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UNIVERSITY ARCHIVES

DELATRE, SUSAN B. Wildwood Permutations. (1973) Directed by:  
Miss Virginia Moomaw. Pp. 32.

Wildwood Permutations is choreographed in three sections for eight dancers. The tape accompaniment consists of bird calls and electronic sounds composed on the Moog Synthesizer by the choreographer. The costumes are tie-dyed nylon jersey leotards and tights, which use a different basic color for each costume. The lighting design creates a progression through the daylight hours from predawn until dark.

The dance uses an ABA structure and through it explores the growth of a group identity. A central concern of the choreographer is the preservation of each individual's identity as he becomes part of a group. The Wildwood choreography also explored the relationship between the unified group identity and the varied constituent identities of the individuals composing it. The aesthetics of John Dewey, which was of much value to the choreographer, shows that an experience can have unity in spite of the variation of its constituent parts. His understanding of emotion as the unifying quality in a work of art clarified the nature of the emotional involvement required of the Wildwood dancers. This point of view also allows the audience to concentrate fully on the movement being performed rather than searching for the meaning of each gesture.

WILDWOOD PERMUTATIONS

''

by

Susan B. Delattre

''

A Thesis Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Master of Fine Arts

Greensboro  
July, 1973

Approved by

Virginia Macmurt  
Thesis Adviser

APPROVAL PAGE

This thesis has been approved by the following committee of  
the Faculty of the Graduate School at The University of North  
Carolina at Greensboro.

Thesis  
Adviser

Virginia Noonan

Oral Examination  
Committee Members

Mares K. Bledsoe

Jan E. Anderson

Herman Middleton

\_\_\_\_\_

July 9, 1973  
Date of Examination

**TAPE ACCOMPANIMENT FOR  
WILDWOOD PERMUTATIONS**

by

**Susan B. Delattre**

**SECTION I: FIELD BIRDS**

**SECTION II: LOONS**

**SECTION III: MOOG SYNTHESIZER**

**Sources: Cornell Laboratory of Ornithology  
Minneapolis Wildlife Refuge  
Moog Synthesizer composition by:  
Susan B. Delattre**

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SOME CHOREOGRAPHIC APPLICATIONS OF  
JOHN DEWEY'S AESTHETICS

The difference between experience at large or experience in general, as John Dewey describes it and having an experience can also be seen as the difference between successful and unsuccessful choreography. Dewey says about an experience that ". . . the material experienced runs its course to fulfillment." (3:35) In order to have an experience there must be a developing thread running throughout which holds all the parts together. For an experience to "run its course," there must be a course for it to run—that is, there must be a kind of development at work within the experience which can be called organic.

In choreography, one would say that for a dance to evolve organically, each section grows out of the preceding section. The seeds of all forthcoming development are contained in the material itself. Just because the seeds are there, however, does not mean they will grow. It is the job of the choreographer to be aware of the organic potential of movement and to develop it fully.

Dewey is aware that not all experience develops organically. "Oftentimes," he says, ". . . the experience had is inchoate. Things are experienced but not in such a way that they are composed into an experience. There is distraction and dispersion; . . ." (3:35) Such can be the case in choreography too; sequences can be tacked onto one another without a concern for the overall effect. Then, no matter how fine the individual sequences may be, they sometimes compete with

each other, or to use Dewey's terms, distract the perceiver, rather than contribute to the unity of the piece.

An experience, Dewey says, has unity (3:37), a term one often finds in lists of principles necessary for successful composition. What is it that gives an experience unity or a dance its feeling of wholeness? Dewey asserts that, "The existence of this unity is constituted by a single quality that pervades the entire experience in spite of the variation of its constituent parts." (3:37) But what kind of a quality? The writer has suggested in the above discussion that when there is a thread running throughout which holds all the parts together, there is an organic development at work. This thread-running-throughout can be compared to Dewey's "single quality that pervades the entire experience."

One might inquire how a dance which is developed organically can contain the unexpected. We know that when we plant a carrot seed what will grow from it is a carrot plant and that we will not come to our garden one day and find it bearing a tomato. The analogy of the organic growth of plants is not applicable to organic choreography, however. Dewey points out that,

The presence in art, whether as an act or a product, of proportion, economy, order, symmetry, composition, is such a commonplace that it does not need to be dwelt upon. But equally necessary is unexpected combination, and the consequent revelation of possibilities hitherto unrealized. (4:359)

If the unexpected in art is seen as the revelation of possibilities hitherto unrealized, then, the vision of the artist is crucial. That is, to say that a work of art has both a sense of wholeness and elements



of surprise is to attest to the force of the artist's vision, for not only must he see the possibilities, he must make his audience see them too, and not just as something thrown in to liven things up, but as developments which are organically related to each other.

As was stated earlier, Dewey says, "The existence of this unity is constituted by a single quality that pervades the entire experience in spite of the variation of its constituent parts." (3:37) In spite of the variation of its constituent parts, he goes so far as to say. The thesis choreography, Wildwood Permutations, provides an illustration of how various constituent parts can be related to the whole. Each of the eight dancers in the piece was given a basic movement theme. These themes were intentionally designed to be very different from each other. It was the choreographer's task to create a unifying quality in spite of the variation of these basic themes, or to use Dewey's terms, constituent parts. The conviction of this choreographer that the human community is built up in spite of, even through, the difference of its individual members motivated the following development in the choreography.

The dance begins with individuals moving in isolation from each other. As the piece progresses, dancers begin to exchange and combine parts of their movement themes until unison group movement occurs. The group movement is a combination of elements from several of the individual movement themes. Thus a group identity has been created through the sharing and exchanging of individual thematic movement material.

The creation of a group identity, however, does not destroy the individual identities of the dancers. It is interesting to note what

Dewey says about the relationship of parts to the whole of an experience or real experiences:

In such experiences, every successive part flows freely without seam and without unfilled blanks, into what ensues. At the same time there is no sacrifice of the self-identity of the parts. A river, as distinct from a pond, flows. But its flow gives a definiteness and interest to its successive portions greater than exist in the homogenous portions of a pond. In an experience, flow is from something to something. As one part leads into another and as one part carries on what went before, each gains distinctness in itself.  
(3:36)

The Wildwood choreography is designed so that the dancers are part of the flow of the piece, so that their identities are enhanced, not weakened. Instead of a sacrifice of self-identity, each dancer gains distinctness via his contribution to the flow of the group. The unity of the piece comes not in spite of the variation of its constituent parts, but because the choreographer sees variation as the very stuff out of which a group identity is developed. Where Dewey says, "In a work of art, different acts, episodes, occurrences melt and fuse into unity, and yet do not disappear and lose their own character as they do so, . . ." (3:36) the choreographer says, "In this piece, the movements of highly different individuals melt and fuse into unity and yet do not disappear and lose their own character as they do so."

Dewey does not lose sight of the constituent parts of an art experience, and he is also concerned to understand how these parts are unified. At first it seems that he does not want to describe the nature of this unity at all.

This unity is neither emotional, practical, nor intellectual, for these terms name distinctions that reflection can make within it. In discourse about an experience, we must make

use of these adjectives of interpretation. In going over an experience in mind after its occurrence, we may find that one property rather than another was sufficiently dominant so that it characterizes the experience as a whole. (3:37)

But Dewey then goes on to show that even if we do characterize an experience by its dominant property, the other properties are still there. An experience is a whole for him, and insofar as we lose sight of the whole we lose that very quality of an experience which makes it art. The entire thrust of Dewey's thought can be seen as an attempt to resolve the "hard and fast dualisms" he sees in other philosophical systems, most notably, as he says, ". . . the gratuitous falsity of notions that divide overt and executive activity from thought and feeling and thus separate mind and matter." (4:393) So it is not surprising that Dewey does not want to suggest divisions within experience. Yet the question still remains, what is this "single quality that pervades the entire experience" and gives it unity? To call it emotional, as Dewey finally does, is to identify what it is in the experience which makes it esthetic:

. . . the experience itself has a satisfying emotional quality because it possesses internal integration and fulfillment reached through order and organized movement. This artistic structure may be immediately felt. Insofar, it is esthetic. (3:38)

Yet Dewey acknowledges that in characterizing the esthetic quality as emotional he may be creating problems:

I have spoken of the esthetic quality that rounds out an experience into completeness and unity as emotional. The reference may cause difficulty. We are given to thinking of emotions as things as simple and compact as are the words by which we name them. Joy, sorrow, hope, fear, anger, curiosity are treated as if each in itself were a sort of entity that enters full-made upon the scene,

an entity that may last a long time or a short time, but whose duration, whose growth and career, is irrelevant to its nature. (3:41)

The problems raised here are not of Dewey's creation so much as they are the result of the way in which we tend to think of emotions. That is, in our not being concerned with the duration, the growth and career of emotions and instead seeing them as compact and simple entities, we are ignoring the very aspect of emotion that Dewey wants to emphasize. "In fact," he says, "emotions are qualities, when they are significant, of a complex experience that moves and changes." (3:41) And later he adds, "Experience is emotional but there are no separate things called emotions in it." (3:42)

Dewey prefers to speak, then, of emotion, not emotions. This is again clear when he describes how it is that emotion actually provides the unity in experience:

Physical things from far ends of the earth are physically transported and physically caused to act and react upon one another in the construction of a new object. The miracle of mind is that something similar takes place in experience without physical transport and assembling. Emotion is the moving and cementing force. It selects what is congruous and dyes what is selected with its color, thereby giving qualitative unity to materials externally disparate and dissimilar. It thus provides unity in and through the varied parts of an experience. (3:42)

It appears that this emotion must belong to the individual who is having the experience—though with the very active character of emotion described here, it seems more fitting to say, making the experience. In a work of art, then, emotion, specifically, the emotion of the artist is what holds it all together. Exactly how this occurs is a

philosophical question of no small account, and it is one which this writer feels Dewey has not answered fully.

In discerning how emotion is involved in a work of art, a philosopher like Suzanne Langer asks if it is the actual emotion itself that is there in the work. Her conclusion is that since it is very difficult to see how actual feeling inheres in physical things like pigments on a canvas that what is there instead is the form of feeling, not the artists feelings themselves, but what he knows about the pattern and flow of feeling-life. Dewey, however, will have nothing to do with a theory of art that even hints at formalism, and although Langer's theory is more sophisticated than formalists such as Clive Bell, it still is vulnerable to the kind of criticism Dewey makes:

It is sometimes said that art is the expression of the emotions; with the implication that, because of this fact, subject-matter is of no significance except as material through which emotion is expressed. . . . by this definition, subject-matter is stripped of all its own inherent characters in art in the degree in which it is genuine art; since a truly artistic work is manifest in the reduction of subject-matter to a mere medium of expression of emotion. (4:390)

Or in Langer's case, the mere medium of expression of the forms of emotion. But Dewey does not see emotion as something which is expressed through subject matter; instead, "emotion in its ordinary sense is something called out by objects, physical and personal; it is response to an objective situation." (4:390) The artist does not first feel an emotion and then choose materials with which to express it; his emotion is instead his response to the materials he is working with. It is ". . . an indication of intimate participation, in a more or less excited way in some scene of nature or life; it is, so to speak, an

attitude or disposition which is a function of objective things."

(4:390)

There are currently, on the American dance scene, several choreographers who object strenuously to the proposition that dance expresses any emotion at all. For such choreographers as Alvin Nikolais and Merce Cunningham, dance is not a medium which stands ready to be used for dramatic expression or story-telling. For these choreographers, the medium of dance is motion itself and neither their own emotions, nor those of the performers interfere with the sheer flow of motion in their choreography. For them, if movement is only a means to something else, for example, the expression of emotions, then we are missing what is really unique about dance as an art form: the exploration and revelation of the art of motion.

Dewey's view of the place of emotion in art makes it clear that the exploration and revelation of motion does not preclude emotional involvement, but rather necessitates it. The performers of choreography like Nikolais' or Cunningham's are not involved in expressing their own emotions, nor even the emotions of the choreographer, but they are emotionally involved in the movement they are performing. The key lies in understanding emotional involvement as Dewey does when he says it is ". . . an indication of intimate participation. . . ." (4:390) Nikolais' choreography, for example, demands a full sensing of the movement by the performer. As Dewey says, ". . . emotion in its ordinary sense is something called out by objects." (4:390) In the case of dance, emotion is called out by the movement itself.

Dewey's reminder that experience is emotional but there are no separate things called emotions in it is helpful, because some contemporary choreographers are rebelling against the inclusion of emotions (here taken as those simple and compact entities like joy, sorrow, hope, fear) in their work. To see Cunningham's choreography is to be aware of its unity. It is to be involved in an experience which contains "the single quality that pervades the entire experience in spite of the variation of its constituent parts." (3:37) If Cunningham resists the expression of emotions in his work, can it have this unity? His choreography is an experience because it is pervaded by a single esthetic quality which Dewey calls emotional and which this choreographer defines as emotional involvement in the movement itself. The emotional involvement is an intimate participation in the movement, a disposition which is a function of objective things, namely flowing, articulated motion.

The first and most basic requirement, then, for the performers of Wildwood Permutations is that they be emotionally involved in their movement. That is not to say that they should in any way dramatize their involvement. The requirement is not that they show the audience how enraptured they are with the movement, that a look of pained ecstasy appear on their faces as if to say, "Oh, this feels so good!" Nor is the requirement, on the other hand, that the movement be done in a detached manner, as though the head did not know what the foot was doing. The precise requirement is emotional involvement in the Deweyian sense, that the performer intimately participate in and be totally aware of the movement he is doing. His disposition ". . . is a function of objective things." (4:390) He is totally aware of the objective reality of the

movement he is performing, with no attitudinal overlays. This kind of involvement on the part of the performer allows the audience to concentrate fully on the movement being performed, just as the performer himself is doing. If instead, this choreographer had asked her dancers to project specific emotions in a dramatic manner, that would have been an invitation to the audience to see the dancers as characters involved in a plot and to try to follow their relationship to the story line and their emotional involvements with each other. But since this choreographer wants her audience to see the movement, she must make sure that the emotional involvement of her performers directs the audiences' attention to that movement. This is accomplished by requiring the dancers to fully sense the movement they are performing.

Of course, to fully sense one's movement is no small accomplishment. When it does happen, the dancer has given up the ego-trip of performing. He says through his performance not, "Look at me (doing this movement)", but, "Look at this movement." In that moment the audience is led to an experience of what is unique about dance as an art form: the exploration and revelation of flowing, articulated motion.



## COSTUMES



Interchangeable tie-dyed nylon jersey leotards and tights, originally white.

Rit Liquid Dye colors used as noted near each set of photographs.

Costume above left:  
scarlet  
aqua

Costume above right:  
yellow  
aqua





Costume below right:  
tangerine  
purple  
evening blue



Costume above left:  
kelly green  
yellow  
evening blue



Costume below right:  
 yellow  
 kelly green  
 tangerine



Costume above left:  
 fuschia  
 evening blue  
 tangerine  
 kelly green



Costume above left:  
 purple  
 fuschia  
 tangerine

Costume above right:  
 evening blue  
 yellow  
 kelly green  
 purple



## LIGHTING DESIGN

Light FlowPredawn

Opening preset: low horizontal green/blue dim (edge of forest)

Mist--mysterious--conscious of movement but not form

Dawn

White key (from SR) lead with slow build to full:

Daylight

Leko SR sides slight key; rhythm from time and anxiety of movement; full morning gradually shifts key from SR to: SR and SL equal to: slight SL key for:

Afternoon

SR white and red die slowly; key switches gradually to low SL strips

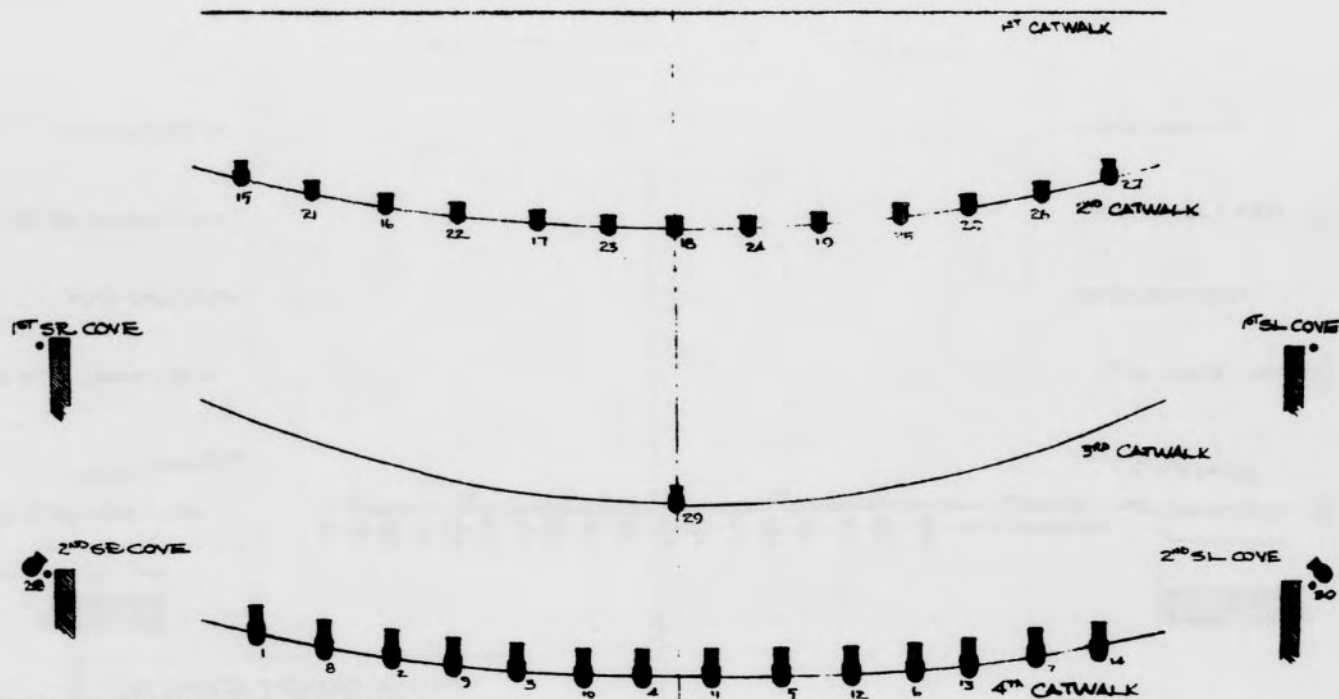
Night

Night key (#31-36) full and hold as daylight slips away; left with high dim moonlight key, slight blue and green strip fill. Electronic sounds take over natural bird calls. On rising rhythm of dancer 1 (as in lighting cue #8):

Full light

with balanced keys; fronts down; humanoid world--artificial balance

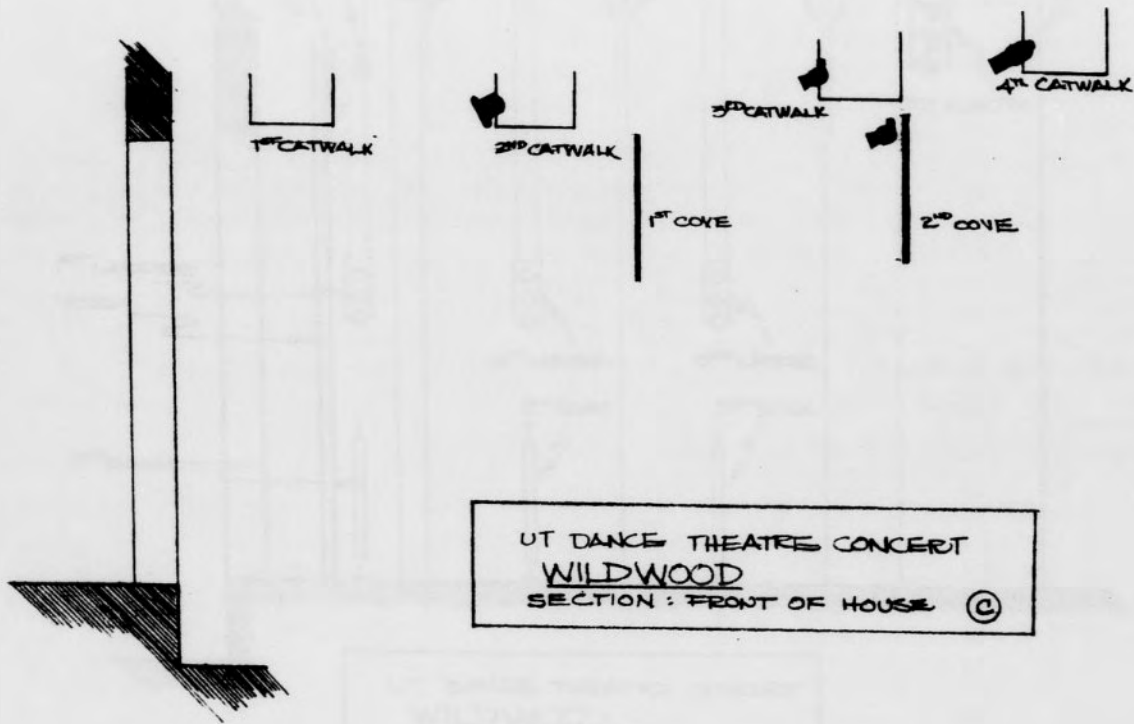
Fade to blackout (as in lighting cue #9)



UT DANCE THEATRE CONCERT  
 WILDWOOD  
 CHOREOGRAPHY BY SUSAN DELATTRE  
 LIGHTING BY JAMES HARRISON  
 LIGHT PLOT: FOH POSITIONS (A)  
 CLARENCE BROWN THEATRE  
 KNOXVILLE, TENNESSEE SCALE 1/8" = 1'-0"

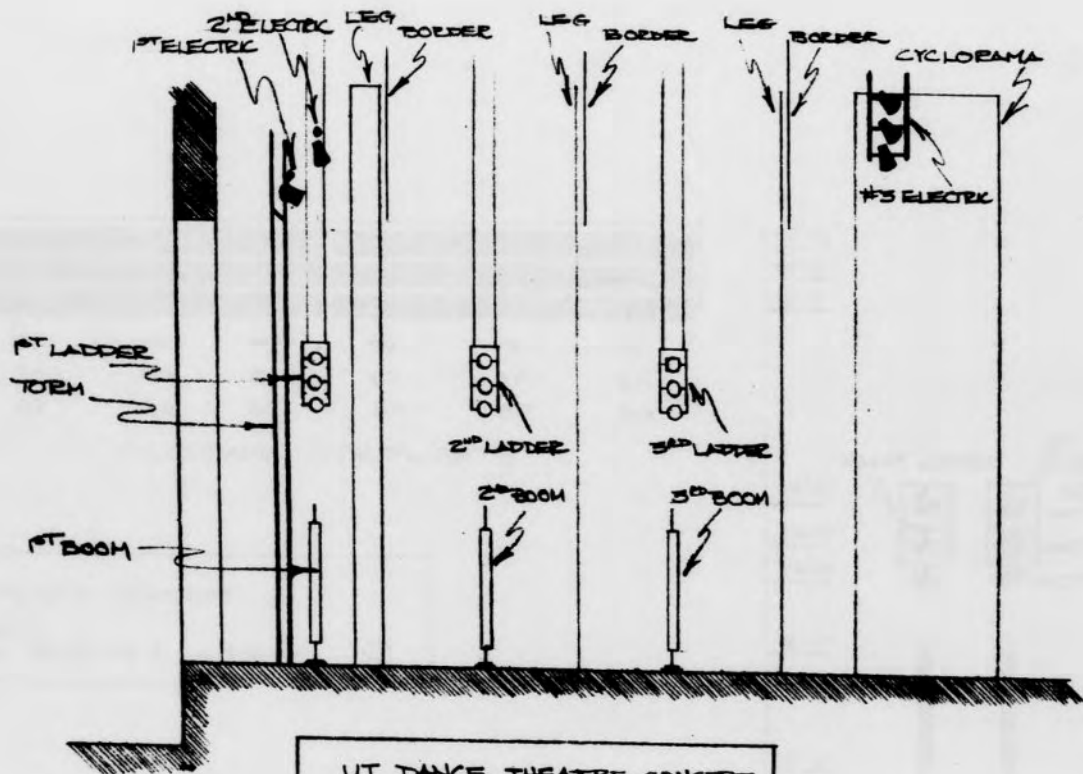


UT DANCE THEATRE CONCERT  
 WILDWOOD  
 LIGHT PLOT: STAGE POSITIONS  
 (B)

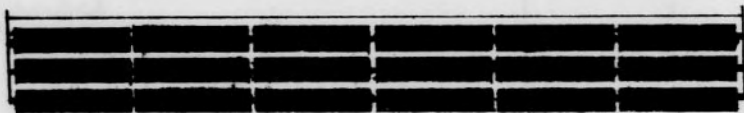


UT DANCE THEATRE CONCERT  
WILDWOOD  
SECTION : FRONT OF HOUSE ©





UT DANCE THEATRE CONCERT  
WILDWOOD  
 SECTION: STAGE (D)



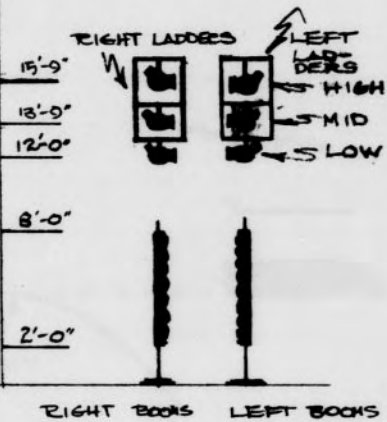
TOP ROW:	73	74	75	76	77	78
MID ROW:	79	80	81	82	83	84
BOTTOM ROW:	85	86	87	88	89	90

