Florence McAfee: Her Life and Professional Contributions to Physical Education at Eastern Illinois University

Julie Irene Smith
Eastern Illinois University

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FLORENCE MCAFEE: HER LIFE AND PROFESSIONAL CONTRIBUTIONS
TO PHYSICAL EDUCATION AT EASTERN ILLINOIS UNIVERSITY

(TITLE)

BY

JULIE IRENE SMITH

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
MASTER OF SCIENCE

IN THE GRADUATE SCHOOL, EASTERN ILLINOIS UNIVERSITY
CHARLESTON, ILLINOIS
1997

YEAR

I HEREBY RECOMMEND THIS THESIS BE ACCEPTED AS FULFILLING
THIS PART OF THE GRADUATE DEGREE CITED ABOVE

19 August 1997
DATE

8/19/97
DATE
ABSTRACT

This study reflects on the life and professional contributions of Florence Geikler McAfee. The study explores the impact Miss McAfee had on the development of the Physical Education curriculum and the department at Eastern Illinois University. Finally, this study comments on the effect Florence McAfee had on the Physical Education students and staff. Miss Florence McAfee came to Eastern, then known as Eastern Illinois Teachers College, in 1924 and was a member of its faculty until her retirement in 1962. She was the Head of the Women's Physical Education Department for twenty-seven years. Miss McAfee served as the only women's Physical Education and Lab School instructor for five years. During the next four decades, Miss McAfee developed a curriculum that would serve minor (1938), major (1945), and graduate (1956) programs. Florence McAfee and her department were recognized as outstanding not only on Eastern's campus, but at other teacher education institutions as well. On March 23, 1968 McAfee Gymnasium was dedicated along with the Dehnam dance studio. Dr. Hobart Heller presented the dedicatory speech. The portrait was presented to the University and accepted by President Quincy Doudna. On September 17, 1983 Florence McAfee was inducted to the Eastern Illinois University Hall of Fame. She was honored posthumously with a plaque. Her picture and plaque are housed in the outer lobby of the Lantz Building along with the other Hall of Fame honorees.

Florence Geikler McAfee was born August 3, 1899 to John S. McAfee and Josephine M. (Graul) McAfee who lived in the Philadelphia area. Miss McAfee attended 3 elementary schools in northern Philadelphia, as a result of several moves. The McAfee family finally settled at 3860 N. Franklin St. in Germantown, a section of Philadelphia. Miss McAfee entered Germantown High School in 1914, where she attended until her graduation in 1918. In January of 1923, she received an A.B. degree in Education and Psychology from Pennsylvania State College. Miss McAfee received her two year
certificate in Hygiene and Physical Education from Wellsley in 1924. She received an
A.M. or Masters of Arts in 1931 from Columbia University, received her doctorate in
February of 1940 at New York University.

This study of Florence McAfee's life and professional contributions provides
insights into curriculum content and educational experiences of the early twentieth
century. Under Miss McAfee's guidance, students were prepared for all possible teaching
situations. Included in this study is a brief history of Eastern, the years 1899 to 1924,
prior to Miss McAfee's joining the staff and continues until the year 1968 the time of the
McAfee Gymnasium dedication.

Finally this study serves as a record of the early history of women's Physical
Education and athletics at Eastern. The birth of organized physical activity for women
occurred throughout the Midwest at this time. Miss McAfee was one of many pioneers in
this new field for women. Her story captured the unique philosophy and customs of that
era.
ACKNOWLEDGEMENTS

To Marise Daves, Dorothy Hart and all of the many staff and students of Miss Florence McAfee who contributed their personal memories of her for this thesis, my deepest thanks.

My deepest appreciation is extended to the staff of the School of Health, Physical Education and Recreation at Eastern Illinois University, particularly Dr. Kevin Lasley, Dr. Russell Fisher, Dr. Deb Wolf and Dr. Scott Crawford for their invaluable advice and assistance with this study. And to Denise Clark of the English Department at Eastern Illinois University, my thanks for your technical assistance.

Finally, special recognition is given to Sandy whose love, patience and understanding has made this thesis a reality.

This thesis is dedicated to all of the early pioneers of women's physical education.
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Chapter I

Purpose of the Study

The purpose of this study is to reflect upon the life and professional contributions of Florence Geikler McAfee. The study explores the impact Miss McAfee had on the development of the Physical Education curriculum and the department at Eastern Illinois University. Finally, this study comments on the effect Florence McAfee had on the Physical Education students and staff.

Need for the study

Miss Florence McAfee came to Eastern, then known as Eastern Illinois Teachers College, in 1924 and was a member of its faculty until her retirement in 1962. She was the Head of the Women's Physical Education Department for twenty-seven years.

Miss McAfee served as the only women's Physical Education and Lab School instructor for five years. During the next four decades, Miss McAfee developed a curriculum that would serve minor, major, and graduate programs. Florence McAfee and her department were recognized as outstanding not only on Eastern's campus, but at other teacher education institutions as well.

A young Eastern faculty member's wife who had previously been enrolled as a Physical Education major at another university in another state, was told by her advisor there to complete her work under Florence McAfee for she could do no better (Heller, 1968). Miss McAfee's dedication to her department and high standards for students and faculty made her one of the most respected administrators in Eastern's history.

This study also serves as a record of the early history of women's Physical Education and athletics at Eastern. The birth of organized physical activity for women occurred throughout the Midwest at this time. Miss McAfee was one of many pioneers in
this new field for women. Her story captured the unique philosophy and customs of that era.

This study of Florence McAfee's life and professional contributions provides insights into curriculum content and educational experiences of the early twentieth century. Under Miss McAfee's guidance, students were prepared for all possible teaching situations.

In Miss McAfee's day, respect for Physical Education began with the students in teacher education. They respected Miss McAfee and her department and felt confident in the knowledge and skills they acquired. As teachers, they earned the respect of others for conducting quality programs in their own schools.

Through the study of early physical educators, keys to successful programs at all levels can be rediscovered and applied to today's society. In this present day of budget and requirement cuts for Physical Education, it is important to study those professionals and programs that maintained a level of excellence and respect we as a profession now struggle to achieve. Documenting successful endeavors of prominent Physical Education professionals such as Mabel Lee, Amy Morris Hommans and Florence McAfee provides a vital historical base; a foundation from which to build.

The name Florence McAfee lives on through McAfee gymnasium. The work of Florence McAfee flourishes only through those who knew her and learned from her. Her talents and abilities should be shared with all who chose Physical Education as their profession at Eastern. This record documents the foundations laid by Miss McAfee on which future professionals can build:

It is often pointed out that an institution is immortal, that individuals who are mortal contribute each for a brief time to that which existed before them and will exist after them. It is for each to pick up the work from his predecessors, carry it on, and in time pass it on to a successor. If we are lucky, that which we inherit is a solid base for our work; if we are worthy, that which we add becomes a solid base for continuation. By this test, Florence McAfee was worthy.-Hobart Heller, 1968
Delimitations

This study is limited to the life of Florence McAfee, the years 1899 to 1963. Information is provided concerning the McAfee Gymnasium dedication that occurred after her death in 1968.

Throughout this history, there were many academically talented individuals who assisted in the development of the Women's Physical Education Department and its curriculum. This study did touch on many of these individuals but focused on the administrator who brought them together, Miss McAfee.

Included in this study is a brief history of Eastern, the years 1899 to 1924, prior to Miss McAfee's joining the staff and continues until the year 1968 the time of the McAfee Gymnasium dedication.

Limitations

Florence McAfee was born an only child in 1899. No living relatives were found to contribute to her personal background. It is believed that the only close relative to Miss McAfee (a cousin James McAfee) is no longer living. Much of her childhood remains uncovered. All data gathered concerning her early years is limited to the information provided in a letter by James McAfee (Appendix A) to Dr. Dorothy Hart. The letter from James McAfee was sent in 1968 in response to Dr. Hart's request for personal information on Miss McAfee at the time of the McAfee Gymnasium dedication.

This study is limited to information gathered from various sources. These sources include written records, oral histories of students, staff and friends provided via tape recorded interviews.
Definition of Terms

Critic Teacher - A teacher who supervises undergraduates during their practice teaching. They supply feedback on performance and rate ability of the student teacher.

Ed.D. degree - A degree granted at the completion of advanced graduate study in Education at a university. It is known as a Doctorate of Education.

Eastern Illinois Normal School - Opened its doors in 1899 in Charleston Illinois. It offered the opportunity for all persons interested in further education to obtain a degree. One, two, three and four year degrees were available. Remained under this title until 1921.

Eastern Illinois Teachers College - Title given in 1921 to Eastern. This was the result of the addition of a four year course leading to a degree in Education. The degree title at that time was B.Ed.

Eastern Illinois State College - Title from 1947 to 1957. During this era degrees in fields unrelated to teaching were beginning to be offered. The name change signaled a new philosophy. Eastern was training professionals in areas other than Education.

Eastern Illinois University - Title given in 1957. Eastern had begun to offer graduate programs in many areas. Graduate degrees were to be conferred.

Girls Athletic Association (GAA) - This was an organization formed for high school girls interested in athletics. It was open to any female student who wished to participate in
sports. Until the 1970's this was the only form of athletics open to females at the high school level.

**Health Service** - The department that treats health related problems. It generally has a staff of trained physicians and nurses, as well as a pharmacy.

**Hygiene** - The study of health and health related problems. It was connected with the area of Physical Education. Health Education is now an independent area of study.

**Laboratory School** - The school which housed grades 1-8 from 1899-1917, and grades 1-12 from 1918 to 1958. It was the site for all student teaching until 1934. It was housed in Old Main from 1899 to 1914. It was then located in what is now Blair Hall until 1958.

**Motor Ability Tests** - Tests designed and implemented to evaluate a person's motor skills.

**Normal School** - It is an institution that offers advanced training to students at varying levels of education.

**Physical Culture** - A course of study that predated Physical Education. Its goals were to give poise, strength, grace and beauty to the body and all its movements. It developed as a result of the theory that women in higher education were unhealthy because of study.

**Physical Education Professional Club** - It was an organization for Physical Education majors. Its goals were to provide access to and development of professional ideals.
Play Days - Sponsored by the WAA at a college or university, they were a means of intercollegiate athletics for women. A sporting event(s) would be held with a social or presentation to follow.

Student Teaching - A form of practice teaching for an individual who was studying to be a teacher. The experience took place in an actual classroom with the classroom teacher providing guidance.

Women's Athletic Association (W.A.A.) - This was an organization formed for college women interested in athletics. It was open to any female student who wished to participate in sports. Until the 1970's this was the only form of athletics open to females at the college level.
CHAPTER II
Method of Research

Research for this study began by examining the Eastern school newspapers for background information. This process was simplified by the use of the faculty index located in the reference room of the Booth Library. Whenever a faculty member was mentioned in a news story, it was listed in the index. The index recorded the title and subject of the article, date, volume number, column number and page number of the story. The newspaper is on microfilm and can be viewed by means of a film machine.

Miss McAfee was included in articles from the year 1934 to 1968. This search provided information on her personal and educational background. Changes made within the department with both curriculum and staff were included. Her retirement notice, obituary, the announcement and coverage of the McAfee Gymnasium dedication were found.

In order to choose a direction for the study, experts in the field of historical studies were consulted. Dr. Kevin Lasley, of Eastern Illinois University, suggested the use of the research methods textbook Research Processes in Physical Education by Clarke and Clarke.

Dr. Scott Crawford, also of Eastern Illinois University, provided information on the methodology of historical research. This included a section on historical research written by Nancy L. Struna from the text Research Methods in Physical Activity by Thomas and Nelson. Dr. Crawford also supplied copies of previous historical works done within the department of Physical Education.

During conversations with faculty, names of possible sources were given. It became necessary to compile a list of these possible sources and additions were made throughout the study. By the end of the study the list contained 54 possible sources for interviews. (Appendix B)

A list of interview questions was devised. Questions were general in nature and covered various aspects of Miss McAfee's life. This list was used extensively; however, follow-up questions were asked that do not appear on the list. The question list was later developed as a questionnaire (Appendix C).

Sources for interviews were contacted by phone whenever possible, and an appointment was scheduled for the interview. A small tape recorder was used to record the interview session. The recording device was introduced at the beginning of each session, and permission was obtained before use. The recorder was removed or shut-off whenever requested.

Following the interview, the tapes were transcribed. A written copy of the interview was sent to each interviewee to ensure the inclusion of accurate information and to provide opportunities for inclusion of previously forgotten information by the source.

Questionnaires with cover letters (Appendix D) were sent to individuals on the source list who did not reside in the immediate area. If it appeared that a respondent was able to give more information, she/he was contacted by phone.

Dr. Marise Daves, a close associate of Miss McAfee's and executor of her estate, was located in Mississippi. Since the quantity of information she might provide would be too difficult to obtain via the phone, a research trip was made to speak with Dr. Daves. The four day trip resulted in the acquisition of valuable information. Dr. Daves was able to answer many key questions concerning Miss McAfee's life. Dr. Daves was also in possession of personal papers of Miss McAfee that were valuable to the study. She allowed papers written by Miss McAfee while at New York University to be used in the study (Appendix E).
Contact was made with the archivists at Eastern Illinois University, Pennsylvania State University, Wellsley College, Columbia University and New York University, institutions with which Miss McAfee was associated. Transcript information was provided by Pennsylvania State, Columbia and New York. Wellsley College sent information on course work taken by Miss McAfee, two photos, Physical Education and Hygiene Department newsletters from 1922 to 1924. College course catalogs for the department of Hygiene and Physical Education for the years 1921-22 and 1923-24 were also included. The Eastern Illinois University Archives housed the records from the President's Office 1924 to 1968, the minutes of the Board of Governors of the University, 1924 to 1968 and various memos to and from Miss McAfee.

Data obtained from the Physical Education Archives included course catalogs for the university for the years 1950 to 1963, Warbler Yearbook entries from 1924 to 1968 and information on the dedication of McAfee Gym in 1968. Dr. Dorothy Hart archivist for the Physical Education Archives supplied a personal copy of Memories of a Bloomer Girl by Mabel Lee.

Brief historical information on Miss McAfee was transferred to a time line. Eastern information was paralleled as a reference (Table I) providing an opportunity to study the correlation of Eastern events with events relating specifically to Miss McAfee. The timeline helped in determining if events in Eastern's history played a role in the history of Miss McAfee. This side by side comparison helped to put Miss McAfee's career into perspective.

