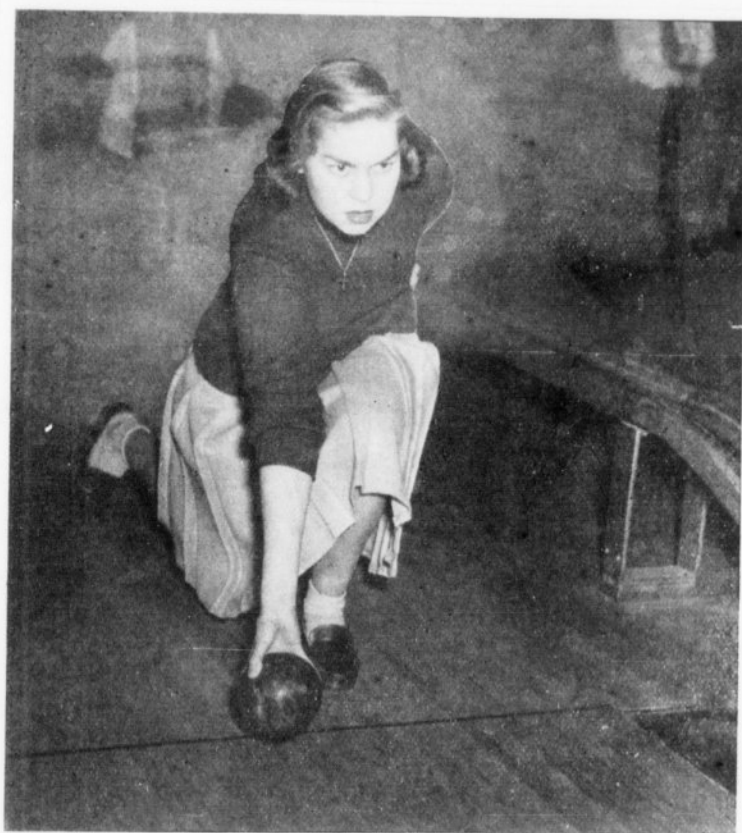
1. General folk dancing--Here typical dances from the European countries are studied and practiced.

2. Square dancing--In this course, North Carolina figures and formations are studied and practiced. The Recreation Association of the college sponsors a Square Dance Club where individuals who wish more of this sort of activity may get it in a most congenial atmosphere with an experienced and interested group.

3. American Country--This course is based on the typical longways, circle, and couple dances from



BOWLING

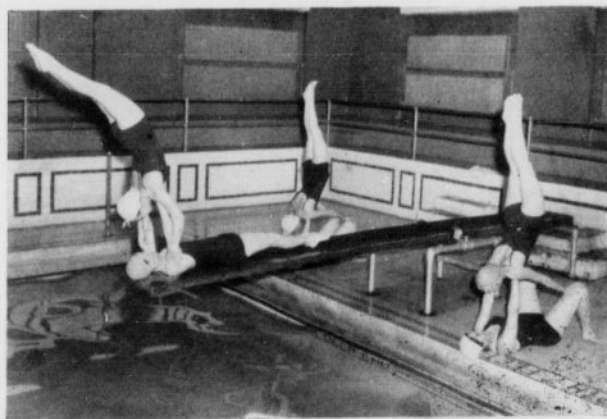


BOWLING





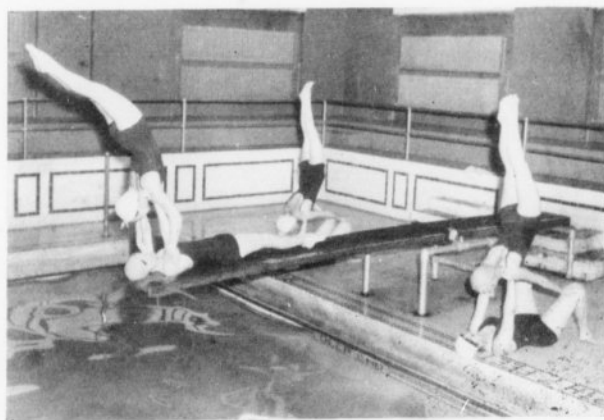
BASKETBALL



IN THE POOL



BASKETBALL



IN THE POOL

different parts of this country.

4. English Country--This course consists of simple longways, circle and group dances done in England.

TAP DANCING--Courses are offered in beginning and intermediate tap dancing. The fundamental steps are taught, and dances practiced. Each student works out an original dance to show her ability in combining the steps learned. The Athletic Association sponsors a Clogging Club where girls interested in doing more dancing and in getting more advanced work can find this opportunity.

SOCIAL DANCING--Work in ballroom dancing is given to all Sophomores the second half of the first semester. One night a week a group of beginners meets for instruction and practice. This is optional and there is no credit. The second semester a full semester course is offered in Social Dancing. It is presented from a beginner's point of view including practice in the fundamental steps and simple combinations of the current popular steps.

Costume: The regulation costume is worn in all classes except social and tap dancing. In social dancing regular street clothes are worn and preferably leather soled shoes. In the tap classes, the regulation suit is worn, but shoes with taps are required. Tap shoes

may be used or the separate taps purchased and attached to a pair of leather soled shoes.

#### GOLF

Instruction: Courses in beginning and intermediate golf are offered both here and at Starmount Country Club. Students in beginning college classes are strongly urged to get their own clubs; however, clubs may be rented from the school. Students must have their own clubs in order to register for Intermediate golf. All students must provide their own golf balls. The course offered at Starmount Country Club includes instruction, transportation, caddy fees, use of clubs and balls. The cost for this course is \$15.00.

Facilities: Three-hole golf course on campus, use of Starmount Country Club, indoor driving nets and mats and clubs.

Costume: Sport clothes and low heeled shoes are required for class.

Events: The Golf Club, sponsored by the Recreation Association, provides various opportunities and events for beginning and advanced golfers. There are tournaments in the Fall and Spring and in addition instruction is offered in the Spring.

#### HOCKEY

Instruction: Beginning classes are offered in hockey. The rules and fundamentals of the game are stressed

and opportunity is given for practice in play, during which a student may show her ability in applying what she has learned to the game situation. The group is divided into teams and an inter-group tournament is held at the end of the season.

**Costume and Equipment:** The regulation costume is worn in all classes and hockey shoes may be worn if individuals have them. All equipment is furnished by the college.