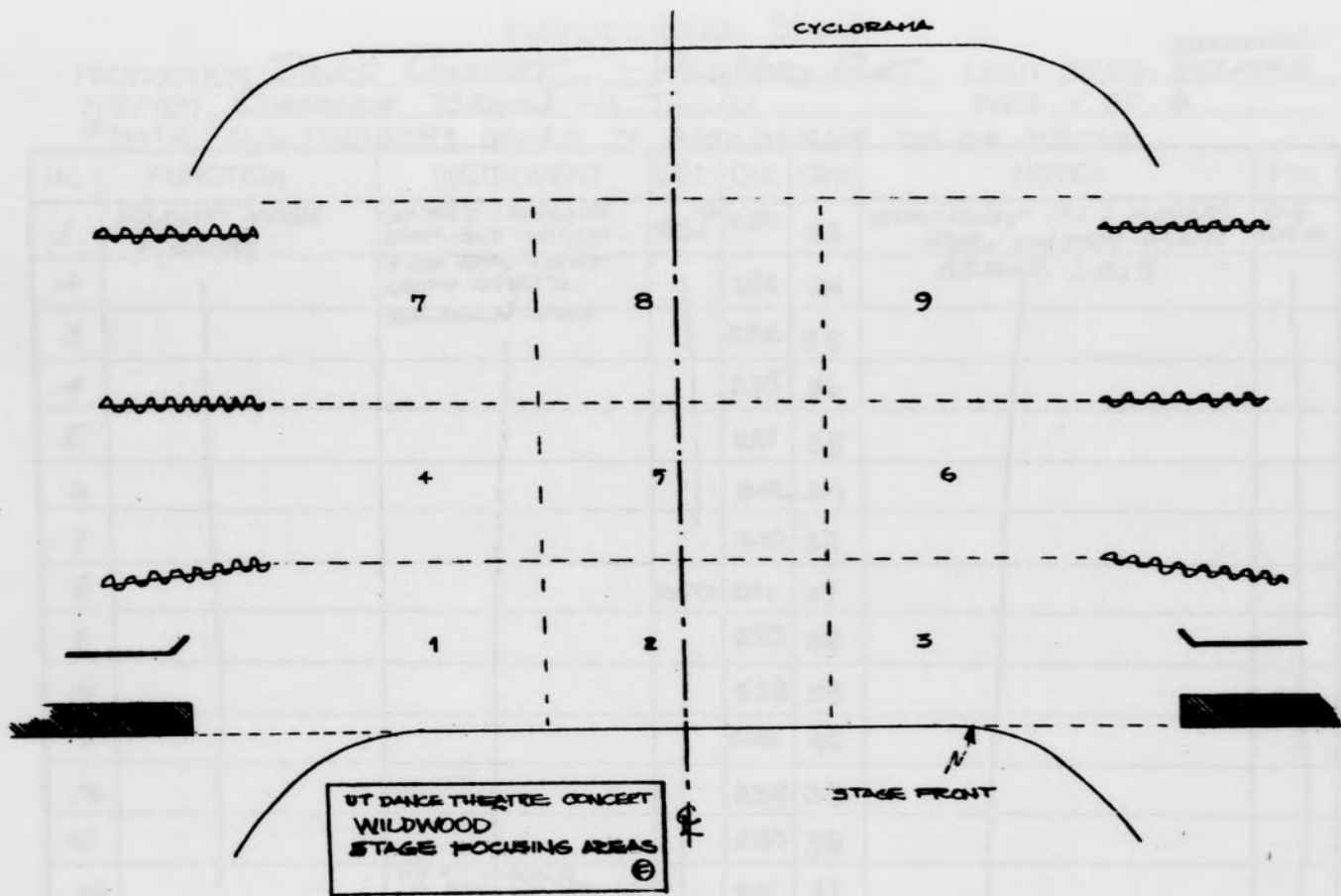
CYCLORAMA STRIPLIGHTS

UT DANCE THEATRE CONCERT  
 WILDWOOD  
 CYC LIGHTS, BOOMS & LADDERS



28'-6"  
 27'-3"  
 26'-0"





## Instrumentation Sheet

PRODUCTION DANCE CONCERT - WILDWOOD FLOTLIGHT DESIGN HARRISON DELATRETHEATER CLARENCE BROWN - U. TENN.PAGE 1 OF 6

\*NOTE: ALL NUMBERS REFER TO ROSCOLENE COLOR MEDIA

No.	FUNCTION	INSTRUMENT	GEL	Cct.	Dim.	NOTES	Pos.
1	FRONT WASH 1. ZONE	CENTURY LEROLITE SPOTLIGHT - 8" x 9"	834*	280	33	STRAIGHT IN; FOCUS FOR SMOOTH WASH	#4 WALK
2		STEP LENS - EQJ 1000W QUARTZ -		252	34	AREAS 1, 2, 3	
3		HALOGEN LAMP		234	35		
4				235	36		
5				237	35		
6				242	34		
7				240	33		
8			850	281	37		
9				253	38		
10				229	39		
11				236	40		
12				238	39		
13				239	38		
14		6" x 9" - DOUBLE PLANO-CONVEX LENS 150T12 LAMP		241	37		
15	FRONT WASH 2. ZONE	L/E ELLIPSOIDAL REFLECTOR SPOTLIGHT		168	41	STRAIGHT IN; FOCUS FOR #2 SMOOTH WASH; AREAS 4, 5, 6 WALK	

## Instrumentation Sheet

 PRODUCTION \_\_\_\_\_  
 THEATER \_\_\_\_\_

 LIGHT DESIGN \_\_\_\_\_  
 PAGE 2 OF 6

No.	FUNCTION	INSTRUMENT	GEL	Cct.	Dim.	NOTES	Pos.
16	FRONT WASH 2 ZONE	KLIEGL FRESNEL SPOTLIGHT #3518 2" FRESNEL LENS	850	170	42	STRAIGHT IN, FOCUS FOR SMOOTH WASH	#2 WALK
17		0000TL/RCL/1 LAMP		172	43	AREAS 4, 5, 6	
18				174	44		
19				176	43		
20				178	42		
21			834	169	45		
22				171	46		
23				173	47		
24				175	47		
25				177	46		
26				179	45		
27		SAME AS #15	850	180	41		
28	CURTAIN WARNERS	LIGHTING & ELECTRONICS ELLIPSOIDAL REFLECTOR SPOTLIGHT	802	196	6	SHUTTER TO CURTAIN	#2R COVE
29		4 1/2" x 6 1/2" DOUBLE PLANO CONVEX LENS	869	220			#3 WALK
30		750T 12 LAMP	842	206			#2L COVE

## Instrumentation Sheet

PRODUCTION \_\_\_\_\_ LIGHT DESIGN \_\_\_\_\_  
 THEATER \_\_\_\_\_ PAGE 8 OF 6

No.	FUNCTION	INSTRUMENT	GEL	Cct.	Dim.	NOTES	Pos.
31	WILLOWood NIGHT	LIGHTING & ELECTRONICS FRESNEL SPOTLIGHT	849	112	95A	FOCUS TO AREAS 1,2,3 1-4,5,8,6	#1 ELEC
32		6" FRESNEL LENS 7500G LAMP		114	"		
33				120	95B		
34				125	"		
35				131	55C		
36				135	"		
37	FRONT WASH 3 ZONE	LIGHTING & ELECTRONICS FRESNEL SPOTLIGHT	834	113	24	STRAIGHT IN; FOCUS FOR SMOOTH WASH	
38		8" LENS 1000G LAMP		118	25	AREAS 7,8,9	
39				122	26		
40				126	26		
41				129	25		
42				133	24		
43		SAME AS #37-42 BUT 1500G LAMP	870	116	27		
44				121	28		
45				124	29		

## Instrumentation Sheet

 PRODUCTION \_\_\_\_\_  
 THEATER \_\_\_\_\_

 LIGHT DESIGN \_\_\_\_\_  
 PAGE 4 OF 6

No.	FUNCTION	INSTRUMENT	GEL	Cct.	Dim.	NOTES	Pos.
46	FRONT ZONE WASH:	SAME AS # 43-45	850	127	30	STRAIGHT IN; FOCUS FOR SMOOTH WASH	#1 ELEC
47				132	31		
48				134	32		
49	SR SIDE; HIGH AREA 3	KLIEGL KLIEGLIGHT #1355 6"x6"	805	94	8	FOCUS: FAR STAGE	#1 SR LADDER
50	AREA 6	STEP LENS; EHP Q750 LAMP		76			#2 SR LADDER
51	AREA 9			58			#3 SR LADDER
52	SR SIDE MID AREA 2	KLIEGLIGHT #355N 6"x3 3/4" STEP LENS;		95	9	FOCUS: CENTER STAGE	#1 SR LADDER
53	AREA 5	EHP Q750 LAMP		77			#2 SR LADDER
54	AREA 8			59			#3 SR LADDER
55	SR SIDE LOW AREA 1	SAME AS #15		96	10	FOCUS: NEAR STAGE	#1 SR LADDER
56	AREA 4			78			#2 SR LADDER
57	AREA 7			60			#3 SR LADDER
58-60	SR LOW SIDE FILL	LIGHTING ELECTRONICS 6'x6' STRIPLIGHT; 4-COLOR 150K FLOOD LAMP	RED	51 97	12	FOCUS - KEEP SPILL OFF AUDIENCE	#1, #2 SR LADDER
			GREEN	62 80	13		
			BLUE	63 81, 99	14		

## Instrumentation Sheet

 PRODUCTION \_\_\_\_\_  
 THEATER \_\_\_\_\_

 LIGHT DESIGN \_\_\_\_\_  
 PAGE 5 OF 6

No.	FUNCTION	INSTRUMENT	GEL	Cct.	Dim.	NOTES	Pos.
58-60			WHITE	64 82 10	15		#1,2,3 SL BOOMS
61	SL SIDE HIGH AREA 1	SAME AS #49-51	805	103	16	FOCUS: FAR STAGE	#1 SL LADDER
62	AREA 4			85			#2 SL LADDER
63	AREA 7			67			#3 SL LADDER
64	SL SIDE MID AREA 2	SAME AS #52-54		104	17	FOCUS: CENTER STAGE	#1 SL LADDER
65	AREA 5			86			#2 SL LADDER
66	AREA 8			68			#3 SL LADDER
67	SL SIDE LOW AREA 3	SAME AS #15		105	18	FOCUS: NEAR STAGE	#1 SL LADDER
68	AREA 6			87			#2 SL LADDER
69	AREA 9			69			#3 SL LADDER
70-72	SL LOW SIDE FILL	SAME AS #58-69	RED	70 88 16	20	FOCUS OFF AUDIENCE	#1,2,3 SL BOOMS
			GREEN	71 89 17	21		
			BLUE	72 90 18	22		
			WHITE	73 91 19	23		



## Instrumentation Sheet

 PRODUCTION \_\_\_\_\_  
 THEATER \_\_\_\_\_

 LIGHT DESIGN \_\_\_\_\_  
 PAGE 6 OF 6

No.	FUNCTION	INSTRUMENT	GEL	Cct.	Dim.	NOTES	Pos.
73-78	CYC LIGHTS	L/E 6"X6' STRIP LIGHT-4 COLOR-	RED	34 38	48		#3 ELEC.
		150R FLOOD LIGHT	BLUE	35 39	51		
			GREEN	36 40	54		
			AMBER	37 41	58		
79-84			RED	42 46	49		
			BLUE	43 47	52		
			GREEN	44 48	56		
			AMBER	45 49	59		
85-90		AS ABOVE, BUT	RED	50 54	50		
		300R FLOOD LIGHT	BLUE	51 55	53		
			GREEN	52 56	57		
			AMBER	53 57	60		
91-6	WORK	L/E STRIP LIGHT 6"X6" ; 150R FLOODLIGHT	—	138 139	WORKERS A & B		#2 ELEC.

## CURTAIN AND LIGHTING CUE SHEET

CUE NO.	TIME	DESCRIPTION
1	Use stopwatch	Backstage Preset: 5, A-master up full  Worklights ↓  Houselights ↓  Music begins  Curtain: medium slow
2	0:00 - 2:00	B-master up full
3	2:00 - 2:30	Take out preset 5  Punch preset 7 into A-master
4	2:30 - 5:30	16, 17, 18 manually brought to electronic intensity levels
5	5:30 - 7:30	Take 8, 9, 10 out of preset manually
6	7:30 - 8:00 7:30 - 9:30	Cross-fade: A-master up full B-master out
7	9:30	Punch preset 21 into B-master
8	Visual cue: as dancer ① rises from squatting position (see diagram next page)	B-master up full A-master out quickly

CUE NO.	VISUAL DIAGRAM AND DESCRIPTION	
8 Cont'd.		
9	<p>Visual cue: When all dancers have begun to move from their squatting positions</p>	<p>B-master fades until blackout</p> <p>Music fades with lights</p> <p>Time: 20 seconds</p>
10	<p>Curtain: medium</p> <p>Work lights ↑</p>	

## VIDEOTAPING DATA

Two videotaping sessions were held. The first session taped the entire dance from the projection booth of the theater in which it was performed. The second session taped the choreographer close-up as she performed each dancer's individual movement theme to show detail of movement more clearly. Data for both sessions is given below.

Specific category	Session #1	Session #2
Distance from camera to stage	75 feet	20 feet from camera to middle of performing area
Lighting	All available stage lighting up full	All available overhead florescent
Camera make and number	Sony Video Camera AVC-3200	Sony Video Camera AVC-3210
Lens	Sony TV Zoom	Sony TV Zoom
aperture other	2.0	2.0 focal length 16-64 mm at 16 mm
Process	Stationary placement from center stage projection booth	Camera placed on tripod and guided by operator to follow dancer's movement
Tape size	1/2"; 30 minute length	1/2"; 30 minute length
Videocorder make and number	Sony Videocorder AV-3600	Sony Videocorder AV-3600
Sound process	Recorded live from projection booth through videocorder;	Audio dub using "audio dub" button on AV-3600 videocorder

Specific category	Session #1	Session #2
Sound process (Cont'd)	Automatic gain control circuitry (no volume control)	
Copy Process	Patch master tape on recorder A (on playback) into recorder B (record mode) using 1/2" helical scan videotape recorder Concord VTR 800	Same as for Session #1

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FLEMING, RHONDA KAY. A History of the Department of Physical Education at Winthrop College: 1886-1970. (1973) Directed by: Dr. Elizabeth Umstead. Pp. 138.

It was the objective of this study to construct a historical narrative concerning the origin and development of the physical education program at Winthrop College, Rock Hill, South Carolina. Winthrop, the South Carolina College for Women, was founded in 1886. Physical education has always been included in the college curriculum. The Department of Physical Education was formally established in 1910 and a professional preparation program was initiated in 1919.

After materials related to the topic had been located and examined, eleven questions were formulated as a guide for further research. The questions were concerned with the establishment of the college, the origin of its physical education program, the beginning of the professional preparation program, the facilities occupied by the Department of Physical Education, the influence of national trends on the program, and outstanding persons in the history of the department. The material assembled in the process of answering these questions was synthesized into a narrative which provided a reconstruction of past events relating to the Department of Physical Education at Winthrop College.



APPROVAL PAGE

This thesis is hereby submitted to the Faculty of the Graduate School of the University of North Carolina at Greensboro.

**A HISTORY OF THE DEPARTMENT  
OF PHYSICAL EDUCATION AT  
WINTHROP COLLEGE**

**1886-1970**

by

**Rhonda Kay Fleming**

Thesis Adviser *Elizabeth C. Husted*

A Thesis Submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Physical Education

*W. J. ...*  
*Robert ...*

**Greensboro  
1973**

*May 29, 1973*  
Date of Examination

Approved by

*Elizabeth C. Husted*  
Thesis Adviser

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Adviser

Elizabeth C. Costean

Oral Examination  
Committee Members

Rosemary McGee

Eric Dennis

Erica Wagner Sauter

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Physical education has always been included in the curriculum of the College and the Department of Physical Education was formally established in 1910. The focus of the Department of Physical Education at Wintthrop College has been upon undergraduate activity instruction and the professional preparation of teachers.

This study was motivated by personal curiosity, which developed over a period of five years while the writer was associated as a student and faculty member with the Wintthrop College Department of Physical Education. The realization of the need for the research was prompted by a reference in the thesis of O'Neill<sup>1</sup> to the fact that the National Historical Records and Exhibits Committee of the American Association for Health, Physical Education and Recreation had recommended that studies

<sup>1</sup>Marion O'Neill, "A History of Physical Education at the Woman's College, University of North Carolina" (unpublished Master's thesis, Women's College, University of North Carolina, 1955), p. 1.

## CHAPTER I

## INTRODUCTION

The objective in this study was to construct a historical narrative concerning the origin and development of the physical education program at Winthrop College. Winthrop, the South Carolina College for Women, is located in the city of Rock Hill in the northwest section of the state. The College was founded in 1886 and became a state-supported institution in 1892. Winthrop has operated as a woman's college throughout most of its history. In 1970, a few men had been admitted on a provisional basis.

Physical education has always been included in the curriculum of the College and the Department of Physical Education was formally established in 1910. The focus of the Department of Physical Education at Winthrop College has been upon undergraduate activity instruction and the professional preparation of teachers.

This study was motivated by personal curiosity, which developed over a period of five years while the writer was associated as a student and faculty member with the Winthrop College Department of Physical Education. The realization of the need for the research was prompted by a reference in the thesis of O'Neill<sup>1</sup> to the fact that the National Historical Records and Exhibits Committee of the American Association for Health, Physical Education and Recreation had recommended that studies

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<sup>1</sup>Marion O'Neill, "A History of Physical Education at the Woman's College, University of North Carolina" (unpublished Master's thesis, Woman's College, University of North Carolina, 1955), p. 1.

of this type be done in colleges throughout the country. Further justification was provided through the expressed desire of the department faculty to have such a study available, both as a matter of record and as a point of reference in curriculum development.

The specific purposes of this study were as follows:

1. To locate and examine material related to the origin and development of the Department of Physical Education at Winthrop College.
2. To evaluate that material on the basis of its authenticity and relevance to the study.
3. To analyze the information contained in that material and identify persons and events of particular significance to the study.
4. To formulate specific questions related to the topic as a guide for further research.
5. To synthesize the information thus assembled into a written narrative which answered the questions formulated and presented a reconstruction of past events related to the development of the Department of Physical Education at Winthrop College.

The search for information uncovered a number of sources.

Literature on methods of historical research, including books by Clarke<sup>2</sup>,

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<sup>2</sup>David H. Clarke and H. Harrison Clarke, Research Processes in Physical Education, Recreation and Health (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1970).



Gawronski<sup>3</sup>, Travers<sup>4</sup>, Van Dalen<sup>5</sup>, and Wiersma<sup>6</sup> were consulted. Other historical theses and dissertations including those of Malizola<sup>7</sup>, O'Neill<sup>8</sup>, and Umstead<sup>9</sup> were examined. Several faculty members and former faculty members of the Winthrop Department of Physical Education were contacted and agreed to co-operate in the study. The richest source of information was the Winthrop College Archives in Dacus Library. The Archives provided many primary sources, such as most of the official publications of the College, annual reports of the department chairmen, minutes of faculty meetings, minutes of the meetings of the Board of Trustees, photographs, correspondence of faculty members and programs for college events.

The historical method employed in this study involved the following procedures:

1. Gathering information by examining documents and photographs,

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<sup>3</sup>Donald V. Gawronski, History: Meaning and Method (Revised ed.; Glenview, Illinois: Scott, Foresman and Company, 1969).

<sup>4</sup>Robert M. W. Travers, An Introduction to Educational Research (3rd ed.; New York: MacMillan Company, 1969).

<sup>5</sup>Deobold B. Van Dalen and William J. Meyer, Understanding Educational Research (Revised ed.; New York: McGraw-Hill, 1962).

<sup>6</sup>William Wiersma, Research Methods in Education (Philadelphia: J. B. Lippincott Co., 1969).

<sup>7</sup>Florence Malizola, "The History of the Graduate Program for Women at the State University of Iowa" (unpublished Master's thesis, State University of Iowa, 1964).

<sup>8</sup>O'Neill, op. cit.

<sup>9</sup>Elizabeth Umstead, "Mary Channing Coleman: Her Life and Contributions to Health, Physical Education and Recreation" (unpublished doctoral dissertation, University of North Carolina, 1970).

interviewing selected persons who possessed first hand knowledge of events, and inspecting facilities, sites and equipment.

2. Recording observations and pertinent data in preliminary notations.
3. Evaluating the assembled information and formulating questions as guidelines for additional research.
4. Interpreting and analyzing the complete data.
5. Synthesizing the data into a coherent written narrative which answered the questions asked and recorded a reconstruction of the events of the past.

After considerable research had been done, the following questions were formulated:

1. When did Winthrop College come into existence?
2. What was its original purpose and how has that purpose changed?
3. When did physical education appear in the curriculum of the college?
4. What were the characteristics of the original program?
5. How has that original program changed?
6. When have the changes occurred and what have been the probable causes for them?
7. When did the professional preparation program begin?
8. What facilities have been occupied by the department and when were they constructed?
9. What external influences and national trends have affected the goals and philosophy of the department?

10. What are the outstanding events in the history of the department?
11. Who are the outstanding persons associated with the development of the department?

The process of analyzing and evaluating information in an attempt to answer these questions led to additional research. The narrative produced through this process was organized in chronological sequence. Chapter divisions were made on the basis of patterns of events and those chapters are of unequal length and time span. The material within each chapter was placed together because of its relationship to a particularly significant person or event of the period. Another system was attempted which divided material into units of ten years with chapter subheadings such as faculty, curriculum, extracurricular programs, facilities, equipment and costume. This system was abandoned because it produced a fragmented narrative which was difficult to read.

This study has been concerned almost exclusively with material relating to the eleven questions formulated and stated in the preceding section of this chapter. A large quantity of interesting information collected in the process has been excluded from this narrative. The time span of the study is limited to the period between 1886 and 1970. Events occurring after 1970 are not included. The nature of the original questions imposed a partial limitation in that they were focused principally on the areas of faculty and curriculum. Other considerations, such as extra-curricular programs and costumes for physical education are included, but they do not receive as much attention as do the areas of faculty and curriculum.

CHAPTER II

THE ESTABLISHMENT OF WINTHROP COLLEGE

1886

Winthrop College originated as Winthrop Training School, which opened on Monday, November 15, 1886 in Columbia, South Carolina.<sup>1</sup> David Bancroft Johnson, Superintendent of the Columbia city schools, conceived the idea, raised the money and secured the building for the school and thus was primarily responsible for its existence.

Dr. Johnson was born in La Grange, Tennessee, on January 10, 1856. He received a Bachelor of Arts degree at the University of Tennessee in 1877. From 1877 until 1879, he was principal of the boys' high school in Knoxville. He earned a Master of Arts degree from the University of Tennessee in 1879 and became an assistant professor of mathematics there during the 1879-1880 school session. He went to South Carolina in 1880 to organize and become principal of the Abbeville graded schools. He moved to New Bern, North Carolina, in 1882 where he organized the graded schools. In 1883 he went to Columbia to organize the public schools of that city. Serving in the position of superintendent in Columbia<sup>2</sup>, he became increasingly aware of the critical shortage of qualified teachers in the state and decided to

<sup>1</sup>Winthrop Training School for Teachers, First Annual Report, 1887, pp. 7-8.

<sup>2</sup>C. Lugenia Gladney-Roberts, "Biography of David Bancroft Johnson" (unpublished manuscript, Winthrop College Archives, 1932), pp. 20-28.

investigate the possibility of establishing a school to train young women to teach.

Dr. Johnson sought financial assistance from the Peabody Education Fund, a philanthropic foundation primarily intended to advance public education in the South. The Fund had been endowed with \$2,000,000 in 1867 by George Peabody and was administered by a Board of Trustees which met several times each year.<sup>3</sup> In 1886 Dr. Johnson went to Massachusetts to visit the Chairman of that Board, the Honorable Robert C. Winthrop, and requested that the appropriation that had been used by the Columbia City Schools be used instead to establish a training school for teachers.<sup>4</sup> Mr. Winthrop's remarks from the minutes of the Peabody Board meeting of October 6, 1886 made reference to Dr. Johnson's request.

Before the occurrence of the late disastrous earthquake I was called on by Professor Johnson - now the Superintendent of Education in Columbia - with letters from Governor Shepard, Governor Thompson, and others, setting forth that the common schools of Columbia no longer needed aid from us, and asking that the thousand dollars heretofore appropriated to them might be transferred to the establishment and support of a Training-school for Teachers and that at least five hundred dollars might be added to that appropriation for the present year. The object is a most important and desirable one; and I trust that DR. GREEN, under the authority of the Executive Committee, may at once accede to the request.<sup>5</sup>

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<sup>3</sup>"Philanthropic Foundations," Encyclopedia Britannica, 1964, IX, p. 655.

<sup>4</sup>Peabody Education Fund, Proceedings of the Trustees, 1881-1887, Vol. III (Cambridge: John Wilson and Son, 1888), p. 310.

<sup>5</sup>Ibid.