At the time contact was made with the archives of Pennsylvania State, Wellsley, Columbia and New York, a request for transcript information was made. Each of the institutions provided a contact person with its respective Registrar's Office.

To receive transcripts, one must provide a written request sent by the student involved. Since the student involved (Miss McAfee) has been deceased for thirty years, a request had to come from the estate of the deceased. These letters of request were
provided by Dr. Marise Daves, executor of Miss McAfee's estate (Appendix F). Dr. Daves included documentation of her role as executor of Florence McAfee's estate (Appendix G). The letters were sent to the institutions and transcripts of courses taken were released for this study.

Through the investigation at New York University, Miss McAfee's dissertation was discovered. *A Curriculum for the Preparation of the General Elementary Teacher in Relation to Physical Education* was on file at the special collections section of the New York University Library. An effort was made to obtain a copy of this dissertation through the interlibrary loan system. The dissertation was not in circulation and was not available for loan. After further investigation it was discovered that Dr. Marise Daves possessed a personal copy of the dissertation which she loaned for use in this study.

Personal interviews were done with many of Miss McAfee's Physical Education majors from various years. It was thought that information from other staff members as well as laboratory students would be a valuable addition.

A letter to the Charleston Times Courier was written explaining, the nature of the study and asked for anyone associated with Miss McAfee to contact the author (Appendix H). This letter proved quite successful with a total of 16 people responding. Some were members of Eastern's staff during Miss McAfee's time while others were Lab School students.

A questionnaire (Appendix I) was devised using the questions mentioned earlier on the interview question list. The questionnaire was sent to the editorial respondents with a cover letter (Appendix J), and self addressed stamped envelope for its return. If it was believed that an editorial respondent might be able to provide additional information, a personal interview was scheduled.

Both primary and secondary sources were triangulated for this historical study. Authenticity, accuracy, and validity of these sources was evaluated through the use of internal criticism and external criticism.
External criticism is the means of checking written and oral information to determine the validity of the author or source. External criticism considers the following questions:

Who is the author?
Was the document written by a ghost writer or by another person?
What were the qualifications of the author?
Is a particular artifact authentic? (Clarke and Clarke, 1984)

Internal criticism was used when evaluating the meaning and accuracy of the statements made in both written and oral histories. Internal criticism considers these questions:

Is the meaning of words the same?
Is the author writing seriously?
Is the author expressing his or her real beliefs?
How soon after the event was the document written?
Was the author biased in any way?
Are written sources evaluated with an understanding of the times and conditions under which they were produced? (Clarke and Clarke, 1984)

Data was organized and coded into various categories. These categories included:

Historical data relating to Florence McAfee
Historical data relating to Eastern
Historical data relating to the Physical Education department
Curriculum
Anecdotal

These categories were placed in separate computer files of the same names.

Information was copied to the main thesis file when needed. An outline was developed to
map out the direction of the study and then used to further sort data into sub categories.
The body of the study was constructed using these files.

<table>
<thead>
<tr>
<th>Historical data relating to Eastern</th>
<th>Historical data relating to Florence McAfee</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 1899-1924</td>
<td>1. 1899-1924</td>
</tr>
<tr>
<td>2. 1924-1930</td>
<td>2. 1924-1930</td>
</tr>
<tr>
<td>3. 1930-1940</td>
<td>3. 1930-1940</td>
</tr>
<tr>
<td>4. 1940-1950</td>
<td>4. 1940-1950</td>
</tr>
<tr>
<td>5. 1950-1961</td>
<td>5. 1950-1963</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Historical data relating to</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>the Physical Education Department</td>
<td></td>
</tr>
<tr>
<td>1. 1899-1924</td>
<td>1. Prior to 1924</td>
</tr>
<tr>
<td>2. 1924-1930</td>
<td>2. 1924 to 1930</td>
</tr>
<tr>
<td>3. 1930-1940</td>
<td>3. 1930 to 1940</td>
</tr>
<tr>
<td>4. 1940-1950</td>
<td>4. 1940 to 1950</td>
</tr>
<tr>
<td>5. 1950-1968</td>
<td>5. 1950 to 1963</td>
</tr>
</tbody>
</table>

The historical information was placed into sections that were representative of the decades involved. Information regarding Eastern was presented first, followed by data on Florence McAfee and finally the Physical Education Department and its curriculum. The historical information is then followed by a chapter containing perceptions of Florence McAfee as a professional, her retirement and as an individual.

Following the completion of the study, copies of the study were given to individuals for editing purposes. These individuals were chosen for their expertise in a given area, i.e. personal friend of Miss McAfee to check personal information, an Eastern
Historian to check historical information that related to Eastern, members of the Physical Education department faculty to edit form and content areas.
### Table 1

**Time Line**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event/Event Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>1899</td>
<td>Eastern Illinois State Normal School classes held Tuesday-Saturday</td>
</tr>
<tr>
<td>1900</td>
<td>first graduation, financial aid available</td>
</tr>
<tr>
<td>1901</td>
<td>first summer school</td>
</tr>
<tr>
<td>1902</td>
<td>Greenhouse completed</td>
</tr>
<tr>
<td>1903--</td>
<td>EISNS granted power to confer degrees</td>
</tr>
<tr>
<td>1904--</td>
<td>Katherine Gill</td>
</tr>
<tr>
<td>1905--</td>
<td>Edith Bailey</td>
</tr>
<tr>
<td>1906--</td>
<td></td>
</tr>
<tr>
<td>1907--</td>
<td>Katherine Gill</td>
</tr>
<tr>
<td>1908--</td>
<td></td>
</tr>
<tr>
<td>1909--</td>
<td>Pemberton hall &amp; crackerbox gym completed</td>
</tr>
<tr>
<td>1910--</td>
<td>Lena Niles, YWAA active</td>
</tr>
<tr>
<td>1911--</td>
<td>Lena Niles, YWAA reactivated</td>
</tr>
<tr>
<td>1912--</td>
<td>Lena Niles, Katherine Farrer</td>
</tr>
<tr>
<td>1913--</td>
<td>Lena Niles, YWAA active</td>
</tr>
<tr>
<td>1914--</td>
<td>Lena Niles, YWAA reactivated</td>
</tr>
<tr>
<td>1915--</td>
<td>Lena Niles, YWAA active</td>
</tr>
<tr>
<td>1916--</td>
<td>Lena Niles, YWAA active</td>
</tr>
<tr>
<td>1917--</td>
<td>Lena Niles, Katherine Farrer</td>
</tr>
<tr>
<td>1918--</td>
<td>Lena Niles, YWAA active</td>
</tr>
<tr>
<td>1919--</td>
<td>Quarter system adopted</td>
</tr>
<tr>
<td>1920--</td>
<td>Student council organized</td>
</tr>
<tr>
<td>1921--</td>
<td>Became Eastern State Teachers College</td>
</tr>
<tr>
<td>1922--</td>
<td>first degree graduates</td>
</tr>
<tr>
<td>1923--</td>
<td></td>
</tr>
<tr>
<td>1924--</td>
<td>power plant built</td>
</tr>
<tr>
<td>1925--</td>
<td></td>
</tr>
<tr>
<td>1926--</td>
<td>Student Board of Control formed</td>
</tr>
<tr>
<td>1927--</td>
<td>1st college band performance</td>
</tr>
</tbody>
</table>

**Eastern Historical Events 1899-1968**

**Physical Education and McAfee Historical Events**

* denotes McAfee events

- 1899--*Florence McAfee born 8/3
- 1902--Katherine Gill/Physical culture
- 1903--Katherine Gill
- 1904--Katherine Gill, Edith Bailey
- 1905--Edith Bailey
- 1906--Edith Bailey
- 1907--No PE
- 1908--No PE
- 1909--Alice M. Christiansen
- 1910--Christiansen
- 1911--Christiansen
- 1912--Christiansen, YWAA active
- 1913--Lena Niles, YWAA active
- 1914--Lena Niles
- 1915--Lena Niles, YWAA reactivated
- 1916--Lena Niles, YWAA active
- 1917--Lena Niles, Katherine Farrer
- 1918--*Graduated Germantown HS
- 1919--Katherine Farrer, Margaret Hammett
- 1920--Margaret Hammett, Agnes Stewart
- 1921--Agnes Stewart, YWAA reactivated
- 1922--*A.B. degree Pennsylvania State College
- 1923--Grace Woody, YWAA active
- 1924--*2 yr cert Wellsley hired EITC
- 1925--*Taught sum. school at Wellsley
- 1926--Harriett Tate-summer
- 1927--*Sports conference at Wellsley
- *Studied at Columbia-summer
Eastern Historical Events 1899-1968

Physical Education and McAfee
Historical Events
* denotes McAfee events

1928--accredited by North Central Association
1st salary schedule adopted
practical arts building (Now Student Services)
1929--Eastern Illinois Varsity Club formed
1930
1931--72 acres purchased, Panther Lair dorm (men)
1932--
1933--10% salary cut
Lord dies, Taylor serves in interim,
Buzzard appointed new president
1934--classes held Monday-Friday
Deans office created
Daily chapel changed to bi-weekly
1935--Assembly only once a week
1936--
1937--Commerce Department (Business) organized
speech department organized
speech correction department organized
1938--Health Education Building dedicated
1939--Science Building dedicated
1940--Normal board changed to Teacher's College Board
1942--Panther Lair destroyed by fire
Water tower & flag pole erected
1943--revised salary schedule adopted
included tenure, sick leave etc.
2 yr general College curriculum developed
B.Ed. degree changed to B.S.
teaching is optional in 5 departments
1944--
1945--Travellerville is name given to
59 trailers brought in for veterans
1946--college radio broadcasts over WLBH
1947--Became Eastern Illinois State College,
30 barracks erected for vets-Campus City
1948--Student lounge and cafeteria opened
in surplus buildings
temporary library opened in surplus building
Golden Jubilee Homecoming
1949--
1950 --Booth Library completed
1930--Helen Knight
1931--*A.M. Columbia University
Helen Knight resigns, Ann Chase
1932--Women's Athletic Assoc formed
1933--WAA received money activity fund
1934--WAA affiliated with National WAA
Ann Chase resigns
Helen Mahany hired and resigned
Mabel Hupprich resigns
1935--*Head Women's Physical education
1936--*University of Wisconsin-summer
visited east coast schools
1937--*Sabbatical to New York University
1938--Physical Education Minor offered
Edith Haight
1939--First Eastern WAA Play Day
1940--*Ed.D. New York University
1943--*10 days at Uni of Wisconsin
Physical Fitness Conference
1945--Major in Physical Education offered
1946--*father dies in Philadelphia
Winifred Bally hired
1947--Dorothy Hart
1948--First Major graduates
1949--Lambert joins staff
1950--National Convention in Chicago
1951--M.S. degree in Education offered
  Committee of 15 formed
  Faculty personnel committee formed
  Home management houses built

1953--

1954--B.A. program offered
1955--Lincoln and Douglas Halls built
1956--Buzzard retired, Doudna president

1957--office of teacher education formed
1958--Tri-semester schedule started
  Ford, McKinney and Weller halls built
  University Union built
  Buzzard Lab School built

1959--Curriculum Committee restructured
  Council on Graduate Studies created
  Married Student Housing built
  Fine Arts Center built
1960--Administration reorganization
1961--
1962--

1963--Thomas Hall, Life Science Building built

1964--Clinical Services Building built
  Andrews Hall built
1965--Coleman Hall built
1966--Physical Plant Building built
  New Lantz complex built
  Gregg Triad Food Service built
  Taylor Hall built
  Telephone and Security Building built
1967--Applied Arts Building built
  Field House built
  Lawson Hall built
1968--

1951--Physical Education Club formed
  Marise Daves sub
  trip to University of IL for lecture 1952--
1952--Faculty majors see field hockey game
  ISNU vs. Scottish touring team
  Charles Weidman modern dance
1953--*Chairperson of Committee of 15
  *didn't teach Summer School
  Julia Denham
  went to St. Louis to see Bali Dancers
  Jose Limon gives master dance lesson

1956--Graduate program
  Marise Daves
1957--*Sabbatical Aug
1958--*Sabbatical to March then in June
  *Mother dies Dec, 23

1960--Convention in Springfield
1961--Corrective classes visit Rehabilitation
  Center, McKinley Hospital-Champaign
1962--*Retired August
  *Europe trip back at Thanksgiving
  *went to New York
1963--Car accident with Denham/Daves
  Debnam killed-Feb.
  *Death in Allerton Hotel in NY-M
  *buried Laural Hill Cemetery, Phila.

1968--*McAfee Gym/portrait dedicated
  Julia Debnam dance studio dedicated
CHAPTER III
HISTORICAL DATA 1899-1924

Eastern Illinois Normal School

Much of the early history of Eastern has been documented in a collection of writings called *Fifty Years of Public Service* by C.H. Coleman. The information in this chapter comes almost entirely from that manuscript.

Eastern Illinois Normal School in Charleston Illinois opened its doors on September 12, 1899. The building itself was dedicated on August 29, 1899. Old Main, the only building at that time, was located on 48 acres of land known as Bishop's Woods and housed the entire Normal School. Physical Education classes were conducted in the assembly rooms and basketball was played in the third floor hallway.

Tuition per term was seven dollars and book rental was one dollar. Out of town students lived with families in Charleston and paid an average room and board rate of $2.50 to $3.50 per week.

Eastern offered three choices for study: a one year course for college graduates, a two year course for high school graduates, and a three year course for students who received credit for proficient work in high school. In addition, a four year course was available for students who finished a grammar school course.

Classes were held Tuesday through Saturday, allowing rural teachers to visit the Model and Normal School along with attending lectures. It also allowed the Normal School teachers the opportunity to visit the rural and urban schools and to aid in teaching or doing field work.

Livingston C. Lord, at the age of 47, was named president of the Eastern Illinois Normal School at Charleston in 1898. He served as president until his death in 1933.

Mr. Lord graduated from New Britain, Connecticut Normal School in 1871 and became principal of a high school that same year. After three years he and his wife moved
to Minnesota, where he eventually became president of the Normal School at Moorhead.

Mr. Lord handpicked the faculty at Eastern. His selections were based on personality, scholarship and teaching ability. Giving little weight was given to formal training, he traditionally selected young relatively inexperienced teachers.

Mr. Lord visited the teachers' classes, especially during their first year. He would discuss his evaluation of their teaching and would then revisit to see if they had acted on his suggestions. Once a teacher met Mr. Lord's standards, she/he was allowed complete autonomy in their classrooms.

