

BULLETIN
of the
KANSAS HEALTH AND PHYSICAL EDUCATION ASSOCIATION

Volume VIII

May, 1939

Number 3

Our Wish to every one sent,
Pleasant days pleasantly spent.

THE IMPORTANCE OF PHYSICAL EDUCATION IN OUR EDUCATIONAL SYSTEM

A paper read by, Mr. E. R. Sheldon, Supervisor of High Schools, Kansas State Dept. of Education, at the State Convention of the K.H. & P.E.A. held in McPherson

Some one has said that teaching is recognized as the most highly cooperative enterprise in the world. Granted that civilization in America is face to face with a youth problem and that the job of the teacher is one of cooperation, then it is evident that the schools must assume a part of that responsibility of helping young people to find their places in an adult world. We must keep in mind that whatever is done for youth in our Nation must be done by the local community.

What is meant by Health Education? For practical purposes it is best to think of the secondary school health program as the benefits coming to the child through the health services he receives and the benefits obtained from classroom instructor.

Good health is not inalienable. It must be earned and maintained. Nor is this easier to do in the twentieth than in the nineteenth century. It is, in fact, increasingly more difficult. The sober truth is that civilization tends to destroy health, and only the combined efforts of an alert public health service and education can preserve the vitality of individuals or the Nation.

Although I have had but two decades of school experience, during which time I have been especially interested in health education, I am quite thoroughly convinced that the development of good health habits and the building of sound bodies are about the most useful services that a school system can render. I am sure that there is properly very little or no distinction between physical and health education. They have one common purpose: The fostering of good health and the building of health habits that will be practiced throughout life. Out of every child's life should come the mastery of one or more games or physical activities that he can practice and enjoy throughout life.

I am convinced that physical education is equally desirable for both boys and girls and that the games and athletics should be so varied and extended that all pupils may participate regularly in some activity. It is certainly true that contests for prizes or trophies should be

discouraged as rapidly as we can create in the pupils the desire to do their best at all times for no reward beyond the satisfaction of the attainment of a worthy goal.

I am positive that our cities need to establish an adequate number of playgrounds and recreation centers so that all boys and girls of the community may have the opportunity of healthful outdoor recreation under competent supervision. It pays in moral as well as in health returns.

I am sure that emotional control is a major responsibility of a program of health education; therefore student-leadership should be encouraged.

Education itself is dependent on physical vitality. A reasonably strong body is the best guarantee of mental health. Good physical condition is necessary, too, to long-continued mental effort. A strong body makes for mental endurance. Then, too, learning itself depends on good health, since the child must be alert, rested, willing, and responsive. A sick, tired, or mal-nourished pupil is inevitably a slower learner because of his handicaps. The future may reveal that, for very many pupils, a given amount of time and effort spent in improving health yields more learning than the same time and effort spent in direct and immediate study.

We are told that the use of physical education in controlled situations has become an important therapy in the recovery of mental patients. Opportunities are afforded through recreational activities to gain deeper insight into difficulties of the personality. Since you are guides to moving and doing, you in the profession of physical education have special opportunities and obligations in molding personality. No one can guide physical education activities without at the same time guiding personality adjustment. Now sometimes teachers who seem to get good results in athletics get abominable results in personality outcome. Usually these unwise teachers do not know any better. They have been looking for

one kind of result and have been proud to do so well on one scale of achievement. Everyone should welcome the rise of a broad-visioned profession in physical education, which appraises in terms of all kinds of consequences: Physical, aesthetic, intellectual, emotional and social--perhaps even political and economic, too.

While we are considering wholesome personal satisfaction and social usefulness we must not forget that our colleges and high schools have a responsibility in educating the general public athletically, and an even greater responsibility in educating their own students.

If it is true that individuals like to attend activities with which they are familiar, or of which they have an understanding, or if it is a fact that one appreciates those things which one understands, then it certainly becomes the responsibility of colleges and high schools to make a better understanding of athletics possible. Physical education is therefore important in educating the spectator. It would seem that a better understanding of athletics means a finer appreciation of them.