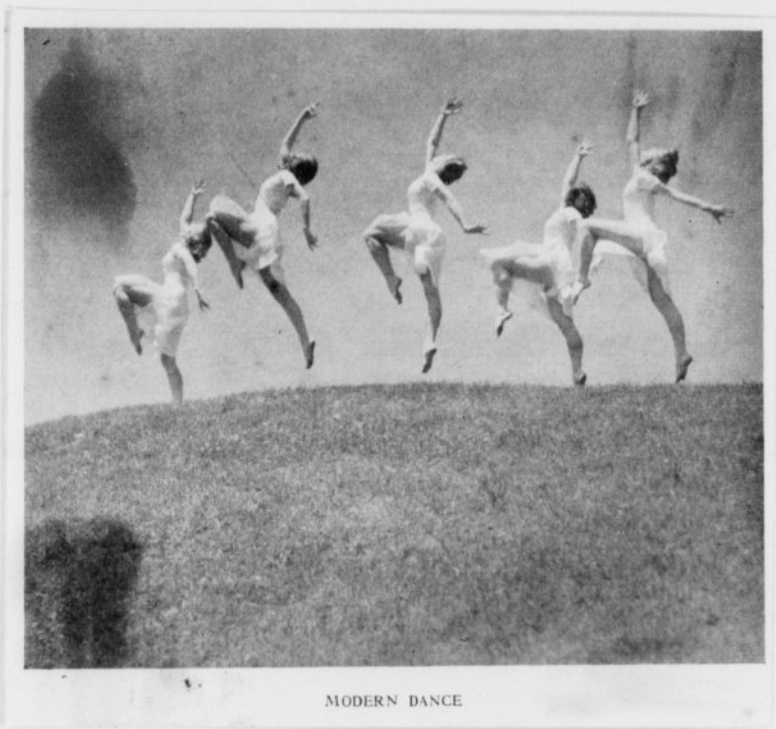
**Events:** The Recreation Association sponsors league hockey practice in the Fall. These are open to everyone interested. After a season of practice, class teams are chosen and an inter-class tournament is held.

This does not carry credit.

#### MODERN DANCE

The dance has become an increasingly popular part of the physical education program in American colleges. Modern Dance uses the body as an instrument for communication of experience through the medium of movement.

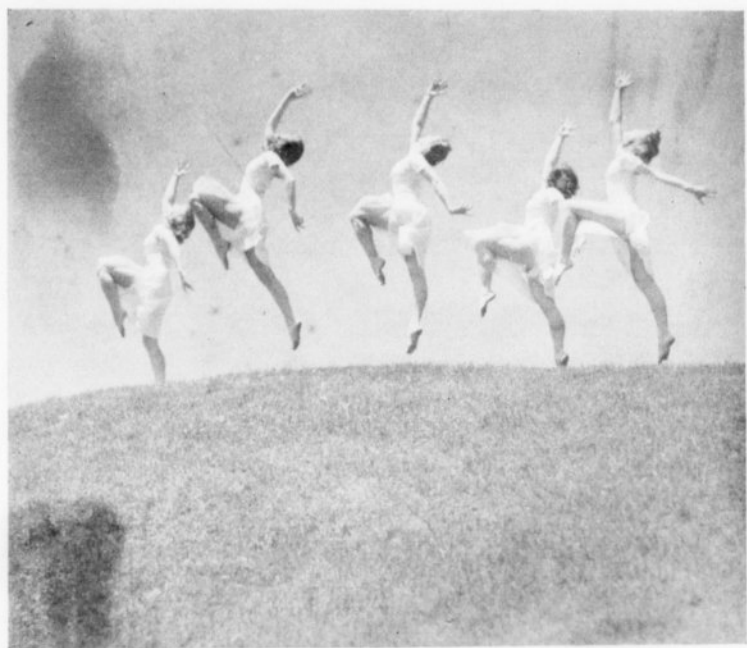
**Instruction:** Beginning and intermediate classes are offered both semesters. Beginning classes—basic material for all types of dance including fundamental locomotor activities, time or rhythm, techniques to improve body control and movement, simple step patterns, background and current events in contemporary dance. Intermediate classes—progression to more difficult



MODERN DANCE



TAKEN FROM DANCE RECITAL



MODERN DANCE



TAKEN FROM DANCE RECITAL

techniques, use of acquired skills and techniques in composition, continued background in appreciation of the dance.

Costume: Regulation suit; no shoes. Suits may not be worn outside the gymnasium.

Dance Group--Students who are especially interested in dance meet one night a week from 7:30-9:30. Tryouts are held twice a year. Programs presented during the year include demonstrations, a concert, and work in collaboration with other productions.

#### RECREATIONAL SPORTS

Instruction: In both semesters, courses are offered which include badminton, bocci, horseshoes, paddle badminton, paddle tennis, tether ball, darts, shuffleboard, ring tennis, box hockey, ping pong, bowling, and mass games such as volleyball of various types. There is also a section modified to fit the individual needs of girls who cannot carry the regular program.

Equipment and Costume: The regulation costume is worn in all classes. All equipment is furnished by the college with the exception of the badminton birdies as explained under the section on that sport.

Events: There is a Recreational Sports tournament sponsored by the Recreation Association during the school Year.



### SOFTBALL

**Instruction:** Softball is a team game and is widely used for recreation. It is a major sport in the spring program. Instruction for beginners and advanced players is provided.

**Costume:** Regulation physical education costume.

### RIDING

Riding has become one of the most popular individual sports.

**Instruction:** Elementary classes are offered in the Fall and Spring of each year. A special fee is charged--\$20.00 per semester. No college credit.

**Costume and Equipment:** A regular riding habit of any type. Horses and all accessory equipment are furnished by the Academy.

**Events:** The Riding Club, Boot 'n Spur, a part of the Recreation Association, is open for membership to all persons interested. Rides are conducted by the Club at various times throughout the year.

Riding permissions must be granted by parents on regular riding permission sheets.

**Stable:** Sedgfield Riding Academy. Telephone: 2-3535.

### SOCCER

**Instruction:** Soccer is a team game that can be played and enjoyed before much skill in technique is acquired. In the college classes offered, the game is presented



BOOT'N SPUR CLUB



PICNIC AFTER RIDING HORSEBACK



BOOT'N SPUR CLUB



PICNIC AFTER RIDING HORSEBACK

from a beginner's point of view. Techniques and rules are studied and practiced and applied to the game situation in the play periods. The class is divided into teams and a tournament concludes the season.