In appreciation for the grant, the school was named in honor of the Chairman of the Peabody Board. No building was available for the school, so Dr. Johnson went to the trustees of the Presbyterian Theological Seminary in Columbia. On the Seminary grounds stood a chapel, which had been converted from a stable owned by Ainslee Hall and designed by architect Robert Mills. Dr. Johnson was permitted to use the Chapel and its grounds.<sup>6</sup> During its first year, the Winthrop Training School enrolled twenty-one students. A principal and a teacher were hired and the budget for the year was \$1,765.75.<sup>7</sup>

The school was moved to new quarters on Marion Street in 1887 and was incorporated in December of that year by the South Carolina General Assembly. The Assembly appropriated \$5100 in scholarship funds for South Carolina women to attend the school.<sup>8</sup> A boarding house for students was opened in 1888 at No. 18, East Plain Street.<sup>9</sup>

In addition to the efforts of Dr. Johnson, the other key factor in Winthrop's growth during its first years was the support of Benjamin Ryan Tillman, a young agitator for reform who had organized the farmers of the state into a powerful political body. Tillman ousted the conservative, aristocratic regime of Wade Hampton and was

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<sup>6</sup>First Annual Report, pp. 7-8.

<sup>7</sup>Ibid.

<sup>8</sup>Winthrop Normal College, Catalogue, 1892-1893, p. 8.

<sup>9</sup>Winthrop Training School for Teachers, Second Annual Report, 1888, p. 9.



**Figure 1. The Chapel of the Presbyterian Theological  
Seminary in Columbia**

lected Governor of South Carolina in 1890 after a bitter campaign.<sup>10</sup> He had spoken favorably of the education of women by the state in an address to the Farmer's Convention in April, 1886: "The State owes to its daughters a school where they can be taught not only to adorn a drawing room, but be fitted to perform the duties of life and become



**Figure 2. The Second Home of Winthrop Training School on Marion Street in Columbia**

<sup>10</sup>Francis Butler Simkins, The Tillman Movement in South Carolina (Durham, N. C.: The Duke University Press, 1926), pp. 103-134.

<sup>11</sup>Ibid., p. 145.

<sup>12</sup>Ibid., p. 136.

<sup>13</sup>David Bancroft Johnson, Mary L. Yeorgia, Hannah Josephill, "Report on the Requirements and Cost of a Normal and Industrial College for South Carolina by the Commission Appointed to Investigate the Question in 1881." (From the Winthrop College Archives, Dacus Library.)

<sup>14</sup>John S. Newbacher, A History of the Problems of Education (New York: McGraw-Hill Book Company, 1964), p. 479.



elected Governor of South Carolina in 1890 after a bitter campaign.<sup>10</sup> He had spoken favorably of the education of women by the state in an address to the Farmer's Convention in April, 1886: "The State owes to its daughters a school where they can be taught not only to adorn a drawing room, but be fitted to perform the duties of life and become breadwinners."<sup>11</sup> His inaugural address on December 4, 1890 contained a recommendation that a committee be appointed to investigate the feasibility of establishing a state-supported girls' industrial school.<sup>12</sup> The Commission members, appointed by the Legislature, were David Bancroft Johnson, Mary L. Yeargin and Hannah Hemphill. They visited institutions in other states and reported their findings on the cost and requirements of a normal and industrial college for South Carolina to Governor Tillman in November, 1891.<sup>13</sup> Within two months, the General Assembly enacted legislation creating a full state institution to be known as the South Carolina Industrial and Winthrop Normal College. "Normal" is a French word meaning "model" and was used in the nineteenth century to refer to teacher training institutions.<sup>14</sup> The

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<sup>10</sup>Francis Butler Simkins, The Tillman Movement in South Carolina (Durham, N. C.: The Duke University Press, 1926), pp. 103-134.

<sup>11</sup>Ibid., p. 145.

<sup>12</sup>Ibid., p. 138.

<sup>13</sup>David Bancroft Johnson, Mary L. Yeargin, Hannah Hemphill, "Report on the Requirements and Cost of a Normal and Industrial College for South Carolina by the Commission Appointed to Investigate the Question in 1891." (From the Winthrop College Archives, Dacus Library.)

<sup>14</sup>John S. Brubacher, A History of the Problems of Education (New York: McGraw-Hill Book Company, 1966), p. 479.

purpose of the Winthrop Normal College was described as follows:

The College is a Normal Training College in all its course. Its aim is strictly professional, and only those pupils are wanted who are ready to undertake the work with a feeling of personal interest in teaching as a profession, and are prepared to receive the special training which the College gives. The standard for admission to the College must be kept high. The design of the College is to prepare those who already have a good command of the English language in methods of teaching.



Figure 3. The Commission of 1891: (left to right)

David Bancroft Johnson, Mary Yeargin,

Hannah Hemphill

The Winthrop Normal College curriculum was expanded to include an industrial program when the College moved to a permanent campus. The act establishing the College provided that a site for the campus be chosen by competitive bids. Bids were received from most of the larger

<sup>15</sup>Winthrop Normal College, Catalogue, 1892-1893, p. 16.

<sup>16</sup>*Ibid.*, p. 9.

<sup>17</sup>*Ibid.*, p. 17.

<sup>18</sup>*Ibid.*, pp. 4-10.

purpose of the Winthrop Normal College was described as follows:

The College is a Normal Training College in all its course. Its aim is strictly professional, and only those pupils are wanted who are ready to undertake the work with a feeling of personal interest in teaching as a profession, and are prepared to receive the special training which the College gives. The standard for admission to the College must be kept high. The design of the College is to prepare for teachers young women who already have a good education, by training them in methods of teaching and school management.<sup>15</sup>

Admission to the College was by examination before the faculty on arithmetic, grammar, geography, United States history, composition, reading, writing and spelling. Applicants were required to be Caucasian and at least seventeen years of age, but they did not have to be residents of the state.<sup>16</sup> For the first few years, sessions began in late September and closed in mid-June. Graduates of the one-year course received diplomas admitting them to the degree of "Licentiate of Instruction," which permitted them to teach the first grade in any of South Carolina's public schools without further examination.<sup>17</sup> By the 1892-1893 school year, the faculty had grown to seven members and the course of study was expanded to two years.<sup>18</sup>

The Winthrop Normal College curriculum was expanded to include an industrial program when the College moved to a permanent campus. The act establishing the College provided that a site for the campus be chosen by competitive bids. Bids were received from most of the larger

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<sup>15</sup>Winthrop Normal College, Catalogue, 1892-1893, p. 16.

<sup>16</sup>Ibid., p. 9.

<sup>17</sup>Ibid., p. 17.

<sup>18</sup>Ibid., pp. 4-10.

towns in the state. The town of Rock Hill, with a population of less than four thousand, offered the following bid: \$60,000 in six per cent city bonds, 375,000 bricks, \$700 cash, use of a brick mill, clay and brick yard, the right to quarry granite, and a site of thirty-one and one-quarter acres in Oakland Park. A legislative committee visited each of the towns and found Rock Hill's offer most appealing; however, there was speculation as to whether a town of its size could contract a debt of \$60,000. Two local businessmen, seeing that Rock Hill might lose its chance to secure the college, sent a telegram saying that they would take all of the bonds and pay cash for them.<sup>19</sup> The events that followed were described by Douglas S. Brown:

This telegram brought to an end the negotiations that had been carried on over a period of months while the site committee had visited other towns and cities. The news came that Winthrop College would come to Rock Hill. The people poured into the streets, although it was night, expressing their joy in a bedlam of noise and exchange of hilarious congratulations.<sup>20</sup>

The state added over \$100,000 and the labor of one hundred convicts to Rock Hill's offer.<sup>21</sup> The Main Building was designed by Bruce and Morgan of Atlanta, and built by Thompson-Decker Construction Company of Birmingham.<sup>22</sup> It was described in the Prospectus, published

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<sup>19</sup>Douglas Summers Brown, A City Without Cobwebs: A History of Rock Hill, South Carolina (Columbia: University of South Carolina Press, 1953), p. 224.

<sup>20</sup>Ibid., pp. 7-8.

<sup>21</sup>Winthrop Normal and Industrial College, Prospectus, 1895, p. 7.

<sup>22</sup>Ibid., p. 92.

in 1895 before the College opened on its new campus:

The main building is a grand and imposing edifice, fronting 200 feet and extending back 90 feet, with a large chapel in the centre of the rear, with a seating capacity of 1,200. It is three stories high, above the basement, with an additional attic story, and contains over forty large rooms, exclusively for school and industrial work. In addition to ample provision for academic, normal and industrial work, a library, museum, art and society halls have been provided.

In the main building are the President's and Secretary's rooms, reception parlors, chemical and physical laboratories, practice-school rooms, gymnasium, a very large, well lighted and ventilated dining room, music rooms, cloak rooms and closets.

It is heated by steam and lighted by electricity, and is supplied with water throughout and a perfect system of fire protection.<sup>23</sup>

During construction of the main building, a 147-acre farm less than a mile from the College was bought and added to the property. It provided meat, vegetables, fruit and milk for the dining room, which lowered boarding expenses for students.<sup>24</sup>

The Winthrop Normal and Industrial College of South Carolina opened in Rock Hill on Tuesday, October 15, 1895.<sup>25</sup> It had a faculty of thirteen, three assistants, two practice school instructors, one matron, and one housekeeper.<sup>26</sup> There were three regular departments of instruction: the Normal Department, the Industrial Department, and the Domestic Science Department. In addition, there were special departments in Instrumental Music, Vocal Culture,

<sup>23</sup>Ibid., pp. 7-8.

<sup>24</sup>Ibid., p. 30.

<sup>25</sup>Ibid., p. 33.

<sup>26</sup>Ibid., pp. 3-4.

Physical Culture, and Free Hand and Industrial Drawing and Art.<sup>27</sup>

The regular session was nine months long and there was a one-month summer session. The students had one-day holidays at Christmas, at Thanksgiving and on Washington's birthday, but they were not allowed to go home.<sup>28</sup> Fifty-eight students were enrolled during the last year in Columbia and three hundred thirty-five were enrolled during the first year in Rock Hill. In 1896 the College graduated twenty-two students. They received Bachelor of Arts degrees, which were life licenses to teach in the public schools of South Carolina.<sup>29</sup> Student expenses, including room and board, were \$126.50.<sup>30</sup> The move to a new campus was accompanied by a broadening of the purpose for the College, as indicated in the following statement from the Prospectus of 1895.

The purpose of the College is to secure to all pupils, besides the opportunity of high culture, the requisites of, at least, a good English education; and especially the practical study of branches pertaining to the science and art of teaching, or to the various departments of domestic, artistic or commercial industry, by which women may be qualified to become homemakers or bread-winners, and also, as teachers, to teach the same to their pupils in our public schools.<sup>31</sup>

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<sup>27</sup>Ibid., pp. 21-23.

<sup>28</sup>Ibid., p. 33.

<sup>29</sup>Winthrop Normal and Industrial College, Catalogue, 1896-1897, p. 20.

<sup>30</sup>Prospectus, 1895, p. 11.

<sup>31</sup>Ibid.

A uniform dress requirement was instituted on the new campus. It was intended to "promote economy and do away with all distinctions arising from the possession of wealth."<sup>32</sup> The early Winthrop uniform was black, but later ones were navy and they became a distinguishing Winthrop trademark in South Carolina for almost sixty years.

<sup>32</sup>Ibid., p. 28.

background knowledge of the general development of physical education is necessary to an understanding of the evolution of the program at Winthrop College. Physical education made its first sporadic appearances in the private schools and academies of the United States during the early nineteenth century. German gymnastics was the primary form of physical education, though calisthenics, military drill and competitive sport appeared occasionally. The German system was strenuous and interest in it began to wane after 1830. A new system of exercise for women and children was introduced by Catharine Beecher during the 1830's, but it conflicted with the feminine ideals of the day and was never widely accepted. Incorporating elements from Miss Beecher's system and from the Swedish gymnastics system, Dio Lewis devised his own "light gymnastics" system which was adopted in a number of schools.<sup>1</sup>

By mid-century, free public schools were becoming a reality throughout the country. As more schools included physical education in their curriculums, finding trained teachers became a problem. There was no universally accepted form of accreditation to teach in the field and many agencies claimed to prepare physical educators.

<sup>1</sup>Donald E. Van Dalen and Bruce L. Bennett, A World History of Physical Education. (2nd ed.; Englewood Cliffs, N. J.: Prentice Hall, Inc.), 1971, pp. 377-380.

## CHAPTER III

## THE PHYSICAL CULTURE PROGRAM AT WINTHROP TRAINING SCHOOL

1886-1895

Some background knowledge of the general development of physical education is necessary to an understanding of the evolution of the program at Winthrop College. Physical education made its first sporadic appearances in the private schools and academies of the United States during the early nineteenth century. German gymnastics was the primary form of physical education, though calisthenics, military drill and competitive sport appeared occasionally. The German system was strenuous and interest in it began to wane after 1830. A new system of exercise for women and children was introduced by Catherine Beecher during the 1830's, but it conflicted with the feminine ideals of the day and was never widely accepted. Incorporating elements from Miss Beecher's system and from the Swedish gymnastics system, Dio Lewis devised his own "light gymnastics" system which was adopted in a number of schools.<sup>1</sup>

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<sup>1</sup>Deobold B. Van Dalen and Bruce L. Bennett, A World History of Physical Education. (2nd ed.; Englewood Cliffs, N. J.: Prentice Hall, Inc.), 1971, pp. 377-380.



The profession had numerous interpreters: there were many practitioners of European gymnastics systems in the country; several Americans founded schools to propagate their own systems of exercise; many students advocated competitive sport as the vehicle for physical education; others favored military drill. These factions and their proponents battled each other for supremacy well into the new century.<sup>2</sup>

The Association for the Advancement of Physical Education was formed in 1885 to help settle the feud. The association held annual meetings until 1889, when its members decided instead to attend a conference in Boston for all persons interested in gymnastics. The conference was sponsored by Mrs. Mary Hemenway, a wealthy woman who was determined to introduce Swedish gymnastics into the Boston public schools. The conference was a success and the Boston schools agreed to adopt Swedish gymnastics provided Mrs. Hemenway would finance a program to train the teachers. The school Mrs. Hemenway founded for this purpose was named the Boston Normal School of Gymnastics. She appointed her secretary, Amy Morris Homans, as its director and Baron Nils Posse of Sweden as its first instructor.<sup>3</sup> According to Dorothy Ainsworth, Swedish gymnastics had a stronger influence on women's colleges than any other system. She attributed this fact to the "fine caliber of the early graduates of the Boston Normal School of Gymnastics who went out as missionaries to spread the gospel of

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<sup>2</sup>Arthur Weston, The Making of American Physical Education (New York: Appleton-Century-Crofts, 1962), pp. 31-33.

<sup>3</sup>Ellen W. Gerber, Innovators and Institutions in Physical Education (Philadelphia: Lea & Febiger, 1971), pp. 308-310.

Swedish gymnastics."<sup>4</sup>

The establishment of the Boston Normal School of Gymnastics is significant to the history of physical education at Winthrop College because every physical education instructor who came to Winthrop from 1895 until 1913 was a graduate of the Normal School.

Before 1895, no person was hired specifically to teach physical education. For most of the school's first session (1886-1887) Miss Mary H. Leonard was the principal and sole instructor. The annual report of Superintendent Johnson to the executive committee for that year stated that calisthenics were included in the course of study for the first five-week term, therefore it seems almost certain that Miss Leonard was the instructor.<sup>5</sup> Miss Leonard graduated from Bridgewater Normal School in Massachusetts in 1867 and she was teaching there in 1885 when Dr. Johnson made his visit to Mr. Winthrop. At that time the two were introduced and Dr. Johnson was impressed enough with Miss Leonard to ask her to accept the position of principal at the school he was establishing. According to Miss Leonard's correspondence, she was completely in charge of the curriculum of the school. Dr. Johnson's office was several blocks away and his duties as superintendent of the public schools occupied most of his time.<sup>6</sup>

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<sup>4</sup>Dorothy S. Ainsworth, The History of Physical Education in Colleges for Women (New York: A. S. Barnes and Company, 1930), pp. 18-20.

<sup>5</sup>Winthrop Training School for Teachers, First Annual Report, 1887, p. 9.

<sup>6</sup>Correspondence of Mary Hall Leonard to David Bancroft Johnson, Winthrop College Archives.

On June 16, 1887 closing exercises for the first session of the school were held. Included in the program for the exercises was a demonstration of the calisthenic activities that had been studied during the year. The demonstration consisted of routines with bands and Swedish and freestyle calisthenics.<sup>7</sup> These types of activities were characteristic of the Dio Lewis and Swedish systems mentioned earlier in this chapter and also were characteristic of Swedish gymnastics. The Catalogue of the State Normal School at Bridgewater for the year during which Miss Leonard was a student states that the system of exercise used there was "the Swedish system."<sup>8</sup> Since Dio Lewis took a number of years to develop his system, it is difficult to make a judgment as to whether the gymnastics taught at Winthrop from 1886 until 1895 were from the Lewis system or the Swedish system. The matter is further complicated by the fact that Miss Leonard studied in Sweden during the period between her graduation from Bridgewater and her arrival at Winthrop. It is quite conceivable



Figure 4. Mary Hall Leonard, circa 1890

that she was also exposed to German gymnastics. On the basis of the available evidence it seems likely that no specific system of exercise was used exclusively at the Winthrop Training School during the years from 1886 to 1895. The gymnastics taught there were probably a representative conglomerate of the popular systems of the day.

<sup>7</sup>First Annual Report, p. 10.

<sup>8</sup>State Normal School, Bridgewater, Massachusetts, Catalogue, 1886-1887, p. 16.

<sup>9</sup>*Who Was Who in America*, Vol. I (Chicago: The A. B. Marquis Co., 1943), p. 722.

On June 16, 1887 closing exercises for the first session of the school were held. Included on the program for the exercises was a demonstration of the calisthenic activities that had been studied during the year. The demonstration consisted of routines with wands and dumbbells and free hand calisthenics.<sup>7</sup> These types of activities were characteristic of the Dio Lewis and Catherine Beecher systems mentioned earlier in this chapter and also were characteristic of Swedish gymnastics. The Catalogue of the State Normal School at Bridgewater for the years during which Miss Leonard was a student state that the system of exercise used there was "on the basis of the Ling [Swedish] system."<sup>8</sup> Since Dio Lewis took a number of his exercises from the Swedish system, it is difficult to make a judgement as to whether the gymnastics taught at Winthrop from 1886 until 1895 were from the Lewis system or the Swedish system. The matter is further complicated by the fact that Miss Leonard studied in Germany during the period between her graduation from Bridgewater and her return there to teach.<sup>9</sup> It is quite conceivable that she was also exposed to German gymnastics. On the basis of the available evidence it seems likely that no specific system of exercise was used exclusively at the Winthrop Training School during the years from 1886 to 1895. The gymnastics taught there were probably a representative conglomerate of the popular systems of the day.

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<sup>7</sup>First Annual Report, p. 10.

<sup>8</sup>State Normal School, Bridgewater, Massachusetts, Catalogue, 1866-1867, p. 16.

<sup>9</sup>Who Was Who In America, Vol. I (Chicago: The A. N. Marquis Co., 1943), p. 722.

An examination of the one room chapel which the Training School occupied during its first year indicated that not much space was available for exercise. The training school literature contained no reference to any designated space or facility for physical education in the house on Marion Street to which the school moved for its second year.

Each annual report mentioned the physical education activities included in the curriculum during the year and almost every special program at the school contained a demonstration of the activities. In 1887-1888 free hand calisthenics, dumbbell routines and marching exercises were included in the curriculum and were demonstrated at Memorial Day Exercises, which commemorated the birthday of Robert C. Winthrop.<sup>10</sup> The third and fourth sessions included courses in calisthenics and the closing exercises in 1889 featured a gymnastics routine.<sup>11</sup>

When the training school was incorporated in 1892, it became Winthrop Normal College, a full state institution. The course of study was expanded from one year to two and a course in physiology was added to the curriculum.<sup>12</sup> The detailed inventory presented to the executive committee by Dr. Johnson on January 20, 1892 listed thirty-six pairs of dumbbells among the school's possessions.<sup>13</sup> Later in that

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<sup>10</sup>Winthrop Training School for Teachers, Second Annual Report, 1888, pp. 14-17.

<sup>11</sup>Winthrop Training School for Teachers, Third Annual Report, 1889, p. 19.

<sup>12</sup>Winthrop College, Catalogue, 1892-1893, pp. 8-14.

<sup>13</sup>Executive Committee of the Winthrop Training School for Teachers, Minutes, January 20, 1892.

year gymnastic wands were also purchased.<sup>14</sup> On November 23, 1893 the executive committee authorized Dr. Johnson to purchase necessary physical apparatus at a cost not to exceed one hundred dollars.<sup>15</sup>

The first mention of a special form of attire for exercise was found in the catalogue of 1892-1893. It was described as follows:

Calisthenic dress.-Each young lady who intends to enter the College, is expected to bring with her a calisthenic dress, consisting of a blouse waist (with long sleeves) and a plain skirt which clears the ground by at least an inch. The suit may be of any black or dark blue material, flannel being preferable. If any trimming is used, it should be white braid.<sup>16</sup>

The years between 1893 and 1895 were spent in preparation for occupying a new campus. The buildings were being constructed in Rock Hill and Dr. Johnson was busy hiring faculty members and ordering equipment. An elaborate prospectus was circulated in 1895 describing the college and its program. During its nine years in Columbia, Winthrop graduated one hundred ninety-six teachers and enjoyed tremendous popular support.<sup>17</sup> A historical statement in the 1895 prospectus stated that Winthrop, the woman's college, was "the one thing upon which the men of South Carolina are united."<sup>18</sup>

<sup>14</sup>Memo from David Bancroft Johnson to the Executive Committee, Winthrop College Archives.

<sup>15</sup>Executive Committee of the Winthrop Training School for Teachers, Minutes, November 23, 1893.

<sup>16</sup>Catalogue, 1892-1893, p. 10.

<sup>17</sup>Winthrop College, Catalogue, 1894-1895, pp. 38-39.

<sup>18</sup>Winthrop College, Prospectus, 1895, p. 6.

## CHAPTER IV

## THE FIRST PHYSICAL EDUCATOR AT WINTHROP COLLEGE

1895-1901

When Winthrop College moved from Columbia to Rock Hill, its character changed markedly. This change had been brewing since the incorporation of the college in 1889. Politics and personalities conflicted during the intervening six years and the institution which leaped to occupy the beautiful new buildings in Rock Hill was quite different from the one which had crept into existence in the little chapel of the Presbyterian Theological Seminary. Correspondence between Dr. Johnson and Mary Hall Leonard indicated that these changes created a large gulf in their close friendship. In one angry exchange of letters, Dr. Johnson accused Miss Leonard of conspiring with the Board of Trustees to deprive him of his control of the school and its future.<sup>1</sup> Benjamin Tillman's support as governor brought both political assistance and conflictive interests. When it opened in Rock Hill in 1895, the Winthrop Normal and Industrial College of South Carolina was an institution born of compromise between the people who supported the establishment by the state of an industrial school for girls, those who preferred a general liberal arts college and those who wanted a normal or teacher training institution.

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<sup>1</sup>Correspondence of Mary Hall Leonard to David Bancroft Johnson, Winthrop College Archives.

The new campus had a main building (Tillman Hall) and a dormitory (Margaret Nance Hall). An infirmary (Crawford Infirmary) was built in 1896 and within six years, the college had grown so rapidly that another dormitory (McLaurin Hall) was under construction.

Dr. Johnson began hiring the new faculty for the Winthrop Normal and Industrial College while it was still preparing to move to Rock Hill. He indicated to the Board of Trustees on July 10, 1895 that he wished to hire Miss Ada Wolfe of Manchester, Iowa, a graduate of the Boston Normal School of Gymnastics. The board authorized him to offer Miss Wolfe the position of Instructor of Physical Culture, Physiology and Hygiene at a salary of six hundred dollars per year and gave him permission to increase the salary offer by two hundred dollars if necessary.<sup>2</sup> Miss Wolfe accepted the position at a salary of eight hundred dollars per year.

The prospectus of 1895 described the new gymnasium at the Rock Hill campus as follows:

A large room, 35 x 50 feet, has been specially constructed for a gymnasium. It will be fitted up with all of the best appliances for the physical culture of women according to the Swedish or Ling system. Adjoining the gymnasium, and a part of it, is a room 29 x 29 feet, for lockers and shower baths. A large swimming pool has also been provided for in connection with the gymnasium.<sup>3</sup>

The gymnasium and its facilities were located in the basement of the main building (Tillman Hall). The swimming pool was directly underneath the front porch of the building. A photograph of the

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<sup>2</sup>Board of Trustees, Winthrop Normal College, Minutes, July 10, 1895.

<sup>3</sup>Winthrop Normal and Industrial College, Prospectus, 1895, p. 10.



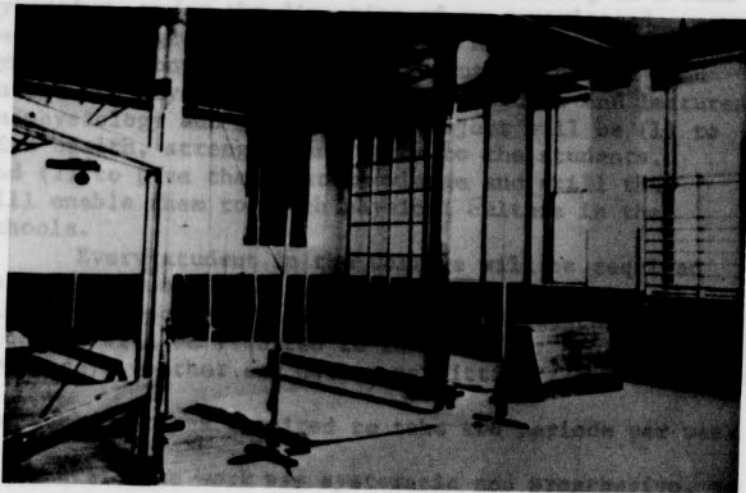


Figure 5. Ada Wolfe, 1901 building

original gymnasium showed that it was equipped exclusively with Swedish apparatus.<sup>4</sup>

The curriculum in physical culture was described in the prospectus as follows:

This will include systematic training in a class



**Figure 6. The Gymnasium in the Main Building**

characteristic of Swedish gymnastics. The beginning movements were simple, free standing exercises. As students developed physically, more complex exercises were introduced, which included both free standing movements and the use of apparatus. Many of the exercises were done to command demanding prompt and exacting response, which was supposed to train in volitional control.<sup>5</sup>

<sup>4</sup>Winthrop Normal and Industrial College, Catalogue, 1895-1896, p. 32.