As in the case of all social institutions and human activities, the conception of the purpose and scope of organized recreation has undergone great changes in the past few years. Never before has there been such a tremendous national consciousness concerning the need for and the development of the skills necessary to the profitable enjoyment of leisure time. This consciousness has been stimulated by the rapid multiplication of agencies directly concerned with promoting or conducting leisure time activities. In addition to such familiar agencies as the public recreation departments, public schools, community centers, parks and playgrounds, the National Government has some 35 separate offices, bureaus or agencies actively engaged in some form of recreational work. In addition some states are rather comprehensively organized. Numerous counties throughout the States are doing likewise. Added to these are many semi-public institutions such as Y.M.C.A.'s, Y.W.C.A.'s, Boys and Girl Scout organizations, service clubs, churches and the like. Moreover, private golf clubs, athletic clubs, hunting clubs, summer and vacation camps and other similar organizations are providing recreational facilities and equipment for memberships. The modern leisure-time program simply continues on and dovetails in with

the activities of the school, and each serves to supplement the other.

Since modern leisure-time programs are now predominantly educational in nature, it seems that the school is the best institution to organize and coordinate these agencies for the "social betterment in a democracy." Is not this an important enterprise for the Health and Physical Education Supervisors to undertake?

Youth is assuming the responsibility for helping to plan and execute a program of healthful living. This is evidenced by the fact that in a great many States the physical educators are getting behind safety programs. Accident prevention and health go hand in hand.

From these homely and common observations it is only a step to realization that more health yields more of the good of life, whether physical, social or intellectual.

In closing let me summarise by saying that physical education is important in our Education System because:

1. Of the opportunities for growth under living conditions which consistently provide for normal physical and mental development.
2. Guidance toward wholesome personal satisfactions and social usefulness.
3. Better understanding of athletics through education of spectators.
4. Self-expression through organized recreations and companionship.
5. Participation in the affairs of a democratic State.

There are others, many others. These have not necessarily been selected because they were the most important.

Does our State Department consider Health and Physical Education important? It does.

Our State Board of Education about two years ago passed a regulation that beginning September 1, 1937, teachers of Physical Education in Class "A" high schools shall present a minimum preparation of fifteen semester hours of college credit in physical education, ten semester hours of which must be in the field of health, physiology, first aid, or school hygiene.

You physical educators are in the most strategic position to suspect and detect early deviations from the normal--yours is a unique position--power to you and the best wishes from your State Department of Education.

Excerpts on

"TEACHABLE MOMENTS -- AN EDUCATIONAL APPROACH TO HEALTH"

Talk given by Jay B. Nash, Professor of Education, New York University, at State Convention of K.H. & P.E.A., McPherson

Just talking about qualitative outcomes of education does not guarantee them. This has become axiomatic with all good teachers where the desired outcome is something more than a mere memorizing process. The qualitative outcomes of education: character, with its accompanying elements of tolerance, politeness and social qualities; citizenship; and health are largely caught, not taught -- at least not in any conventional way: Much of our classroom hygiene is particularly useless not only because it has little or no effect upon desirable health behavior but because it is likely to set up negative attitudes.

Teaching hygiene in schools is likely to be an opiate given to administrators to ease their consciences while the school violates most of the known conditions of wholesome living.

Making the child self-conscious about health is one of America's most unhealthy procedures.

There need be nothing mysterious about normal health patterns. The real skill is needed to restore normality after it has been lost. For most children, health constitutes just a simple, happy way of living.

The various phases of children's health patterns are all things that involve doing something, and much of the doing is an adult responsibility.

Talking to children about things over which they have no control is a bad educational procedure as it sets up strain and fear. The elements of the health pattern are somewhat as follows:

(A). Freedom From Infectious Drains.

This means, specifically, freedom from infected teeth, adenoids, and tonsils. It likewise means that the child should be free from any of the ill effects which might follow influenza, common colds, or any of the so-called childhood disorders. The detecting of these disorders and the remedy of the same are tasks of the medical profession. Therefore, the question arises "how can this medical service, including diagnosis and treatment, be provided for every child in the public school system." We do not talk to children about those things. It is an adult problem and action to remedy is the answer.