**Costume and Equipment:** The regulation physical education costume is worn in class. All equipment is furnished by the College.

#### SPEEDBALL

Speedball is a relatively new game that has gained favor rapidly on the campus. It is a combination of the old game of soccer and the popular game of basketball. There are several ways of scoring to make the game interesting and full of surprises. One never knows whether his opponent will kick the ball on the ground, pick it up and punt it through the air, pick it up in his hands and pass it, or play it with his head!

**Instruction:** Regular classes are offered in Speedball. For those who have taken part in the game before, it is suggested that they play in the interdormitory practices sponsored by the Recreation Association. These, however, do not carry credit.

**Costume:** The regulation physical education costume is worn in all classes.

**Events:** Teams are organized in the after-school practices of the Recreation Association and interclass games are held at the end of the season.

## SWIMMING

**Instruction:** The swimming program carried on at Woman's College under the direction of the Physical Education Department includes instruction in swimming, diving, and life-saving. Beginning students are those who cannot swim. Intermediates are those who have no fear of deep water but whose strokes are unorthodox. To enter intermediate swimming, the student should be able to do a sitting dive at the deep end and swim the length of the pool. Advanced swimmers are those who swim well and wish to perfect their various strokes. They should be able to swim in good form the side and front crawl strokes, and do a standing dive from the side of the pool. Life Saving classes follow the methods outlined by the American Red Cross. Certificates are earned by students meeting these requirements and standards. The pool is open at certain hours daily for free swimming (see notices regarding pool regulations). The Life Guard on duty is always ready to help swimmers with their strokes and diving. For girls who have a physical handicap, a swimming course modified to meet individual needs is offered.

**Costume:** A regulation bathing suit must be worn. A fee of \$1.00 is charged for the rental of a suit. This fee may be paid by any student planning to use the pool according to a schedule to be announced in

the Fall. Students must furnish their own bathing caps and pool shoes.

**Events:** Swimming is a Recreation Association major sport in the winter season. Dolphin and Seal Club consists of a group of advanced swimmers who meet twice a month to practice their own skills and to prepare a swimming pageant which is presented annually. Admission to the Club is by tryout, the dates of which will be announced in the Fall and Spring.

#### TENNIS

**Instruction:** Tennis began as a sport for the noblemen only, but in recent years facilities have made it available to all. Experts have developed what is considered by all to be "good form" in tennis and instruction in these fundamentals is given to students in tennis classes, on a beginning and intermediate level.

**Costume and Equipment:** The regular required physical education costume is worn in class. Students are required to furnish their own racquets and balls.

**Events:** In the Fall, an elimination singles and doubles tournament is open to all and may be signed for in the College Post Office. Coaching for those desiring it and an intraleague tournament followed by an interleague tournament comprise the after-school sport of tennis in the spring season.









HOCKEY



VOLLEYBALL

### D. Participation Chart

It is interesting to note the number of activities in which you participate. Write C. I. for class instruction, R. A. for Recreation Association sports, and R. A. C. for Recreation Association clubs.

ACTIVITIES	FIRST YEAR	SECOND YEAR	THIRD YEAR	FOURTH YEAR
American Country Dance				
Archery				
Badminton				
Basketball				
Bowling				
Body Mechanics				
Camping Activities				
English Country Dance				
Folk Dance				
Golf				
Gymnastics and Apparatus				
Hockey				
Life Saving				
Modern Dance				
Outing Activities				
Recreational Sports				
Riding				
Softball				
Speedball				
Soccer				
Square Dance				
Swimming				
Tap Dance				
Tennis				
Others				

E. Semester Plan of Activities Offered by the Physical Education Department to fulfill the Requirement of the College

The following may be elected by all students who are not restricted for health reasons:

First Semester

Fall Season

- Archery
- Body Mechanics
- Folk Dance
- Golf
- Hockey
- Life Saving
- Modern Dance
- Recreational Sports
- Soccer
- Speedball
- Square Dance
- Swimming
- Tennis

Winter I Season

- Body Mechanics
- Social Dance
- Orientation Course
- Study of Syllabus
- Discussion periods
- Assigned Readings

Second Semester

Winter II Season

Same as Spring

Spring Season

American Country Dance

Archery

Badminton

Softball

Basketball

Body Mechanics

Bowling

English Country Dance

Folk Dance

Golf

Gymnastics and Apparatus

Life Saving

Modern Dance

Recreational Sports

Riding

Square Dance

Swimming

Tap Dance

Tennis

Volleyball

Ruth E. Collins, B. S.

Director, Department of Health

Roosevelt College, University of North Carolina

## II.

The Individual and Modified Program

An effort is made to provide for each student the activity best adapted to her special needs. This requires a range in schedule from the most strenuous team sports suitable for the physically fit person through the less strenuous activities and specialized posture work to the extreme of rest periods which are suitable for the student needing to make physical adjustments due to temporary disability such as post-operative recovery.

The modified program also fits the need of the student who must adjust her program because of some physical handicap. An opportunity to participate in less strenuous activity under close supervision is provided. The activities offered include beginning swimming, golf, archery and recreational sports chosen on the basis of individual needs and interests.

Dr. Collings, our campus physician says:

"The Department of Health cooperates with the Department of Physical Education through medical examinations of all entering students, and subsequent recommendations for physical activity. Believing as we do, that the physical health of the student is served by regular activity and that her mental health is also enhanced by recreational sports, we are glad to know that each student at Woman's College has the opportunity for such activity and for increasing skill in sports which will add to her enjoyment in her future living as well.

We are also glad to know that for the handicapped student corrective work in Physical Education is supplied. Our recommendations along this line coincide, I am sure, with the feeling of the Physical Education Department itself, I.e., that the acquisition of confidence and skill in muscular activity is often of tremendous advantage to the handicapped student.

We thank the Physical Education Department for this opportunity to re-affirm the common purpose of the two departments, the fullest development of the individual student through healthful and happy activity."

Ruth M. Collings, M. D.,

Director, Department of Health  
Woman's College, University of North Carolina

A posture picture is taken of each student to help her see herself as others see her. Studying her picture and having her posture needs explained enables a student to improve more easily and more quickly. Unless a structural deformity exists, all Woman's College students must pass the posture requirements as set up by the Department of Physical Education. Any student failing to meet these requirements must elect a posture class as her regular physical education course. Further details of posture information will be taken up in Unit IV.