Mr. Lord did not hesitate to dismiss anyone he viewed as an inferior teacher. He was once complimented on his ability to hire good teachers. He replied "I've been lucky, that's all; and my mistakes don't stay here very long" (McKinney, 1937).

Mr. Lord was a "hands on administrator". Many of the customs and practices of the school reflected his views. One of Lord's quotes is still in use at Eastern. "Tell the truth and don't be afraid" (Coleman, 1950), is on the mast head of the Daily Eastern News. He stressed punctuality and neatness of dress. He did not allow smoking on campus, in or out of the buildings. Mr. Lord deplored the use of academic titles. He referred to himself simply as "Mr." Lord. His purpose in this was twofold: to minimize jealousy and to emphasize that all teachers were entitled to the same respect. Faculty relations were cordial. Mr. Lord's philosophy appeared effective in that there was no need for contracts and tenure. Teachers were reinstated each year based on their abilities. Mr. Lord never took credit for the fine school that had developed. He always passed the credit to his teachers (Coleman, 1950).

The Model School or training department, also housed in Old Main, consisted of eight grades. The purpose of the Model School was for training future teachers. There were four critic teachers in addition to the music, art and Physical Education teachers from the Normal School staff. A ninth grade was added in the second year. Construction began in 1913 on a separate building to house the school and was later named Blair Hall in
honor of the superintendent of schools. In 1917 the Model School moved to Blair Hall and became known as a training school. Grades seven, eight and nine formed a jr. high. By 1918 grades ten, eleven and twelve made up the high school. All of the high school classes were taught by Normal School staff. The high school was accredited in 1920. Student teaching was conducted primarily on campus at the Training School until 1934.

The Normal School student population grew rapidly. An urgent need arose for living quarters. Since most of the students at Eastern were women, a women's dormitory was planned. Pemberton Hall was built in 1907 and named for Senator Pemberton of Oakland who was instrumental in the procurement of funds for the project. The hall was opened in January of 1909 and housed 100 students and it had the distinction of being the only dorm in the state at that time. The cost for room and board was $4.00 per week. A gymnasium was built along with the dormitory to accommodate athletic and social activities. This gymnasium, nicknamed the "cracker box", was completed in 1909.

In 1920, Eastern adopted a 4 year course leading to a degree of Bachelor of Education. By 1921 forty-eight courses were required to prepare for teaching in primary through high school. Preparatory classes for special subjects and supervisory positions were also available. The core curriculum was as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (including psychology and teaching)</td>
<td>12 courses</td>
</tr>
<tr>
<td>English</td>
<td>6 courses</td>
</tr>
<tr>
<td>Laboratory Science</td>
<td>3 courses</td>
</tr>
<tr>
<td>Social Science</td>
<td>2 courses</td>
</tr>
<tr>
<td>Hygiene</td>
<td>1 course</td>
</tr>
<tr>
<td><strong>Total required for all students</strong></td>
<td>24 courses</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Subject</td>
<td>12 courses</td>
</tr>
<tr>
<td>Minor</td>
<td>6 courses</td>
</tr>
<tr>
<td>Electives</td>
<td>6 courses</td>
</tr>
<tr>
<td><strong>Total required for teaching</strong></td>
<td>48 courses</td>
</tr>
</tbody>
</table>

Two years of Physical Education, one quarter of penmanship, and one quarter of library training were also conditions for graduation.
This expanded curriculum brought about a change in the name for the school. The Normal School became Eastern Illinois State Teacher's College.

Eastern Physical Education

In the 1890's more women had begun to attend Normal Schools, colleges and universities. Intellectual effort was considered harmful to women, especially to their reproductive organs. This widely held belief was reinforced by a paper published by the Harvard Medical School's Dr. Edward H. Clarke. Clarke stated that a variety of female ailments could be associated with college education (Spivey, 1985).

In reaction to the popularity of Clarke's opinion, colleges began to include Physical Education activities to ensure female students were physically healthy. Studies done in the 1890's showed that the female students required by colleges to participate in the moderate physical activity or physical culture, as it was known, were healthier than their non college counterparts. These findings led to the increase in Physical Education for women.

Eastern began its first year with no Physical Education for the students. Mr. Lord, no doubt in response to the research of the times, sought to provide a physical activity program for women. Since he was establishing a Normal School at a time when mostly women were attending, it would be quite unfortunate for his predominantly female student population to become ill from attending Eastern. The fear of illness could have had a detrimental effect on enrollment.

By 1902 the student need for physical activity was provided at Eastern through gymnastics. Katherine Gill, a reading teacher, taught courses known as physical culture. According to the school catalog, the purpose of physical culture was "to give poise, strength, grace, and beauty to the body and all of its movements" (Eastern Illinois Normal School Catalog, 1902). The Emerson system of exercises was used. Marching and running as well as adapted movements from the Ling system of gymnastics were included.
This physical culture class taught by Gill existed until 1904. In 1904 Edith C. Bailey took over as physical culture instructor. She resigned in March of 1906. From that point until 1909 there was no physical culture teacher for the women at Eastern.

The "cracker box" gym at Pemberton had been built by 1909. Physical culture classes could then be expanded to encompass more areas of activity. This expansion of space and curriculum led to a change in the purpose and name of the classes. Physical culture became known as Physical Education. Miss Alice M. Christiansen was chosen as the new Physical Education instructor in 1909.

Female college students were required to take Physical Education unless they were excused by a physician. Students were required to have a gym suit that could be ordered at the school. The cost of this suit, including shoes was $5.50. All students were given physical exams in the fall to determine physical ability. The tests were repeated in the spring to assess improvement.

Physical education was also started in the Model School. Instruction in gymnastics in the school room and gymnasium was provided by the physical instructor once a week. The critic teachers conducted outlined lessons in the school room two or three additional days. In the lower grades the emphasis was on muscular activity gained through educational play.

Miss Alice M. Christiansen was chosen as the new Physical Education instructor in 1909 upon the completion of the "cracker box" gym. Miss Christiansen taught Physical Education until her resignation in December of 1912. Her educational background was unknown. It was apparent by the structure of the curriculum she developed that she did have some formal training in Physical Education. She laid the ground work for the development of a Physical Education program for both the college and Model School.

Lena Niles came to Eastern in 1913. She had an A.B. degree from Bates College. At Eastern, Physical Education was required for all students during their first two years. It could then be taken as an elective the remaining terms. Instruction by the physical
specialist was increased to two days a week in the Model School. Critic teachers were still responsible for supplementing that instruction on the remaining days. Physical education was increased to five times a week by the physical instructor in the elementary school in 1916.

Lena Niles was replaced in 1917 by Katherine Farrer. Farrer was a graduate of the American College of Physical Education. She resigned in 1918. Margaret Hammett and Mabel Shaw taught Physical Education during 1919 and 1920. In 1921 Agnes Stewart from the Chicago Normal School of Physical Education was hired. She too remained only a year and was replaced by Marietta Stevenson and then Huldah Larson in 1922. Grace Woody, a graduate from the Columbia Normal School of Physical Education, took the position in 1922. She resigned mid-year in 1923. No replacement was found until the summer of 1924 when Maud Jarvis was hired temporarily.

The need for a competent individual who would reside in Charleston on a more permanent basis was apparent. This individual was to be Florence McAfee.

The Physical Education Curriculum

In 1902, the first physical culture class was offered. It was a series of exercises meant to build good health and provide recreation for the female students of the school. Male students were not to have Physical Education until 1911 (Eastern Illinois State Normal School Bulletin, 1902). .

The physical culture program went through many changes and many instructors. Physical education as it was to be known in 1909 was made a requirement for graduation. The building of the "crackerbox" gym allowed for more expansion of the Physical Education program.

In 1909, Alice Christiansen laid the ground work for the development of a more rounded Physical Education curriculum. The curriculum she established still offered the basic activity course work, but it also included the study of body mechanics, lesson design,
and literature relating to the field and hygiene. Miss Christiansen began physical testing of her students to determine physical abilities. A post test was done at the end of the term to assess the improvement in health achieved by the students through the program.

Fourth year students were also given the opportunity to practice teach. Fellow students critiqued the lessons. More was offered in the way of theory, but no technique or method instruction was given (Eastern Illinois State Normal School Bulletin, 1911-1912).

In 1913, the general curriculum remained the same with the addition of folk dancing and a corrective gymnastics class. An elective class was offered to students who wished to obtain material that could be used to plan and teach gymnastics, folk dancing, and games. The recognition of physical abnormalities was covered in the material (Eastern Illinois State Normal School Bulletin, 1913-1914).

In 1920 all theory courses were dropped. The focus was once again mainly on activity. Walking was added in 1923. This would be the curriculum in place in 1924 (Eastern Illinois State Normal School Bulletin, 1920-1921 and 1923-1924).

Florence McAfee

Florence Geikler McAfee was born August 3, 1899 to John S. McAfee and Josephine M. (Graul) McAfee who lived in the Philadelphia area. The McAfees were married September 28, 1898. Miss McAfee, their only child, was born the next year. The middle name "Geikler" was the married name of one of her mother's sisters.

Her father John, a sheet metal worker, was close to his daughter and "would have spoiled her rotten had his wife let him" (McAfee, 1966). Josephine McAfee a strong disciplinarian, was a housewife who loved to cook and entertain (McAfee, 1966).

Miss McAfee attended 3 elementary schools in northern Philadelphia, as a result of several moves. The McAfee family finally settled at 3860 N. Franklin St. in Germantown, a section of Philadelphia. Miss McAfee entered Germantown High School in 1914, where she attended until her graduation in 1918 (Appendix K). At some point during this period,
she was inspired to further her education and upon graduation she was determined to
attend college.

When Miss McAfee left home, she was completely on her own. One summer she
was a cashier at a restaurant of the North Philadelphia Station of the Pennsylvania
Railroad. Miss McAfee received financial aid and student loans in addition to the money
she earned. This financial assistance helped to off-set her educational expenses.

There were several Normal Schools located in the Philadelphia area at that time.
Temple University and the University of Pennsylvania were in close proximity to Miss
McAfee's home. Miss McAfee was independent and chose to go further away.

Miss McAfee enrolled at Pennsylvania State College (now Penn State University)
located in University Park. She began her college career in September of 1919. In
January of 1923, she received an A.B. degree in Education and Psychology.

Miss McAfee's first year was devoted to general requirements (Appendix L).
During her second year she declared her major as Psychology and Education. Miss
McAfee was also to take Physical Education for the first time. Her first experience with
structured Physical Education may account for her interest in pursuing it as an area of
specialization. Miss McAfee chose to further her knowledge at Wellsley College near
Boston.

The Physical Education program at Wellsley as described by Mabel Lee in
Memories of a Bloomer Girl, was extremely well respected. Students from all over the
country and the world applied for acceptance in the program. Proof of exceptional
abilities was a prerequisite for admission. The Wellsley program originated from the
Boston Normal School of Gymnastics. In 1909 the Normal School was absorbed by
Wellsley College. The Boston Normal School for Gymnastics (BNSG) had been
established in 1889 by Mrs. Mary Hemenway, who was greatly interested in education.
She was responsible for many advancements in the Boston Public School system.
In 1885 she saw a need for improving the health of school children and organized the training of the public school teachers in gymnastics. The success of the training program resulted in the formation of the gymnastics school. Mrs. Hemenway appointed Amy Morris Homans, her executive secretary, to be director of the school. Mrs. Hemenway and Miss Homans were convinced that in time a college degree would be necessary for the graduates of their school.

Several colleges were interested in an affiliation with the BNSG. The offer from Wellsley was accepted after lengthy negotiations. The trustees of the BNSG made available a large sum of money for the construction of a gymnasium to be named Mary Hemenway Hall (Lee, 1977).

The new Physical Education and hygiene department at Wellsley College was open in the fall of 1909. Miss Homans was named the director of the department, and she continued to run a tight ship. Her reputation for being a rigid administrator was well known. Her administrative procedure was to be duplicated by many in the profession including Miss McAfee.

Upon entering the department, students were put through rigorous examinations. The spine and posture were meticulously examined in order to determine the fitness of the students for activity. Miss Homans demanded that each student in her department exhibit a lady-like demeanor. Hats and gloves were to be worn when out in public. Students were never allowed to wear or do anything that would appear unprofessional. She insisted that all students maintain a neat and tidy appearance: from the uniforms that were custom fit, to the hair styles. Miss Homans personally scheduled classes for all of the students as well as determined where and with whom they lived. She was keenly aware of all situations that existed in her department.

The course of study was intense. In addition to extensive science classes, students were assigned to the local hospitals to observe patients in the corrective rehabilitation departments. They would then work with these patients, chart their progress and report
their findings. They enrolled in several dance, swimming and activity classes. They received practical teaching experience each term every year. The students were expected to attend lectures presented by physicians and professionals from other institutions. Lecturers from the New York Schools were commonly heard (Lee, 1977).

Florence McAfee entered Wellsley College in September of 1922, after receiving her undergraduate degree from Pennsylvania State College in the spring. The previously earned degree allowed Miss McAfee to be eligible for a two year certificate at Wellsley.

Much of the basic requirements had been fulfilled by her undergraduate work. A list of courses taken by Miss McAfee (Appendix M and N) provided a experience base for the curriculum she would later construct. Miss McAfee received her two year certificate in Hygiene and Physical Education from Wellsley in 1924.

That same year, Miss McAfee was interviewed by Mr. Livingston C. Lord of Eastern Illinois Normal School. She was hired to teach Physical Culture at Eastern beginning September 13, 1924. She received a salary of $1900.

It was unclear how Miss McAfee learned of the position at Eastern. Two possibilities existed. She may have learned of the position through a placement service at Wellsley, or she could have been recommended to Livingston Lord by a mutual acquaintance. Many of Eastern's instructors during Lord's time were acquired through recommendations by associates (Coleman, 1948).
Chapter IV

HISTORICAL DATA 1925-1968

1925-1930

Eastern Illinois Teachers College

Eastern Illinois Teachers College continued expanding both the general curriculum and the campus. In 1928 Eastern was accredited by the North Central Association which allowed graduates to be admitted to the University of Illinois as well as other state schools.

A Manual Arts and Home Economics Building was added to the campus in 1929. In 1931 Eastern purchased 72 acres of land to the west of the original campus (Coleman, 1948).

Florence McAfee

In the fall of 1924 Florence McAfee was appointed the Physical Education instructor for women at a salary of $1900. Physical education was required for two hours for two years for all students in high school and in college for graduation. Miss McAfee's duties included the instruction of the Model School students.