<sup>5</sup>Prospectus, 1895, p. 22.

<sup>6</sup>Winthrop Normal and Industrial College, Catalogue, 1898-1899, pp. 38-39.

original gymnasium showed that it was equipped exclusively with Swedish apparatus.<sup>4</sup>

The curriculum in physical culture was described in the prospectus as follows:

This will include systematic training in a fine gymnasium, under the direction of an experienced teacher - a graduate of the Boston Normal School of Gymnastics, one of the best institutions of its kind in the country - suitable outdoor exercise and lectures on physiology and hygiene. The object will be (1) to give health, strength, and grace to the students, and (2) to give them that knowledge and skill that will enable them to teach physical culture in the schools.

Every student in the College will be required to take the work of this department. The exercises will be of special value to weak and delicate girls. Students will be required to take outdoor exercise every day, weather and health permitting.<sup>5</sup>

Every student was required to take two periods per week of physical culture. The work was systematic and progressive, as was characteristic of Swedish gymnastics. The beginning movements were simple, free standing exercises. As students developed physically, more complex exercises were introduced, which included both free standing movements and the use of apparatus. Many of the exercises were done to commands demanding prompt and exacting response, which was supposed to train in volitional control.<sup>6</sup>

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<sup>4</sup>Winthrop Normal and Industrial College, Catalogue, 1895-1896, p. 32.

<sup>5</sup>Prospectus, 1895, p. 22.

<sup>6</sup>Winthrop Normal and Industrial College, Catalogue, 1898-1899, pp. 38-39.

The Swedish system of gymnastics was developed by Per Henrik Ling in the early 1800's at the Royal Gymnastics Central Institute in Stockholm. It was the product of a rather elaborate philosophical analysis he had done on the nature of man. Research in recent years discredited some of its principles; however, the system strictly



Figure 7. Free-hand Swedish Gymnastics, circa 1900

The day's order, another familiar feature of the system, was a logical and progressive arrangement of exercises designed as a guide. It became a rigid dictum for most teachers.<sup>7</sup> Swedish gymnastics were introduced in this country in 1883, but the effort that truly brought about their acceptance was that of Mary Hanaway in Boston.

Even in 1895, Winthrop students preferred sport to gymnastics and sports flourished on the campus. The college maintained outdoor basketball and tennis courts in the area behind and between the

<sup>7</sup>Ellen W. Cerber, Innovators and Institutions in Physical Education (Philadelphia: Lea and Febiger, 1972), p. 139.

<sup>8</sup>Ibid., pp. 160-161.

<sup>9</sup>Ibid., pp. 170-171.

The Swedish system of gymnastics was developed by Per Hendrik Ling in the early 1800's at the Royal Gymnastics Central Institute in Stockholm. It was the product of a rather elaborate philosophical analysis he had done on the nature of man. Research in recent years discredited some of its principles; however, the system strictly adhered to the scientific truth of its day. Ling preferred that exercise be done without equipment, but he did invent the stall bars, the Swedish boom, the vaulting box, the window ladder and the oblique rope.<sup>7</sup>

In the Swedish system an exercise consisted of a series of movements into a rather rigid, stereotyped pose, which was held until an instructor determined whether or not it was correct. More emphasis was placed on style than on movement. Exercises were executed to military-type commands and students were in straight line formations.<sup>8</sup> The day's order, another familiar feature of the system, was a logical and progressive arrangement of exercises designed as a guide. It became a rigid dictum for most teachers.<sup>9</sup> Swedish gymnastics were introduced in this country in 1883, but the effort that truly brought about their acceptance was that of Mary Hemenway in Boston.

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<sup>7</sup>Ellen W. Gerber, Innovators and Institutions in Physical Education (Philadelphia: Lea and Febiger, 1971), p. 159.

<sup>8</sup>Ibid., pp. 160-161.

<sup>9</sup>Ibid., pp. 170-171.

gymnasium and the main building. The catalogue of 1895-1896 mentioned that the college furnished nets for tennis, but students had to provide their own racquets and balls. By 1898, there were provisions on campus for bowling, basketball, tennis and golf.<sup>10</sup> The first reference to organized competition at Winthrop was in the first volume of the college yearbook,



**Figure 8. Classwork on Swedish Apparatus, circa 1900**

Bill. The newer version featured a divided skirt of blue serge, ordered the gymnasium attire at a cost of three dollars and fifty cents per student.<sup>11</sup>

In 1897 Miss Wolfe's title was changed to Instructor of Physical Training and Director of Outdoor Exercises.<sup>14</sup> The name change from

<sup>10</sup>Catalogue, 1895-1896, pp. 29-30.

<sup>11</sup>Winthrop College, *The Tatler*, 1898, pp. 65-67, 100-101.

<sup>12</sup>Winthrop College, *The Tatler*, 1899, p. 99.

<sup>13</sup>Catalogue, 1895-1896, p. 44.

<sup>14</sup>Winthrop College, Catalogue, 1897-1898, p. 5.

dormitory and the main building. The catalogue of 1895-1896 mentioned that the college furnished nets for tennis, but students had to provide their own racquets and balls. By 1898, there were provisions on campus for bowling, basketball, tennis and golf.<sup>10</sup> The first reference to organized competition at Winthrop was in the first volume of the college yearbook, The Tatler, published in 1898. It contained photographs of two basketball teams, the W.N.I.C. team and the O.U.R. team. The yearbook also mentioned a cycling club known as the Rapid Wheelers and a tennis club.<sup>11</sup> Basketball was played outdoors on a three-division court with nine players.<sup>12</sup> It was noted that these activities were recreational and were not part of the required program of physical culture.

Sport's demand for mobility and the progress of fashion caused a modification of the gymnasium outfit just after the move to Rock Hill. The newer version featured a divided skirt of blue serge, gymnasium shoes and a white blouse or shirt waist. The college ordered the gymnasium attire at a cost of three dollars and fifty cents per student.<sup>13</sup>

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<sup>10</sup>Catalogue, 1895-1896, pp. 29-30.

<sup>11</sup>Winthrop College, The Tatler, 1898, pp. 65-67, 100-101.

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<sup>13</sup>Catalogue, 1895-1896, p. 44.

<sup>14</sup>Winthrop College, Catalogue, 1897-1898, p. 5.

physical culture to physical training was indicative of a national trend towards abolition of the older term. After 1897 the term "physical culture" rarely appeared in the literature of the college. When Ada Wolfe left Winthrop in 1901, she left a job that was growing too large for one person and a facility that was growing too small for the exploding enrollment of the college.



Figure 9. Jessie T. Whitson, 1908



## CHAPTER V

## THE PROBLEMS OF GROWTH

1903-1904

During the year 1901 through 1910, enrollment at Winthrop increased from 450<sup>1</sup> in 1901 to 500<sup>2</sup> in 1910. The year 1901 gave rise to thirty-seven members of the South Dormitory (McLaurin Hall) was opened in 1901 and the Victory Gymnasium (Garrett Hall) was completed in 1909. The College Library was built in 1905 with money donated by Andrew Adams and a dining room (McBryde Cafeteria) was also opened in 1905.

Ada Wolfe was hired in 1901 by James Adams and an assistant named O. H. Fyle were Boston Normal School graduates. Fyle was hired for her position in 1903 and no replacement was hired for her position until the end of the 1903-1904 school year. Her successor was another Boston Normal School graduate, Jessie I. Whitham.



Figure 9. Jessie I. Whitham, 1908

<sup>1</sup>Winthrop Normal and Industrial College, Catalogue, 1901-1902, p. 59.

<sup>2</sup>Winthrop Normal and Industrial College, Catalogue, 1909-1910, p. 115.

<sup>3</sup>Catalogue, 1901-1902, pp. 5-8.

<sup>4</sup>Catalogue, 1909-1910, pp. 7-11.

<sup>5</sup>Winthrop College, Bulletin, 1900-1901, pp. 17-18.

<sup>6</sup>Catalogue, 1901-1902, pp. 6-7.

<sup>7</sup>Catalogue, 1903-1904, p. 6.

## CHAPTER V

## THE PROBLEMS OF GROWTH

1901-1910

During the years from 1901 through 1910, enrollment at Winthrop increased from 456<sup>1</sup> to 674.<sup>2</sup> The faculty grew from thirty-seven members in 1901<sup>3</sup> to fifty-two members in 1910.<sup>4</sup> South Dormitory (McLaurin Hall) was opened in 1901 and another dormitory (Bancroft Hall) was completed in 1909. Carnegie Library was built in 1905 with money donated by Andrew Carnegie and a new dining room (McBryde Cafeteria) was also opened in 1909.<sup>5</sup>

Ada Wolfe was replaced in 1901 by Jessie R. Adams and an assistant named Olive Pyle. Both Miss Adams and Miss Pyle were Boston Normal School graduates.<sup>6</sup> Miss Pyle left in 1903 and no replacement was hired for her. Miss Adams remained in the position of director until the end of the 1903-1904 school year. Her successor was another Boston Normal School graduate, Jessie I. Whitham.<sup>7</sup>

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<sup>1</sup>Winthrop Normal and Industrial College, Catalogue, 1901-1902, p. 99.

<sup>2</sup>Winthrop Normal and Industrial College, Catalogue, 1909-1910, p. 115.

<sup>3</sup>Catalogue, 1901-1902, pp. 5-8.

<sup>4</sup>Catalogue, 1909-1910, pp. 7-11.

<sup>5</sup>Winthrop College, Bulletin, 1960-1961, pp. 17-18.

<sup>6</sup>Catalogue, 1901-1902, pp. 6-7.

<sup>7</sup>Catalogue, 1903-1904, p. 6.

In 1903, the total enrollment in physical training classes was four hundred eighty.<sup>8</sup> Classes met once per week. There were six sections of Beginning Gymnastics for freshmen, seven sections of Advanced Gymnastics for sophomores and juniors and three sections of Senior Normal Gymnastics. Beginning and Advanced Gymnastics were primarily activity courses in Swedish gymnastics. Senior Normal Gymnastics was a theory-oriented course which dealt with a history of physical training from the classical Greek period, a study of muscles, the effects of exercise and the principles and theory of the Swedish system. The normal course prepared seniors to teach physical training in the public schools of the state and involved supervised teaching in the practice school operated by the College.<sup>9</sup>

Miss Whitham felt that classes should meet more often than once per week and in 1904 her classes, with a total enrollment of four hundred students, met twice per week. In order to accomplish that, she had to place more students in each class and she complained about the overload to Dr. Johnson in her department report for that year. In addition to teaching her classes, Miss Whitham observed seniors in the practice school and supervised all athletics and outdoor activities.<sup>10</sup> In her report to Dr. Johnson on April 28, 1906, Miss

<sup>8</sup>Department of Physical Training, Annual Report, 1903-1904, Winthrop College Archives.

<sup>9</sup>Department of Physical Training, Annual Report, 1904-1905, Winthrop College Archives.

<sup>10</sup>Ibid.

Whitham again asked for relief from part of her teaching load<sup>11</sup> and was assigned a part time teacher from another department, Miss Martea Gould Powell.<sup>12</sup> Miss Powell was an instructor of elocution and reading, but she taught two physical education classes for two years. Miss Maude Hayes, also a reading instructor, taught two classes of physical education during the 1908-1909 school year<sup>13</sup> and a full time assistant, Annie McClintock was hired in 1909. Miss McClintock was from the Boston Normal School of Gymnastics. Miss Whitham and Miss McClintock resigned at the end of the 1909-1910 school year.<sup>14</sup>

South Dormitory, completed in 1901, had a recreation hall in the basement which was used for exercise in bad weather.<sup>15</sup> Anthropometric measuring instruments were purchased in 1905 and measurements were taken of all students during the 1905-1906 school year. The measurements were sent to Springfield, Massachusetts to Dr. Hastings, who was compiling anthropometric tables for women.<sup>16</sup> A new dining room was completed in 1909, and a part of the old dining room was set apart to be used as an auxiliary gymnasium, but Miss Whitham stated in her 1910 report that it was too dark and poorly ventilated to be used.<sup>17</sup>

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<sup>11</sup>Department of Physical Training, Annual Report, 1905-1906, Winthrop College Archives.

<sup>12</sup>Department of Physical Training, Annual Report, 1906-1907, Winthrop College Archives.

<sup>13</sup>Department of Physical Training, Annual Report, 1908-1909, Winthrop College Archives.

<sup>14</sup>Winthrop College, Bulletin, September 1909, pp. 7-8.

<sup>15</sup>Catalogue, 1901-1902, p. 12.

<sup>16</sup>Departmental Report, 1905-1906.

<sup>17</sup>Department of Physical Training, Annual Report, 1910, Winthrop College Archives.

The task of supervising athletics and outdoor activities became more and more demanding each year. In 1901-1902, there were organized teams in volleyball, captain ball, tetherball, basketball, and tennis. There were two Field Day Competitions and something called a "hare and hound chase" in February.<sup>18</sup> All students were expected to fulfill the outdoor exercise requirement, which was explained as follows:

Each student is expected to spend one hour each day out-of-doors (weather and health permitting), one half hour of which shall be devoted to active physical exercise.

Individual report on the performance of this requirement will be given each week to the Director of Physical Training.<sup>19</sup>

The Physical Director was expected to keep written records of outdoor exercise for each student. The requirement stimulated the formation of twenty to thirty walking clubs each year, which were under the sponsorship of the director.<sup>20</sup> One of the best descriptions of the athletic program from 1900-1910 was written by Camille N. Claywell, Editor of the 1907 yearbook and is quoted below:

The girls of Winthrop have always taken a great interest in all of the athletic sports of the College. In the fall and spring the entire afternoons are spent on the tennis courts.

Every spring we have Field Day exercises, which include the potato race, the obstacle race, the three legged race, and gymnastic drills. The most exciting feature of the day is the baseball game. The Freshmen and Juniors play the Sophomores and the Seniors.

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<sup>18</sup>Department of Physical Training, Annual Report, 1902, Winthrop College Archives.

<sup>19</sup>Winthrop Normal and Industrial College, Catalogue, 1902-1903, p. 29.

<sup>20</sup>Departmental Report, 1901-1902.



Figure 10. Tennis at Winthrop, circa 1905

A great many of the girls enjoy bowling very much, and bowling clubs have been organized by some of the best players. Interest is also taken in captain ball and tatter ball.

During the winter months the outdoor games are not so popular, but the gymnasium is appropriated every afternoon by some enthusiastic ball team.

Every year we begin practicing the basketball teams about the first of February, so that they will be ready for the match games that begin the last week in March. The first match game is between the Freshmen and the Sophomores, and the second is between the Juniors and the Seniors. Then we have the game that is supposed to be the champion between the two classes. The game is played between the two classes.



by a student as follows:

**Figure 11. The Bowling Alley, 1909**

With the brisk March winds comes the awakening of that feeling which calls for active outdoor life. As a consequence each time at Winthrop is spent in energetic practice in all departments of athletics, which, stimulated by the interest manifested by our physical training teacher, grows more and more enthusiastic as the days roll by. Each class in college has its set of well-trained athletes, whom it heartily sustains and supports, that they may be able to cope successfully with the other classes in the final ordeal which takes place on Field Day.

In spite of the cold wave that swept over us last Field Day, every girl was present to back up her classmates, and they, knowing this, were stimulated to their supremest effort. For judges on this occasion, we had with us the heads of the gymnastic departments of Converse College, Spartanburg, S. C.,

A great many of the girls enjoy bowling very much, and bowling clubs have been organized by some of the best players. Interest is also taken in captain ball and tether ball.

During the winter months the outdoor games are not so popular, but the gymnasium is appropriated every afternoon by some enthusiastic ball team.

Every year we begin practicing the basketball teams about the first of February, so that they will be ready for the match games that begin the last week in March. The first match game is between the Freshmen and the Sophomores, and the second is between the Juniors and the Seniors. Then we have the game that decides which is to be the champion team of the College. This game is played between the two teams that have been victorious in the other two games. The handsome Winthrop College banner, which was bought by the Athletic Committee in 1904, is awarded to the champion team.

Interest in athletics has proved a great blessing to the Winthrop girls, not only because it has made them stronger and more healthy, but because it has helped to create college and class spirit.<sup>21</sup>

Of all the athletic events at the College, Field Day was the most popular for over thirty years. The Field Day of 1908 was described by a student as follows:

With the brisk March winds comes the awakening of that feeling which calls for active outdoor life. As a consequence much time at Winthrop is spent in energetic practice in all departments of athletics, which, stimulated by the interest manifested by our physical training teacher, grows more and more enthusiastic as the days roll by. Each class in college has its set of well-trained athletes, whom it heartily sustains and supports, that they may be able to cope successfully with the other classes in the final ordeal which takes place on Field Day.

In spite of the cold wave that swept over us last Field Day, every girl was present to back up her classmates, and they, knowing this, were stimulated to their supremest effort. For judges on this occasion, we had with us the heads of the gymnastic departments of Converse College, Spartanburg, S. C.,

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<sup>21</sup>Winthrop Normal and Industrial College, The Tatler, 1907, p. 146.



of Elizabeth College, Charlotte, N. C., and the assistant teacher of gymnastics at Winthrop.

The following program was carried out:

- I. Freshman Drill.
- II. Advanced Drill.
- III. Oblique Vault.
- IV. Face Vault.
- V. High Jump.
- VI. Jump for Landing.
- VII. Broad Jump.
- VIII. Slow Sinking from Bent Arms.
- IX. Balance Wing Position.
- X. Jump through Boom.
- XI. Twenty Yard Dash.
- XII. Obstacle Relay Race.
- XIII. Basket Ball Game (Sophomores vs. Seniors).

The standard by which the competitors were judged, was the accuracy, the precision, the alertness, the position, and the finish with which the orders were executed. The decision was rendered in favor of the Juniors first, Sophomores second, and Seniors third. The silver cup, offered by the College to the class winning in these exercises, was presented to the Juniors of '08 during commencement.

In the afternoon the final basket ball game of the season, or the College Championship game was played by the Sophomores and Seniors. The Sophomores winning by a score of 27 to 31, were presented with the banner by the Juniors, who had won it the preceding year.<sup>22</sup>

Though the Catalogues for the years from 1896 through 1909 boasted of the large swimming pool, lockers, and shower baths, the annual reports of department directors reveal that they were not actually in use very often. Miss Adams complained, in 1902, that the showers were not connected to a water supply and that the swimming pool could not be used because it had neither heat nor lights.<sup>23</sup>

The college engineer felt that there was not sufficient water available

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<sup>22</sup>Winthrop Normal and Industrial College, The Tatler, 1909, pp. 124-125.

<sup>23</sup>Departmental Report, 1901-1902.

to operate either of those facilities.<sup>24</sup>

According to Miss Adams, the lockers were useless because a number of duplicate keys had been issued. Students paid a fee to receive a key for a locker. Miss Adams noted that this was a ridiculous practice, because having the key in no way assured the girl of privacy for her belongings since a number of other people might well have a key to the same locker.<sup>25</sup>

Miss Adams laid out a six-hole golf course and instructed about fifteen interested students in golf, but the college neglected to care for the course and it deteriorated to the point of being useless by 1904.<sup>26</sup> Both Miss Adams and Miss Whitham lodged yearly complaints about the poor condition of the bowling alleys, the insufficient number of tennis courts, the small size of the gymnasium in relation to the steadily increasing population of the college, and the shortage of apparatus for teaching gymnastics.

Gymnastics classes did not begin each year until every student had a uniform. The uniforms were made at the college and this sometimes took months.<sup>27</sup> During the wait, students played outdoor games and did folk dances. In 1904, the uniform was a divided skirt of green serge for which students paid five dollars and fifteen cents.<sup>28</sup> The uniform

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<sup>24</sup>Department of Physical Training, Annual Report, 1902-1903, Winthrop College Archives.

<sup>25</sup>Departmental Report, 1901-1902.

<sup>26</sup>Ibid.

<sup>27</sup>Departmental Report, 1905-1906.

<sup>28</sup>Catalogue, 1903-1904, p. 59.

increased in price each year until 1907, when the color reverted to black and the cost stabilized at six dollars and twenty-five cents, which included three dollars and forty cents for material, one dollar and eighty-five cents for gym shoes, and a fee of one dollar for making the suit.<sup>29</sup> This seems expensive compared to the prices of other items during the period. The expense was probably due to the quantity of material used in the suit. Many students pay smaller fees for gymnasium attire today.

Graduates of the Boston Normal School gained a new credential in 1909, when the school merged with a degree-granting institution, Wellesley College. Miss Homans became a full professor and the graduates of her program carried certificates from the Wellesley College Department of Hygiene and Physical Education.<sup>30</sup> Correspondence between Dr. Johnson and Amy Morris Homans, Director of the Boston Normal School, indicated that she personally recommended each of the people he hired for the position at Winthrop. Dr. Johnson contacted Miss Homans whenever a Physical Director resigned and she recommended a replacement. Many of Miss Homans' letters communicate her consternation whenever a former student left a job before she thought it was appropriate to do so.<sup>31</sup>

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<sup>29</sup>Winthrop Normal and Industrial College, Catalogue, 1906-1907, pp. 75-76.

<sup>30</sup>Ellen W. Gerber, Innovators and Institutions in Physical Education (Philadelphia: Lea and Febiger, 1971), pp. 312-313.

<sup>31</sup>Correspondence of Amy Morris Homans to David Bancroft Johnson, Winthrop College Archives.

Overcrowding and under-budgeting seemed to be the major problems during the period from 1901 until 1910. The two directors of the period seemed unable to solve the problems effectively and frequently expressed frustration with the difficulties encountered during this period of growth.

From 1910 through 1915 Winthrop's enrollment increased from 674<sup>1</sup> to 899.<sup>2</sup> The size of the campus was also growing rapidly. The Winthrop Training School (Withers Building) and a science building (Old Willson Hall, demolished in 1963) were completed in 1912.<sup>3</sup> The Training School with its high Gothic spires became a campus landmark and was used as a laboratory school for teachers until 1966.

Winthrop's first two Wellesley graduates arrived in 1910. They were Mary Channing Coleman and Florence Bennett, the sixth and seventh Boston Normal School graduates to teach at Winthrop. Miss Coleman had been highly recommended by Amy Morris Romans for the position of director. Florence Bennett was her friend and classmate. For a time, it seemed that Miss Coleman would not accept the position. She had been invited to work with Ethel Ferrin, a pioneer supervisor in the Detroit public schools, and she was tempted by the offer. Her preference was for the Winthrop job, but the salary could not compare with Detroit's offer. Miss Romans interceded, writing to Dr. Johnson, and saying that Mary Channing Coleman was more suited to the Winthrop

<sup>1</sup>Winthrop College, Catalogue, 1909-1910, p. 115.

<sup>2</sup>Winthrop College, Catalogue, 1914-1915, p. 129.

<sup>3</sup>Winthrop College, Bulletin, 1961-1962, pp. 17-18.

## CHAPTER VI

## THE DEVELOPMENT OF A DEPARTMENT OF PHYSICAL EDUCATION

1910-1915

From 1910 through 1915 Winthrop's enrollment increased from 674<sup>1</sup> to 899.<sup>2</sup> The size of the campus was also growing rapidly. The Winthrop Training School (Withers Building) and a science building (Old Tillman Hall, demolished in 1963) were completed in 1912.<sup>3</sup> The Training School with its high Gothic spires became a campus landmark and was used as a laboratory school for teachers until 1966.

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<sup>1</sup>Winthrop College, Catalogue, 1909-1910, p. 115.

<sup>2</sup>Winthrop College, Catalogue, 1914-1915, p. 129.

<sup>3</sup>Winthrop College, Bulletin, 1961-1962, pp. 17-18.

position than any person she had ever recommended. Dr. Johnson sent a telegram, increasing the salary offer, and Miss Coleman accepted the position.<sup>4</sup>

The most enduring contribution of Mary Channing Coleman to Winthrop College was the planning of its new gymnasium (Peabody



**Figure 12. Mary Channing Coleman (upper left corner) with the Senior-Sophomore Hockey Team, 1911**

muscular and organic strength, to improve posture, and to foster good health. Activities of freshmen included marching, running, free standing exercises and games. The work for sophomores was generally

<sup>4</sup>Correspondence between Amy Morris Keane and David Bancroft Johnson, Winthrop College Archives.

<sup>5</sup>Correspondence of David Bancroft Johnson to Mary Channing Coleman, Winthrop College Archives.

<sup>6</sup>Elizabeth Unstead, "Mary Channing Coleman: Her Life and Contributions to Health, Physical Education and Recreation" (unpublished doctoral dissertation, University of North Carolina, 1967), p. 41.