(B). Freedom From Strains. The child must not be subjected to undue strains such

as throw off the normal functioning of the body. This means that the child must be protected from undue rush and noise, irritating lights, fear and worry. The child must be freed from fears which cause tenseness, that lower organic resistance, thus opening up the opportunities of malnutrition with all of its attendant hazards. This is an educational task, in which the medical profession is, of course, interested -- but it is primarily educational. We do not talk to children about these "modern race destroyers." Removing these is an adult function and action to remedy is the answer.

(C). Health Habits Should Be Encouraged. Here great controversy as to what are facts and how they should be taught confront everyone. Facts alone are known to have little influence upon behavior unless there can be an emotional drive or want to use these facts. So-called facts should probably be thrown into the three following groups:

(1). Things we are fairly sure of. The need of rest, sleep, nutrition and exercise with joy and happiness can probably be placed in the first group. Adults organize these, but much talk is of little value. (2). Practices which fall into the realm of aesthetics and are not health fundamentals. Certain questions of manners and morals: washing neck and ears, standing in line, being pleasant, fall into this class. These may be desirable but have practically no connection with health values. How can we detect these and how can they be encouraged without leading them on to the health program, (3). Things that are not true. In this group we have many things which are not true or contain only a grain of truth, such as "A clean tooth never decays" and "Exercise before breakfast if you want to smile after dinner." How can these part-true statements be run down and eliminated?

(D). Exercise. Upon the basis of these three conditions, power for health is built through exercise. It is the age-old law of life. "Practice makes perfect." "You learn that which you practice." "Power is built through use." Therefore, the whole program of physical

education is basic to health -- basic after the above three conditions have been fulfilled.

Inasmuch as health cannot be taught in any conventional way, it is necessary to organize around what might be called Teachable Moments. At least the four following situations represent these teachable moments:

1. When a child exhibits curiosity.
2. When a child feels that differences make him conspicuous.
3. When adults are scared.

4. When parents want something better for their children.

Finally, Something to Live For. Giving children something to live for so that there is a large degree of anticipation -- a looking forward to tomorrow -- is of importance. Joy is one of the essential elements in health. Through joy and happiness the individual achieves integration and reserves are tapped. It is one of the foundation planks in health.

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Conference on Folk Dancing

A Folk Festival will be held at Kansas University, either on the 21st or 28th of next October. This conference will feature Dr. Nancy Duggan of the College of Industrial Arts, Denton, Texas. Miss Duggan is an outstanding teacher of folk dancing and social recreation, and will give two two-hour periods of teaching folk dances and square dances. The evening session will be a "Cornhusker's Bee," a "demonstration" party at which the dances will be used, and methods for conducting such an evening party will be demonstrated. The registration fee for the Festival will be nominal, and will include mimeographed copies of most of the dances used, and the music. Many new, authentic foreign dances will be taught, as Dr. Duggan is going to travel abroad this summer and will bring back dances she finds in the different European countries which she will visit.

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Beloit high school will have a new up-to-date athletic field for use next fall. This is being completed at the present time and will provide an excellent arena for the schools out door sports.

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Editorial Board: L. P. Washburn,
Manhattan,
Editor-in-chief;
Ardis Hill, Kansas City
Oran Shearer, Wichita.

Change of Address

The Editors of the Bulletin wish each and everyone of its readers a pleasant, healthful and profitable vacation during the coming summer months. May we suggest plenty of our-of-doors living and for a part of the summer at least, a change of routine and location.

The Bulletin Editor is desirous that all members shall receive their copy regularly. However, we have no certain means of knowing of changes of address unless you inform us of them. We ask that you do this giving both the old address and the new one. Please do this promptly! Most such changes will come next fall, but we are mentioning this now, so that you may be reminded to send in the changes as soon as you know what your new address will be.

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Worth Reading

"Teachable Moments", a health book by Dr. Jay B. Nash (A.S. Barnes & Co.), is well worth reading. It is a much longer but exceedingly interesting discussion of the subject of Dr. Nash's talk at McPherson, from which excerpts are given in this number of the Bulletin. The book was produced by request of school superintendents and principals and parent teachers organizations calling for a health practice in terms of the laymen. It is a series of plain statements or principals based on physiological experimentation.