Miss McAfee immediately reinstituted physical testing of the women students. Freshman entering the Normal School were given physical examinations by the Health Service. Along with this examination, Miss McAfee inspected their posture and spine alignment. Those students who were not permitted to participate in even moderate activity for medical reasons were assigned to less strenuous activities like archery and deck tennis.
In the summer of 1925 Miss McAfee returned to Wellsley and taught summer school. Later that fall, she introduced her first changes to Eastern's Physical Education curriculum.

Miss McAfee chose to further her education and acquire a Master of Arts degree. During her years at Wellsley, she had attended lectures presented by Columbia University staff members. Those influences and her love for New York brought her to Columbia's Teachers College for her graduate work (Appendix O).

In the summer of 1927 Miss McAfee attended a Sports Conference at Wellsley College. She spent the remainder of the summer of 1927 at Columbia working on her Master of Arts degree.

Physical Education Department

For five years Miss McAfee was the only Physical Education teacher for girls and women at the Normal School. Harriet L. Tate was hired for the summer term of 1926. In 1929 Ann Chase joined the women's staff and assisted with the Physical Education classes for the women of the Normal School. Miss Chase also taught some of the high school classes at the Model School. She remained on the faculty for five years.

The Curriculum

Florence McAfee's arrival in 1924 marked the beginning of a new philosophy in Physical Education at Eastern. Her training at Wellsley had given her a strong background in a variety of areas of Physical Education and hygiene.

Gymnastics was the backbone of the Wellsley curriculum due to the influence of the Boston Normal School of Gymnastics. Outdoor activities, team games, various kinds of dance and swimming were additional activities that were included in her Wellsley experience.
Wellsley incorporated a great deal of science in their course of study. Medical professionals were an integral part of the teaching faculty. Hygiene, anatomy, physiology, kinesiology, histology, corrective rehabilitation and massage were incorporated into Miss McAfee's program at Wellsley.

She received practical experience not only in teaching, but in the diagnosis of physical abnormalities and their correction. Miss McAfee took a class concerning first aid and injury recognition, expanding her work in the area of science.

Courses on team and individual sports focused not only on the actual playing of the sport, but also the methods, rules and strategies involved with teaching or coaching the sports. This course was centered more on the technique and theory of the sport rather than skill development.

Administration and organization of Physical Education programs was also an emphasis of Miss McAfee's programs. This course allowed her to obtain practical experience through the organizing of activities for the public and college students in the area.

In 1924, the course catalog (Eastern Illinois State Teachers College Bulletin, 1924-25) listed Eastern's curriculum as it had been the previous year with the only addition being that Physical Education was required for two hours a week for two years. It is not clear if Miss McAfee did not have the opportunity to introduce any changes for the curriculum that first year, or whether changes were made that did not go into effect until after the printing of the catalog.

The course work still included the use of Swedish gymnastics, apparatus work, games and folk dancing. The gymnastics and apparatus work was offered at the beginning and advanced levels. Aesthetic dancing and walking were the remaining courses offered.

By the next year, 1925, more activities had been introduced to the curriculum. Outdoor sports were offered in the fall and spring terms along with marching, gymnastics, and apparatus work or folk dancing in the winter terms. Physical testing was reinstated, in
order to select activities for each individual (Appendix Q and R). Individuals who tested low were placed in less active classes like archery for the fall and spring term. Corrective exercises and applied hygiene were taken in the winter term (Eastern Illinois State Teachers College Bulletin, 1925-26).

In 1927 Miss McAfee attended a sports conference at Wellsley College during the summer. The knowledge she acquired at the conference would account for the changes made to the curriculum for the 1928-29 school year (Eastern Illinois State Teachers College Bulletin, 1924-25).

"Hockey I" was offered to students in the fall and spring quarters for those students physically able to play. The hockey was offered at two levels. Hockey I worked predominately on the actual playing of the game. Lectures on player and coaching strategies were included. An interclass tournament was conducted at the end of the course. "Hockey II" also involved play, but the course provided additional lectures on coaching and refereeing.

Gymnastics was broken into levels as well. Level one included marching, floor work and apparatus work. Level two progressed to more advanced gymnastics and apparatus work.

Clog dancing was introduced for the winter terms. Another course added to the curriculum was for those in need of special work toward correction of physical problems was listed as Individual Work and to was offered in the winter.

As the school grew and developed so did Miss McAfee. Her growth was due in part to her Master of Arts work at Columbia University in 1927. It was during her study at Columbia that she began formulating a curriculum that would teach Physical Education principles, rather than just providing activity and recreation for the students.

Miss McAfee's course work at Columbia included baseball, basketball, clog dancing, and social dancing. Her instructional courses emphasized her interest in the
administration of a Physical Education program that would meet the needs of the public schools.

While at Columbia, she took educational courses that provided an introduction to education. One course discussed the principles and programs of modern Physical Education. Another course, The problems of Physical Education, dealt with difficulties faced when building and establishing a Physical Education program.

A supervision of Physical Education class prepared her for the instruction and supervision of teachers in a training school. An administration class dealing with the establishment of state programs in health and Physical Education introduced her to the requirements and regulations of conducting a state recognized program.

This course of study provided Miss McAfee with the expertise to begin to structure a teacher education program. She established a framework of activity and method classes and that evolved into a curriculum that would unite the physical with education.
Eastern Illinois Teachers College

Having developed a staff of highly qualified instructors, Mr. Lord had set exemplary standards for the Normal School beyond many of that time. By building a quality institution of higher learning, Mr. Lord demonstrated devotion to teaching throughout his life. He died in 1933 after serving 35 years as president. The large number of students and faculty that came to honor him was a testament to the hundreds of lives he touched, and his influence was felt for many years to come (Coleman, 1948).

Robert Guy Buzzard succeeded Mr. Lord. Buzzard attended Illinois State Normal University and graduated with a junior college diploma in 1914. He then studied at the University of Chicago and received a B.S. degree in 1916 and an M.S. degree in 1917.

After serving in World War I, Buzzard became head of the geography department at Northern Illinois Normal School and then at Illinois State. He received his Ph.D. from Clark University in Massachusetts in 1925. Buzzard received a Master of Arts from the University of Illinois in Education in 1938 (Coleman, 1948).

The North Central Association insisted that instructors at the college should have advanced degrees. President Buzzard was determined to stay abreast of the changes in modern education, so he encouraged the faculty to continue their education and pursue advanced degrees.

One of the immediate changes made by Buzzard was that of the schedule. Classes were changed from Tuesday through Saturday, to Monday through Friday, and the daily chapel meetings became bi-weekly. Dr. Buzzard also set up the new office of the Dean.

Sighting an increase in male students, Dr. Buzzard endorsed the purchase and renovation of a farm house to be used as a dormitory for men. The Panther Lair was created in 1934 to house the increased male student population (Coleman, 1948).
Through the Public Works projects of the 1930's, Eastern was allotted money for expansion. President Buzzard took advantage of this funding opportunity by adding two main buildings to campus, the Health Education Building and the Science Building. The Science building was located directly north of the Health Education Building and was completed in 1939.

The "cracker box" gym in Pemberton had been the subject of much discussion in campus newspapers and Warbler articles. Many complained that it was too small to accommodate a growing college. The student body stressed the need for a larger gym. Based on this need, building began on the Health Education Building in 1937. The new Health Education building would house a main gym that seated 2000 people with balconies. If seats were placed on the floor, it could accommodate 3000 people. The main gym or South Gym included a stage with full theatrical equipment. The South Gym would be used for Men's Physical Education and Athletics. Several classrooms were on each side of the gymnasium. The athletic and staff offices were located on the east side.

A smaller gym, which was used by the women's Physical Education and athletics, was located at the north end of the building. It also contained a well equipped kitchen on the east end used for banquet preparations.

On the lower level there were the men's, women's and high school boys locker rooms. The women also had a group of offices for the staff, an adaptive room and a dance studio, while the men had a wrestling room. Health Service was also housed on the lower level (Coleman, 1948).

Florence McAfee

Miss McAfee received an A.M. or Masters of Arts in 1931 from Columbia University. Always thirsting for knowledge, Miss McAfee continued her education later in the decade once again in New York.
Miss McAfee spent the summer of 1936 at the University of Wisconsin where she enrolled in classes on teaching rhythms to children and current problems in Physical Education.

Miss McAfee was on sabbatical during the school year 1937-38. She went to New York to work on her doctorate. She attended New York University where she was introduced to Jay B. Nash. Dr. Nash would prove to be a man whom Miss McAfee would come to greatly admire and respect. His influence would prove to impact her professional career.

Miss McAfee's course work focused mainly on aspects of administration in the field of Physical Education (Appendix P). Miss McAfee's dissertation was titled A Curriculum for the Preparation of the General Elementary Teacher in Relation to Physical Education (Copy of complete dissertation - Physical Education Archives, Eastern Illinois University, 1939). Miss McAfee completed her doctorate in February of 1940.

Another paper of note was prepared for a class taught by Hughes Mearns. The paper, created during a course titled Creative Aspects of Contemporary Life, revealed a more personal side of Florence McAfee (Appendix E). The writings demonstrated a need for anonymity and privacy that she did not experience at Eastern (McAfee, 1927).

While attending New York University, Miss McAfee toured schools in the region. Interested in studying the Physical Education curricula of the universities of that region, she visited teachers' colleges in New York, New Jersey and Connecticut.

Physical Education Department

Women's participation in athletics at Eastern had been sporadic. An organization known as the Young Women's Athletic Association had begun and disbanded several times prior to Miss McAfee's arrival. In 1932 the Women's Athletic Association (WAA) was formed and was open to all women on campus who were interested in participating in
sports activities. The WAA also sponsored guest speakers, co-sponsored recreation nights and the end of the year dance recital (W.A.A. Sports Guide, 1937-38).

In 1932 the WAA received, for the first time, some funding from the student activity fund. Later in 1933 it was affiliated with the National Women's Athletic Association. The WAA was made up of sports clubs. Each sport would elect officers to organize the activities for that sport. The heads of each club then formed a council that governed the organization. Miss McAfee and Miss Chase were the sponsors for this first year club.

The WAA traveled to other colleges and universities to participate in "play days." These play days were organized to provide competition between schools. The day would begin with the sporting event(s), then perhaps a luncheon or presentation would be scheduled. The play days were designed to be somewhat educational. Eastern's WAA sponsored its first play day in 1939. Schools in attendance were: Macomb, DeKalb, Carbondale, Milikin and the University of Illinois.

The sports available in the WAA initially were hockey, basketball, soccer, tennis, archery, baseball, and track. Hiking, horseback riding, and roller skating were added in the spring. Through the years the WAA expanded its offering of activities to include badminton, fencing, softball, modern dance, volleyball, ping-pong, riflery, coaching, outdoor activities, and social dancing.

Each member of WAA received a credit for attending 10 meetings of one WAA activity. Upon receiving 10 credits, they were awarded a WAA letter, and 20 credits a sweater or blazer. Each member could belong to as many clubs as she chose.

The high school girls began an athletic organization of their own sponsored by Miss McAfee and Miss Chase. The Girl's Athletic Association (GAA) was to include only one sport, basketball.

Ann Chase resigned in 1934 and was replaced by Helen Mahany who resigned 3 days later. Her position remained unfilled. Later that same year Mabel Hupprich was
hired to teach dance. She received a B.S. in 1926 and a M.S. in 1930 from the University of Wisconsin. She had moved from Dickson, South Dakota and would remain on staff until 1943.

Edith Haight came to the staff at Eastern in 1938, taking over as sponsor of the Women’s Athletic Association (WAA) and teaching elementary Physical Education at the Lab School. She moved to the college level in 1944. Miss Haight would later become a staff member for the rural workshop and travel overseas as a teacher on several occasions.

Miss Haight received an A.B. from the Women's College at the University of North Carolina in 1915. She specialized in hygiene and Physical Education at Wellsley College, earning a two year certificate in 1919. Miss Haight’s graduate work was done at Columbia University, where she received a A.M. degree in 1926. She did graduate study at New York University in 1937 and 1938. Miss Haight completed her doctorate in 1942.

A minor in Physical Education was introduced at Eastern in 1938 allowing students interested in Athletics and Physical Education to specialize in it. The introduction of a Physical Education minor paved the way for the hiring of Physical Education Specialists in the public schools.

The Physical Education Curriculum

The curriculum began to focus on the methods of teaching and coaching activities and sports. Eastern graduates had the opportunity to better prepare themselves to teach physical activities to their own students.

In 1932 baseball, soccer, and tennis were additional active sports offered. Deck tennis was an alternative to the archery already offered for less physically fit. Theory and methods instruction were included in the activity class.

Folk and clog dancing as well as Danish gymnastics were offered in the winter for students in the four year curricula. Those students in the two year program began to take
methods, Physical Education subject matter, and activities that were suitable for grade

By 1934 the curriculum had moved toward the ideal of teaching principles and
methods in addition to activity (Eastern Illinois State Teachers College Bulletin, 1934-35). Required Physical Education classes were also offered for the first time during the summer.

Freshman students were required to take only activity courses that now included basketball, volleyball and stunts. A basic rhythms class, designed to introduce students to various forms of dance and expression, was also required.

Sophomores were to take a games and a rhythms course along with the activity courses. The games course focused on instruction of students in the choice, use, and presentation of games. The rhythms class presented instruction on the choice, use, and presentation of rhythmic activities. The games and rhythms were offered at two levels: those for lower grades and for upper grades. Students were to take the class that represented the level at which they were planning to teach.

An elective course was also offered on the principles of Physical Education. This theory course examined the place of Physical Education in American society. It explored the objectives, principles and methods of Physical Education. Evaluation and testing procedures were also presented.

The next year (1935) an additional elective course was offered. Simply titled Physical Education, this course examined the history of Physical Education and its relationship to general education.

In 1935, recognition came to Miss McAfee for the effort she had made to establish a quality educational program. The Women's Physical Education Department appointed Florence McAfee as its first chair. As chair of the department, Miss McAfee set her sights on developing a professional Physical Education program. Her first step was to develop a curriculum that would allow students to graduate with a minor in Physical Education.
While on sabbatical in 1937, McAfee toured many East Coast teacher training schools, investigating their Physical Education curriculums and programs. The information acquired on that trip along with her training from Columbia and New York University aided in the formation of a minor degree in Physical Education in 1938.

Technique classes in baseball and tennis were offered in the spring with technique classes in basketball and volleyball offered in the winter. Technique of archery, soccer, and speedball could be taken in the fall.