<sup>7</sup>Winthrop College, Catalogue, 1911-1912, p. 57.

position than any person she had ever recommended. Dr. Johnson sent a telegram, increasing the salary offer, and Miss Coleman accepted the position.<sup>4</sup>

The most enduring contribution of Mary Channing Coleman to Winthrop College was the planning of its new gymnasium (Peabody Gymnasium). Though the construction of the building did not begin until 1915, two years after she had left Winthrop, correspondence between Dr. Johnson and Miss Coleman indicates that she drew up the plans for the building in 1913.<sup>5</sup> It is no surprise that Peabody Gymnasium, which is still in use today, is remarkably similar in design to Mary Hemenway Hall, the gymnasium at Wellesley College.<sup>6</sup>

Miss Coleman elevated physical training to full departmental status and gave it a new name, the Department of Physical Education.<sup>7</sup> Previously, physical education courses had been classified with a number of other subjects under the general heading of Special Departments. Physical education was required of all students for two periods per week. The objectives of the department were to create muscular and organic strength, to improve posture, and to foster good health. Activities for freshmen included marching, running, free standing exercises and games. The work for sophomores was generally

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<sup>4</sup>Correspondence between Amy Morris Homans and David Bancroft Johnson, Winthrop College Archives.

<sup>5</sup>Correspondence of David Bancroft Johnson to Mary Channing Coleman, Winthrop College Archives.

<sup>6</sup>Elizabeth Umstead, "Mary Channing Coleman: Her Life and Contributions to Health, Physical Education and Recreation" (unpublished doctoral dissertation, University of North Carolina, 1967), p. 42.

<sup>7</sup>Winthrop College, Catalogue, 1911-1912, p. 57.

the same, though more advanced. Juniors did stall bar and swinging exercises, jumping, climbing and vaulting. They also taught simple marching techniques to their classmates. Seniors took theory and practice of teaching gymnastics during first semester and school and personal hygiene during second semester. They taught games and gymnastics in the training school under the supervision of the director and they were given preparation to coach athletics and teach folk dance. The text for gymnastic work in the department was Progressive Gymnastic Day's Orders, According to the Principles of the Ling System.<sup>8</sup> The book was written by Claes J. Enebuske, who had succeeded Nils Posse as instructor at the Boston Normal School of Gymnastics in January, 1890. It was published in that year and was used widely in this country as a text. It gave three series of lessons, twenty-five per series, arranged progressively from one to seventy-five.<sup>9</sup>

In 1911, the college offered cups to the classes with the best records in physical training. They were awarded at Commencement to the sophomore and junior classes.<sup>10</sup> Dr. Johnson umpired for a baseball game on June 5, 1912, between the Class League and the Winthrop faculty.<sup>11</sup>

Among Miss Coleman's other contributions to the department as its director was her first publication, an issue of the Winthrop

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<sup>8</sup>Ibid.

<sup>9</sup>Fred Eugene Leonard, A Guide To The History of Physical Education (3rd ed., revised and enlarged; Philadelphia: Lea and Febiger, 1952), pp. 332-340.

<sup>10</sup>Winthrop College, Catalogue, 1910-1911, p. 114.

<sup>11</sup>Winthrop College, The Tatler, 1912, p. 63.



Bulletin, published in June, 1911 and entitled "Lessons in Physical Training for Class-Room Use in Graded Schools." Miss Coleman was directed by Dr. Johnson to plan the college's first May Day Festival in the following memo dated May 8, 1912:

Will Miss Coleman please gather up for me suggestions for a May Fete or Festival for next session. I have seen accounts of such Festivals at Smith or Wellesley or Vassar in the Ladies Home Journal. Please get these up for me during this spring and summer.<sup>12</sup>

Miss Coleman either did not compile the list or the project was abandoned, for the first May Day celebration at Winthrop was not held until 1929.<sup>13</sup>

In 1912, Miss Coleman and Miss Bennett organized the Winthrop Playground for the children of Rock Hill. In addition to teaching in the training school, students were required to supervise the playground.<sup>14</sup>

Miss Bennett left in 1912 and was replaced by Mary I. Patten, who held an A.B. degree from Smith College and had done further study at Teacher's College of Columbia University in New York.<sup>15</sup> Miss Patten was the first physical education instructor at Winthrop who had not graduated from the Boston Normal School of Gymnastics.

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<sup>12</sup>Memo from David Bancroft Johnson to Mary Channing Coleman, Winthrop College Archives.

<sup>13</sup>Winthrop Alumnae Magazine, Spring, 1963, p. 16.

<sup>14</sup>Department of Physical Training, Annual Report, 1911-1912, Winthrop College Archives.

<sup>15</sup>Catalogue, 1911-1912, p. 10.

Miss Coleman resigned in 1913 and went to Detroit to work with Ethel Ferris. Later she returned to the South to become department chairman at the Women's College, which is now the University of North Carolina at Greensboro. She remained at Greensboro until her death in 1967.<sup>16</sup> Miss Coleman served as President of the Southern District



This is the first year of the Athletic Association of Winthrop College, but already it is becoming one of the most important organizations at Winthrop. At the close of the school session for 1913-1914 we adopted a constitution and elected officers for the year 1913-1914. At the beginning of this session the Athletic Association took up its work and our officers have faithfully performed their duties. For a number of years there has been need for an organization to systematize athletics and to aid in arousing an interest in all outdoor and indoor sports. The Athletic Association is meeting this long-felt need of the

<sup>16</sup>Unpublished, pp. 160-161.

<sup>17</sup>Donald S. Van Dales and Bruce L. Bennett, *A World History of Physical Education* (2nd ed.; Englewood Cliffs, N. J.: Prentice Hall, Inc.), 1971, p. 328.

<sup>18</sup>Winthrop College, Catalogue, 1913-1914, p. 8.

Miss Coleman resigned in 1913 and went to Detroit to work with Ethel Perrin. Later she returned to the South to become department chairman at the Woman's College, which is now the University of North Carolina at Greensboro. She remained at Greensboro until her death in 1947.<sup>16</sup> Miss Coleman served as President of the Southern District of the American Physical Education Association in 1931-32 and President of the Association in 1933-34.<sup>17</sup> When Miss Coleman resigned, Mary Patten was appointed to the directorship. Miss Mary Kolb, a graduate of Georgia Normal and Industrial College and of Teacher's College, Columbia University, was appointed as her assistant.<sup>18</sup>

Under Mary Patten, the Winthrop Athletic Association was organized in 1914. The association grew into the present Winthrop Recreation Association. Its first year was described in the following quote:

This is the first year of the Athletic Association of Winthrop College, but already it is becoming one of the strongest and most influential organizations at Winthrop. At the close of the school session for 1913-1914 we adopted a constitution and elected officers for the year 1914-1915. At the beginning of this session the Athletic Association took up its work and our officers have faithfully performed their duties. For a number of years there has been need for an organization to systematize athletics and to aid in arousing an interest in all outdoor and indoor sports. The Athletic Association is meeting this long-felt need of the

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<sup>16</sup>Umstead, pp. 160-161.

<sup>17</sup>Deobold B. Van Dalen and Bruce L. Bennett, A World History of Physical Education (2nd ed.; Englewood Cliffs, N. J.: Prentice Hall, Inc.), 1971, p. 528.

<sup>18</sup>Winthrop College, Catalogue, 1913-1914, p. 8.

student body, and we prophesy for it even greater influence and more rapid growth during the coming year.<sup>19</sup>

In 1914, the appropriate costume for physical education was modified to include a middy blouse, a divided skirt of black serge, and gymnasium shoes. The cost of this outfit was six dollars and twenty-five cents.<sup>20</sup>

The delay in construction of Peabody Gymnasium was caused by a dispute over funds. At its fifty-seventh meeting in New York on November 1, 1911 the Board of Trustees of the Peabody Education Fund unanimously voted the sum of ninety thousand dollars to Winthrop College to be used at the discretion of President Johnson. The largest part of that appropriation had been earmarked for the construction of a gymnasium. A committee of the Peabody Board later reduced the appropriation to forty thousand dollars. At the fifty-eighth meeting, on November 13, 1912, a committee from the University of South Carolina appeared before the Trustees requesting thirty-four thousand dollars and permission to use its six thousand dollar scholarship appropriation to build a school of education. At this same meeting, President Johnson presented a written statement requesting an increase in the forty thousand dollar appropriation for Winthrop. The trustees voted to postpone action on both requests until its next meeting.<sup>21</sup>

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<sup>19</sup>Winthrop College, The Tatler, 1915, p. 147.

<sup>20</sup>Catalogue, 1913-1914, p. 90.

<sup>21</sup>Peabody Education Fund, Proceedings of the Trustees, 1900-1914, Vol. VI (Cambridge: John Wilson and Son, University Press, 1916).

Minutes of the meetings referred to above indicated no hostility or rivalry between Dr. Johnson and the University committee. Nonetheless, the issue developed into a state-wide scandal when Governor Cole Blease accused University President Samuel C. Mitchell of conspiracy to deprive Winthrop of its appropriation. Blease was known to despise the university because he had been expelled from it for plagiarism. A legislative investigation was conducted and Mitchell was exonerated, even though he had resigned before the investigation began.<sup>22</sup>

The Peabody Education Fund was liquidated in 1914 when it was determined by the Board of Trustees that the educational institutions of the South were no longer in need of financial support.<sup>23</sup> Included in its final disbursement was a full ninety thousand dollar appropriation for Winthrop.<sup>24</sup> Over half of the money for the new gymnasium came from the appropriation and so the building was named for George Peabody.

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<sup>22</sup>Peabody Education Fund, Proceedings.

<sup>23</sup>Ibid.

## CHAPTER VII

## THE CONSTRUCTION OF PEABODY GYMNASIUM

1913-1915



**Figure 14. Peabody Gymnasium During Construction, 1915**

On the first floor are rooms for class work, registration, and office for the director. A locker room affording space for fifteen hundred individual lockers; shower bath room with sixty stalls, all with tiled floors and finished with marble; and dressing benches; in close connection with the locker room is the swimming pool room. The pool is 21 by 60 feet, ranging from three to eight feet in depth; sides and bottom are tiled, showing beautiful patterns; sides are fitted with terra cotta coping and non-slip plates. The floor of the room has a gentle slope, is of tile; walls are finished with green tiled paneled base. All tiles are small and of hexagon shape.

<sup>1</sup>Winthrop College, *The Tattler*, 1917, pp. 226-229.

<sup>2</sup>Interview with Julia Post, September, 1970, Rock Hill, S. C.

CHAPTER VII  
THE CONSTRUCTION OF PEABODY GYMNASIUM  
1915-1919

The period from 1915 until 1919 saw the completion of a new facility for physical education, which increased the number of buildings on campus to nine. Peabody Gymnasium was dedicated on November 17, 1916. Many dignitaries were in attendance and post cards were printed to commemorate the occasion. The ceremonies were held out of doors in the area in front of the gymnasium and beside the infirmary.<sup>1</sup> The speaker for the event was Edwin Potest, President of Furman College.<sup>2</sup> The official description of the gymnasium was as follows:

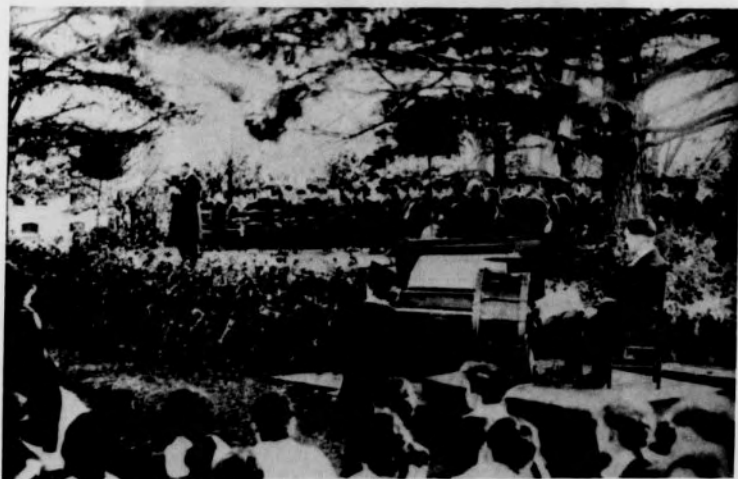
A new gymnasium has just been completed. The walls are of pressed brick; outside measurement is 128 by 104 feet. The main section is two stories with finished basement. In the basement are bowling and box ball alleys, filters, heaters, recirculation pump, fan, etc.

On the first floor are rooms for class work, registration, and office for the director. A locker room affording space for fifteen hundred individual lockers; shower bath room with sixty stalls, all with tiled floors and finished with marble; and dressing booths; in close connection with the locker room is the swimming pool room. The pool is 21 by 60 feet, ranging from three to eight feet in depth; sides and bottom are tiled, showing beautiful patterns; sides are fitted with terra cotta coping and non-slip plates. The floor of the room has a gentle slope, is of tile; walls are finished with green tiled paneled base. All tiles are small and of hexagon shape.

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<sup>1</sup>Winthrop College, The Tatler, 1917, pp. 226-229.

<sup>2</sup>Interview with Julia Post, September, 1970, Rock Hill, S. C.



**Figure 15. Dedication Ceremonies for Peabody Gymnasium,  
1916**

Figure 16. Postcard Issued to Commemorate the  
Dedication of Peabody Gymnasium,  
1916

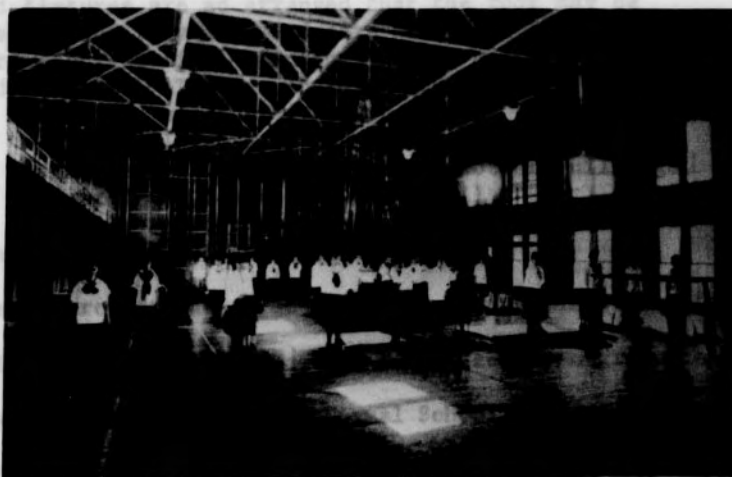




Figure 16. Postcard Issued to Commemorate the  
Dedication of Peabody Gymnasium,  
1916

In the locker room are dryers for all equipment, and wringer and washer operated by electricity for sterilizing and drying suits.

The water used is constantly refiltered by the recirculation pump in the basement and temperature is automatically regulated. The pool has a splendid springboard; the room is lighted by skylight and has galleries at each end of the room. The gymnasium room proper is on the second floor; it is 50 by 100 feet, clear space; all apparatus and appliances are arranged about the room on the



**Figure 17. Gymnastics Class in Peabody Gymnasium, 1916**

1916. She was replaced by a young Agnes E. Wayman, who had attended Chicago and Yale Universities. Miss Wayman was the first director to use the newly completed Peabody Gymnasium. It was under construction when she was appointed to the position and she selected and purchased most of the furniture in New York before she came to Rock Hill. Correspondence between Dr. Johnson and Miss Wayman described the furniture and authorized her to purchase it from the Globe-Wernicke Company.<sup>5</sup> Much of that furniture still adorned Peabody

<sup>5</sup>Winthrop College, Catalogue, 1913-1916, pp. 23-24.

<sup>6</sup>Winthrop College, Catalogue, 1914-1915, p. 9.

<sup>7</sup>Catalogue, 1915-1916, p. 9.

<sup>8</sup>Correspondence between David Bancroft Johnson and Agnes E. Wayman, Winthrop College Archives.

In the locker room are dryers for all equipment, and wringer and washer operated by electricity for sterilizing and drying suits.

The water used is constantly refiltered by the recirculation pump in the basement and temperature is automatically regulated. The pool has a splendid springboard; the room is lighted by skylight and has galleries at each end of the room. The gymnasium room proper is on the second floor; it is 60 by 100 feet, clear space; all apparatus and fixtures are so arranged that the room may be cleared entirely and used as a hall; the floor is of hard wood, carefully finished; it is marked for indoor games. The furniture includes a full supply of athletic equipment of latest design.

The building has been planned for normal work in gymnastics. It is connected with other buildings by a covered way leading to North Hall.

The total cost was more than \$65,000, of which the State appropriated \$30,000.<sup>3</sup>

The department had three directors during the period from 1915 until 1919. The first was Miss Ruth Potwine, a graduate of Mount Holyoke College, New Haven Normal School of Gymnastics, and the New York Medical College for Women.<sup>4</sup> Miss Potwine left Winthrop in 1916. She was replaced by a young Agnes R. Wayman, who had attended Chicago and Yale Universities.<sup>5</sup> Miss Wayman was the first director to use the newly completed Peabody Gymnasium. It was under construction when she was appointed to the position and she selected and purchased most of the furniture in New York before she came to Rock Hill. Correspondence between Dr. Johnson and Miss Wayman described the furniture and authorized her to purchase it from the Globe-Wernicke Company.<sup>6</sup> Much of that furniture still adorned Peabody

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<sup>3</sup>Winthrop College, Catalogue, 1915-1916, pp. 23-24.

<sup>4</sup>Winthrop College, Catalogue, 1914-1915, p. 9.

<sup>5</sup>Catalogue, 1915-1916, p. 9.

<sup>6</sup>Correspondence between David Bancroft Johnson and Agnes R. Wayman, Winthrop College Archives.

Gymnasium in 1970.

Miss Wayman resigned in 1917. A letter dated April 8, 1918 from Dr. Johnson to Dean Virginia C. Gildersleeve recommended Agnes Wayman for the directorship at Barnard College in New York.<sup>7</sup> She remained in that position from 1918 until her retirement in 1945. Miss Wayman became a well-known figure in the profession of physical education. She was President of the American Association for Health, Physical Education and Recreation in 1935-1936, a fellow in the American Academy of Physical Education, and recipient of the Anderson Award and the Honor Award from the Association. She wrote two books, Education Through Physical Education and A Modern Philosophy of Physical Education, and published many articles primarily concerned with women's athletics.<sup>8</sup>

The third director of the period was Beth Marcy Wetherbee, a graduate of the New Haven Normal School of Gymnastics.<sup>9</sup> She was appointed in 1917 and resigned in 1919. Mary Kolb, who was hired in 1913, served as assistant to all three of these directors.<sup>10</sup>

During Miss Potwine's directorship in 1915, a distinction was made between physical training courses and physical education courses. Physical training courses were divided into five levels and were general activity courses in gymnastics, folk dance and some sports.

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<sup>7</sup>Letter from David Bancroft Johnson to Virginia C. Gildersleeve, Winthrop College Archives.

<sup>8</sup>Arthur Weston, The Making of American Physical Education (New York: Appleton-Century-Crofts, 1962), p. 278.

<sup>9</sup>Winthrop College, Catalogue, 1917-1918, p. 9.

<sup>10</sup>Winthrop College, Catalogue, 1918-1919, p. 9.

They were required of all students. Physical education was the name given to a course taken in the senior year which consisted of advanced work in teaching gymnastics and folk dance and in coaching athletics.<sup>11</sup> During 1915, a block letter club was formed with four charter members. The club was called the "Wearers of the W."<sup>12</sup> This block letter



Figure 18. Agnes R. Wayman (upper left corner) with the Sophomore Hockey Team, 1917

In 1916, a significant phrase was added to the statement of objectives for the department's work. The new statement of

<sup>11</sup>Winthrop College, Catalogue, 1913-1914, p. 75.

<sup>12</sup>Winthrop College, *The Tatler*, 1916, pp. 176-177.

<sup>13</sup>Catalogue, 1925-1916, p. 28.

<sup>14</sup>Wester, pp. 25-26.

They were required of all students. Physical education was the name given to a course taken in the senior year which consisted of advanced work in teaching gymnastics and folk dance and in coaching athletics.<sup>11</sup> During 1915, a block letter club was formed with four charter members. The club was called the "Wearers of the W."<sup>12</sup> This block letter club existed throughout the twenties to recognize athletic accomplishments.

Though the United States did not enter World War I until 1917, the effect of that war on physical education was illustrated at Winthrop by an abrupt change of the department's name in 1916. The name was changed in all official listings from the Department of Physical Education, which it had become in 1910, to the Department of Physical Training.<sup>13</sup> Almost invariably in times of war the character of physical education programs changes. The push for military strength is actualized by substituting military fitness programs for physical education programs. When the United States entered the war, sports and games were beginning to displace formal gymnastics in physical education programs. The war caused many schools and colleges to substitute programs of military drill and physical training.<sup>14</sup>

In 1916, a significant phrase was added to the statement of objectives for the department's work. The new statement of

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<sup>11</sup>Winthrop College, Catalogue, 1913-1914, p. 75.

<sup>12</sup>Winthrop College, The Tatler, 1916, pp. 174-175.

<sup>13</sup>Catalogue, 1915-1916, p. 88.

<sup>14</sup>Weston, pp. 65-66.

objectives was as follows:

The object of this work is to improve the muscular and organic strength of the individual, to train correct habits of posture, and to aim at the improvement of the general health, and to teach forms of recreation which may be used in after life.<sup>15</sup>

Added seemingly as an afterthought, the final amusing phrase represents the first mention of a lifetime activity objective. The required activity courses remained basically the same through 1919. The only change was that Physical Training V became an elective course taken during the senior year which met for one period per week and was concerned with advanced folk dance and simpler forms of aesthetic dance. This represents the first mention of aesthetic dance in the curriculum at Winthrop.<sup>16</sup>

Aquatics was not included in the curriculum from 1909 until 1916. It was reinstated when the department moved to its new facility. In addition to the required courses in physical training, the following requirement was instituted in 1916:

Each student, in order to receive her diploma, must not only have credit for the required work, but must be able to swim at least the length of the pool, and must be able to play at least one highly organized game.<sup>17</sup>

The gymnasium costume in 1919 still consisted of a middy blouse, a divided black skirt and gymnasium shoes. The cost to each

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<sup>15</sup>Winthrop College, Catalogue, 1916-1917, p. 88.

<sup>16</sup>Catalogue, 1915-1916, p. 89.

<sup>17</sup>Winthrop College, Catalogue, 1916-1917, p. 88.

student for this outfit was nine dollars and fifty cents, which included fifty cents for the use of a bathing suit.<sup>18</sup>

Construction was under way in 1919 on another new dormitory (Roddey Hall) and a student activities building (Johnson Hall).<sup>19</sup> In 1917, the college enrollment rose to one thousand eighty,<sup>20</sup> but it dropped to one thousand twenty-eight in 1919.<sup>21</sup>

It seems obvious that the Department of Physical Education at Winthrop had been preparing students to teach physical education in the public schools since 1895 through its normal courses in physical education. In 1919, housed in its new facility, the department was ready to prepare the specialist in physical education.

<sup>18</sup>Winthrop College, Catalogue, 1919-1920, p. 103.

<sup>19</sup>Winthrop College, Bulletin, 1961-1962, pp. 17-18.

<sup>20</sup>Catalogue, 1917-1918, p. 160.

<sup>21</sup>Catalogue, 1918-1919, p. 161.

English I, II, III  
 Expression I  
 Fine arts I  
 Household Arts I  
 Language (Latin, French,  
 German or Spanish)  
 I, II, III  
 Library Methods I  
 Mathematics I, III, IV  
 Physical Training I

Second Year  
 Agriculture I  
 Education I  
 English IV  
 History I, II, III  
 Biology I, II, III, IV  
 Chemistry I, II, III, IV  
 Physics I, II, III  
 Household Science I  
 Manual Training I  
 Physical Training II  
 One course from the  
 following group:  
 English V  
 Mathematics V  
 Language IV

<sup>18</sup>Winthrop College, Catalogue, 1918-1919, p. 11.

<sup>19</sup>Winthrop College, Catalogue, 1919-1920, p. 115.



CHAPTER VIII  
THE INITIATION OF THE PHYSICAL EDUCATION  
MAJOR PROGRAM

In 1919, a former director of the department was reappointed to the position. She was Mrs. Ruth Bartlett, the former Miss Ruth Potwine, who had been director for the 1915-1916 school year. Her assistants were Gertrude Goss and Mildred Fuller.<sup>1</sup> During Mrs. Bartlett's first year as director, an undergraduate major program in physical education was initiated.

The first Bachelor of Science degrees in physical education were awarded in 1920, to Frances Stout Coker and Elizabeth Cauble Gilreath.<sup>2</sup> The curriculum for the Bachelor of Science degree was as follows:

<u>Freshman Year</u>	<u>Sophomore Year</u>
English I, II, III	Agriculture I
Expression I	Education I
Fine Arts I	English IV
Household Arts I	History I, II, III
Language (Latin, French, German or Spanish) I, II, III	Biology I, II, III, <u>or</u>
Library Methods I	Chemistry I, II, III, <u>or</u>
Mathematics I, III, IV	Physics I, II, III
Physical Training I	Household Science I
	Manual Training I
	Physical Training II
	One course from the following group:
	English V
	Mathematics V
	Language IV

<sup>1</sup>Winthrop College, Catalogue, 1918-1919, p. 11.

<sup>2</sup>Winthrop College, Catalogue, 1919-1920, p. 125.

Junior YearSenior Year

Education II, IV, V

Education VII, VIII, IX.

English X, XI

Biology I, II

Chemistry I, II

Physics I, II

Library Methods

School Music

Physical Training

Physical Education

Physical Education

Physical Education

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Figure 19. Ruth P. Bartlett, 1921

A certificate program was also begun in 1915 for persons who already held baccalaureate degrees. It could be completed in one summer and one regular winter session. Persons who completed this course received certificates allowing them to teach physical education.<sup>5</sup>

In 1920, the college received its present name, Winthrop College, the South Carolina College for Women. The campus grew during

<sup>3</sup>Catalogue, 1916-1917, p. 43.