I Looked On Life.

I looked on Life and found it to consist mostly,
Of things we might have had - but missed.
I looked on Death and found that it was made,
Of laws we never knew but disobeyed.

I looked on Youth and found it half awake,
Wishing for things it lacked the will to make.
I looked on Age and found its cheeks were wet,
With tears of pain, impotence and regret.

I looked on Wealth greater than human need,
And saw it crush the owner and his seed.
I looked on Poverty and found it based,
On ignorance, and indolence, and waste.
I looked on Fame and found its head was bowed,
With poppies blown from bloody ground.
I looked on War and saw its turgid tide,
Of ancient cruelties and racial pride.
I looked on Love but could not separate,
The tangled threads of lust, self-love and hate.

I looked on God, God looked on me and smiled
I saw myself, untutored, and as a child.

Ninth Annual Convention

Kansas Health And Physical Education Association

"A student who went to church and sat in his own pew"

Hotel Besse
Pittsburg, Kansas
March 25-26, 1938

Program

Friday, March 25

AFTERNOON

- 3:00 Registration—Mezzanine Floor, Hotel Besse. Reservations for Saturday luncheon should be made at time of registration.
- 4:00 Executive Committee meeting—Collegiate Room.

EVENING

- 7:30 General Session—Music Hall, Kansas State Teachers College.
Presiding—Earl Kauffman, Jr., Director of Physical Education, Washburn College, President of K. H. & P. E. A.
Organist—Elizabeth Edwards, Instructor in Physical Education, Coffeyville Public Schools.
Group singing—Doris Embody, music student of K. S. T. C., leader.
Opening remarks—Earl Kauffman, Jr.
Greetings—President W. A. Brandenburg, Kansas State Teachers College, Pittsburg.
Mr. J. A. Fenimore, President of Pittsburg Chamber of Commerce.
“The Court of Good Health and Right Living”—an allegorical dance fantasy presented by a group of Roosevelt Junior High School students. Directed by Mrs. Minerva Wootton, Department of Physical Education, K. S. T. C., and Miss Helen French, Instructor in Physical Education, Roosevelt Junior High School, Pittsburg of Physical Education.
Announcements—Miss Hazel Cave, Asst. Prof., K. S. T. C., Convention Chairman.
- 8:45 Convention Mixer—Cafeteria Annex. Directed by Miss Minerva Cheshire, Columbus, and Miss Alice Mae Williams, Pittsburg.
- 9:15 All-School Party—College Gymnasium. Convention delegates are welcomed as guests.
(Cars for transporting guests to the Teachers College campus will leave the hotel at 7:10 P. M.)

Saturday, March 26

MORNING

- 7:30 Council Breakfast—Hotel Besse. President Kauffman, Jr., presiding.
- 9:00 General Session—Collegiate Room.
Presiding—Miss Irma Gene Nevins, Director of Physical Education for Women, K. S. T. C.
Group Singing—Doris Embody, leader. Elizabeth Edwards, accompanist.
“Safety in Physical Education”—Miss Marian Telford, Director of Field Activities and Consultant on Child Safety of the National Safety Council, New York.
Introduction of Guests—
Announcements—Miss Cave.

10:15 Section Meetings—

Men's Section—William Mifflin, Supervisor of Physical Education, Coffeyville Public Schools.

“A Program for a Small Junior High School With Very Few Facilities”—H. B. Randall, Columbus Public Schools.

“Moral Traits Derived from Athletics”—Dink Littrell, Junior College Coach, Coffeyville.

Forum Discussion on Recreation and Physical Education—Howard White, Technical Consultant on Recreation, W. P. A., Washington, D. C.

Exhibition—Physical Education Students, Coffeyville Public Schools.

Women's Section—Miss Gladys Taggart, Director of Physical Education for Women, Wichita University, Chairman.