The Dance in Education course explored fundamentals in rhythmic education. Techniques for teaching dance in the public schools were presented. Rhythm, form and analysis as well as folk, tap and social dancing were covered.

Finally, the Principles of Physical Education class previously offered as an elective was now required for the minor (Eastern Illinois State Teachers College Bulletin, 1938-39).

The course of study set up by Eastern's curriculum directly relates to those areas covered in Miss McAfee's graduate work at Columbia and her training at Wellsley. Miss McAfee took a class in baseball and basketball at Columbia and an outdoor sports class at Wellsley.

The "Dance in Education" evolved from her broad exposure to various forms of dance at both Wellsley and Columbia. The emphasis on rhythm, form and analysis of music can be related to her experience in "Music in Relation to Dance" class at Wellsley.

"Principles in Physical Education" was a combination of information acquired through the "Principles and Programs of Modern Physical Education" taken by Miss McAfee at Columbia and the "History and Literature of Physical Education" class she took at Wellsley.

Miss McAfee's participation in a "Theory of Physical Education and Methods of Teaching" class at Wellsley along with "Techniques and Principles of Coaching Teams Sports", may have contributed to the sport technique classes introduced for the minor.
1941-1950

Eastern Illinois State College

During World War II (early 1940's) many of the male students had been called away from the college to serve in the armed forces. Life on campus was quiet overall, with very little progress being made on the expansion of the college or curriculum.

The approaching end of World War II (1944-45) brought an influx of students who were returning from the service to Eastern's campus. The GI bill allowed many who were previously unable to attend college to seek a degree. The increase in students was cause for President Buzzard to increase housing.

In answer to the new demand for housing, Eastern purchased 59 surplus trailers from the government for married veterans. The trailers were parked to the west of campus on the corner of 4th and Grant. This city of trailers was known as Trailerville or Trailer Village.

Later, in 1947 barracks were purchased and erected to house the single veteran students. The growth in the student population led to the hiring of more faculty. Ten expandable trailers and 1 bath-toilet trailer was secured from George Field near Lawrenceville for new faculty families.

Eastern had become a campus of temporary buildings. In addition to the trailers and barracks used for housing, surplus buildings were erected for classrooms. A student lounge and cafeteria occupied two more of the buildings. The library that had outgrown its home in Old Main was also moved to a surplus building. The move required the release of students from class to hand carry the shelves of books.

Work on the Lincoln Field Project, which involved the development of the 72 acres acquired in 1931 for men's and women's athletic fields, began in 1947 (Coleman, 1948).
President Buzzard believed that training efforts should expand beyond teaching, so he developed the Commerce Department, Speech Department and Speech Corrections Department. Teaching became optional in 5 departments. President Buzzard recommended a change from a Bachelor of Education degree to a Bachelor of Science degree. This move toward a broader based curriculum other than teacher education was an impetus for a name change for Eastern. In 1947 the college became Eastern Illinois State College.

Florence McAfee

In 1943 Miss McAfee attended a 10 day conference at the University of Wisconsin on Physical Fitness for Colleges. The focus of the conference was that "Many sports contribute to a large extent to the physical fitness of our men and women by building morale, character, determination and a sound body" (Eastern Teachers News, 1943). The knowledge she acquired at this conference is seen directly in the changes made in the Physical Education curriculum.

Miss McAfee also studied a manual released by Washington on the subject of physical fitness for college men and women. It was thought that gymnastics and obstacle courses increased endurance, strength and speed along with sports (Eastern Teachers News, 1943). This study of fitness would lead to the addition of fitness courses in the curriculum.

With her father's death in 1946, Miss McAfee took a leave of absence and went back to Philadelphia during that summer to be with her mother.

Physical Education Department

In 1943 Physical Education was an emphasis at the College. The general requirement remained at two hours a week for two years. Those registered in the
elementary curriculum were required to take two hours for three years (Eastern Illinois State College Bulletin, 1943-44).

World War II began to call most of the male students from the Teachers College. Since many young men were being turned down for service because of poor physical health, physical fitness became a subject of great concern in the schools. The military was spending precious time training physically unfit soldiers.

Though legislation was approved in 1943 requiring students to have daily Physical Education, many universities ignored the legislation. Miss McAfee persuaded the administration that daily Physical Education was necessary in a time of crisis. It was adopted that every student was to have four days of Physical Education every week. “Even if she had not seen the value in this, it was the law. Miss McAfee felt they should obey the law” (Heller, 1968).

The College began several expansions, as did the Physical Education Department. Many changes occurred in the Physical Education staff over the next several years.

Miss Hupprich resigned in 1943 to go to Pacific Grove University in Oregon. She was replaced as dance teacher by Corinne Crogen. Corinne Crogen was hired and stayed until 1945.

Aileen Elliot became the elementary teacher in the Lab School in 1944. This allowed Miss Haight to move to the college level. Miss Elliot was a graduate of Emporia Teachers College in 1928. She received her M.A. at the University of Iowa in 1940.

During 1945, the year Miss McAfee was promoted to full professor, a major in Physical Education was offered. Those students who had previously studied for a minor in Physical Education were allowed to transfer their course work over to the new major.

Due to Miss McAfee’s leave of absence for her father's death, additions to the Physical Education staff became necessary. In 1946 Betty Farians and Winifred Bally were added to the staff. Miss Farians was hired to teach dance. She held a B.S. from the University of Cincinnati as well as work toward an A.M. degree.
Miss Bally received a B.Ed. form Illinois State Normal University in 1933 and a A.M. from New York University in 1937. Miss Bally served as a jeep driver for the Red Cross during World War II before coming to Eastern. She was a fun loving individual who later became a sponsor for the WAA. Of all the instructors, she was the closest to her students. Upon graduation, former students were allowed to call her by her nickname, "Pete" (Coker, 1994).

In 1947 Dorothy Hart was hired by Miss Haight to substitute for her while she was on sabbatical in China. Miss Hart earned a B.S. Ed. from Southern Illinois Normal University in 1946. She attended the University of Illinois and received a M.S. in 1947. A young instructor straight from graduate school, Miss Hart had an eye for statistics. She would later be involved in the collection of data from the motor abilities testing of freshmen. Her position became permanent in 1948.

In 1948, twenty-four years after her arrival, Miss McAfee would have her first graduates as majors. The first two women to graduate with a Physical Education major were Norma Green and Betty C. Monier.

Additional staff assignments were made in 1948 and 1949. Mary K. Babcock was hired to replace Miss Farians to teach dance. Charlotte Lambert came as a substitute instructor for Miss Elliot in the elementary level at the Lab School, who was on sabbatical for her doctorate. Miss Babcock was a graduate of Michigan State College in 1946, where she received a A.M. degree from the Teacher's College at Columbia University in 1948. Miss Lambert graduated from Evansville College in 1944 and earned a Master of Arts at the State University of Iowa in 1949.

In 1949 the general requirements for Physical Education were decreased. Students were only required to take three hours of class a week for the first two years and two hours a week for the third year. This decrease most likely occurred as a result of the end of the war.
The Physical Education Curriculum

While at New York, Miss McAfee was fortunate to have studied under Dr. Jay B. Nash. Dr. Jay B. Nash, a leader in Physical Education in the country, was an instructor, friend, and major influence on Miss McAfee. He was the chairman of the Department of Health, Physical Education and Recreation, School of Education at New York University.

Her study at New York and the focus of her curriculum go hand in hand. Eastern's Physical Education curriculum was a basis of study for her dissertation. Miss McAfee’s dissertation was an outline of the curriculum which she intended to develop and implement at Eastern.

Through her doctoral course work, Miss McAfee realized the need for her students to understand the basic structures and functions of the human body. In order for her students to grasp the benefits of the programs they would eventually implement, they needed to be aware of how the body was structured and the effects of exercise on that structure.

An Anatomy class was introduced for the minor in 1940. This was the first class for the minor to be taught outside the department. Miss McAfee visited with Anatomy instructors in order to find the course that would present the material needed for her minors. Through classroom visits, Miss McAfee determined that Max Ferguson's approach to Anatomy, as well as his teaching style, met the needs of her students. Whenever possible, she would enroll her Physical Education students in his classes.

Recreation was introduced into the curriculum through a course titled "Leadership in Recreation". Miss McAfee had studied the benefits of recreation at New York and felt the need for such a course at Eastern. Objectives, methods, and content were discussed, observed and practiced. Students were involved in the organization of girls' clubs and their activities (Eastern Illinois State College Bulletin, 1940-41).
The world was at war during the 1940's. Requirements for Physical Education were being broadened due to the lack of fitness shown by those individuals drafted into the armed forces.

To meet the need for more hours of course work, the basic activity classes focused on only one sport of activity. This allowed the student more opportunity to practice that sport and develop skill and fitness.

Golf and softball were added as recreational games. Folk and social dancing were covered in Rhythmical Analysis class. Tap and modern dance were taught individually.

The emphasis on physical fitness brought about a course in Leadership in Physical Fitness. This course prepared high school teachers to teach physical fitness programs.

"Healthy Activity Projects for the Elementary Grades" instructed students to utilize factors of the environment and everyday classroom procedures to build habits for healthy living. The aim of the class was to relate health habits to work in all of their academic subjects. This course was the first to be offered to both men and women.

"Methods of Dance" was now available to minor students and covered activities ranging from fundamental rhythms to interpretive dance. The goal was to teach the students to relate rhythms and music to other subjects of the curriculum.

The curriculum continued to concentrate on health activities. Health education for teachers was combined with many of the activity courses. Seniors were required to do four hours of physical activity on their own time. Clinics were held each week to help those who needed to improve their skill in their chosen activities.

Miss McAfee established "rest" classes for those students who were not physically fit to take the regular activity courses. Since the state mandate required all students to participate in Physical Education, she developed the "rest" class to meet that requirement. During this class, students were also made aware of the benefits of activity and rest on tension and stress.
A major in Physical Education was offered in 1945. The department added several professional courses to the curriculum. Kinesiology supplemented the two general Zoology classes and the Anatomy class already required (Eastern Illinois State College Bulletin, 1945-46). Kinesiology, along with "Theory of Prescribed Exercise" added exercise specific science to the background Miss McAfee had already established for her students.

More technique courses were included with hockey, badminton, softball and tennis also being studied. Principles in Physical Education now included history as well. Problems in Physical Education along with two organization and administration classes provided more experience in the setting up and running of a Physical Education program. The addition of these classes made the study of Physical Education a professional pursuit.

In 1949 the Physical Education Department began to conducted motor ability testing on all freshman along with the Orthopedic exam. Upperclassmen majors helped with the testing, providing them with a practical experience in assessment of student skills. Majors were also involved in the Orthopedic exam.

Students whose scores were high could select any activity they were interested in as long as they fulfilled the course requirements. Three courses were taken in a combination of team and individual sports. Two courses in dance and one course in fundamentals were also required. The lower scoring students were placed in Basic Physical Education. Activities that would help to build their skills and strengthen their bodies were provided.

Testing results allowed students to make a more informed course choice. With more specific information available, it was necessary to provide activity courses at varying ability levels. Beginning, intermediate and advanced levels were provided in many of the sports and dance areas. Beginning and advanced classes were available in the remaining courses, with only six classes still being offered at one ability level (Eastern Illinois State College Bulletin, 1949-50).
Indoor and outdoor games and rhythms for elementary grades were required for elementary majors. Track and field, gymnastics and apparatus and officiating classes were open strictly for majors. The technique courses were grouped into team and individual sports rather than sport specific classes offered earlier.
Eastern Illinois University

The later history of Eastern has been gleaned from The Emerging University by D.F. Tingley.

In the 1950's President Buzzard brought about a change in the administration of the college. This change was due in large part to the growth that had occurred following World War II.

The "Committee of 15" was formed in 1951 to aid Buzzard as an advisory committee. President Buzzard was not bound to the conclusions made by the committee but he generally supported their recommendations. This committee replaced the presidentially dominated "Overlook" committee. The "Committee of 15" was a senate of tenured teachers who were elected to serve by the faculty. Miss McAfee was elected to this committee several times and served as Chair of the committee in 1953.

Also formed in 1951 was the Faculty Personnel Committee. The three members were tenured teachers elected by the faculty. Miss McAfee served on this committee for several terms. All other committees except for the Curriculum Committee were filled by nomination of the "Committee of 15" and appointed by the president (Tingley, 1974).

Buzzard's commitment to excellence in education brought about the development of a Masters of Science degree in education. He was also determined to provide training beyond education. During his term several non-teaching areas of study had been developed. In 1950, students were then given the opportunity to participate in a Bachelor of Arts program.

President Buzzard had been responsible for much of the building on campus. His last projects were men's and women's dorms to be named Douglas and Lincoln. These replaced the trailers and barracks previously used.
Buzzard felt that "a library played a central role in the life of an academic institution" (Tingley, 1974). The Mary J. Booth Library, one of his greatest accomplishments, was completed in 1950.

The building on Eastern's campus continued through the later fifties. Plans included a new Lab School. The high school was to be phased out leaving the Lab School with only grades one through six. A unit of three dorms was built along with a student union. Four buildings to house Art Music and Speech were under study.

Eastern was saddened in 1956 by the retirement of President Buzzard. He had completed twenty-three years at Eastern and had been responsible for the large growth of Eastern's campus. During his term as president, fifteen buildings were planned and/or completed.

Buzzard had set up an administrative system where by faculty and staff had responsibility in the decisions that would affect the college. He had promoted growth while still maintaining the "personal" feel of the school.

Dr. Buzzard was replaced by Quincy Von Ogden Doudna. Doudna was a 1928 graduate of Carroll College in Wisconsin. He received both his M.A. (in 1930) and doctorate (in 1948) degrees from the University of Wisconsin. He earned a LL.D. from Carroll College in 1960. Prior to coming to Eastern, Doudna had served as Dean of Administration at Wisconsin State for nine years. He was highly interested in the financing of public education and was therefore a popular choice by the board.

For the first time a faculty committee was involved in the selection of a president. This faculty committee had been suggested by the "Committee of 15" in 1953. The "Committee of 15" was then chaired by Florence McAfee. The previously mentioned "Committee of 15" was the most powerful committee on campus. While they could not initiate policy, their recommendations carried weight with President Buzzard and other staff members (Tingley, 1974).
Another group that was potentially more powerful than the "Committee of 15" was made up of the department heads. Half or more of had served in their positions for more than a decade. They made up the majority of the "Committee of 15" and had immediate access to the Dean of the Faculty, Hobart Heller. Their recommendations on budgets and personnel in their departments was unquestioned.

