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UNIVERSITY OF KANSAS
LAWRENCE

DEPARTMENT OF PHYSICAL EDUCATION

November 2, 1939.

Dr. Forrest C. Allen,
Department of Physical Education,
University of Kansas.

Dear Dr. Allen:

During the short time I have had charge of the practice teachers this school year, I have noticed several deficiencies which appear to be common to all of them. The addition of certain required courses, and possible changes within some of the courses already offered, might alleviate these conditions in future classes of practice teachers.

The inclusion of rhythemics as an integral part of a balanced physical education program is now nationally recommended. Personally, I feel that the teaching and use of rhythemics has been neglected from an athletic coaching standpoint. The importance of proper rhythm in running, in hurdling and in weight events is well known by all track coaches. Boyd Comstock set a classic (and practical) example for all coaches when, after the usual methods failed to develop his Italian discus throwers, he had them practice to the music of phonograph records with miraculous results! But rhythemics are not only useful as an aid in coaching; they lend grace and carriage to the individual, aid coordination, and afford pleasure as a leisure time recreation. Rhythemics are not required for men physical education majors, and apparently men do not elect such courses.

May I suggest that social dancing, with a strong emphasis on methods of teaching, be required as part of our 31M to 34M courses? Folk dancing and tap dancing might also be offered either as required or elective courses. Men teachers as well as women teachers graduating from Kansas University should have the ability to teach either recreational groups or high school classes in social dancing and other rhythemics.

The second glaring deficiency of this year's group of practice teachers is their inability to plan a course of instruction in an activity. They apparently have no conception or vision of a systematic, connected plan of teaching an entire unit in an activity. They apparently understand the daily lesson plan, but there is no continuity or orderly progression from day to day throughout the season. To alleviate this condition in our senior students, I be-