### III. The Major Program

#### The Bachelor of Science Degree in Physical Education

Among the professional courses offered at the Woman's College is that leading to the degree of Bachelor of Science with the major in Physical Education. The student during her first two years takes the regular liberal arts program and in addition, is given the technical skills which she will use in her teaching courses during her last two college years.

If a student is considering the major course in physical education, she should possess qualities of leadership and of intelligence, as well as sound health. If she carries her academic work easily, if she likes to work with people, if she has a good sense of rhythm, and if she enjoys sports, she has the qualifications necessary to become a good teacher of physical education.

The graduates of the Department are in demand as teachers, recreation leaders, scout directors, camp executives, physiotherapists, etc. The Woman's College is recognized as a standard school of professional work in physical education and its graduates are found in important positions in the United States and in foreign countries.

Suggested Bibliography for Use in Physical Education Courses

A. Camping

1. Camping Magazine, 181 Chestnut Ave., Metuchen, N. J., \$2.50 a year.

B. Dance

1. General -- Dancing in the Elementary School, Committee on Dancing of The American Physical Education Association, A. S. Barnes & Co., New York, 1933, \$1.00.
2. Modern Dance -- O'Donnell, M. P. and Dietrich, St. Notes for the Modern Dance, A. S. Barnes & Co., New York, 1937, \$2.00.
3. Martin, John -- Introduction to the Dance, W. N. Norton & Co., New York, 1939, \$3.50.
4. Social Dancing -- Murray, Arthur, How to Become a Good Dancer, Simon and Schuster, New York, 1938, \$1.96.
5. Tap Dancing -- Duggan, Anne Schley, Tap Dances for School and Recreation, A. S. Barnes & Co., New York, 1935, \$2.50.
6. Folk Dancing -- Burchenal, Elizabeth -- books on general European dances, American Country, German, and Scandinavian dances, G. Schirmer, Inc., New York, \$1.50 ea. Sharp, Cecil -- innumerable books on English folk songs and dances, H. W. Gray Company (catalog), 159 East 48th Street, New York.
7. Square Dancing -- Shaw, Lloyd, Cowboy Dances, Caldwell, Ltd. The Caxton Printers.



### C. Games of Low Organization

1. Bancroft, Jessie, Games for Gymnasium, Home, and Playground, Macmillan Company, New York, Revised Edition, 1937, \$3.00. An inexhaustible reference. Can be found in most libraries.
2. Physical and Health Education for Elementary and Secondary Schools, issued by the State Superintendent of Public Instruction, Raleigh, North Carolina, 1940, \$.30.
3. Harbin, E. O., The Encyclopedia of Fun, Cokesbury Press, Nashville, Tennessee, 1940.

### D. Gymnastics, Stunts, and Apparatus

1. Cotteral, Bonnie and Donnie, Teaching of Stunts and Tumbling, A. S. Barnes & Co., New York, 1936, \$3.00.
2. Horne, Va. Lee, Stunts and Tumbling, U. of Wisconsin Press, Madison, 1940.
3. Skarstrom, Wm., Gymnastics, American Physical Education Association, 1913.

### E. General

1. Lee, Mabel, Conduct of Physical Education, A. S. Barnes & Co., New York, 1937.
2. Wayman, Agnes, A Modern Philosophy of Physical Education, W. B. Saunders Company, Philadelphia, 1938.
3. Wayman, Agnes, Education Through Physical Education, Lea and Febiger, Philadelphia and New York, Revised Edition, 1934.
4. Women in Athletics, National Amateur Athletic Federation, A. S. Barnes & Co., New York, 1930, \$.75. Good discussion on standards in women's sports, interscholastic and intramural competition, and women officials.

5. Pendergast, Helen A., An Appreciation of Physical Education,  
L. S. U., Baton Rouge, La., 1940.

F. Leisure and Recreation

1. Bowers, Ethel, Recreation for Girls and Women, A. S. Barnes & Co., New York, 1934, \$3.00. Contains standards, organization and plans for recreational programs for all age groups.
2. Geister, Edna, Several books, all good. The Woman's Press, 600 Lexington Ave., New York. Social games and mixers good for parties.
3. Breen, Mary, Partners in Play, A. S. Barnes & Co., New York, 1934.
4. Mason and Mitchell, Social Games for Recreation, A. S. Barnes & Co., New York, 1935, \$2.50. Games for parties, clubs, special groups and seasons.

G. Individual Games and Activities

1. Archery  
Rounsevelle, Phillip, Archery Simplified, A. S. Barnes & Co., New York, 1931, \$2.00.
2. Badminton  
Jackson, Carl H. and Swan, Better Badminton, A. S. Barnes & Co., New York, 1939, \$1.00.
3. Golf  
Berg, Patricia, Golf, A. S. Barnes & Co., New York, 1941, \$1.00.
4. Life Saving  
Life Saving and Water Safety, American Red Cross, Washington, D. C., 1936, \$.60.

## 5. Recreational Sports

Mason and Mitchell, Social Games for Recreation, A. S. Barnes & Co., New York, 1935, \$3.00.

## 6. Swimming

Goss, Gertrude, Swimming Analyzed, A. S. Barnes & Co., New York, 1935.

Forsyth, Steve, Quick Way to Better Swimming, Sun Dial Press, New York, 1939.

## 7. Tennis

Driver, Helen, Tennis for Teachers, W. B. Saunders Company, Philadelphia, 1936, \$2.00.

Bruce, Ethel and Bert, Tennis Fundamentals and Timing, Prentice Hall, Inc., New York, 1938.

## H. Posture and Body Mechanics

1. Lane, Janet, Your Carriage, Madame!, J. Wiley and Sons, Inc., New York and London, 1947, \$1.75.

## I. Team Sports

## 1. Basketball

Meissner and Myers, Basketball for Girls, A. S. Barnes & Co., New York, 1940, \$1.00.

## 2. Baseball -- Softball

Mitchell, Viola, ~~Softball for Girls~~, Softball for Girls, A. S. Barnes & Co., New York, 1943, \$1.75.

## 3. Soccer and Speedball

Hupprich, Florence, Soccer and Speedball for Girls, A. S. Barnes & Co., New York, 1942.