Doudna immediately began drafting a proposal for an administrative manual that detailed the responsibilities and lines of communication for every administrator. The proposal also described the functions and powers of the Curriculum Committee and a new Doudna controlled committee known as the Administrative Council. This proposal was met with a memorandum signed jointly by nineteen of the twenty department heads. The memoranda specified five points of difficulty as seen by the department heads.

First, the department heads resented the development of administrators that would be directors for advising teaching candidates. Next they wanted to be regarded as "leaders" of their respective faculties not administrative assistants as they were listed in the manual. The department heads proposed eleven specific functions for themselves to replace the five vague ones listed. They wanted to elect two members from the group of department heads to sit on the new Administrative Council.

Finally, they and the Dean of Faculty, Heller, should form a Dean's Council and replace the Curriculum Committee.

Doudna was forced to make concessions. He considered the Dean's Council suggestion but vetoed the idea of electing two department heads to the Administrative Council. He did do away with the directors of advisement and accepted the wording of the department heads' functions (Tingley, 1974).

As for the Administrative Council it would be made up of the president, his four administrators, (Deans Heller and Anfinson, Business Manager Gregg and Director of Public Relations (Ruyle), the Dean of Women (Lawson) and the Assistant Dean of Student Teaching (Ziegel). It was intended to have authority on all matters.
Dean Heller fought for power for the department heads and advised Doudna not to dissolve the Committee of 15 as he had planned.

In 1957 three committees were appointed to review admitting procedures for the school and teacher education and academic standards. This committee would also determine who would be responsible for student teaching coordinators. The end result of these committees was the formation of the office of Teacher Education. Departments were relieved of the responsibility for their student teachers (Tingley, 1974).

Eastern Illinois University, as it was called in 1957, went to a tri-semester schedule. There would be a fall, spring and summer semester.

Doudna continued to restructure the University administration. With each newly formed or reconstructed committee, he continued to remove power from the faculty, mainly the department heads, and gave it to an administrator. A 44% increase in administrative staff occurred by the time the final restructuring took effect in 1962.

Other changes occurring on campus were the completion of four sets of buildings. The Dormitories known as the Triad, (Ford, McKinney and Weller), the University Union and Buzzard Lab School were finished in 1958. The Fine Arts Center eventually named for Doudna was finished in 1959.

Physical Education Department

The 1950's also saw additions to the Physical Education Department, curriculum and staff. The Physical Education Club was formed and recognized by the college in 1951.

Marise Daves was brought in as a substitute for Miss Bally in 1951. Miss Daves had her bachelor of science degree from Alabama College in 1944 and a M.A. from New York University in 1946. She too was aquatinted with Dr. Jay B. Nash, of New York University. She would be given a permanent position at Eastern in 1956 after substituting on several occasions in the Physical Education Department.
In 1952, Miss Babcock the dance instructor had resigned late in May to study in New York. Miss McAfee was pressed to find replacement on short notice. Juana DeLaban was hired to teach dance.

Miss DeLaban received her Master of fine arts degree in 1943 and her Ph.D. from Yale in 1947. Her father, Juan DeLaban, was famous in the dance world. He developed a system that enabled modern dance sequences to be charted and replicated. Miss DeLaban resigned from the department in 1953.

Miss DeLaban's replacement was Julia Dehnam. Miss Dehnam had received a Bachelor of Arts degree from William Smith in 1936. She earned a Master of Arts degree at Colorado University in 1945. She had attended dance schools in Europe and performed with Irene Duncan, sister to Isadora Duncan, famed modern dancer.

In 1956 the general requirement for Physical Education was again weakened. It was reduced to only two hours a week for two years. Many of the new courses were related to the area of recreation. A trend toward coeducational classes continued with 28 of the 74 courses offered being open to the men as well as the women.

A graduate program was approved in 1956. Graduate courses approved were as follows:

- Evaluation of Physical Education activities
- History/Principles of Physical Education
- Organization and administration of Physical Education
- Analysis of human motion
- Current trends in elementary/Jr. high school Physical Education
- Supervision of Physical Education
- Application of Psychology to Physical Education
- Advanced theory/technique of teaching team sports
- Advanced theory/technique of teaching individual sports
- Problems in administration of girls Physical Education
- Philosophy of Physical Education

The Teachers College board, when approving the program, asked that the department guard against over emphasis on coaching.
Mary Wylie was added to the staff in 1958. Miss Wylie received her B.S. from Winthrop College in 1948. Her M.Ed. came from the University of Virginia in 1953. She had partially completed graduate work at the University of Iowa. She resigned to be married in 1960.

Florence Prbylowski was also hired to the staff in 1958. She had a B.S. from LaCrosse State College in 1941. She received a M.A. from the University of Michigan in 1944 and had completed additional graduate work at New York University and Colorado State College. Miss Prbylowski became a supervisory teacher of elementary Physical Education.

Edith Haight retired in 1959. She had been a member of the Physical Education faculty for twenty-one years. Charlotte Lambert was transferred from supervising elementary Physical Education teachers at the Lab School to the college level.

When the instructors in the Physical Education department returned in the fall of 1961, they found a letter from Miss McAfee on their desks. It said "I want my staff to know before anyone else that I am planning to retire on August 10, 1962. I request that you not discuss this until closer to the time". It was not discussed by anyone. The president commented later on how well kept a secret it had been (Hart, 1994). Florence Prbylowski was appointed to replace Miss McAfee as head of the department.

In 1966 a new building complex was completed to house the Physical Education, health and recreation departments. The complex which contained a basketball gymnasium, glass-enclosed swimming pool, fitness gym, rifle range, handball courts, wrestling room and gymnastics gymnasium was named in honor of Dr. Charles P. Lantz, Director of Athletics for forty-two years.

The former Lantz Gymnasium was in need of a name. It was suggested by a member of the women's faculty that the building be rededicated and renamed the Florence McAfee Gymnasium. The name was approved and plans began for the dedication.
A committee of alumni and faculty was formed to raise two thousand dollars for the purpose of acquiring a painted portrait of Miss McAfee. Paula (Neal) Coker and Miss Winifred Bally served as co-chairs. The committee also requested that the dance studio be named for the late Julia Dehnam.

On March 23, 1968 McAfee Gymnasium was dedicated along with the Dehnam dance studio. Dr. Hobart Heller presented the dedicatory speech. The portrait was presented to the University and accepted by President Quincy Doudna.

The artist, Mrs. Dorothy Quest of St. Louis, was selected from a sampling of candidates received through a regional search. She was supplied with photographs of Miss McAfee. Upon completion of the portrait, Miss Bally and Mrs. Sue Hankins an art and Physical Education major, traveled to St. Louis to see the portrait. After suggesting a minor change the portrait was ready for unveiling (Hankins, 1994).

Miss Bally accompanied by Mrs. Coker made a final trip to St. Louis to retrieve the portrait. Miss Bally and Mrs. Coker delivered the portrait to the vault of a local bank where it was housed until its unveiling.

As the portrait was unveiled, a silence fell on the crowd assembled. The artist, fearing their disapproval, commented "They don't like it". "You don't understand", spoke a faculty member. "It looks so real" (Hart, 1994). The portrait done by an artist who never met Miss McAfee was so life-like in its representation of her.

The portrait was hung in the east entrance to McAfee gym. A few years later, it received a three inch corner tear. The portrait was repaired and enclosed in glass. It was then placed at the west entrance of McAfee where it remains.
On September 17, 1983 Florence McAfee was inducted to the Eastern Illinois University Hall of Fame. She was honored posthumously with a plaque and this inscription:

"Laid the foundation for E.I.U.'s Women's Intercollegiate Athletics Program...Helped develop the total Physical Education program, advancing it from a "Minor" to a full graduate level program"

Her picture and plaque are housed in the outer lobby of the Lantz Building along with the other Hall of Fame honorees.

The Physical Education Curriculum

The 1950's saw many changes in Physical Education. The general requirement of Physical Education was lowered to two hours a week for two years. And the Physical Education department developed and then offered a graduate program.

Miss McAfee began to broaden the choices of courses for her majors. Classes were offered that were more specific to the age and interest of the students her majors would eventually teach.

A class covering low organized games and health education focused on elementary, junior, and senior high school. A course specific to elementary grades explored activities, needs and interests of elementary children. Physical education for high school girls was specifically on the high school level.

An emphasis in recreation was developed. Miss McAfee was an advocate of the use of recreation for the well being of children and adults. Several courses dealing with recreation and recreational activities were provided.

"Camping and Outing Crafts" were offered to familiarize students with skills needed as a camp counselor or when camping in the wilderness. Organization and Administration of Playgrounds presented information on problems encountered when
organizing and operating playgrounds. Field work in Recreation provided an opportunity for practical experience in community recreation programs (Eastern Illinois State College Bulletin, 1950-51 and 52-53).

Thirteen new courses were approved for the establishment of a graduate program. Predominantly administration courses, these graduate classes prepared majors to establish a Physical Education program, design a curriculum, and evaluate the results for the purpose of improvement (Eastern Illinois State College Bulletin, 1956-57).

Two of the courses focused on the philosophy and psychology of Physical Education and how theories should be applied to a program. Problems and trends in Physical Education were presented in two additional courses.

Recreational planning was the goal of two additional courses. "The Planning of the Recreational Program" was concerned with the criteria for assessing the needs of a community and the establishment of programming that would best meet those needs. "Organization and Administration of Community Recreation" discussed recent trends in recreation at the federal, state and local level.

"The Introduction to Graduate School" explored the trends and problems in the profession of Physical Education. A study of literature course presented issues facing physical educators. This course allowed graduate students to assess where the areas of need were in Physical Education, and how through their graduate study they might research answers to those problems.

Miss McAfee wanted Physical Education graduate students to be able to do as she had done, build a successful program whether recreational or educational. Through these courses she felt that the graduates would be prepared to face problems and situations that were surely to occur in the communities and public schools.

The curriculum established in 1956 remained unchanged at the time of Miss McAfee's retirement (Appendix s and T). It would stand to reason that it was representative of a Physical Education program that Miss McAfee considered satisfactory.
Grounded in science, the major required that students take 3 courses of Zoology, 2 courses of psychology, and physiology in addition to the general requirements of natural and social science. Miss McAfee's educational experience had been one grounded in science. It had been her experience that the study of Physical Education had to be preceded by the study of the body and mind (Eastern Illinois University Bulletin, 1961-62).

Recreation and Health were related areas that Miss McAfee felt were important for inclusion in the program. Recreation when used as a release helped to spiritually and emotionally maintain a healthy body. The study of health presented good physical habits needed for healthy body maintenance. To Miss McAfee these were included in, not independent of, Physical Education.

Miss McAfee wanted her graduates to have all the information they would need to meet the needs of the public they would serve. She tried to anticipate every problem and every obstacle they might encounter. She followed up with correspondence and visits to the schools. Miss McAfee was constantly evaluating the program and the curriculum in an attempt to make it as functional as possible.

The curriculum that had begun by adopting exercises from various gymnastics systems had developed into a fully professional program.

**Florence McAfee**

Miss McAfee took a sabbatical during the 1957-58 school year. Her mother, who now resided with Miss McAfee, was ill and required much attention. Mrs. McAfee was placed in a nursing home at the beginning of 1958.

Miss McAfee returned to Eastern in March but took an additional leave of absence in the summer of 1958. Later, in December of 1958, Miss McAfee's mother Josephine McAfee died.
Miss McAfee retired from Eastern Illinois University in 1962. She was on staff for thirty-eight years, twenty-seven of which she served as chair of the women's Physical Education Department. Her staff had grown from one to ten members. Her department had a minor, major, and graduate program.

Miss McAfee remained in Charleston only a short time following her retirement. She traveled to Europe in the fall with a tour group, returning at Thanksgiving. Shortly there after, Miss McAfee made arrangements to go to New York City to see the theater. This would be her final trip.

While in New York, she stayed at the Allerton Hotel on East 57th Street. She wrote regularly to Marise Daves and others. She would stay through the first of the year.

In February of 1963, Marise Daves and Julia Dehnam were hit head on by another vehicle while on their way to St. Louis. The other car was attempting to pass and was in their lane. Miss Dehnam was killed (Courier News, 1963). Miss Daves was severely injured. She required several reconstructive surgeries. Miss McAfee, when notified of the accident, was extremely upset by the news. She made arrangements to return to Charleston to help in the care of Miss Daves.

Miss Daves returned from the hospital the first part of March of 1963. She was unable to speak or eat due to the wiring of her jaw. She had spoken to Miss McAfee through an intermediary and had told Miss McAfee that she needed her help. She was expecting Miss McAfee to return any day.

On March 20, 1963 a letter written by Miss McAfee was mailed to her lawyer, Ogden Brainard, in Charleston. In the letter she made arrangements for her estate, noting the location of personal items. The letter also named Marise Daves as executor in the event of her death.

On March 21, 1963, Miss McAfee was found dead in her hotel room (Courier News, 1963). A maid had entered to clean and found her in bed with a plastic bag over her head. The official cause of death was Asphyxiation (Daves, 1994). Miss McAfee had
taken her own life. She did not leave a note of any kind stating her reasons. Many of her
students and associates never knew the circumstances of her death and the very few who
did have no explanation for it. It is theorized by a majority of those interviewed that she
felt unneeded and that she no longer had a place in this world.

Florence Geikler McAfee was buried in Laurel Hill Cemetery in Philadelphia in a
family plot on March 23, 1963. Various family members attended the funeral along with
Miss Bally and Mrs. Mildred Perington from Eastern. Harriett Love, a former librarian at
the Lab School, who had moved to the New York area was also in attendance.
Chapter V
FLORENCE MCAFEE: A SUMMARY

The Professional

Miss McAfee taught in the Lab School from her first year at Eastern, 1924 to the year 1960. Both she and the staff were structured and formal. Her stature was intimidating to be sure but her manner was gentle. She was excellent with the children; very special. Miss McAfee was adamant about the growth and development of children (Coker, 1994). She believed they should have the opportunity to move about and explore their environment. She abhorred playpens for babies.

In the early days at Eastern the Lab School was housed in Old Main and what is now Blair Hall. Miss McAfee would walk over from the "cracker box" gym and get each of her classes. She would then march them to whatever site they were using for activity.