“What Can the Physical Education Teacher Contribute to the Health Program?”—Miss Gladys Walker, College Nurse, K. S. T. C., Pittsburg.

“Reading Health”—Dr. Bert Nash, Professor of Physical Education, Kansas University.

“Play Days and Sports Days”—Miss Minerva Cheshire, Cherokee County Community High School, Columbus.

12:15 Convention Luncheon—Arabian Room

Presiding—Miss Helen Saum, Director of Physical Education for Women, Kansas State College, Manhattan, President-Elect, K. H. & P. E. A.

Music—String Ensemble, Senior High School, Pittsburg.

Co-recreation in Schools, Demonstration, directed by William Mifflin, Coffeyville.

AFTERNOON

1:45 Section Meetings—

Public School Section—Miss Ann Theilen, Parsons Junior College.
“Making the Child Safety Conscious”—Miss Marian Telford, National Safety Council.

“Understanding the Child”—Dr. Bert Nash, Kansas University.

“Practical Suggestions for Physical Education”—William Mifflin, Coffeyville.

Athletic Section—Leo Green, Department of Physical Education, Rosedale High School, Kansas City, Chairman.

“Absences-Athletics”—Dr. Vernon Lapp, Professor of Physical Education, Kansas University.

“The Promotion and Coaching of Minor Sports”—Herbert G. Allphin, Department of Physical Education, Kansas University.

Student Section—Hattie Stoskopf, Major Student in Physical Education, K. S. T. C., Pittsburg, Chairman.

“New Trends in Physical Education”—Dr. F. C. Allen, Director of Physical Education, Kansas University.

Panel Discussion: “What Knowledge Majors Should Have of Sports and What Sports Are Most Important”—Miss Edith Yeargen, Instructor of Physical Education, Chanute Senior High School and Junior College.

“What I Expect of My Teachers”—R. R. Strait, Supervisor of Physical Education, Chanute.

“A Teacher's Obligation in a Community”—Wayne Campbell, Instructor of Physical Education, Neodesha High School.

3:30 General Session—Collegiate Room.

Presiding—President Earl Kauffman.

“The Contribution Schools Can Make to Community Recreation”—
Howard White, W. P. A., Washington, D. C.

“The Dynamics of a Teacher’s Personality”—Dr. Bert Nash, Kan-
sas University.

4:45 Business Meeting—Collegiate Room.

5:15 Meeting of the new Executive Committee—

Officers

President—Earl Kauffman, Jr., Director of Physical Education, Washburn
College, Topeka.

Vice-President—Oran Shearer, Instructor of Physical Education, Allison Inter-
mediate School, Wichita.

President-Elect—Miss Helen Saum, Director of Physical Education for Women,
Kansas State College, Manhattan.

Secretary-Treasurer—Miss Irma Gene Nevins, Director of Physical Education
for Women, Kansas State Teachers College, Pittsburg.

Convention Committees

Convention Manager—Miss Hazel Cave, Asst. Prof. of Physical Education,
Pittsburg.

Program—Earl Kauffman, Jr., Washburn College.

Publicity—Miss Irma Gene Nevins, K. S. T. C., Pittsburg.

Ushers and Arrangements—John Lance, Department of Physical Education,
K. S. T. C., Pittsburg.

Dance Program—Mrs. Minerva Wootton, K. S. T. C., Pittsburg, and Miss
Helen French, Roosevelt Junior High School, Pittsburg.

Luncheon—Miss Helen Lanyon, Senior High School, Pittsburg, and Miss Clari-
bel Carson, Lakeside Grade School, Pittsburg.

Reception—Dr. Garfield Weede, Director of Physical Education for Men,
K. S. T. C., Pittsburg.

Convention Mixer—Miss Minerva Cheshire, Cherokee County Community
High School, Columbus, and Miss Alice Mae Williams, Eugene
Field School, Pittsburg.

Transportation—Charles H. Morgan, Department of Physical Education, K. S.
T. C., Pittsburg.

Grateful acknowledgment is made to Mr. Edgar Schmidt, State Director of
Recreation, W. P. A., for the exhibit of Physical Education materials,
and to A. S. Barnes, Lowe and Campbell, and the American Optical
Company for their displays.