<sup>4</sup>*Ibid.*, pp. 96-101.

<sup>5</sup>*Ibid.*, p. 42.

Junior Year

Education II, IV, X  
 English X, XIII  
 Biology I, II, III, or  
 Chemistry I, III, IV, or  
 Physics I, II, III  
 Library Methods II  
 School Music I  
 Physical Training III  
 Physical Education XI,  
 XVII, XVIII

Senior Year

Education VII, VIII, IX,  
 XXVI  
 Geography I  
 History XI  
 Mathematics IX  
 Physical Education II, VIII,  
 IX, XIX<sup>3</sup>

Physical training courses, numbered I through IV, were required of all students and descriptions of these courses were identical to those of previous years. In addition, there were twenty physical education courses, numbered I through XX. These were professional preparation courses and included first aid, medical gymnastics, massage, anatomy, hygiene, exercise, physiology, teaching methodology, kinesiology, orthopedic gymnastics, anthropometry, physical diagnosis, Swedish and German gymnastics, aquatics, folk and aesthetic dancing, play-ground and schoolroom games, military drill, coaching methods, and practice teaching.<sup>4</sup>

A certificate program was also begun in 1919 for persons who already held baccalaureate degrees. It could be completed in one summer and one regular winter session. Persons who completed this course received certificates allowing them to teach physical education.<sup>5</sup>

In 1920, the college received its present name, Winthrop College, the South Carolina College for Women. The campus grew during

<sup>3</sup>Catalogue, 1918-1919, p. 42.

<sup>4</sup>Ibid., pp. 98-101.

<sup>5</sup>Ibid., p. 42.

the period and so did the enrollment. A student activities building (Johnson Hall) and a new dormitory (Roddey Hall) were completed in 1920. Another dormitory (Breazeale Hall) was built in 1924 and a residence and dining facility for women faculty and staff members was completed in 1926. In 1928, there were fourteen buildings on campus.<sup>6</sup>

Mrs. Bartlett remained in the position of director until 1928. Miss Goss and Miss Fuller were succeeded in 1921, by Mary Lee Robertson and Gladys Perkins.<sup>7</sup> Miss Perkins resigned in 1924 and was replaced by two new faculty members, Pauline Rowell and Virginia Hopkins.<sup>8</sup> This increased the number of teachers in the department to four for the 1924-25 school year. Blanche Maccauley replaced Virginia Hopkins in 1925.<sup>9</sup> Miss Rowell and Miss Maccauley resigned in 1926 and were replaced by Helen M. Long and Eleanor E. Holt.<sup>10</sup> Miss Long and Miss Robertson resigned in 1927 and were succeeded by Christine White and Felie Woodrow Clark, who was the first Winthrop alumna to return to her alma mater to teach.<sup>11</sup> Faculty titles were changed in 1927. Mrs. Bartlett became a full professor and the other faculty members in the department became instructors.<sup>12</sup>

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<sup>6</sup>Winthrop College, Bulletin, 1961-1962, pp. 16-18.

<sup>7</sup>Winthrop College, Catalogue, 1920-1921, p. 11.

<sup>8</sup>Winthrop College, Catalogue, 1923-1924, p. 11.

<sup>9</sup>Winthrop College, Catalogue, 1924-1925, p. 12.

<sup>10</sup>Winthrop College, Catalogue, 1925-1926, p. 12.

<sup>11</sup>Winthrop College; Catalogue, 1926-1927, p. 13.

<sup>12</sup>Ibid., p. 9.

The curriculum in physical education did not change appreciably during the twenties. A course in the theory and practice of playground administration was added in 1923.<sup>13</sup> Both Swedish and German gymnastics were taught and received equal attention. A course in remedial gymnastics was added in 1927. It was an adapted course for students who could not take the regular work in physical education.<sup>14</sup> The department purchased a schematograph in 1925. This was a device for sketching posture pictures.<sup>15</sup>

Without a doubt, the most exciting extra-curricular sport event of the period from 1919 through 1928, was the accomplishment of Lucille Godbold. Miss Godbold was a Winthrop student from Estill, South Carolina, and was an excellent athlete. In 1922, on the suggestion of Mrs. Bartlett, money was raised by the Winthrop faculty and students to send her to the Olympic tryouts at Mamaroneck, New York. The 1922 Olympiad in Paris was the first in which women were allowed to compete. In the spring of that year, Miss Godbold had broken the American record in the shot put at Winthrop's annual track meet. At the tryouts for the Olympics, she broke her own record and took first place in the shot put. She was first in the basketball throw, second in the hop-skip-jump, and second in the 100-yard dash.<sup>16</sup> The New York Herald considered

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<sup>13</sup>Winthrop College, Catalogue, 1922-1923, p. 76.

<sup>14</sup>Winthrop College, Catalogue, 1927-1928, p. 75.

<sup>15</sup>Winthrop College, The Johnsonian, October 3, 1925, p. 1.

<sup>16</sup>Winthrop College, The Winthrop College News, October 20, 1922, p. 1.

her to be the best all-round woman athlete of the college world of that day.<sup>17</sup>

After she qualified for the team, the Winthrop faculty and student body again raised money for her to go to Paris. She had graduated in 1922 and was a member of the faculty, but she returned to Winthrop school and practiced javelin throwing before breakfast. In Paris she planned to compete in the javelin throw, the three-mile run, the 100-meter run, and the 100-meter water run. The Games began at the St. Germain Stadium on August 10, 1922. The five nations represented in the women's events were Canada, England, France, Switzerland, and the United States. Miss Godbold was the first to throw the javelin which led the world. She placed first in the 100-meter run, which she planned to compete in.



Figure 20. Lucille Godbold at the Paris Olympiad, 1922

world's best javelin thrower. This broke the French record by more than six feet. In the third hundred yards she led the race by more than ten feet. She took fourth place, and gave her javelin to the United States. She did not compete in the 100-meter water run which was to follow. She did so reluctantly and commented later, "I don't believe the judges knew

<sup>17</sup>Winthrop College, The Tatler, 1921, p. 176.  
<sup>18</sup>The Winthrop College News, October 30, 1922, p. 1.

her to be the best all-round woman athlete of the college world of that day.<sup>17</sup>

After she qualified for the team, the Winthrop faculty and student body again raised money for her to go to Paris. She had graduated in 1922 and was no longer a student, but she returned to summer school and practiced every morning before breakfast. In Paris she planned to compete in the shot put, the javelin throw, the three-hundred meter run and the one thousand meter run. The Games began in Pershing Stadium on August 20, 1922. The five nations represented in the women's events were Czecho-Slovakia, England, France, Switzerland, and the United States. Miss Godbold carried the flag which led the American team around the track in the opening ceremonies. She placed in all of the four preliminaries for the events in which she planned to compete.<sup>18</sup>

Dr. Johnson made a special trip to Paris to be among the twenty thousand spectators who saw Miss Godbold compete. She broke the world's record in the shot put on her first try, propelling the shot over twenty meters. This broke the French world record by more than six feet. In the three hundred meter race, Miss Godbold was ordered by her coach to jog around the track, take fourth place, and save her stamina for the one thousand meter run which was to follow. She did so reluctantly and commented later, "I don't believe the judge knew

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<sup>17</sup>Winthrop College, The Tatler, 1921, p. 176.

<sup>18</sup>The Winthrop College News, October 20, 1922, p. 1.

whether I was last in that race or first in the next."<sup>19</sup>

She took third place in the two-handed javelin throw and in the final event of the day, the one-thousand meter run, she tripped over another competitor who had fallen in front of her and finished third. She still managed to win ten of the United States' thirty-one points with six medals, more than any other person in the meet. Miss Godbold received a heroine's welcome on her return to Winthrop, as described in the following quote from the college newspaper:

On the morning of Saturday, October 7, Chapel was going as usual. President Johnson was standing where he had stood all these years. The hymn was announced, the Scripture read, the Lord's Prayer was repeated as usual, and then the announcements - but just as Dr. Johnson had begun to tell that the movie that night would show "Our Ludy" in action at the Paris Olympic, the marshals with their [beribboned] staffs appeared in the rear, and with their entrance a roar, a storm, a thunder storm, of applause swept down the student crowd. It was deafening, overwhelming. The newcomers, especially on the platform, wondered what it was all about, but soon someone said, "It's Ludy!" And so behind the marshals there came a tall, graceful young woman, tastefully dressed in dark blue, and evidently overwhelmed by her roaring reception. And how they did roar! They would have roared more had thirteen hundred girls possessed other means of roaring besides feet, hands, and lungs.<sup>20</sup>

In 1925, Sara Workman and Margaret Long led Winthrop to a first place finish in the National Women's Intercollegiate and Scholastic Track Meet. This was a telegraphic event. Participants competed at their own schools and scores were compared by telegraph. Miss Workman was the top individual scorer.<sup>21</sup>

<sup>19</sup>Ibid.

<sup>20</sup>Ibid.

<sup>21</sup>Winthrop College, The Tatler, 1926, p. 225.



Competitive athletics flourished during the twenties and their importance was given frequent physical expression. Winners of awards in sports had their names painted in black on the brown interior walls of the gymnasium. This practice began in 1916.<sup>22</sup> The first state high school track meet was held at Winthrop on May 1 and 2, 1925.<sup>23</sup> As early as 1924, seniors from the college went out to the high schools to coach track teams.<sup>24</sup> The Athletic Association sponsored many sport events on campus. The Springfield College gymnastics team appeared in the gymnasium on January 24, 1925,<sup>25</sup> and the Presbyterian College football team played Davidson College on the Winthrop field on October 17, 1925.<sup>26</sup> Commencement activities always included sport events, usually tennis matches and archery contests, and awards were presented each year in field hockey, basketball, track, swimming, tennis and archery.

The emphasis on sport and the changing times resulted in a change of costume for the department's activities. Beginning in 1925, bloomers and shirts, ordered in colors other than blue and white, replaced the old serge suits.<sup>27</sup> The new emphasis also inspired a stiffening of requirements for participation. Until 1928, students

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<sup>22</sup>Winthrop College, The Johnsonian, December 8, 1923, p. 4.

<sup>23</sup>Winthrop College, The Johnsonian, February 14, 1925, p. 1.

<sup>24</sup>Winthrop College, The Johnsonian, March 29, 1924, p. 1.

<sup>25</sup>Winthrop College, The Johnsonian, January 24, 1925, p. 1.

<sup>26</sup>Winthrop College, The Johnsonian, October 17, 1925, p. 1.

<sup>27</sup>Winthrop College, The Johnsonian, October 3, 1925, p. 1.

could fail one course and still be allowed to participate in athletics. After that time, students were required to pass all subjects with an average of seventy.<sup>28</sup>

Compared with other women's colleges, Winthrop was somewhat slow to make the curricular transition from gymnastics to sport. That change was inevitable and the seeds for it were sown during the early twenties.

<sup>28</sup>Winthrop College, The Johnsonian, October 13, 1928, p. 1.

The first year of Miss Sefton's administration brought some major curriculum changes. Physical Training courses One and Two, which had been courses in formal gymnastics, folk dance and swimming, became courses in organized games such as field hockey, soccer, speedball, volleyball, and basketball. Also included in these courses were track, swimming and some gymnastic floorwork. Physical Training Three was a continuation of similar activities with emphasis on more advanced game skills, tactics, and swimming. A separate course in tennis was offered for juniors who had a 2 or better average in their physical training work. Physical Training Four was for seniors and its emphasis was on activities for public school use. Physical

<sup>1</sup>Winthrop College, Catalogue, 1927-1928, pp. 8-9.

CHAPTER IX  
THE DISPLACEMENT OF GYMNASTICS BY SPORT  
WITHIN THE CURRICULUM  
1928-1932

Mrs. Bartlett left Winthrop in 1928 after almost a decade as department chairman. She was replaced by Alice Allene Sefton, who held a B.S. degree from the University of Pittsburgh, an M.A. degree from Columbia University, and attended the New Haven Normal School of Gymnastics. In that same year Frances G. Hoffman replaced Eleanor Holt as an instructor completing the faculty of four: Miss Sefton, Miss Clark, Miss White, and Miss Hoffman.<sup>1</sup>

The first year of Miss Sefton's administration brought some major curriculum changes. Physical Training courses One and Two, which had been courses in formal gymnastics, folk dance and swimming, became courses in organized games such as field hockey, soccer, speedball, volleyball, and basketball. Also included in these courses were track, swimming and some gymnastic floorwork. Physical Training Three was a continuation of similar activities with emphasis on more advanced game skills, tactics, and swimming. A separate course in tennis was offered for juniors who had a B or better average in their physical training work. Physical Training Four was for seniors and its emphasis was on activities for public school use. Physical

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<sup>1</sup>Winthrop College, Catalogue, 1927-1928, pp. 8-9.

Training Five, which had been called Remedial Gymnastics, became modified Gymnastics, with basically the same course description.<sup>2</sup>



Figure 21. (Left to right) Allene Sefton, Felie Clark, Christine White and Frances Hoffman, 1928

<sup>2</sup>Winthrop College, Catalogue, 1928-1929, pp. 87-88.

<sup>3</sup>*Ibid.*, pp. 88-89.

<sup>4</sup>*Ibid.*, p. 88.

Training Five, which had been called Remedial Gymnastics, became Modified Gymnastics, with basically the same course description.<sup>2</sup>

A number of changes were also made in the professional preparation program. The courses in German and Swedish gymnastics were eliminated and a course in natural gymnastics was added. This addition to the curriculum reflected the national trend towards emphasis on sport, dance and play forms rather than formal gymnastics. The term "natural gymnastics" as it was used at Winthrop implied running, jumping and throwing activities. The course was described as follows:

The purpose of this course is to acquire skill and ability in the use of the body which will be of value in every day life, present and future, and to increase such skill to a point of practical efficiency in the presence of possible injuries and physically difficult or uncomfortable situations. This type of gymnastics conforms as much as is consistent with primitive types of activity which contributed to the development of the race. Special emphasis is placed on all types of motor ability tests suitable for every age and all school grades with methods of presentation and practice teaching opportunities.<sup>3</sup>

Also new to the curriculum was an elective course called Art in Physical Education, the purpose of which was to "furnish the basis for an intelligent appreciation of the arts and their relation to physical education."<sup>4</sup> There were two courses in methods of teaching which covered the history and progression of all the "great systems of gymnastics." A course called Coaching Team Games and Sports included skill practice, rules, coaching methods and officiating for

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<sup>2</sup>Winthrop College, Catalogue, 1928-1929, pp. 87-88.

<sup>3</sup>Ibid., pp. 88-89.

<sup>4</sup>Ibid., p. 88.

field hockey, soccer, speedball, basketball, volleyball, baseball, track, tennis, and archery. A non-credit course in First Aid was added and students who successfully completed it received an American Red Cross Certificate.<sup>5</sup>

During the administration of Miss Sefton, the Department changed names twice. In 1930, it changed from the Department of Physical Training to the Department of Physical Education and in 1931 it became the Department of Health and Physical Education. Both of these changes brought curriculum changes. The professional preparation program for 1930 was described as follows:

Students wishing to prepare to teach Physical Education should take the academic work as outlined for high school, intermediate grades, or primary grades.

In Education they should take in the Junior year Physical Education 11 and 12, Education 25, and 3 hours elective.

In the Senior year they should take Physical Education 13 and 14, Education 23 (High School), or 21 (Intermediate), or 20 (Primary), and 3 hours elective.

The elective courses in Education in the Junior and Senior years must be chosen from the Department of Physical Education.<sup>6</sup>

Lillian Wellner was hired to replace Miss White in 1929 and Jane Couch succeeded Miss Clark in 1931. When the name of the department was changed to the Department of Health and Physical Education in 1931, Dr. Sylvia Allen and Dr. Abby Virginia Holmes were listed as members of the faculty. Dr. Allen was director of the Health Service and Dr. Holmes was a professor of health education.

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<sup>5</sup>Ibid., p. 89.

<sup>6</sup>Winthrop College, Catalogue, 1930-1931, p. 43.

Both of them were medical doctors.<sup>7</sup>

In 1931, a health education course was added and the requirement for physical training was dropped from four courses to two. However, students were still required to take physical education courses for four years. After their two required courses, students could choose from several courses during the remaining two years. There were separate courses in swimming, clogging, natural dancing and folk dancing. Included were two courses in elementary physical education, "Games and Rhythmic Expression for Grades One Through Four" and "Games and Rhythmic Expression for Grades One Through Eight." These courses were for students not majoring in physical education.<sup>8</sup>

For physical education majors, fourteen courses were offered in 1931. Their catalogue numbers ranged from twenty to seventy-three and they were as follows: Practice in Physical Education, Selection and Practice of Play Activities in Elementary and Secondary Schools, Kinesiology, Therapeutic Gymnastics, Dancing, Organization and Administration of Physical Education, Physical Diagnosis, Advanced Physiology and Hygiene, Aquatics, Theory and Practice in Playground Administration, Art in Physical Education and First Aid.<sup>9</sup> By 1932, the campus had expanded to fifteen buildings with the addition of a classroom building (Kinard Hall).<sup>10</sup>

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<sup>7</sup>Ibid., p. 58.

<sup>8</sup>Ibid., pp. 58-59.

<sup>9</sup>Ibid., pp. 59-60.

<sup>10</sup>Winthrop College, Bulletin, 1961-1962, p. 18.

In 1928, physical education at Winthrop lost one of its most devoted supporters. Dr. David Bancroft Johnson died on December 26, 1928.<sup>11</sup> Dr. Johnson was buried in front of the administration building where he had labored for thirty-three years.<sup>12</sup> In 1927, after a long crusade by his admirers, a bill was passed by the state Senate changing the name of the college to Winthrop-Johnson College. Dr. Johnson himself requested that the name not be changed and the bill was repealed.<sup>13</sup> During his forty-two year administration, Dr. Johnson made many contributions to the development of the Department of Physical Education at Winthrop. He supported the work of the department, attended its functions and selected its leaders with particular care. Dr. Johnson always seemed interested in sport and it is noteworthy that, at the time of his death, sport had completely displaced gymnastics in the curriculum.

<sup>11</sup>Winthrop College, The Tatler, 1929, p. 12.

<sup>12</sup>Winthrop College, The Johnsonian, January 12, 1929, p. 4.

<sup>13</sup>Winthrop College, The Johnsonian, March 12, 1927, p. 1.

<sup>11</sup>Winthrop College, Catalogue, 1912-1913, p. 2.

<sup>12</sup>Interview with Julia East, September, 1970, Rock Hill, S. C.

<sup>13</sup>Catalogue, 1922-1923, p. 2.



CHAPTER X  
THE EARLY ACCOMPLISHMENTS OF JULIA POST  
AS DEPARTMENT CHAIRMAN  
1932-1940

In 1932, Julia Post became chairman of the Department of Health and Physical Education and began an era in its history that would last for thirty years. Miss Post did not intend initially to remain at Winthrop for that long. She had earned her Bachelor of Arts and Master of Science degrees at the University of Wisconsin and had taught for ten years before coming east.<sup>1</sup> When asked why she came to Winthrop originally, Miss Post replied:

It was about the only job that was available that was worth anything. I didn't even know where South Carolina was....When I came to Winthrop, it was an interim situation. Dr. Kinard was acting President and everything was naturally a little bit disturbed and by the ears....I said, "Well, I'll stay one more year, because it's not good to stay one year in a place." Then, things got better and here I am.<sup>2</sup>

Miss Hoffman, Miss Wellner and Miss Couch were instructors in the department for the 1932-1933 school year.<sup>3</sup> During that year the Department of Health and Physical Education conducted physical examinations at the beginning and end of the year. Dr. Allen and Dr. Holmes conducted the examinations in the infirmary with the

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<sup>1</sup>Winthrop College, Catalogue, 1932-1933, p. 6.

<sup>2</sup>Interview with Julia Post, September, 1970, Rock Hill, S. C.

<sup>3</sup>Catalogue, 1932-1933, p. 8.

assistance of the physical education staff and majors. Miss Post recalled this process as an arduous one stretching well into first semester. She remembered teaching strenuous activity courses in soccer and field hockey with little knowledge at all about the health status of her pupils.<sup>4</sup>



Figure 22. Julia Post (lower left corner) with the Athletic Board, 1935

of physical education. Freshmen were required to take courses one and two, which included the following activities: swimming, field hockey, soccer, speedball, volleyball, formal gymnastic floor work, motor ability tests, apparatus work, dancing, basketball, track and baseball. There was a strong emphasis on swimming and the skills covered included the elementary backstroke, the preliminary crawl stroke, diving and water polo. Sophomores were required to take courses twenty-one and

<sup>4</sup>Interview with Julia Post, September, 1970. Rock Hill, S. C.

<sup>5</sup>Winthrop College, Catalogue, 1931-1932, p. 65.

assistance of the physical education staff and majors. Miss Post recalled this process as an arduous one stretching well into first semester. She remembered teaching strenuous activity courses in soccer and field hockey with little knowledge at all about the health status of her pupils.<sup>4</sup>

The philosophy of the department from 1930 until 1933 was decidedly more oriented toward health and health education than it had previously been as indicated by the 1931-1932 catalogue statement below:

The aim of this department is the greatest development possible for each individual, through health education, protection against communicable diseases, and care during illness, and through a well rounded program of physical education activities.<sup>5</sup>

In 1932, students were required to take four semester hours of physical education. Freshmen were required to take courses one and two, which carried one-half semester hour of credit each and met twice per week. Physical Education One and Two included the following activities: swimming, field hockey, soccer, speedball, volleyball, formal gymnastic floor work, motor ability tests, apparatus work, dancing, basketball, track and baseball. There was a strong emphasis on swimming in these two courses and the skills covered included the elementary backstroke, the preliminary crawl stroke, diving and water games. Sophomores were required to take courses twenty-one and

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<sup>4</sup>Interview with Julia Post, September, 1970, Rock Hill, S. C.

<sup>5</sup>Winthrop College, Catalogue, 1931-1932, p. 65.

twenty-two, which were also one-half credit courses. The activities were basically the same as those for the freshman courses. Physical Education twenty-three and twenty-four were adapted courses for students who were unable for health reasons to take the regular courses. Juniors and seniors were required to elect two hours per week of physical education each semester.<sup>6</sup>

In 1933, after Miss Post's first year as department chairman, there was a noticeable change in the activities for the required courses. Formal gymnastics was totally excluded. Physical Education one and two included service ball, newcomb, speedball, fundamentals of body mechanics, rhythms, swimming, folk dancing and baseball. Physical Education twenty-one and twenty-two included field hockey, swimming, tennis, volleyball, fundamentals of posture and stunts and tumbling. The adapted course in corrective gymnastics was not included in the curriculum for 1933.<sup>7</sup>

Miss Post recalled that formal gymnastics had been very much a part of the curriculum before she came, in addition to team sports and tennis. Peabody Gymnasium was packed with Swedish apparatus when she arrived in 1932. There were window ladders, ropes, booms, Swedish boxes and stall bars. Miss Post had most of the equipment removed because it interfered with the sports and games which had become the core of the program. Miss Post had served as chairman of the recreational sports committee for the National Section for Girls' and Women's Sports and had worked on assembling the guide for recreational

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<sup>6</sup>Ibid.

<sup>7</sup>Catalogue, 1932-1933, p. 51.

sports. She introduced such activities as deck tennis, badminton, shuffleboard and horseshoes to the curriculum.<sup>8</sup> A course in recreational sports, Physical Education fifty-eight, could be elected by juniors and seniors.<sup>9</sup>

Physical education majors were required to take the same activity courses as the general college population; however, they were grouped together and their courses were numbered Physical Education 1X, 2X, 21X and 22X. In 1933, the curriculum for the Bachelor of Science degree included the following general requirements:<sup>10</sup>

Freshman and Sophomore Years

Area	Semester Hours
English	12
Biology	12
Mathematics	6
Language	12
Physics	3
Psychology	3
Physical Education activities	2 1/2
Physical Education theory	6
Electives	6

<sup>8</sup>Interview with Julia Post, September, 1970, Rock Hill, S. C.

<sup>9</sup>Catalogue, 1932-1933, p. 52.

<sup>10</sup>Ibid., pp. 52-53.

Junior and Senior Years

Area	Semester Hours
Biology	3
Chemistry	6
Social Science	3
Education	3
Physical Education	22 1/2
Electives	24

Three of the department's four staff members attended the annual meeting of the American Association of Health, Physical Education and Recreation held in Louisville in 1933. Miss Post was chairman of the state association and was a representative to the national convention. The department was responsible for planning May Day and Dr. Kinard was hesitant to allow three of the department's faculty members to be gone with May Day only a few weeks away. Miss Post suggested that students be in charge of the May Day activities. Dr. Kinard was not immediately receptive to this idea, but he discussed Miss Post's suggestion with an old friend who happened to be visiting the campus at the time. The old friend was Mary Channing Coleman. He asked her what she thought about having the students plan May Day. She replied that it depended upon the purpose for the occasion. If it was a show, according to Miss Coleman, then the department-faculty could justifiably be in charge. If it was an educational endeavor, she said, it should be handled by students.<sup>11</sup>

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<sup>11</sup>Interview with Julia Post, September, 1970, Rock Hill, S. C.

In 1934, a classification test for motor skill was used in addition to the health examination for classifying entering students. Those who fell below the minimum standard on the test were required to take a course in fundamentals. Others were allowed to choose from the following courses:

Fundamentals. The development of skills and knowledge underlying physical activity which should be a required part of the physical education program.