If they were in the gym, they would change their shoes for class. Miss McAfee would have the students run around the gym and scream to get them ready to listen to instructions (Hart, 1994). When the activity was completed, they would march back, no matter what the weather.

Miss McAfee established a regular program for all of her classes to do. The program included gymnastics, field sports, track and field events, baseball, volleyball and bean bag activities. There was a progression in the curriculum, and skill tests were used to evaluate the students.

Miss McAfee, in her one piece gym suit, would demonstrate the skills for the students. On occasions she would participate in their activities with them. The Physical education classes met two to three times a week. When outside, they used the fields where the University Union and Tarble Arts is located.

Miss McAfee continued to teach at the Lab School mainly in the lower grades for several years. "She was fond of the children and the children loved her. If the truth were
known, she liked that age the best" (Hart, 1994). She would say "I don't want to forget how children are". She eventually did give it up, due to difficulty seeing the children with her bifocals (Hart, 1994).

As Head of the Physical Education Department at Eastern, Miss McAfee was responsible for the advisement and scheduling of all major classes including those out of the department. She would try and schedule all freshmen majors in the same classes, in and out of the department. It was a way for them to get to know each other and develop a bond. The electives were left up to the majors.

Grade cards were picked up at registration the following term. When Miss McAfee worked registration, students were expected to read their grades to her. She could have looked at the grades herself, but she wanted that personal contact with each student. This allowed her to be aware how each student was doing. It also demonstrated to the student that Miss McAfee knew and cared about her progress. She would always have a comment or two about the grades and would then proceed with the registration process.

Her introduction to the freshmen majors began immediately. Miss McAfee taught the first course usually taken by the freshmen. She had them begin making presentations in front of the class from the beginning. She felt it was necessary for the majors to practice speaking to an audience.

Miss McAfee had standards that she expected her students to meet. Only after they had achieved all they could did she let them settle for less than perfection (Heller, 1968). She realized that everybody had their own unique abilities and qualities.

Miss McAfee would arrive early, usually 6:00 a.m. to start her day. She was always prompt, if not early, to class and expected the same of her students. She did not believe in wasting a minute of class time. Her lessons were detailed, organized and technically sound. Miss McAfee thoroughly studied the subject matter for her classes.
the event that she had given incorrect information, she would acknowledge it immediately (McVaigh, 1994).

Miss McAfee received several professional journals and remained up to date on current trends in the field. She believed that her students should be active in the professional associations and saw to it that they attended meetings whenever possible. Majors were then required to report on the sessions they had attended (Coker, 1994).

Since the image of Physical Education majors was an unflattering one, (manly, unfeminine) Miss McAfee believed that women in the profession had an obligation to change it. Appearance, manners, and demeanor were important qualities in her majors. No doubt her experience at Wellsley, with Miss Homans, instilled this belief (Reinhardt, 1968).

Miss Homans set a strict example of what administrators should be. Her students, including Miss McAfee, saw first hand what administrators of the day aspired to be; rigid and stern in their administration of the school, adamant in their belief that Physical Education majors were to present an image of professionalism and femininity and concerned for the progression of the curriculum and department.

Miss McAfee often reminded her students that they were "ladies first and Physical Education majors second" (Coker, 1994). Around the state, the majors at Eastern were known as the "Eastern Ladies" (Perington, 1994). Majors were to represent the department and themselves in a professional manner.

On one occasion when the WAA was to travel to a play day, Miss McAfee came to see them off. Illinois Normal was a rival of Eastern and the women wanted to beat them in the worst way. Miss McAfee told them, "Now remember, you are representing Eastern". In her own dignified way she encouraged them to be victorious over Normal (Perington, 1994).

The majors in Physical Education respected Miss McAfee and what she believed. They may have feared her in a way, but they were extremely loyal to her. One major is
quoted as saying "If she (Miss McAfee) told us to jump off of Old Main we would because we would know that she had a good reason for it" (Coker, 1994). While that never occurred, it is an example of the faith and trust she inspired in the majors. Her students had faith in the knowledge she provided them, and trust that she was teaching them what they needed to know.

Miss McAfee and her staff prepared each major to teach kindergarten through twelfth grade. Majors were encouraged to acquire a minor and with the emphasis on science in the curriculum, it was quite simple to do so in Biology or Zoology.

As seniors, the majors would again have classes with Miss McAfee. It was her way of beginning and ending with her students. It also provided her one last check of her majors to be sure they knew what was necessary to be good teachers.

In "History and Principles of Physical Education", Miss McAfee tried to anticipate every situation that might exist in the public schools. She would then give her majors ideas on how to handle them. One example of this preparation was a list of every scripture from the Bible, good and bad, that had to do with dance. She realized that there would be students whose parents would be opposed to their children dancing. The list was a resource to use in that situation (Perington, 1994).

The "Organization and Administration of Physical Education" course taken by seniors was designed to prepare majors for the teaching positions they had already been accepting. If a major knew where she would be teaching or at least at what level, she was to develop a curriculum for that specific site.

Along with professional preparation, Miss McAfee felt her majors should be well rounded people. She encouraged them to participate in extra-curricular activities. Many were members of sororities. Because of her interest in the arts, she felt the majors should be exposed to music, literature and art.
In an effort to broaden the horizons of the students, she would bring in guest speakers and dance troops for special performances, she encouraged the majors to go to the gallery in the library or to see a dance program or live theater.

Miss McAfee was firm but fair with her students. She was willing to go the extra mile for a major if she felt the young lady deserved it. A respectful distance was always maintained by her students. They felt close to Miss McAfee, but they were never too familiar with her. She would not allow that line to be crossed. The relationship was always maintained on a professional level. The students knew she was in their corner, and she would be there if they needed her.

Miss McAfee began as a single teacher, instructing all of the students in the Normal and Lab school. The courses were basic and minimal in selection. As the school grew so did Miss McAfee. From her training at Wellsley she began to craft a curriculum that would meet the needs of a changing institution. Courses that focused on the method of teaching activities were developed.

Miss McAfee carefully selected a staff of highly trained dedicated individuals. This group of individuals, with Miss McAfee as Chair, soon became a department noted for its excellence in teacher education.

Miss McAfee was a strong willed administrator with high standards for her staff and department. Her administrative style was a blend of autocratic with a democratic approach (Hart, 1994). She knew what she believed, but was willing to consider other ideas.

When choosing or changing the curriculum, she would study catalogs from dozens of universities. Miss McAfee would then call a staff meeting and present her findings. Input was given by the staff as Miss McAfee listened and considered their suggestions. She would use staff ideas, as well as her own, and design a course of study.

Miss McAfee would visit the classrooms of teachers in other departments who were teaching classes required for the major. She would sit in on the class to see if the
majors were being taught the necessary material. An example of this was Max Ferguson's Anatomy class. She had a great deal of respect for him and his teaching. She saw to it that her majors were in his classes whenever possible. Through this process a minor for teacher education was developed in 1938. This event was preceded by a visit to teacher education institutions on the East Coast. She studied their programs and used that information to build her own program.

A major in Physical Education soon followed. She and her staff would go on to create a curriculum that would support graduate study in the field of Physical Education as well. Miss McAfee devoted herself to the department. She would find a way to get whatever the department needed. When it came time to make a request of Mr. Lord, Miss McAfee would go into all of the offices in the administration building and poll the staff as to his mood that day. If she received a good report she would approach him on the matter. If the news was not good, she would wait another day (Hart, 1994).

Dr. Buzzard once said that if Miss McAfee wanted something and he had turned her down, she would "just [sit] on my door step until I [couldn't] stand it anymore and I [gave] in" (Daves, 1994). If she wanted something for her department, she was persistent enough to get it. Miss McAfee was a determined advisory. It required a sound argument to persuade her. She would on occasion yield gracefully, but the victor knew he had been in a fight (Heller, 1968).

A member of the men's faculty learned of her passionate defense of her department. The men's tennis coach was scheduling practices for his team during WAA time on the tennis courts. Practices were to be scheduled in the scheduling book in the administration building. The tennis coach was not following that practice. Miss McAfee learned of the problem and confronted the coach. She marched him to the scheduling book and instructed him as to the procedure for signing up for the courts. Needless to say there was not a conflict again (Perington, 1994).
Miss McAfee was frugal with department funds although she made sure the majors had the latest and best textbooks possible. The department had every piece of equipment needed to instruct the courses offered.

The equipment was maintained, cleaned and stored in such a way that it would last years beyond its time. This attention to maintenance was passed along to the students in their classes.

Miss McAfee provided opportunities for students to work their way through school. She would hire many of them to work for the department performing office duties, working in the locker room as towel people, and working in the equipment room caring for and counting the equipment. If ever a student or staff member found herself in financial need, Miss McAfee would in some way see to it that she were provided for. Miss McAfee took an interest in every student and staff member as an individual. If she felt they had a problem, she would lend her assistance when necessary.

On several occasions she would learn of a student with a physical illness or a personal problem. She would approach it through a third party, be it a friend or instructor, to be respectful of the student's feelings. If she could help, she would again through a third party.

A local doctor spoke of times when Miss McAfee would make appointments with him on a student's behalf. She would let him know the situation, make the appointment and instruct him to notify her if there was a problem with payment. Miss McAfee would then call the student into her office and inform her that she was to report to the doctor for an appointment.

The relationship with the majors did not end after graduation. Miss McAfee had a policy of staying in touch with graduates at their new schools. Someone from the department would visit the graduate to see if she could be of help in any way. It also provided the opportunity for Miss McAfee to see if the curriculum at Eastern was meeting the needs of the profession.
Letters were sent out to the principals of the schools who had hired graduates asking for comments on the strengths and weaknesses of the teacher. If there was a problem, a visit to the school was in order. Again this provided feedback on the effectiveness of the curriculum.

Miss McAfee, when needed, would not shy away from admonishing a student or staff member. The person receiving the criticism probably never knew how much grief it gave Miss McAfee to conduct the critique (Reinhardt, 1966). On those occasions when feelings had been hurt, she was not one to deal with emotional outbursts. She never was emotional in public, except on one occasion.

The situation involved a student who was not doing well in the department. Miss McAfee had decided not to have her back. Two staff members felt the need to champion the girl. They made it quite rough for Miss McAfee. Because of the pressure from those staff members and the pain she felt in telling this student not to return, she collapsed. She was found on her office floor (Daves, 1994).

Miss McAfee had a direct manner. She once told a student who with whom she had problems that she needed to choose another major. She had no patience for individuals who were lazy or careless. Personal integrity was a must, and she was intolerant of those who proved to be lacking.

Retirement

When Miss McAfee retired in 1962, she was still six years away from mandatory retirement age. For some reason she felt that her work was no longer up to her standards. She is quoted as saying, "My work no longer pleases me" (Heller, 1968).

The philosophy of the University was changing along with its administrative structure. Physical education was evolving into a profession concerned with sports. These changes may have prevented Miss McAfee from doing work that she felt was
worthy of her. The most disturbing of these changes was the reorganization of the University.

In 1950 the Teacher College Board adopted a policy provided for democratically chosen faculty committees. This was done to allow the faculty to have a voice in matters of school policy. When President Doudna took over in 1956, he immediately began to change the organization of the University. His plan was to redefine the responsibilities of the departments and their leaders.

He established the Office of Teacher Education which would regulate admission into student teaching, coordinate sites and supervise those students. Lab school instructors and coordinators from each department would work through that office. The head of the department no longer had a direct link with the student teacher or her experience.

Miss McAfee took great interest in the teaching experience of her students. Even with her busy schedule she would personally supervise student teachers. She wanted each major who graduated from her department to be the best teacher possible. It was important that their practical experience be an educational one. Miss McAfee would place student teachers in situations where they were going to get the best experience. With the restructuring she did not have that control of placement.

Miss McAfee had an insight into the abilities of her students. Often she was aware of strengths and abilities in her students that were not apparent to others. Miss McAfee also realized that academic scores did not provide an accurate measure of a teacher. Students who struggled to achieve academically were not necessarily bad teachers, and intelligent students would not always make outstanding teachers. She knew the abilities of each of her majors. She would not put a student who she did not feel qualified into student teaching.

Miss McAfee used the supervision of student teachers to evaluate the effectiveness of her program. When out supervising, the coordinator (Miss Bally) would check on
graduates in the area to see if they were experiencing any problems. She could see whether the training they received met the needs of the students they were teaching.

When Miss Bally was placed under the jurisdiction of the Office of Teacher Education rather than the department, her ability to make extra visits with graduates was greatly limited. Miss McAfee no longer had control of the student teaching experience or the authority to have Miss Bally visit graduates.

President Doudna restructured the Curriculum Committee, which decreased the power department heads held over academic requirements. Doudna's next move was to reorganize the administration of the University. Previously department heads had virtually indisputable say over budgets and personnel in their departments.

The University was split into two parts, each under the supervision of a vice president. One part headed by Heller as Vice President of Instruction, would place the academic departments within the College of Letters and Science headed by a dean. All graduate programs were included in the Graduate School headed by a dean, and the laboratory school was placed in the School of Elementary and Junior High School Teaching.

Included in Doudna's reorganization plan was the establishment of separate schools for Business, Music, Health and Physical Education, Home Economics and Industrial Arts. The formation of the school of Physical Education would include the combining of the men's and women's programs and was to take place by 1966.

The second part of the restructuring was headed by a Vice President of Administration. Under this plan a new position was created - Dean of Student Academic Services. This position would control student teaching, placement and supervision of all academic advisement. Yet another responsibility once held by the departments and their department heads was taken away.

Since the beginning of the department, Miss McAfee had personally handled the advisement of everyone in her department. With the restructuring, that advisement would
be placed into someone else's hands. She would not be personally aware of her majors' schedules or standing.

When Miss McAfee came to Eastern the general requirement for Physical Education was two hours a week for two years. In 1943 the legislature approved a mandate that all students in public schools should have daily Physical Education. Eastern required that all students take Physical Education four hours a week. This was then reduced to three hours a week for two years. By 1954 that had again been reduced to two hours a week for two years.

These reductions met with great opposition from Miss McAfee. She fought very hard to maintain a requirement for all students to have Physical Education. Because of "practical reasons," she was over ruled (Hart, 1994).

The emphasis of Physical Education was also shifting. Programs were moving from fitness and health to sports. Coaching athletics was replacing the teaching of skills and healthy habits.

Miss McAfee believed that Physical Education was more than playing games and sports. It was a way to help build the mind as well as the body. She felt that Physical Education contributed to the total being. It was important to her to teach students how to use their body, how to take care of it, and how to keep it healthy in the future.