Kansas State College
Manhattan, Kansas
June 8, 1939

Dr. Garfield Weede
Dr. Earl F. Morris
Dr. F. C. Allen
Mr. V. T. Trusler

Dear Committee Member:

The enclosed four pages of comparative curriculum is all that I have been able to complete by this time.

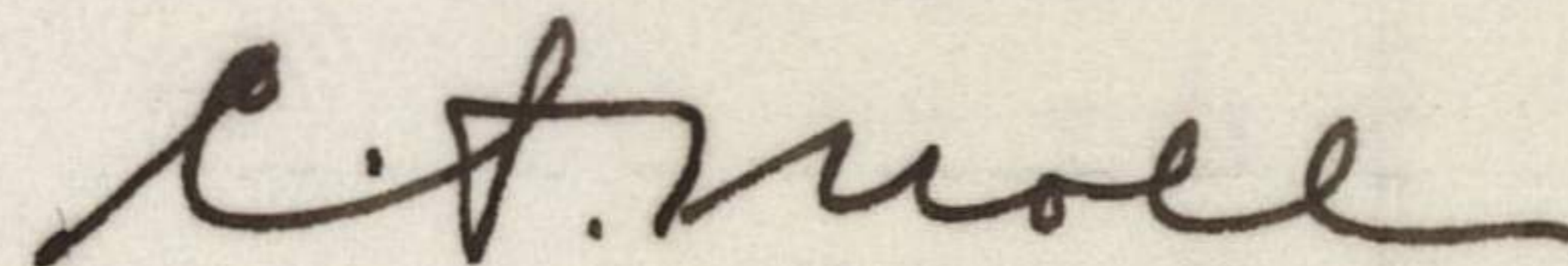
It is at once obvious that a real comparison of all of the state schools is extremely difficult. The nature of the various schools and their objectives affect tremendously what each one of them is trying to do by way of preparing physical education teachers.

This comparison is, I hope, only a start and while I shall be away from Manhattan all summer, I hope you will look over this material with a view to formulating your opinions as to what might and can be done about getting together on whatever fundamentals you think are called for.

I would like to have your honest opinion and suggestions if I could have them, and in the fall we shall try to meet and discuss things more thoroughly.

With all good wishes for an enjoyable summer, I am

Cordially yours,



C. S. Moll, Chairman

CSM/bjn

1. Academic courses or subjects other than foundation sciences:

PITTSBURG	EMPORIA	HAYS	KANSAS STATE	K. U.
Rhetoric 6	Library Methods --	English 11	Rhetoric 6	Rhetoric 5
Newsriting 3	Freshman Survey 2	Group requirement 20	Extemp. Speech 2	English Lit. 2
Speech 3	English 6	31	Military 4	Prin. of Speech 2
<u>12</u>	Rund. of Speech 3		Current Hist. 1	Hist. of Econ. 5
	Latin	I Humanities	Chemistry 8	Soc. Sc. Survey 5
	French } 10	a. English	Libr. Meth. 1	General Psych. 5
	German	b. Foreign Language	Sociology 3	<u>24</u>
	Spanish	c. Philosophy	25	
	English	d. Applied art		
	Foreign Language	e. Music	Spts. Rep. 2	
	Hist. & Govt. 5 or 6	II Biological Sciences	(Eliminated for year, 1939-40)	
	Mathematics	a. Agriculture		
	A Science	b. Botany		
	Soc. & Econ.	c. Health		
	26-27	d. Psychology		
		e. Zoology		
		III Physical Sciences		
		a. Chemistry		
		b. Mathematics		
		c. Physics		
		IV Social Sciences		
		a. History		
		b. Economics		

2. Courses in Foundation Sciences:

PITTSBURG	EMPORIA	HAYS	KANSAS STATE	K. U.
		Anatomy & Physiology 5	(Chem. 3) Zoology 5 Anatomy 5 Microbiology 3 Physiology 4 <u>17</u>	El. Animal Biology 5 Physiology 5 Human Anatomy 5 <u>15</u>