Team Sports. Field hockey and newcomb.

Team Sports. Basketball and outdoor baseball.

Beginners Swimming. A course for those who cannot swim or whose ability is very slight. Water games, floats, back and side strokes, treading water and beginning diving.

Beginners Archery. In this course students are taught all parts of archery equipment. Form taught in all positions of shooting. Practice at different ranges. Columbia Round is shot at the end of the season.<sup>12</sup>

Four semester hours were required and activity courses carried one-half semester hour of credit each. Sophomores, juniors and seniors could elect courses in tennis, archery, speedball, volleyball, basketball, baseball, hockey, tumbling, recreational sports, folk dance, national dance, English folk dance, clogging and tap dancing.<sup>13</sup>

The Physical Education Club for majors was organized in 1934 with Sunshine Pearce as its first president. Frances Hoffman was the faculty advisor to the club and there were forty charter members.<sup>14</sup>

<sup>12</sup>Winthrop College, Catalogue, 1933-1934, p. 52.

<sup>13</sup>Ibid., pp. 52-53.

<sup>14</sup>Winthrop College, The Tatler, 1935, p. 196.

The Physical Education Club was the forerunner of Sigma Gamma Nu, the present organization for physical education majors at Winthrop.

In 1935 a new statement of objectives and a new classification system appeared in the Catalogue. It was stated as follows:

The department of Physical Education serves a two-fold purpose; (1) to provide for every student an opportunity for the development of motor skills and of a lasting interest in leisure time activities; (2) to provide for the training of teachers in the field of Physical Education, and meet the swimming requirement. (See below)

Registration in Physical Education is based upon the findings of the health examination and of the classification tests:

Classification for Activities -- on basis of:

a. Health Examination Classification:

A -- unrestricted

B -- slightly restricted

\*C -- restricted

\*D -- rest periods

\*C Health Group take light activities -- Archery, Swimming, Recreational Sports, Beginners Tennis.

\*D Health Group -- Rest period in Infirmary.<sup>15</sup>

In 1936, the same classification system was used. The following statement from the 1935-36 Catalogue more elaborately defines the program of the department:

The program provided for Freshmen consists of prescribed courses. Assignment of students in these courses is based upon the following:

a. Health classification determined by health examination (see above).

b. Classification according to motor skills and participation previous to college entrance.

All Freshmen who are unable to swim are required to take one semester of swimming. Those who fall below the level of the standard set up by the department for the highly skilled group are required to take the fundamentals course for one semester.

Others are assigned to courses in team sports with the exception of those of C health grade for whom individual arrangements are made.

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<sup>15</sup>Winthrop College, Catalogue, 1934-1935, p. 115.



Two year Commerce students are allowed to take free electives during their two years.

Beginning with the Sophomore Year, students enter upon an elective program with the following guidance Plan:

- a. Aquatics -- Ability to take care of self in water and sufficient skill to provide for enjoyment of water sports.
- b. Mastery of fundamental skills -- for efficient body mechanics in every day needs of life, and as foundation for sport skills for leisure time activities.
- c. Participation in team sports -- (at least one semester course.)
- d. Individual sports -- at least one suitable for leisure time as a hobby.
- e. Rhythmic Activities -- at least one course in such activities to provide for an appreciation of rhythm and a reasonable degree of skill in rhythmic activities.
- f. For those students preparing for teaching -- the course provided for the particular level, e.g., Primary Activities, Intermediate activities, Coaching.<sup>16</sup>

Miss Post was on a leave of absence during the second semester of the 1936-1937 school year and Miss Betty Clague filled in during her absence.<sup>17</sup> Maude Cameron Causey, H. Margaret Lea and Alice Hayden joined the staff in 1937.<sup>18</sup> Marion Fugitt was added in 1938, which increased the size of the faculty to five persons.<sup>19</sup>

A number of sports clubs existed during the thirties, for hockey, basketball, swimming, baseball, bowling, tennis and archery. A dance club, a recreational club and an outing club were organized

<sup>16</sup>Winthrop College, Catalogue, 1935-36, p. 120.

<sup>17</sup>Winthrop College, Catalogue, 1936-1937, pp. 7-11.

<sup>18</sup>Winthrop College, Catalogue, 1937-1938, pp. 11-13.

<sup>19</sup>Winthrop College, Catalogue, 1938-1939, pp. 16-23.

in 1938.<sup>20</sup> In 1937, the state high school track meet was converted into a playday, which included many activities.<sup>21</sup>

Varsity teams were chosen in field hockey and basketball and there were class teams in basketball.<sup>22</sup> The varsity teams did not compete with other schools. They were chosen to recognize outstanding participants in class competition. Usually, several varsity teams were chosen in each sport and they competed with each other. Pep rallies were held in the auditorium (Tillman Hall) for hockey games and there was much student enthusiasm for athletics.<sup>23</sup>

In 1939, the required courses for freshmen and sophomores were restructured. The new courses were as follows:

1. Introduction to Health and Physical Education.

The following units are included: (a) introduction to the field of Physical Education, its scope, problems, general aims and objectives, professional opportunities and the qualifications for professional leadership; (b) fundamentals of rhythmic form and analysis; (c) through participation an introduction to certain of the activities with an opportunity for the development of personal skills in hockey and recreational sports. Three semester hours. First Semester.

2. Introduction to Health and Physical Education.

The following units are included: (a) continuation of P. E. 1 (a); (b) personal and community health, continuation of Hygiene 6; (c) continuation of recreational sports, volleyball, baseball. Three semester hours. Second Semester.

3. Tennis and Swimming. Required of Physical Education majors. One-half semester hour. First Semester.

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<sup>20</sup>Winthrop College, The Tatler, 1938, p. 238.

<sup>21</sup>Interview with Julia Post, September, 1970, Rock Hill, S. C.

<sup>22</sup>Winthrop College, The Tatler, 1940, pp. 214-217.

<sup>23</sup>Interview with Julia Post, September, 1970, Rock Hill, S. C.

4. Swimming and Modern Dance. Required of Physical Education majors. One-half semester hour. Second Semester.

21. Introduction to Physical Education. The following units are included: (a) a study of the classification of the activities included in the field of Physical Education, their respective backgrounds and historical development, their contributions to the individual and community, and the theories of play; (b) a study of the principles and practices of first aid measures and procedures for handling accidents and injuries; (c) an introduction to the following activities: folk dance, clog and tap dance. Three semester hours. First Semester.

22. Introduction to Physical Education. The following units are included: (a) continuation of P. E. 21 (a); (b) problems of body mechanics in relation to correct posture and carriage with an opportunity for the correction of individual deviations; (c) continuation of clog and tap, and modern dance. Three semester hours. Second Semester.<sup>24</sup>

In 1939, three new buildings were completed including an auditorium (Byrnes Auditorium) with a seating capacity of three thousand five hundred and an adjoining conservatory of music. The two other buildings completed during the period were a home economics building (Thurmond Hall) and a nursery school (Macfeat Nursery School). Winthrop's third president, Shelton Phelps, was inaugurated in 1934.<sup>25</sup> One of the department's 1939 graduates, Miss Laura Mae Brown, was chosen as President-elect of the American Association for Health, Physical Education and Recreation in 1969.<sup>26</sup>

During the thirties the influence of Julia Post and her philosophy were felt in several ways. Recreational sports were introduced into the curriculum and received considerable emphasis. Gymnastics was

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<sup>24</sup>Winthrop College, Catalogue, 1939-1940, pp. 128-129.

<sup>25</sup>Winthrop College, Bulletin, 1961-1962, p. 16.

totally excluded from the program and most of the gymnastics equipment was removed from Peabody Gymnasium. Competitive sports were confined to the intramural level in keeping with a national trend among women leaders in physical education to eliminate interscholastic sports from women's programs.

The period which began in 1941 is noted as a major shift in philosophy of physical education. The new predominant trend was a stronger emphasis of physical fitness objectives in written statements beginning at the time when the United States entered World War II. The department continued under the steady guidance of Miss Egan. Gymnastics had disappeared from the program and sports and dance dominated it. Winthrop installed its fourth president, Henry Sims, on its fiftieth anniversary in Rock Hill, October 24, 1945.<sup>1</sup>

Faculty size varied during the period from five in 1940-1941, six in 1945-1946, to three in 1948-1949 and back to four in 1949-1950. During the school year of 1940-1941, Miss Post, Miss Causey, Miss Fugitt, Miss Hayden and Miss Lee comprised the faculty.<sup>2</sup>

The curriculum of the department for the 1940-1941 year had two overall objectives: to provide for every student an opportunity for physical activity and to develop in the student an interest in leisure time activities and to provide for the training of physical education teachers and community recreation directors.<sup>3</sup>

<sup>1</sup>Winthrop College, Catalogue, 1945-1946, p. 2.

<sup>2</sup>Winthrop College, The Faculty, 1941, pp. 13-17.

<sup>3</sup>Winthrop College, Catalogue, 1940-1941, p. 127.

## CHAPTER XI

## THE INFLUENCE OF WAR

1940-1950

The period which began in 1940 saw no major shifts of philosophy or changes in curriculum. The one predictable trend was a stronger emphasis of physical fitness objectives in written statements beginning at the time when the United States entered World War II. The department continued under the steady guidance of Julia Post. Gymnastics had disappeared from the program and sport and dance dominated it. Winthrop installed its fourth president, Henry Sims, on its fiftieth anniversary in Rock Hill, October 24, 1945.<sup>1</sup>

Faculty size varied during the forties from five in 1940-1941, to six in 1945-1946, to three in 1948-1949 and back to four in 1949-1950. During the school year of 1940-1941, Miss Post, Miss Causey, Miss Fugitt, Miss Hayden and Miss Lea comprised the faculty.<sup>2</sup>

The curriculum of the department for the 1940-1941 year had two overall objectives: to provide for every student an opportunity for the development of motor skills and of a lasting interest in leisure time activities; and to provide for the training of physical education teachers and community recreation directors.<sup>3</sup>

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<sup>1</sup>Winthrop College, Catalogue, 1945-1946, p. 5.

<sup>2</sup>Winthrop College, The Tatler, 1941, pp. 15-17.

<sup>3</sup>Winthrop College, Catalogue, 1940-1941, p. 127.

The first objective was implemented by a requirement that freshman and sophomores take a one-half semester hour activity course during each semester. Juniors and seniors were allowed to take additional activity courses for credit. Freshmen and sophomores were guided in their choice of courses by an orientation program consisting of a health examination, classification tests, lectures, demonstrations and individual conferences. New students were given medical examinations at the beginning and end of their first year. Medical examinations were administered in the infirmary by the college physician, who was assisted by the faculty and majors of the Physical Education Department. Activity courses available to the general college student were tennis, archery, speedball, volleyball, baseball, field hockey, basketball, recreational sports, folk dance, national dance, modern dance, clog, tap dance, country dance, swimming and golf.<sup>4</sup>

The second overall objective of the department, preparation of teachers and recreation leaders was implemented by the following curriculum for the Bachelor of Science degree in physical education:

Freshman Year

English  
 Biology  
 Social Science  
 Hygiene  
 Library Science  
 Physical Education 1 and 2:  
     Introduction to Health and  
     Physical Education  
 Physical Education 3: Hockey and  
     Swimming  
 Physical Education 4: Swimming, Volleyball  
     and Baseball  
 Physical Education 5: Tennis and Recreational Sports

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<sup>4</sup>Ibid.

Physical Education 6: Recreational Sports and Modern Dance

Sophomore Year

English

Anatomy

Chemistry

Physical Education 21 and 22: Introduction to Physical Education

Physical Education 23: Soccer, Speedball, Clog and Tap

Physical Education 24: Clog, Tap, Golf and Archery

Physical Education 25: Modern Dance, Stunts and Tumbling

Physical Education 26: Stunts, Tumbling and Folk Dance

Physical Education 27: Applied Anatomy and Kinesiology

Junior Year

Physical Education 31: Theory of Team Sports and Swimming

Physical Education 32: Theory of Rhythmic Activities and Individual Sports

Physical Education 33: Growth and Development

Physical Education 34: Community Recreation Leadership

Psychology

Physiology

Senior Year

Physical Education 42: Organization and Administration of Physical Education

Physical Education 43: Philosophy of Health and Physical Education

Physical Education 44: Therapeutics Health Education<sup>5</sup>

Students who planned to teach were required to take six additional courses in education during the junior and senior years, which included practice teaching. In addition to the required courses, students were allowed thirty-nine semester hours of elective courses.<sup>6</sup>

Miss Causey and Miss Lea resigned in 1941 and they were replaced by Dorothy Chamings and Polly Moore.<sup>7</sup> Miss Fugitt left in 1942 and

<sup>5</sup>Ibid., pp. 128-137.

<sup>6</sup>Ibid., p. 126.

<sup>7</sup>Winthrop College, The Tatler, 1942, pp. 14-16.

Miss Hayden took a leave of absence, so that the faculty for the 1942-1943 school year was comprised of Miss Post, Miss Chamings, Mrs. Moore, Miss Marjorie Browning and Miss Frances Cake.<sup>8</sup> In that year, requirements and course offerings were basically the same as for the previous year, but some proliferation of courses occurred and activity pairings were changed in some cases. There were six course levels in swimming, three in tennis and three in first aid and safety. The two methodology courses were further divided into the following four: Theory of Team Sports, Theory of Coaching Individual Sports, Technique and Theory of Coaching Basketball and Aquatics.<sup>9</sup>

Miss Cake, Miss Browning and Mrs. Moore resigned in 1943 and Mrs. Alice Hayden Salo rejoined the faculty. The faculty for 1943-1944 consisted of Miss Post, Miss Chamings, Mrs. Salo, Miss Helen Locus and Miss Lucy Frances Burns.<sup>10</sup> Miss Burns did not return the following year, nor did Mrs. Salo. They were replaced by Miss Ann Bull and Miss Adelaide Swallow.<sup>11</sup>

By 1945, the effect of World War II was displayed in revised department objectives. The statement of objectives included for the first time preparation of physio-therapists, leaders for camp programs and teachers of remedial physical education. As it had in World War I, physical fitness appeared in the following statement from the 1945 Catalogue:

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<sup>8</sup>Winthrop College, Catalogue, 1941-1942, pp. 14-24.

<sup>9</sup>Ibid., pp. 126-132.

<sup>10</sup>Winthrop College, The Tatler, 1944, pp. 15-18.

<sup>11</sup>Winthrop College, The Tatler, 1945, pp. 17-21.



The department of Physical Education serves a two-fold purpose; (1) to provide for every student an opportunity for the development of motor skills and the maintenance of physical fitness and of such skill and interest in activities as will prove to be of lasting value in the later use of leisure time; (2) to provide for the training of leaders in the following areas of the field; teaching on the elementary, secondary and college levels, community recreation, camp programs, and to provide basic training for such areas as: health, remedial physical education, and physiotherapy.<sup>12</sup>

The war was felt in other ways on the Winthrop campus. Young airmen in training were quartered in Bancroft Hall and involved themselves in many campus activities.<sup>13</sup> They left a legacy of paintings of airplanes on the basement walls of the dormitory.

During the 1945-1946 school year Miss Post headed a faculty of six, including Miss Chamings, Mrs. Moore, Mrs. Edith B. Aull, Miss Catherine Robinson and Miss Clifford Lewis.<sup>14</sup> Miss Lewis is now Chairman of the Department of Physical Education for Women at the University of Georgia. In a letter to the author she commented about her experience in the department as follows:

At age 21 I arrived on the Winthrop College campus with many ambitions to do a good job as a teacher of sports and methods courses in physical education. This year was an exciting, beneficial and stimulating one for me. The faculty was unusually well qualified and Miss Julia Post has always been held in high esteem because of her personal interest in me. This was the year of personal sorrow in that my mother died of cancer and Miss Post was one of the most understanding administrators that I am sure I could have had at such a time in my life. We had what I considered a great major group and later many of these students have become personal friends. Of course, they did accuse me of making them play tennis in the cold winter months of January using snow balls instead of tennis balls-but then again it was all in great fun. I recall going to the national

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<sup>12</sup>Catalogue, 1945-1946, p. 102.

<sup>13</sup>Winthrop College, The Tatler, 1944, pp. 162-163.

<sup>14</sup>Catalogue, 1945-1946, p. 102.

convention in St. Louis with Miss Post and the President of the Majors' Club. Since this was following war years we drove at forty miles an hour the whole way to St. Louis in, of course, a brown car! Although this was many years ago it is a very vivid experience in my memory that began a professional career which has extended into 25 years.<sup>15</sup>

Miss Lewis and Miss Robinson resigned in 1946 and were replaced by Gertrude Knelleken and Viola Mitchell.<sup>16</sup> Other members of the 1946-1947 faculty were Miss Post, Mrs. Aull, Miss Chamings and Mrs. Moore. Miss Florence Goodrich taught health.<sup>17</sup> In 1946 activity courses met for three hours per week. All courses except swimming, social dance, modern dance and elements of movement met for two hours of activity and one hour of lecture. Each month a general lecture was presented for all students enrolled in activity classes. During their junior and senior years, physical education majors assisted faculty members in activity classes. A curious custom of course labeling began in 1946. Each course in the Catalogue in all departments was labeled either "academic" or "non-academic." Most physical education courses were labeled non-academic.<sup>18</sup> A list of courses for 1946 is quoted below:

Health

- 6. Personal Health (Academic)
- 21. Community Health (Academic)
- 51. Health Education (Non-academic)
- 53. Personal and Community Health (Academic)

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<sup>15</sup>Letter to the writer from Clifford Lewis, December 1, 1972.

<sup>16</sup>Winthrop College, Catalogue, 1946-1947, pp. 16-18.

<sup>17</sup>Winthrop College, The Tatler, 1947, pp. 29-32.

<sup>18</sup>Winthrop College, Bulletin, 1946, pp. 102-110.

Physical Education

1. Introduction to Physical Education (Non-academic)
21. History of Physical Education (Non-academic)
22. First Aid (Non-academic)
10. Elements of Movement (Non-academic)
27. Body Mechanics (Non-academic)
28. Theory of Coaching Basketball (Non-academic)
31. Theory of Team Sports (Non-academic)
32. Theory of Coaching Individual Sports (Non-academic)
33. Growth and Development (Academic)
34. Community Recreation Leadership (Non-academic)
35. Aquatics (Non-academic)
36. Activities for the elementary Level (Non-academic)
37. Stunts and Tumbling, Marching Tactics and Gymnastics (Non-academic)
40. Supervised Teaching of Physical Education (Non-academic)
42. Organization and Administration of Health and Physical Education (Non-academic)
43. Philosophy and Principles of Health and Physical Education (Non-academic)
44. Therapeutics (Non-academic)
50. The Teaching of Physical Education (Non-academic)
53. Camp Leadership (Non-academic)
57. Social Recreation Leadership (Non-academic)
61. Beginners Tennis (Non-academic)
62. Intermediate Tennis (Non-academic)
63. Advanced Tennis (Non-academic)
64. Volleyball (Non-academic)
65. Speedball and Basketball (Non-academic)
66. Hockey (Non-academic)
67. Basketball and Softball (Non-academic)
68. Recreational Sports (Non-academic)
69. Folk Dance (Non-academic)
70. National Dance and Advanced Folk Dance (Non-academic)
71. Beginners Modern Dance (Non-academic)
72. Intermediate Modern Dance (Non-academic)
73. Tap Dance (Non-academic)
75. Country Dance (Non-academic)
76. Beginners Swimming (Non-academic)
77. Low Intermediate Swimming (Non-academic)
78. High Intermediate Swimming (Non-academic)
79. Advanced Swimming (Non-academic)
80. Life Saving (Non-academic)
81. Introduction to Golf (Non-academic)
83. Beginners Archery (Non-academic)
84. Intermediate Archery (Non-academic)
85. Social Dance (Non-academic)
86. Badminton (Non-academic)

94. Safety (Non-academic)  
 95. Dance Production (Non-academic)<sup>19</sup>

Health was separated from physical education and listed as a separate department after the 1946-1947 school year.<sup>20</sup> For the 1947-1948 school year, Miss Mitchell and Miss Aull were replaced by Miss Martha Frances Charnock and Miss Mildred McDaniel. Katherine Adams replaced Miss Goodrich in health education. Other faculty members were Miss Post, Miss Chamings, Miss Knelleken and Mrs. Moore.<sup>21</sup>

The faculty for the year 1948-1949 was smaller than in previous years and consisted of Miss Post, Miss Chamings, Miss Adams and Ruth Stevenson Baker.<sup>22</sup> For the year 1949-1950, the faculty was comprised of Miss Post, Miss Chamings, Miss Irene Kent and Miss Frances St. Clair.<sup>23</sup> Miss Adams, who joined the faculty in 1948, was still a member of it in 1970. After 1950, her position was listed in the Department of Education.

In 1950, the curriculum for the Bachelor of Science degree in physical education was as follows:

Freshman and Sophomore Years

<u>Area</u>	<u>Semester Hours</u>
English	12
Biology, Chemistry and Physics	14
Social Studies	12

<sup>19</sup>Ibid.

<sup>20</sup>Winthrop College, Catalogue, 1946-1947, p. 105.

<sup>21</sup>Winthrop College, The Tatler, 1948, pp. 21-25.

<sup>22</sup>Winthrop College, The Tatler, 1949, pp. 22-25.

<sup>23</sup>Winthrop College, The Tatler, 1950, pp. 16-19.

<u>Area</u>	<u>Semester Hours</u>
Anatomy	3
Physical Education Activities	8
Physical Education Theory	5
Health	1
Electives	9

#### Junior and Senior Years

Physical Education Theory	17
P. E. Activities	4
Physiology	4
Health	3
Psychology	3
Electives	30 <sup>24</sup>

Most of the elective hours were taken up by education courses required for teacher certification.

No new physical education facilities were constructed during the period from 1940-1950. The rest of the campus continued to expand. A new dormitory (Phelps Hall) was completed in 1943 increasing the number of buildings on campus to twenty. In 1944, Winthrop's fourth president, Henry R. Sims, was inaugurated.<sup>25</sup>

The Winthrop Athletic Association continued to organize and administer athletics on the campus during the 1940's. In March of 1941, a rating clinic for basketball officials was held in the gymnasium. It was conducted by the South Carolina Girls Basketball Official Rating Board for the purpose of discussing and interpreting basketball rules and giving state, national and intramural ratings to coaches and officials. Two Winthrop students received local ratings

<sup>24</sup>Winthrop College, Bulletin, 1949, p. 137.

<sup>25</sup>Winthrop College, Bulletin, 1961-1962, pp. 16-19.

and two received intramural ratings.<sup>26</sup> Class competition was conducted in a number of sports and varsity teams were chosen. These were not interscholastic or extramural teams and they served only to recognize outstanding participants.

In 1947, the Department presented the Hellams Award for the first time to Pauline Chris Palles. The Hellams Award was established in 1946 by Mrs. Alice Smith Spencer in memory of Harriet Ceyle Hellams. Miss Hellams transferred to Winthrop from Lander College in 1944. She completed requirements for the Bachelor of Science degree in physical education from Winthrop in 1945. Shortly after her graduation, Miss Hellams died from injuries received in a diving accident. The Hellams Award is given to an outstanding senior physical education major chosen by the faculty. When, in the opinion of the faculty, no senior meets the qualifications for the award, it is not given. On February 1, 1969, a permanent plaque was installed in the gymnasium to record the names of Hellams Award recipients. All former Hellams award recipients and alumnae of the department were invited to the unveiling ceremonies.<sup>27</sup>

As it entered the fifties, Winthrop continued to maintain its reputation for a strong undergraduate physical education major and an active extracurricular program. It is a credit to the program of the forties that two graduates of the period completed doctoral degrees

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<sup>26</sup>Winthrop College, The Tatler, 1941, p. 215.

<sup>27</sup>Department of Physical Education, "Program for the Unveiling of the Hellams Award," February 1, 1969.

and returned to the department to teach. They are Mary Wylie Ford, who graduated in 1948<sup>28</sup> and Mary Roland Griffin, who graduated in 1950.<sup>29</sup>

## CHAPTER XII

## THE END OF AN ERA

<sup>28</sup>Winthrop College, The Tatler, 1948, p. 181.

<sup>29</sup>Winthrop College, The Tatler, 1950, p. 179.