## 4. Hockey

Lee, Josephine, Field Hockey for Girls, A. S. Barnes & Co., New York, 1942.

Townsend, Ann, Field Hockey, Scribner's, New York, 1936, \$2.00.

5. General

Meyer, Margaret, and Schwartz, Marguerite, Team Sports for Women, W. B. Saunders Co., Philadelphia, 1942.

J. Life Saving

1. American Red Cross, Life Saving and Water Safety, P. Blakiston's Son & Co., Inc., Philadelphia, \$.60.

2. Swimming Water Sports and Safety, Boy Scouts of America, 2 Park Avenue, New York, \$1.00.

3. For canoeing information refer to

Old Town Canoe Co.,

Old Town, Maine.

In addition to the above there are handbooks published on the following by A. S. Barnes and Company, New York, which can be purchased for \$.35<sup>50</sup> each at the College Bookstore or at Kern's Paint Store, 112 N. Greene St., Greensboro:

Aquatics

Badminton

Basketball

Field Hockey and Lacrosse

Individual Sports -- Tennis, Golf, Riding, and Archery

Recreational Sports and Track Events

Soccer and Speedball

Softball and Volleyball.

Supplementary materials may be secured from the office of the National Section on Women's Athletics, 1201 Sixteenth Street, Washington, D.C.

## UNIT IV

## HEALTH AND PERSONALITY

Eyes on  
yourself  
and your  
ear to  
ankle  
alignment

You are standing before a full length mirror admiring your new dress for the formal dance next week. It is a lovely dress with a wide skirt and ruffles over the shoulders. When you take off the dress, stay in front of the mirror a minute and focus your eyes on yourself, without full skirt or ruffles. How is your body lined up? Do you have peculiar protuberances here and angles there? Is there a natural bustle in the back and does your head poke forward inquiringly? Or could you draw a straight line from the tip of your ear, through the outermost tip of the shoulder and of the hip girdle to the outside bump on your ankle? Try this experiment to see if all your parts are in correct alignment. If you see a poised, alert, attractive young woman with sparkling eyes, a smooth, glowing skin, and pleasing carriage you will be satisfied. For this is a girl with enthusiasm for living.

Good Health  
a basis for  
many  
personal  
assets

Perhaps the real figure you see in the mirror is not like our poised young person with an enthusiasm for living, but you would like to grow more like her.

Here physical education can help you, not only in physical conditioning, but mentally when you experience that mental boost which comes from knowing that yours is the best carriage, the most poised head

in the room, and socially from the assurance which comes from the knowledge of this attractiveness. And again, suppose you are being interviewed for an excellent job. It is distinctly a vocational and an economic advantage to look the self-possessed, efficient person you feel yourself to be. Good health is an important basis for these assets. If you don't feel well you

Physical  
education  
and  
health

cannot choose the most becoming hat, nor can you impress the most susceptible employer. Physical education can help you gain and maintain this all-important good health, contributing in four major ways:

1. exercise
2. well-balanced diet
3. fresh air and sunshine
4. rest and sleep

Exercise Through vigorous, joyous physical activity the vital systems of the body are stimulated to greater and more efficient functioning. In the circulatory respiratory, digestive, eliminative, and other systems, physical and functional growth and development are stimulated by exercise, and the whole cycle of physiological activities is spurred on to more beneficial results. Physical activity is a determining factor in physical fitness, upon which rests the body's defense against the strains of mental tension and psychological fears as well as its resistance against infection and disease.

Well-  
balanced  
diet

Physical activity encourages a wholesome appetite so that you will want to eat correctly. You will need milk, vegetables, meat, and something sweet to satisfy your hunger, rather than the coke and package of nabs which seemed all right yesterday. Proper food at regular intervals is essential to good health and vital daily living, an objective of physical education.

Fresh  
air and  
sunshine

Gone are the days of exercises done in a dark, poorly ventilated gymnasium. Today the playing fields, archery range, golf course, tennis courts, and smooth lawns are used through the last ray of sunlight by people absorbing the natural benefits of sunshine and outdoor activity. You should always remember that moderation is the best policy as far as suntans are concerned. The "middle road" avoids the beet-like complexion and heat stroke, leaving a smooth tan to set off your summer clothes.

Rest  
and  
sleep

Adequate and satisfying physical activity during the day brings about moderate fatigue which is most conducive to sleep. Rest, on the other hand, does not necessarily mean sleep. Any change to something new and stimulating, just a change in body position or doing some new activity for a few minutes is restful. Physical education activities, as the name implies, are active rather than sedentary. They are constantly changing within themselves and so through a rapid succession of different situations demanding specific reactions, mental and physical boredom are overcome.

Physical  
education  
and personal  
attractiveness

You will find that physical education can contribute much to attractiveness according to the modern standard for judging this aspect of personality.

1. "Good health.
2. A graceful carriage and an attractive figure.
3. Pleasing and efficient posture.
4. Good grooming and becoming clothes.
5. Versatility in interests, skills and developed talents.
6. A pleasant disposition and congenial relationship with others.
7. Enthusiasm for living.
8. Emotional stability, as shown in poise and self-control.
9. Sincere trust in others.
10. Display of good manners and tastes of fine quality."<sup>1</sup>

So attractiveness is gained only by attention to many things, the details of many life situations.

<sup>1</sup> Helen Ann Pendergast, An Appreciation of Physical Education, New York, Prentice-Hall, Inc., 1941, p.83.



## SOME PROBLEMS OF HYGIENE IN PHYSICAL EDUCATION

### A. Menstruation

Menstruation should be a process as "normal as digestion." Some common questions are:

- (1) "Shall I take a bath during my menstrual period?--  
Yes, for the sense of cleanliness resulting, a warm shower preferably.
- (2) "How about exercise?-- Yes, in moderation, continuing daily activities but omitting very strenuous activities such as basketball.
- (3) "May I swim?" No, for sanitary reasons chiefly--and to prevent chilling.
- (4) "What shall I do about cramps?"
  - (a) Check general physical condition--sufficient sleep, rest, regular habits of eating, etc.
  - (b) Check body mechanics -- is the lower back hollow?-- Is the abdomen flabby?
  - (c) Build strong muscles in abdomen and lower back.
  - (d) For immediate relief--try knee chest position, heat and deep breathing (ask your instructor).
  - (e) "What about pills?" --only by doctor's prescription.