3. Courses in Education:

PITTSBURG	EMPORIA	HAYS	KANSAS STATE	K.U.
Psychology 3	Intr. Psychology 3	Gen. Psychology 3	Gen. Psychology 3	(Gen. Psych. 5)
Intr. to Ed. 2	Hist. of Educ. 3	Psychology 3	Psy.Ch.& Adol. 3	Educ. Psych. 3
Ed. or Psych. 2	Educ. Psychology 3	Prin.&Tech.Sec.Tch...5	Ed. Adm. 3	Intr. Sch. Adm. 2
Mental Hygiene 2	Educ. Meas. Wts. 3	Prin.&Tech.Elem.Tch. 3	Edu. Psych. 3	Surv. Amer. Educ. } 4
Sec. Educ. 3	Prin. Sec. Educ. 3	Meth. & Mat. 3	Edu. Sociol. 3	Educ. Sociol. } 4
Hist. of P.E. 3	Superv. Tchg. H.S. 2 or 4	Meth. & Mat. 3	Tchg. Part. H.S. 3	Intr. Edu. Meas. } 4
Observ. & Partic. 2	Theory of Tchg. 2	Supervised Tchg. 2	18	School Hygiene 2
Supervised Tchg. 2	19-21	Supervised Tchg. 22		Cont. & Meth. P.E. 3
Supervised Tchg. 2		Curr. Constr. 2		Prac. Tch. P.E. 4
21		Child Care & Tchg. 3		18
		Social or } 3		
		Social Psychology } 3		
		Educational Meas. 2	18 required	19- required
		35		

4. Courses in Physical Education

PITTSBURG	EMPORIA	HAYS	KANSAS STATE	K.U.			
Swim	1	Gen. & Pers. Hyg.	3	Intr. P.E.	1	Pers. Health	3
Physiol. of Ex.	2	Football	2	Phys. Ed. Act. I	1	P.E. Acts.	2
Pers. & Com. Hyg.	3	Basketball	2	Basketball	2	First Aid	2
Nutr. & Health	2	Track	2	P.E. Act. II	2	P.E. Acts.	2
Baseball	2	Ele. Swim & L.S.	2	Football	2	Football	2
Safety Educ.	2	First Aid	2	P.E. Act. III	2	P.E. Acts.	2
Play Theory	3	Hist. P. E.	3	Baseball	2	Hist. Princ. P.E.	3
Group Games	2	Boxing	1	Swim	1	P.E. Acts.	2
Rules & Officia.	2	Recreat. Spts.	1	Nat. Func. Play	2	Basketball	2
Kinesiology	3	Kinesiology	3	Kinesiology	3	Content & Meth. P.E.	3
Tch. of P.E.	3	Adm. P.E.	2	Hist. Prin. P.E.	3	Track & Field	2
Scouting	2	Rules & Offic.	2	Pers. Hyg.	2	Community Recrea.	3
Football Coach.	3	Theory of Athl.	3	First Aid & Mass.	3	Superv. Tchg. P.E.	2
Hist. of P.E.	3	Theory & Prac. Cym.	3	Org. Adm. P.E.	3	Kinesiology	2
Trk. & Fld. Coach	2	Football	2	P.E. Act. IV	1	Treatm. Ath. Inj.	3
Swimming	1	Basketball	2	Prac. Tchg.	5	School Hygiene	2
Org. P.E. & Tests	3	Track	2	Track & Field	2	Supv. Tch. P.E.	2
Psych. Coach.	2	Baseball	2	Teach. Health	2	Rem. & Phys. Ex.	2
Baseb. "	3			Phys. Diagnosis	3	Org. Adm. P.E.	3
Phys. Diag. & Cor.	3			Physiol. of Ex.	2		
Meth. Nat. Health	3	Major 40 hrs.		Publ. Sch. Prog.	2	Academic Electives	9
	50	Minor 22 hrs.		Comm. Rec.	2		
					48	Academic Minor	12
Electives	39	Minor Coaching 26		Electives	16	Acad. Ele. or Minor	3-4
2 minors						Electives	15
15 hrs. each in other depts.							