The highlight of Julia Post's final ten years as Department chairman was the completion of an addition to Peabody Gymnasium which more than doubled the size of the facility. On November 9, 1958, the building was dedicated. It provided such needed office space for the faculty, an auxiliary gymnasium or multi-purpose room, a new bowling alley, a library for physical education majors, faculty and student lounge and a dance studio and dressing room. The Dedication program actually lasted throughout the week of November 1-8 with events scheduled each day. On Saturday, November 1, the annual High School Play Day was sponsored by the Winthrop Recreation Association. There was an Open House on Sunday sponsored by members of the faculty. On Monday Sigma Gamma Nu and the association of Childhood Education held a joint meeting to hear Dr. Kay O. Dunce, Dean of the School of Physical Education and Athletics at West Virginia University and past president of ASEP. Dr. Dunce also spoke at a College Assembly on Tuesday. On Wednesday, November 5, a Conference on the Elementary School Child and Physical Education was held. There was a dedication exhibition on Thursday evening and on Friday, the Dance Group presented a production entitled "The Peabody Suite." At the formal dedication ceremonies on Saturday, there was a reunion of graduates of the department, greetings from a number of local and state dignitaries and a presentation by

## CHAPTER XII

## THE END OF AN ERA

1950-1962

The highlight of Julia Post's final ten years as department chairman was the completion of an addition to Peabody Gymnasium which more than doubled the size of the facility. On November 8, 1958, the building was dedicated. It provided much needed office space for faculty, an auxiliary gymnasium or multi-purpose room, a new bowling alley, a library for physical education majors, faculty and student lounges and a dance studio and dressing room. The Dedication program actually lasted throughout the week of November 1-8 with events scheduled each day. On Saturday, November 1, the annual High School Play Day was sponsored by the Winthrop Recreation Association. There was an Open House on Sunday sponsored by members of the faculty. On Monday Sigma Gamma Nu and the association of Childhood Education held a joint meeting to hear Dr. Ray O. Duncan, Dean of the School of Physical Education and Athletics at West Virginia University and past president of AAHPER. Dr. Duncan also spoke at a College Assembly on Tuesday. On Wednesday, November 5, a Conference on the Elementary School Child and Physical Education was held. There was a badminton exhibition on Thursday evening and on Friday, the Dance Group presented a production entitled "The Peabody Suite." At the formal dedication ceremonies on Saturday, there was a reunion of graduates of the department, greetings from a number of local and state dignitaries and a presentation by



Miss Post on the history of the department.<sup>1</sup>

The actual move to the new gym had been accomplished some weeks earlier. Major classes were dismissed for the afternoon and all the physical education majors carried furniture and equipment down the steps from the old gym into the new addition. A tennis match was scheduled for the afternoon and the move was accomplished in time to serve tea to the players in the new student lounge.<sup>2</sup>

During the fifties, faculty size increased steadily. After the 1950-1951 school year, Frances St. Clair left Winthrop and was replaced by Raymona Brown. The other faculty members were Miss Post, Miss Chamings and Miss Kent.<sup>3</sup> The 1952-1953 faculty consisted of Miss Post, Mrs. Raymona Brown Bomar, Mrs. Polly Moore and Miss Ruth Sturgis.<sup>4</sup>

The 1953-1954 faculty included, in addition to Miss Post, Alice Hayden Salo, who returned after a long absence from the faculty. Also, Mrs. John Baker, Miss Ann Upchurch, Miss Sturgis and Mrs. Moore were faculty members.<sup>5</sup> The faculty from 1954 until the end of the 1958-1959 school year was comprised by Miss Post, Mrs. Salo, Mrs. Moore, Miss

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<sup>1</sup>Winthrop College, "Program for the Dedication of Peabody Gymnasium Addition, November 1-8, 1958." Winthrop College Archives.

<sup>2</sup>Interview with Julia Post, September, 1970, Rock Hill, S. C.

<sup>3</sup>Winthrop College, Catalogue, 1951-1952, p. 18.

<sup>4</sup>Winthrop College, Catalogue, 1952-1953, pp. 19-20.

<sup>5</sup>Winthrop College, Catalogue, 1953-1954, p. 19.

Upchurch.<sup>6</sup> In 1959, Anne Chambers was added to the faculty.<sup>7</sup> In 1960, Jane Grier Bell and Dr. Mary W. Ford were added. Mrs. Moore did not return.<sup>8</sup> For the 1961-1962 school year, the faculty consisted of Miss Post, Miss Bell, Miss Chambers, Dr. Ford, Mrs. Salo, Miss Upchurch, and Miss Sturgis.<sup>9</sup>

There were few curricular changes during the period from 1950 until 1960. Until 1959, courses were still listed as either academic or non-academic. Choreography was listed as a separate area in the 1957 department curriculum with three courses all entitled "Choreography and Notation for Group Performance." The prerequisites for the course were beginning and intermediate modern dance plus participation in Dance Group for one year.<sup>10</sup>

In 1959, the academic and non-academic designations were dropped from catalogue listings of physical education courses and a new three-digit system of numbering courses was adopted by the college. For the first time, in 1959, a five-hundred level course for undergraduate and graduate students was offered. It was entitled, "Work-Shop In Physical Education" and dealt with problems of organization and conduct of the elementary and secondary programs.<sup>11</sup>

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<sup>6</sup>Winthrop College, Catalogue, 1957-1958, pp. 18-19.

<sup>7</sup>Winthrop College, Catalogue, 1958-1959, p. 17.

<sup>8</sup>Winthrop College, The Tatler, 1961, p. 30.

<sup>9</sup>Winthrop College, Bulletin, 1961-1962, p. 99.

<sup>10</sup>Winthrop College, Catalogue, 1956-1957, p. 160.

<sup>11</sup>Winthrop College, Bulletin, 1960, p. 139.

During the fifties, the Winthrop Recreation Association sponsored a wide variety of activities for students. The Association was well-organized and committee assignments and individual duties were precisely defined in a lengthy handbook. The programs of the Winthrop Recreation Association included intramural competition in many sports for dormitories and for physical education majors, special events such as sports days and play days for other colleges and high schools, overnight retreats at the Shack, a lodge located on the old College Farm, and various services to students, such as purchasing and maintaining bicycles. The Association also sponsored informal dances and activities for day students.<sup>12</sup>

The campus was further expanded in 1961 with the completion of a new science building (Sims Hall). In 1959, Charles Shepard Davis was inaugurated as Winthrop's fifth president.<sup>13</sup>

The years from 1950 until 1962 were the final ones in the administration of Julia Post. Miss Post retired from teaching at the end of the 1961-1962 school year. A surprise luncheon was organized in her honor by members of the department faculty. The luncheon was held in the spring of 1962 at the Branding Iron Restaurant in Rock Hill. It was attended by members of the College administration and faculty and by many of Miss Post's former students. During the ceremonies Miss Post was presented with a book containing letters

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<sup>12</sup>Winthrop College, Winthrop Recreation Association Handbook, Second Edition, 1959.

<sup>13</sup>Bulletin, 1961-1962, pp. 16-17..

which had been sent by many friends and colleagues.<sup>14</sup> Since her retirement, Miss Post has remained active in the Rock Hill community and its organizations. She frequently attends special events sponsored by the Department of Physical Education and each year she writes an article for the department's alumnae publication, X-PEM Press.

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<sup>14</sup>Interview with Mary W. Ford, May, 1973, Rock Hill, S. C.

The period from 1962 until 1970 was one of rapid transition for Winthrop College. Shortly after his inauguration as president in 1959, Charles Shepard Davis began a campaign to open Winthrop to male students. During the first eleven years of his administration, the college enrollment expanded, graduate programs were initiated in many areas, a total of seven new buildings were completed and many improvements were made in campus facilities.

Upon the retirement of Julia Post, Dr. Mary W. Ford was appointed chairman of the department. She was the first person with a doctoral degree to hold the position. The faculty for the 1962-1963 school year was comprised of Dr. Ford, Mrs. Sale, Miss Sturgis, Miss Upchurch, Miss Bell, Miss Chambers, Miss Judy Greer and Miss Nell Inghinett.<sup>1</sup> All undergraduate students were required to take four semesters of activity courses from any two of the following areas: aquatics, team sports, individual sports and rhythmical activities.<sup>2</sup>

<sup>1</sup>Winthrop College, *Bulletin*, 1963-1964, p. 100.

<sup>2</sup>*Ibid.*

## CHAPTER XIII

THE PROGRESS OF THE DEPARTMENT DURING THE FIRST  
EIGHT YEARS OF MARY W. FORD'S

## LEADERSHIP

1962-1970

The period from 1962 until 1970 was one of rapid transition for Winthrop College. Shortly after his inauguration as president in 1959, Charles Sheperd Davis began a campaign to open Winthrop to male students. During the first eleven years of his administration, the college enrollment expanded, graduate programs were initiated in many areas, a total of seven new buildings were completed and many improvements were made in campus facilities.

Upon the retirement of Julia Post, Dr. Mary W. Ford was appointed chairman of the department. She was the first person with a doctoral degree to hold the position. The faculty for the 1962-1963 school year was comprised of Dr. Ford, Mrs. Salo, Miss Sturgis, Miss Upchurch, Miss Bell, Miss Chambers, Miss Judy Greer and Miss Nell Inabinett.<sup>1</sup> All undergraduate students were required to take four semesters of activity courses from any two of the following areas: aquatics, team sports, individual sports and rhythmical activities.<sup>2</sup>

<sup>1</sup>Winthrop College, Bulletin, 1963-1964, p. 100.

<sup>2</sup>Ibid.

In 1962, the requirements for the Bachelor of Science degree in physical education were as follows:

<u>Area</u>	<u>Semester Hours</u>
English	12
Biology	13
Chemistry	6-8
Foreign language	12
History	6
Health	7
Psychology	3
Social science	6
Government	1
Physical education	29
Electives	21 <sup>3</sup>

Physical education majors were placed together for activity courses during the freshman and sophomore years. The classes met for six hours per week and one hour of academic credit per semester was given for the course.<sup>4</sup> A number of activities were covered, including field hockey, soccer, speedball, softball, track, tumbling, gymnastics, volleyball, badminton, basketball, golf, archery, folk dance, social dance, modern dance, tennis, bowling and swimming.

In 1963-1964, Dr. Ford, Mrs. Salo, Miss Sturgis, Miss Upchurch, Miss Bell, Miss Chambers, Mrs. Smith (formerly Nell Inabinett), Miss Greer and Mrs. Nancy Stubbs comprised the department faculty. There were no faculty changes for the 1964-1965 school year.<sup>5</sup>

In 1963, six hours of mathematics were added to the requirements for the Bachelor of Science degree in physical education.<sup>6</sup> In 1968,

<sup>3</sup>Ibid., p. 101.

<sup>4</sup>Ibid., p. 102.

<sup>5</sup>Winthrop College, Bulletin, 1965-1966, p. 112.

<sup>6</sup>Bulletin, 1963-1964, p. 101.

there was a reorganization of the academic structure of the college. Six divisions were created: the College of Arts and Sciences, the School of Business Administration, the School of Education, the School of Home Economics, the School of Music and the Graduate School. The Department of Physical Education was contained within the School of Education.<sup>7</sup>

For the year 1965-1966, Mrs. Smith resigned and was replaced by Mrs. Betty Walker and Miss Martha Sue Taylor.<sup>8</sup> Miss Greer resigned in 1966 and Miss Mary Roland Griffin and Miss Betty Roberts were added to the faculty.<sup>9</sup> For the 1967-1968 school year the faculty consisted of Dr. Ford, Mrs. Stubbs, Miss Upchurch, Mrs. Salo, Miss Bell, Miss Taylor, Miss Griffin, Miss Sturgis, Mrs. Mary Gover, Miss Chambers, Miss Jeanne Lehardy and Mrs. Walker.<sup>10</sup> In 1969-1970, Miss Griffin was on leave and Mrs. Walker was replaced by Miss Mary Kancevitch.<sup>11</sup> During the second semester of the 1969-1970 school year, Miss Taylor was on leave and Miss Jean Mundy received a joint instructorship in education and physical education.<sup>12</sup>

On February 10, 1964, the department issued a policy statement on extra-curricular programs which established guidelines by which such programs would be conducted. Extra-curricular programs sponsored

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<sup>7</sup>Winthrop College, Bulletin, 1968-1969, p. 62.

<sup>8</sup>The Tatler, 1966, p. 50.

<sup>9</sup>The Tatler, 1967, p. 57.

<sup>10</sup>The Tatler, 1968, p. 45.

<sup>11</sup>Winthrop College, Bulletin, 1970-1971, p. 132, 151.

<sup>12</sup>Interview with Mary W. Ford, May, 1973, Rock Hill, S. C.

by the department at that time included a synchronized swimming club (Dolphin Club), a modern dance group, a physical education major club (Sigma Gamma Nu), and a board of officials which offered ratings in basketball and volleyball. The intramural and extramural programs of the Winthrop Recreation Association were carried on in close association with the Department of Physical Education. Policies were established in the 1964 statement relating to counseling of participants, academic requirements for participation, professional experiences during the summer, membership in professional organizations and extra-curricular activities outside the department.<sup>13</sup>

In 1970, a self study of the Department of Physical Education for purposes of accreditation was completed by the faculty. The information contained in the self study provided a detailed overall view of the status of the department in 1970.

The role of the Department of Physical Education at Winthrop College in 1970 was three-fold. It provided a two-year required activity program for all students, a four year professional preparation program and an intercollegiate competitive sports program.<sup>14</sup>

The objectives of the required activity program were as follows:

1. To develop neuromuscular skills adequate for future leisure time use.
2. To provide an opportunity for physical activity and an understanding of the role of exercise as it relates to physical fitness and relaxation.

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<sup>13</sup>Department of Physical Education, "Extra-curricular Policy, February 10, 1964, pp. 1-3.

<sup>14</sup>Department of Physical Education, Self Study, 1970, p. 1.



3. To develop knowledge and appreciation of the social and cultural values of physical activity through experience in movement.<sup>15</sup>

A total of twenty-six activity courses were offered and students were required to complete four semesters of physical education in order to graduate from Winthrop. In addition, students were required to

either complete a swimming course, present a valid Red Cross certificate in swimming or pass a test to maintain the department.<sup>16</sup>



1. **Figure 23. Alice Hayden Salo (center) with the Modern**

- Dance Group, 1961**
- A. Communications — 12 semester hours
  - B. Social Sciences — 12 semester hours
  - C. Humanities — 9 semester hours
  - D. Sciences — 12 semester hours
  - E. Foreign language — 12 semester hours
- II. Departmental Requirements — 45 semester hours
- A. Anatomy — 3 semester hours
  - B. Physiology — 4 semester hours
  - C. Psychology — 3 semester hours
  - D. Health — 3 semester hours
  - E. Physical education — 30 semester hours
    1. Fundamentals of Rhythm — 1 semester hour
    2. Freshman Activities — 1 semester hour

<sup>15</sup>ibid., p. 3.

<sup>16</sup>ibid., p. 3.

<sup>17</sup>ibid., p. 3.

3. To develop knowledge and appreciation of the social and cultural values of physical activity through experience in movement.<sup>15</sup>

A total of twenty-six activity courses were offered and students were required to complete four semesters of physical education in order to graduate from Winthrop. In addition, students were required to either complete a swimming course, present a valid Red Cross certificate in swimming or pass an exemption test administered by the department.<sup>16</sup>

The objectives for the professional preparation courses were stated as follows:

1. To prepare graduates as elementary or secondary school physical education teachers.
2. To prepare students as professionals in such fields as recreation, camping and related areas.
3. To give the major students a sound undergraduate background so that they can continue their education in graduate physical education or physical therapy.<sup>17</sup>

The curriculum for the Bachelor of Science degree in physical education was as follows:

- I. General education requirements -- 58 semester hours
  - A. Communications -- 12 semester hours
  - B. Social studies -- 13 semester hours
  - C. Humanities -- 9 semester hours
  - D. Sciences -- 12 semester hours
  - E. Foreign language -- 12 semester hours
- II. Departmental Requirements -- 45 semester hours
  - A. Anatomy -- 3 semester hours
  - B. Physiology -- 4 semester hours
  - C. Psychology -- 3 semester hours
  - D. Health -- 5 semester hours
  - E. Physical education -- 30 semester hours
    1. Fundamentals of Rhythm -- 1 semester hour
    2. Freshman Activities -- 2 semester hours

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<sup>15</sup>Ibid.

<sup>16</sup>Ibid., p. 7.

<sup>17</sup>Ibid., p. 3.

3. Sophomore Activities -- 2 semester hours
4. Theory of Team Sports -- 4 semester hours
5. Theory of Individual Sports -- 4 semester hours
6. Social Recreation Leadership -- 1 semester hours
7. Theory of Dance -- 2 semester hours
8. First Aid -- 1 semester hour
9. History and Principles of Physical Education -- 3 semester hours
10. Kinesiology -- 3 semester hours
11. Organization and Administration of Physical Education -- 3 semester hours
12. Correctives -- 2 semester hours
13. Camp Leadership or Community Recreation Leadership -- 2 semester hours<sup>18</sup>

There were 150 physical education majors at Winthrop in 1970.

In addition to taking the required courses, juniors assisted faculty members in activity courses and seniors did six weeks of supervised teaching in public schools off campus.<sup>19</sup>

Prior to 1969, the Winthrop Recreation Association had sponsored an extramural program in several sports. On the recommendation of a faculty-student study committee, the president of the college authorized the Department of Physical Education in 1969 to conduct an intercollegiate competitive sports program. Subsequently, competitive teams in field hockey, volleyball, basketball, gymnastics, tennis, badminton and golf have been sponsored by the department. A philosophy of maintaining the program within educational objectives was established at the outset; therefore, admission fees were not charged and student athletes were not recruited. In 1970, Winthrop teams competed with other colleges and universities in six states.<sup>20</sup>

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<sup>18</sup>Department of Physical Education, Review, February 27, 1969, p. 4.

<sup>19</sup>Departmental Self Study, 1970, pp. 7-12.

<sup>20</sup>Ibid., pp. 5-6.



Figure 24. Intercollegiate Basketball, 1970

<sup>21</sup>Ibid., p. 34.

<sup>22</sup>Interview with Mary W. Ford, May, 1973, Rock Hill, S. C.

A number of improvements and additions to facilities and equipment were made during the sixties. A nine-hole golf course was donated to the college in 1962 and a driving range was constructed adjacent to it. In 1968, a new equipment storage area was completed in the basement of Peabody Gymnasium. The gymnasium was refloored in 1969 and during that same year two hard-surfaced, lighted tennis courts were built to supplement the nine clay courts which already existed. When the Winthrop Training School program was eliminated in 1965, the gymnasium in that building (Withers Gymnasium) was relinquished to the Department of Physical Education.<sup>21</sup>

An effort was made during the sixties to improve the audio-visual equipment owned by the department. Among the major items purchased were cameras, projectors and video-taping equipment.<sup>22</sup>

In 1970, there were twelve faculty members in the department. One held a doctoral degree, one had completed all but the dissertation requirement and one was on leave of absence to continue her doctoral work. The remaining nine faculty members held master's degrees and several had begun work on doctoral degrees. Contact hours for faculty in the physical education department were approximately twenty-five percent higher than the college average due to the discrepancy between the two hours each activity class met per week and the one-half credit hour given for the course. In addition to class time, members of the department spent approximately thirty hours per week as a

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<sup>21</sup>Ibid., p. 54.

<sup>22</sup>Interview with Mary W. Ford, May, 1973, Rock Hill, S. C.

group in extra-curricular work.<sup>23</sup>

The sixties brought change for Winthrop College and for the Department of Physical Education. The college was changing from a small, undergraduate women's college to a larger, multi-level, coeducational institution. Dr. Mary W. Ford called the sixties a period of "constant curriculum re-evaluation and adjustment to change."<sup>24</sup> She identified the development of the women's intercollegiate sports program as the most significant change in the department during the period.<sup>25</sup>

The last of the \$60,000 in bonds originally issued by the city of Rock Hill to finance the establishment of the college was paid in 1962 and the city presented a citation of appreciation to Winthrop College for its contributions. In 1970, Winthrop was a fully accredited institution with an enrollment of 3753 students and a faculty of 216. The College offered Bachelor of Arts, Bachelor of Science, Master of Arts, Master of Arts in Teaching, Master of Education, Master of Music, and Master of Science degrees. It owned four hundred eighty-five acres of land, of which eighty-eight acres constituted the campus at that time. The physical plant included thirty-four buildings and was valued at \$20,513,000. The area which was once the College farm was developed as a recreation site with a lodge, golf course, driving range and lake, for use by Winthrop students and faculty.<sup>26</sup>

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<sup>23</sup>Departmental Self Study, 1970, pp. 41-45.

<sup>24</sup>Interview with Mary W. Ford, May, 1973, Rock Hill, S. C.

<sup>25</sup>Ibid.

<sup>26</sup>Winthrop College, Bulletin, 1970-1971, pp. 6-7.

In 1970, a total of seventy-five full-time male day students had been admitted to the College on a provisional basis.<sup>27</sup> Winthrop's future as a women's college had been debated for several years in the South Carolina General Assembly and had been challenged in court. In 1970, the General Assembly had refused to open the College unconditionally to male students.

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<sup>27</sup>Ibid., p. 146.

1. When did Winthrop College come into existence?
2. What was its original purpose and how has that purpose changed?
3. When did physical education appear in the curriculum of the college?
4. What were the characteristics of the original program?
5. How has that original program changed?
6. When have the changes occurred and what have been the probable causes for them?
7. When did the professional preparation program begin?
8. What facilities have been occupied by the department and when were they constructed?
9. What external influences and national trends have affected the goals and philosophy of the department?
10. What are the outstanding events in the history of the department?

## CHAPTER XIV

## SUMMARY AND CONCLUSIONS

It was the objective of this study to construct a historical narrative concerning the origin and development of the Department of Physical Education at Winthrop College during the years between 1886 and 1970. Specifically, answers were sought to the following questions:

1. When did Winthrop College come into existence?
2. What was its original purpose and how has that purpose changed?
3. When did physical education appear in the curriculum of the college?
4. What were the characteristics of the original program?
5. How has that original program changed?
6. When have the changes occurred and what have been the probable causes for them?
7. When did the professional preparation program begin?
8. What facilities have been occupied by the department and when were they constructed?
9. What external influences and national trends have affected the goals and philosophy of the department?
10. What are the outstanding events in the history of the department?



11. Who are the outstanding persons associated with the development of the department?

The following paragraphs summarize the answers to these questions.

Winthrop College came into existence in 1886 for the purpose of training women to teach in the public schools. It became a full state institution in 1892 and at that time its purposes were expanded to include those of a general liberal arts institution. The purposes of the institution were further expanded in 1895, when it occupied a new campus and added an industrial program to its curriculum.

Physical education was included in the curriculum for the first six-week term of the school's existence in 1886 and has always been a part of the program. For the first thirty years of its existence in the college curriculum, the physical education program consisted exclusively of gymnastics. From 1886 until 1895, the system used was not specifically identified, but seemed to be a light gymnastics form similar to Swedish gymnastics or the Dio Lewis system. From 1895 until 1912, Swedish gymnastics was taught exclusively at Winthrop. From 1912 until 1916, other gymnastic forms, such as the German system, seem to have influenced the curriculum, but it remained predominantly oriented toward Swedish gymnastics. From 1916 until 1932, a slow transition occurred from gymnastics to sport as the focal point of the curriculum. By 1932, that transition was complete and sport has dominated the curriculum since that time.

The professional preparation program in physical education at Winthrop was initiated in 1919 and the program expanded during the fifty years between 1920 and 1970. The physical education program

at Winthrop has been affected by numerous external influences. The first and possibly the strongest influence on the curriculum was the philosophy of the Boston Normal School of Gymnastics, whose graduates totally controlled physical education at Winthrop for seventeen years. The program was measurably affected by the two world wars, which caused an increased emphasis on physical fitness objectives. National trends in physical education, such as the displacement of gymnastics by sport at the beginning of this century and the revival of high-level competition for women in the sixties were invariably reflected in the program at Winthrop.

The research for this thesis has identified the following events which were particularly significant in the development of the department.

1. The establishment of the full Department of Physical Education in 1910-1911.
2. The completion of Peabody Gymnasium in 1916.
3. The initiation of the physical education major in 1919.
4. The accomplishments of Lucille Godbold at the Paris Olympiad in 1922.
5. The displacement of gymnastics by sport in the curriculum in 1928.
6. The appointment of Julia Post in 1932.
7. The initiation of graduate study in 1958.
8. The completion of the addition to Peabody Gymnasium in 1958.

Eight people and their contributions were found to be particularly significant in the development of the department. David Bancroft

Johnson consistently displayed an interest in the activities of the department and chose its leaders with meticulous care. Mary Hall Leonard initiated the physical culture program at Winthrop Training School. Ada Wolfe was the first trained physical educator to teach at Winthrop and she organized the program in the new facility in Rock Hill. Mary Channing Coleman established the Department of Physical Education and planned Peabody Gymnasium. Ruth P. Bartlett was responsible for developing the major program in physical education. Alice Allene Sefton accomplished the final curricular conversion from gymnastics to sport. Julia Post served as department chairman for thirty years and gave to the department the stability and continuity it had lacked. Miss Post contributed in many ways to the department's growth, but the strength of consistent leadership emerges as her most valuable gift. Mary W. Ford, during her first eight years as department chairman, contributed to faculty expansion, curricular revision and the revival of high level athletic competition for women at Winthrop.

As his studies come to a close the historian faces the challenge: Of what use have your studies been? Have you found in your work only the amusement of recounting the rise and fall of nations and ideas, and retelling "sad stories of the death of kings"? Have you learned more about human nature than the man in the street can learn without so much as opening a book? Have you derived from history any illumination of our present condition, any guidance for our judgments and policies, any guard against the rebuffs of surprise or the vicissitudes of change? Have you found such regularities in the sequence of past events that you can predict the future actions of mankind or the fate of states? Is it possible that, after all, ... [history] teaches us nothing, and that the immense past was only the weary rehearsal of the mistakes that the future is destined to make on a larger stage and scale?

To begin with, do we really know what the past was, what actually happened, or is history "a fable" not quite "agreed upon"? Our knowledge of any past event is always incomplete, probably inaccurate, beclouded by ambivalent evidence and biased historians, and perhaps distorted by our own patriotic or religious partisanship....Obviously historiography cannot be a science. It can only be an industry, an art, and a philosophy -- an industry by ferreting out the facts, an art by establishing a meaningful order in the chaos of materials, a philosophy by seeking perspective and enlightenment....Perhaps, within these limits, we can learn enough from history to bear reality patiently, and to respect one another's delusions.<sup>1</sup>

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<sup>1</sup>Will Durant and Ariel Durant, The Lessons of History (New York: Simon and Schuster, 1968), pp. 11-13.

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