### B. Constipation

Constipation is a common source of complaint in college. It is caused usually by irregular habits of living: insufficient exercise, improper diet, insufficient intake of water, worry, irregularity of bathroom habits.

Suggested treatment:

1. If severe, see the College Physician.
2. If slight, try normal laxatives such as fruit or lemon juice at bedtime. Normalize living habits.
3. Refer to class discussions for exercise, analysis of popular advertising of laxatives, cathartics, etc.

## C. Weight

### 1. What is normal weight?

It varies for the individual according to bony structure, muscular development, age, etc. But as a guide, we use Pryor's Width-Weight Tables which consider age, height, hip breadth and chest breadth as an estimate of body build.

### 2. Food requirements

Food intake for the individual varies with the

- (a) Size and shape of the body
- (b) Age
- (c) Sex
- (d) Degree of activity
- (e) Glandular activity
- (f) Efficiency of the digestive and assimilative mechanisms

Each days diet should contain the following items:

- (a) Meat or fish once daily
- (b) One pint of milk
- (c) Two servings of fruit--one fresh when possible
- (d) Two vegetables--one leafy and one root
- (e) Potatoes
- (f) Butter--at least two pats
- (g) One egg--alone or in combination
- (h) Whole grain or cereal

### 3. Overweight

At present we are very much aware of a number of dieting fads. Girls tried to lose weight without due consideration of how it was done or with what results. Today we are stressing moderate living rather than extremes of diet or exercises.

#### Causes

- (1) Over eating
- (2) Inactivity
- (3) Glandular disturbances (see a Physician)

#### Treatment

- (1) Remove cause
- (2) Check diet for "extravagances". (Get help from College Physician)
- (3) Check exercise habits
- (4) Consult the Physical Education Department for exercise lists

#### 4. Underweight

The college girl who is underweight suffers in appearance, in energy, in her general sense of well-being.

##### (a) Causes

- (1) Wrong type of activity
- (2) Insufficient food intake
- (3) Insufficient rest and sleep
- (4) Inability to relax
- (5) Irregular habits of living
- (6) Glandular

##### (b) Treatment

- (1) Remove the cause
- (2) Check living habits
- (3) Check food intake--quantity and kind
- (4) Consult the Physical Education Department for proper activity

#### D. Sunbathing

Sunbathing can cause serious illness as well as painful burns if it is overdone, but it is a health aid if done properly. In clearing up acne sunlight can be particularly beneficial. If you have not been out in the sun start with 10 minutes on each side and day by day increase the time by 10 minutes per side. Lotion of some sort (olive oil or prepared suntan oils) should be used to protect your skin.

#### E. Feet and Shoes

Good foot health, or poor foot health as the case may be, can affect your whole personality, for nothing can be more morale-shaking than aching, tired feet. Feet in good mechanics should have the body weight evenly distributed over the heels, great

toes, and outer borders. The musculature should be strong to hold the arches in proper position, and the ankles must be steady yet flexible in motion. There should be no corns, callouses or bunions, since these indicate improperly fitting shoes or hose, weak musculature, and poor foot habits.

To keep the feet in good condition you should:

- (1) Maintain correct mechanical position
- (2) Exercise
- (3) Wear properly fitted shoes and hose

In buying shoes you should:

- (1) Choose a conservatively styled, well built shoe of fairly light leather
- (2) Be fitted from the heel to the widest part (ball) of the foot
- (3) Allow ample toe room (enough to curl toes under)
- (4) Choose a shoe whose inner edge is fairly straight
- (5) Choose a moderate heel

"What about high heels?" Our opinion is that first of all the shoe must be suitable for the occasion when it is to be worn. Secondly, the best taste in shoes for the average girl's budget is always conservative. A heel over 1 3/4 inches in height is not. Thirdly, the relation of the shoes to the whole body is more important than it looks on the foot itself. And comfort need not be sacrificed to style.

## DAILY HEALTH PRACTICES

How do you measure up in these? Underline and fill in the blanks, then consider your results. Are you satisfied?

1. My daily exercise is \_\_\_\_\_ minutes.
2. My rest period for relaxation is \_\_\_\_\_  
for \_\_\_\_\_ minutes.
3. My food consists of little or great variety eaten regularly or irregularly at mealtime.
4. Elimination is or is not by laxatives.
5. Cleanliness consists of:  
Baths daily, bi-weekly or weekly.  
Showers following physical activity regularly, irregularly, never.
6. Additional clothing is or is not worn after physical activity to prevent cooling off too quickly.
7. Sleep consists of \_\_\_\_\_ hours.
8. Colds cause my disability never, seldom, often.
9. My environment is or is not conducive to healthful living.
10. My posture is good, fair, poor in walking, standing and sitting.

## THE PHYSICAL EXAMINATION

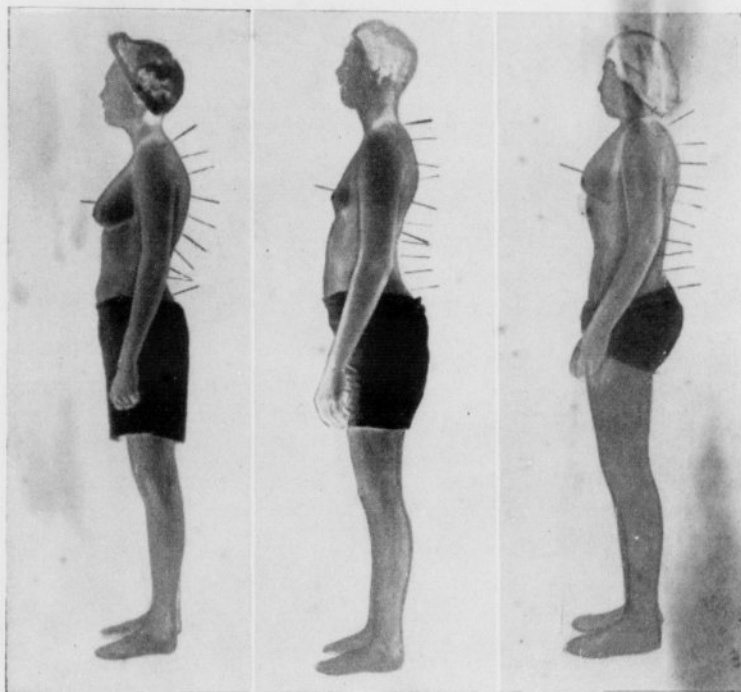
In discussing the modern program of physical education we said that this program is derived in part at least from the needs of the individual. These needs must be measured somehow, and various systems have been formulated for this measurement. The tests used at Woman's College are a combination of the side view developed at Wellesley College and the back view from the University of Wisconsin. From this picture you will be able to analyze your weaknesses and criticise your faults. You will see yourself as others see you. A girl who can move with ease and grace, a girl who can stand poised with no fidgeting, with alertness yet no strain, a girl whose body is capable of performing what her mind wills -- this girl has good posture. Your posture picture, by helping you to determine your needs, will help you to gain this objective in good carriage.

Following are examples of a variety of postures. Compare your own picture with these and when you have chosen the picture most similar to yours, study the faults listed below the picture. Then do something about it.

$$E \quad 14 + 6.2 + 7 + .8 = 26.4$$

$$D \quad 4 + 7 + 7 + 2 = 20$$

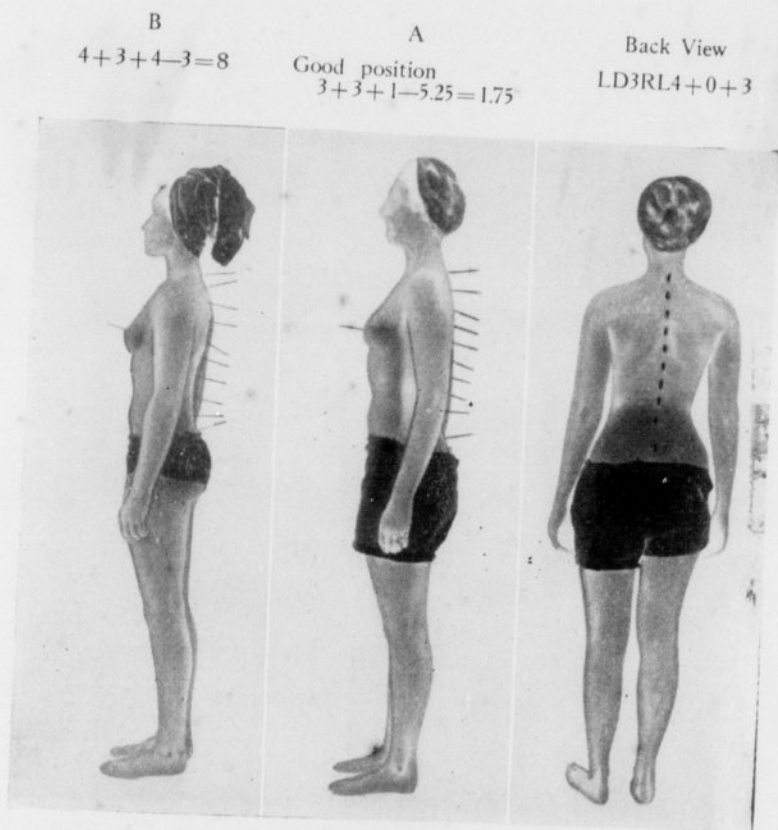
$$C \quad 6.5 + 6.5 + 2.6 - 3.7 = 11.9$$



Upper back very round  
Shoulders forward  
Chest depressed  
Hollow in lower back  
increased  
Abdomen prominent  
Pelvic tilt increased  
Head forward

Protruding shoulder  
blades  
Hollow in lower back  
increased  
Protruding abdomen  
with sagging walls  
Pelvic tilt increased  
Protruding hips mak-  
ing hips appear larger

Upper back round  
Lower back curve in-  
creased  
Pelvic tilt increased  
Abdominal walls firm  
Head position fair  
Girl appears rigid as  
as though holding  
breath



Upper back fair  
 Lower back curve  
 normal  
 Abdominal walls  
 slightly relaxed—  
 should be firm  
 Head position forward  
 No rigidity  
 Line touching chest  
 and abdomen should  
 slant toward feet

Upper back curve  
 normal  
 Lower back curve  
 normal  
 Abdominal walls firm  
 Pelvic tilt good  
 Head position good  
 Appearance of poise  
 and erectness  
 No rigidity

Slight left curve in  
 dorsal region (up-  
 per back)  
 Slight right curve in  
 lumbar region  
 (lower back)  
 Weight not quite  
 evenly divided be-  
 tween feet  
 (Since this is a nega-  
 tive, directions are  
 reversed.)  
 Left hip slightly  
 prominent



## AN EXPLANATION OF YOUR POSTURE PICTURE

## 1. Explanation of posture picture grading

Side View	Grade A-- 0- 5	Department requirement-12 or less
	Grade B-- 5,1-10	
	Grade C--10,1-15	
	Grade D--15,1-20	
	Grade E--20-1 on up	

First number indicates position of upper back--ideal 3.

If number is larger means upper back is too round, if smaller the upper back is too flat.

Obtained by measuring the distance of the "punch" farthest posterior to the scratch which connects top and bottom back markers.

Second number indicates position of lower back--ideal 3.

If number is larger it means the person has a hollow back, if the number is smaller the lower back is too flat.

Obtained by measuring the distance of the "punch" farthest anterior to the scratch which connects the top and bottom back markers.

Third number indicates balance--ideal 3 or 4.

Obtained as follows: top and bottom markers on the back are connected by a scratch; the most prominent part of the abdomen and the chest marker are connected by a scratch; the distance between the two scratches is bisected and if the person is well balanced this "punch" is in line with the ankle marker. The number represents how far away from the ankle marker the bisected punch is.

Fourth number indicates the position of the head--the ideal minus 5 or 6. The angle of the jaw is "punched" and if the "punch" is behind the front scratch and the number is subtracted from the total score, if in front the number is added.

Back View No grade given on this and numbers not added.

Last number indicates balance--ideal zero.

A "punch" is placed midway between the feet and if the person is bearing her weight equally on both feet the scratch which connects the top and bottom back markers will pass through this "punch".

Next to last number indicates position of the shoulders in relation to each other--ideal zero (meaning they are even).

The low shoulder is marked--the letters R and L indicating which shoulder is low and the number indicates how much lower it is than the other shoulder

The other number or numbers indicate the position of the vertebrae in relation to each other--ideal zero (meaning they are in line). Capital letters indicate the side to which a deviation occurs, small letters indicate the region of the deviation (cd means cervical-dorsal; d means dorsal; dl means dorso-lumbar; l means lumbar. If the curve is a single one there will be only one number. Example--L3; if the curve is double there will be two

numbers: Example--Ld5, Rl1. If the curve is triple there will be three numbers: Example--Lcd2, Rd13, Ll3. A curve of 6 or more is considered serious enough that correctives be recommended to the girl.

2. From a study of your own posture picture analyze your posture needs by checking your faults on the list below:
  - a. Forward head
  - b. Round shoulders
  - c. Depressed chest
  - d. Round upper back
  - e. Hollow back
  - f. Protruding abdomen
  - g. Poor weight distribution
  - h. Increased pelvic tilt
  - i. Prominent hip
  - j. Low shoulder
  - k. Curve in spine
  - l. Promated foot
  - m. Low longitudinal arch
  - n. Low anterior arch
  - o. Standing on one foot
  - p. Carrying loads incorrectly
  - q. \_\_\_\_\_
  - r. \_\_\_\_\_
  - s. \_\_\_\_\_
  
3. Check any of the following causes of poor posture which may have affected you:
  - a. Muscular weakness
  - b. Improper use of the body
  - c. Fatigue
  - d. Mental attitude
  - e. Miscellaneous--congenital defects, rickets, injuries, occupation, environment, etc.
  
4. Procedure to correct poor posture
  - a. Remove the cause
  - b. Form habit of good body mechanics
  - c. Exercise (See section H)
  
5. Record of posture pictures
  - a. Copy figures above side and back pictures here

## STUNTS FOR IMPROVED APPEARANCE

If you are not satisfied with the way you look inside your clothes or out of them, analyze your faults and try these stunts. If you don't progress as you wish you may choose body mechanics for a semester of physical education.

1. If you'd like a pretty back, chase your round one away:

## Slide Creep

Hips high  
Chest low  
Elbows straight with hands on paper  
Creep a corridor length daily

## Lie on your back

Knees to chest  
Hands palm down shoulder level  
Press head and hands against floor and arch upper back up from the floor  
If done correctly, your roommate can slide her hand under your upper back.  
Count to ten slowly, then relax  
Do ten times daily

2. Does your abdomen sag? Why be an abdominal droop?

## Contract your abdominal muscles

Lie on back, legs straight  
Pull in on abdominal muscles trying to make the lower back touch the floor  
Feel with your hand to see if it does  
Hold 5 counts and relax 5 counts  
Do not hold the breath or raise the rib cage  
Take 20 times daily

## Contract the abdominal muscles while sliding feet out

Lie on back, knees bent, feet on floor close to body  
Contract abdominal muscles  
Keep pulling in and slowly slide the feet out  
When the lower back starts to leave the floor, stop the feet and begin again  
When the lower back remains on the floor while the feet slide out, knees straight, this stunt is well done

3. Stretch and tilt your hollow back out of sight

## Stretch your knees

Squat with your hands grasping ends of toes  
Elbows are between the knees

Keep grasp and straighten the knees  
 Hold 5 counts and relax  
 Stretch 5 times the first day  
 Each day add 1 more stretch until 20 stretches with no groans

Tilt your pelvis before a mirror

Take a creeping position  
 Sag in your lower back so:  
 Feel your abdominal muscles with your hand  
 Contract the above muscles, pulling in and feel again  
 Watch your back change to a hump  
 Repeat 10 times  
 Stand and tilt some more  
 Hollow your back  
 Pull in with your abdominal muscles and tuck your hips under  
 in back  
 Do this 10 times and see the pelvis move  
 Now you are advanced  
 Don't hollow first  
 Just pull in and tilt the pelvis down toward the back  
 This tucks the hips under and the hips appear less prominent  
 The hollow in the lower back should be a gentle curve

#### 4. Your forward head is no beauty aid

Use a bar pull

Sit on the floor crosslegged or knees straight, entire back  
 straight  
 Grasp a sawed off broom handle with each hand a foot from  
 the end  
 Raise the bar above your head, elbows straight  
 Keep your head held high and still, chin in, and pull bar  
 down behind shoulders  
 Keep head still, don't duck, and raise bar reaching overhead  
 Keep chest high and slowly lower bar with elbows straight to  
 your lap  
 Repeat 3 times without stopping  
 Take five of these groups

#### 5. Are your everyday shoes a "mess"?

Do they lean to the inside?  
 Is the leather bulging to make room for the foot?  
 Are your ankle bones sticking out on the inside like sore thumbs?  
 Do you toe out when you walk?  
 Is the inside of your foot almost touching the floor when your  
 weight is off of your foot?  
 Do your feet hurt when you walk around campus, after dancing, or  
 wearing high heels?

Is the joint of your large toe enlarged?

To improve the condition of your feet work on the following each day:

Walk with toes straight ahead

Sit and touch the entire sole of one foot to the entire sole of the other foot. Hold 10 counts. Do 15 times.

Clap the soles of your feet together as in the above exercise to applaud. (This is not suggested for convocation.)

Stand and lift up on the inner edges of each foot making a hollow between each foot and the floor. The weight should be on the outside of the feet.

Pick up one marble under each foot by curling the large toe and adjoining toe around it. Hold the marbles and walk on the outside of the feet. Count the steps you can take with one foot without dropping the marbles.

Push your toes against the floor or ground when walking to classes. This habit will make the musculature of the feet stronger.

Wear sensible shoes for work and play. Such shoes will be long enough, wide enough, have flexibility downward, a small ankle opening, depth tween the sole and the toe, and a heel on the shoe as large as your own heel. Short hose are as detrimental to the feet as short shoes.

## QUESTIONS FOR DISCUSSION

1. Give examples in a discussion of the aesthetic, economic, physiological, mental, and social values of good posture.
2. Analyze your own daily exercise. Do you have enough? Is it at the correct time? What types of exercise do you enjoy most? What types do you need?
3. Make a list of all the superstitions and old beliefs you know or have heard about menstruation. Evaluate these on the basis of modern knowledge.
4. Bring one of your everyday shoes to class and be prepared to defend it on the grounds stated in the unit. Is there room for improvement?
5. Keep a list of everything you eat on one specific day. Don't forget milkshakes and ice cream cones! How does this diet measure up to the requirements stated in this unit?

## REFERENCE FOR FURTHER STUDY

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