Sports were only a means of acquiring and practicing skills along with exercising the body. Competition was a way to build character and challenge the mind. When used as recreation, sports lead to a longer and more productive life.

Since the 1950's the men's and women's departments had begun to combine classes, with dance, theory and recreation open to both men and women. For years the two departments had been isolated from one another. The men were on one side of the Health Education building and the women on the other side. A respectful distance was always maintained. The possibility of completely merging the departments was being discussed throughout the development of the restructuring plan for the University. All
classes would become coed with only one department chair. It was thought that by combining the two it would allow for a more balanced program. In reality the goal was to streamline departments and transfer power over budget and personnel to the administration.

Miss McAfee had been the head of the Women's Physical Education Department for twenty-seven years. She had developed the department and its programs. She had been personally responsible for the hiring of staff and the advisement of her students. She had struggled to create a program that she felt represented the needs of Physical Education teachers. It would have been very hard to have another department, one whose philosophy was dissimilar, merged into her own. Certainly classes would be eliminated and requirements would be changed. She quite possibly would not be the chair of the new department. It was believed that she viewed the merger as a weakening of the standards she believed in so vehemently.

Seeing the reconstruction of Eastern and the changes to come., she may have felt that she had invested too much time and too much of herself to be part of what was happening. It would be more than she could adapt to. She was a product of an era and that era was over. In her mind she no longer had a significant role at Eastern.

The Individual

Florence McAfee was a tall and lanky woman. At five feet ten inches she towered over many of her students. Her feet, an aspect remembered by many, were long and narrow. She was unable to buy shoes locally and had to special order them. She was the first to comment on their size and was not self conscious at all.

The senior class of 1959 wrote a class song characterizing each of the faculty including Miss McAfee and her feet. The song was presented at the WAA banquet.
Everyone roared with laughter especially Miss McAfee. The verse concerning Miss McAfee went as follows:

"We know a gal who's our department head,  
With feet like that who needs a sled?  
Please understand this is all in fun,  
With us Miss McAfee is number one."

Miss McAfee did not own a car or even learn to drive. She walked everywhere she went. Hers was a familiar form walking to school down Seventh Street. Long strides and upright posture, she could be recognized at a distance.

Miss McAfee was always neat and tidy, impeccably groomed. She wore tailored suits with T-strap flats when not teaching the Lab School children. Many of her suits and dresses were purchased on her trips to New York. Wine, black, blue and gray were her main colors.

Miss McAfee was not what you would call a good conversationalist, being shy and ill at ease in social settings. Miss McAfee often would prepare note cards on subjects that could be the subject of small talk at social gatherings (Daves, 1994). Her shyness was no doubt mistaken by many as aloofness.

Florence McAfee was a private person. Very few people, even close associates, were privy to personal information or thoughts. She did not care for notoriety. It almost embarrassed her. In that way she was almost modest (Hart, 1994). There were many times when she felt as though she were on display. She writes in her paper for Hughes Mearns at New York:

"What freedom of the great City? It is a haven of peace and excitement to some school teachers who are on parade in some small town the rest of the year".
"The faculty are interesting to the students. I don't know why. The faculty are amusing to the townspeople. I do know why. Teachers don't belong there, they are aliens, foreigners and their ways amuse the populace, for the populace has little else to amuse them" (McAfee, 1927).
Any spare time during the school term was spent planning or studying the Physical Education literature. When she was in Charleston, she belonged to Eastern. When she traveled, however, she was free. Her trips to New York were her escape from the "fishbowl" at Eastern.

Miss McAfee regularly took trips to New York to attend the theater. She loved Broadway and would plan all year for her Christmas vacation. Dr. Heller observed that "no general ever planned a campaign more precisely than Miss McAfee would plan her Christmas trip to New York" (Heller, 1968).

Miss McAfee would study the trade papers, especially the New Yorker and would select plays to attend. One of her goals was to someday be in the New Yorker. She would buy her tickets and leave on the first train. "It is possible for the theater-starved person to do twenty-two plays in two weeks if some shows give matinees" she writes in her papers for Mearns (McAfee, 1927).

Miss McAfee memorized entire plays. She would present various parts of these plays at the school assembly or for the women's groups in Charleston. She would deliver word for word complete scenes portraying each character. Miss McAfee was in great demand as a speaker, for her renditions were every bit as exciting as the play itself.

Miss McAfee was able to perform for groups only because she took on the persona of the character she was portraying. She was no longer Florence McAfee, shy school teacher, she was Katherine Cornell or Helen Hayes. "Miss McAfee was a frustrated actress" (Daves, 1994). When asked if she would liked to have been in the theater, she would reply "I believe leading ladies have to be petite" (Reinhardt, 1966).

Miss McAfee adored Lynn Fontaine, Helen Hayes and especially Katherine Cornell. She maintained a correspondence with Miss Cornell and her secretary for years.

Miss Cornell came to Eastern as part of the Masters of the Arts tour. She even used Miss McAfee's office as her dressing room. But Miss McAfee's fear of saying or doing the wrong thing prevented her from meeting her idol. She was simply too shy.

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Miss McAfee was independent. From her days in Pennsylvania working her way through Penn State to her decline of a ride from passing motorists, she never asked for help. She took care of herself and her mother Josephine.

On many occasions Miss McAfee would go to school when she was ill. She believed that since she was in the Physical Education profession she should always be a healthy example. She never liked to admit that she was not well. She would not waste time on self pity, nor would she tolerate the pity of others (Daves, 1994).

Her stubbornness was evident in many aspects of her life. She was determined to build a Physical Education department. She insisted that the department have everything it needed to operate. She expected her students and her staff to maintain the same high level of professionalism to which she held herself accountable.

Miss McAfee possessed a personal integrity and a drive for perfection. She disdained excuses and saw through all efforts of subterfuge. Her insight and intuition were uncanny. Once during a freshman Physical Education class a student had forgotten to bring her whistle. The whistle was used extensively in instruction. An effort was made to pass a whistle to the student when it was learned that she was to teach that day. Very slyly it was handed down and across rows without notice, or so it was thought. When the young lady got up to present, Miss McAfee asked if she had forgotten her whistle that day. She had been aware of everything (Perington, 1994).

Miss McAfee was perceptive in many ways. She saw strengths and promise in individuals that no one else could see. She knew her students and staff and she knew when there were problems and when to step in. Many a person received assistance just at the time when they needed it most. They never asked, she never offered, it just arrived.

Dr. Robert Hussey arrived on campus as a new instructor with a wife and several children. He received a check from Miss McAfee to help with expenses. They had never met. Marise Daves and Julia Dehnam were down to their last fifty dollars in New York on sabbatical. Two checks arrived just in time for tuition payments. Miss McAfee's
donations to the needy were usually anonymous. Many of those who received money never learned of the source.

Miss McAfee's generosity went beyond money; she gave of herself. Her life was Eastern and her department. They owned every bit of her time. She worked long hours arriving as early as six in the morning and leaving as late as nine in the evening.

She would take work home with her. One graduate student, Betty McVaigh, walked into her office to find a path of books and papers that wound its way from her desk to her door. Miss McAfee told her "Oh, this is so that I don't forget to take them home with me" (McVaigh, 1994).

Miss McAfee's elderly mother lived with her for several years in her apartment on 7th St. in Charleston. After working a full day Miss McAfee would walk home and care for her mother. Even after her mother was in a nursing home, Miss McAfee felt the need to be with her. She walked across town to the nursing home almost everyday regardless of the weather.

Miss McAfee had few people she would consider friends. She was close to two individuals, Miss Emma Reinhardt and Miss Mary Thompson. Even in friendship there remained a distance. They never referred to each other by first names; it was always Miss. That distance helped to maintain a professional relationship, but it also excluded any opportunities for conversations of a personal nature. It is because of that professional distance that very little is known about the true individual that was Florence McAfee.
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

One must remember when writing a historical thesis it is important not to be biased in any way for or against the subject involved. Throughout the research and subsequent drafts it has been a great struggle to maintain that objectivity. In her era women were generally thought of as quiet and demure. A typical woman of the early twentieth century was not career oriented. In fact until the war years of the 1940's women did not generally work outside of the home.

Here is the portrait of a woman who worked her way through undergraduate school, sought and accepted a position in a state some 1400 miles from her home, and established herself as a pioneer in women's physical education. In coming to Eastern she took on the challenge of establishing a physical education curriculum for a fledgling Normal School.

The era to which Miss McAfee belonged was one of propriety. As a teacher and a woman she was expected to maintain an upstanding character. She would not marry or have children of her own. Her life was devoted to her work, and to Eastern.

Miss McAfee would never be truly wealthy or even own a home or car. Her rewards and benefits came from the sharing of herself with others. It was her life's work to make others lives better. Through her work in Physical Education she could better the lives of children. She believed that movement and activity were important for their growth and development. Her acts of generosity were plentiful. In each case, whether it be her money, her time or her expertise, she impacted people's lives in a positive way. And finally through her example she helped many students and colleagues reach a higher level of professionalism by setting rigorous standards and living by them. Florence McAfee
influenced hundreds of lives. The lessons she shared live on in her students and those they have taught. Her legacy is the work that she did at Eastern Illinois University and the department that envisioned, created, consolidated and commanded.

Florence McAfee sought to inculcate her students with the total fabric of education. The lessons she provided went beyond Physical Education and dealt with the life itself. Florence McAfee put her ideals and values into her profession and set standards for her students and staff that she herself would maintain. Miss McAfee taught her students that hard work and determination make you who you are, not what you have or what you know. The true measure for her students was their ability to meet the challenges placed upon them and to excel. Her students believed that it was beneficial to take risks, to stretch the boundaries, and push toward an unknown. Miss McAfee gave them the knowledge and the confidence in themselves to go out into the world and succeed on their own.

Miss McAfee believed that no one aspect of your life determined who you were. She felt that her students should be exposed to, and experience more than, the physical, but also the emotional and the spiritual. In order to form the whole person, each area of that being needed to be developed. She set the example, for it was well known that her passion for Physical Education was strongly rivaled by her passion for art, music and literature. In every sense of the word her eclecticism made her the epitome of a Renaissance woman. Florence McAfee knew that it takes many pieces to make a whole, and many experiences to make a life.

It is unfortunate that Florence McAfee chose to end her life so suddenly. No one will ever know the contributions she might have continued to make to our profession. There will never be a true understanding of Florence McAfee the person, and what drove her to such a drastic conclusion. Miss McAfee was an extremely private person. She rarely shared her feelings with others. She certainly did not discuss issues that troubled her. She would never have confided in someone that she was distressed. Florence
McAfee would not be the subject of anyone's pity and she would not burden anyone with her problems. She would handle things her way by herself.

One could speculate that her departure from Eastern and her feelings of dissatisfaction ("my work is no longer good enough to please me", Heller, 1968) began a series of events that effected her life so strongly that she could no longer continue to function. The auto accident of Dehnam and Daves had a profound affect on her emotionally. She had developed a close (or as close as she would allow) relationship with both. They were in a way her family. Whatever the case, and whatever the reason, Florence McAfee's life was no longer good enough to please her. In a very private and efficient way she ended it all.

**Recommendations**

This research has been a study of the life and contributions of Florence McAfee. It has also been a study of the Physical Education Department and curriculum. It is important to witness the growth and development of the department and to see the progress that has occurred. It is of great importance that the research on the history of our profession continues. This researcher recommends that a further study be made of the Physical Education Department at Eastern Illinois University from 1963 to present, and that a current history be maintained throughout the existence of the University.

It is also recommended that this history, brief as it is, be used as a resource within the Physical Education department. Florence McAfee's life at Eastern is representative of the work that was being done by many like her in the country. Miss McAfee was one of a group of significant pioneers in Women's Physical Education.

This study is a chronological, biographical narrative that is restricted to the one subject who is, to coin a phase, "center stage". This study does not explore beyond the facts of her life. Future studies on Florence McAfee and other pioneer physical educators need to broaden their scope to include issues of Sport Sociology (i.e. women's
involvement in sport, institutional discrimination against women, gender role conflict and gender equality). A reference to begin such a study is Coming on Strong: Gender and Sexuality in Twentieth-Century Women's Sport (Cahn, 1994).

Finally, it is recommended that more time and finances be made available for the collection and documentation of the history of the Physical Education Department at Eastern Illinois University. In doing this study it was apparent that little research has been done in this area. The Physical Education archive though helpful, does not contain much of the information available concerning the Physical Education Department. At present one individual, Dr. Dorothy Hart is attempting to collect and catalog the history of an entire department. Additional staff and a suitable location for the archives is essential to the preservation of the history of our professional development at Eastern.
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My dear Professor Hart,

Having carried the name of McAfee further west than any other member of the family, I deem it an honor to the family to name a building for her eight hundred miles away from Philadelphia where most of the family lived and died.

I do not know whether or not Florence carried her middle name with her or not. Her middle initial was "G" (standing for Geikler) the married name of one of her mother's sisters of whom there were four. Her mother's maiden name was Josephine M. Graul.

Her father's name was John S. McAfee, one of four brothers and two sisters. One of his brother's was my father James, another one was Thomas Hugh. The latter left Phila. as a clergyman who held pastorates in Findlay, Portsmouth and Marion, Ohio. In Marion he was the pastor of Trinity Baptist Church. Among his "flock" was the late Senator and later President of the United States. That is as far as any other McAfee arose to any fame. We now know that Florence will have her name in the history of Eastern Illinois University. This is a great honor to the family and we are very appreciative of the folks in Charleston who saw fit to so honor her.

Josephine M. Graul and John S. McAfee took the vows of marriage on the 28th day of September, 1898. (This I would not have known had not Miss Marise Daves, who handled the rugged details of settling Florence's estate, presented this marriage license along with other papers and relics.) The preacher who presided at this ceremony was none other than Thomas Hugh McAfee of the above paragraph.

Florence was born to this couple on August 3rd, 1899. She was the lone child of that small family. The marriage took place in Phila. They lived in several houses in the northern section of the city. The last residence was 3860 N. Franklin St. Here her father died in January 1946.
APPENDIX B

Source List

Dr. Dorothy Hart
Charolette Lambert
Dr. Marise Daves
Mary Wylie
Norma Winkleblack
Mary Macklewey
Dr. Walt Elmore
Norma Greene
Dr. Don Tingley
Sue O'Brien
Mildred Perington
Jane Gilbert
Maxine Clayton
Mary June Blackford

Dorothy Quest
APPENDIX C
Florence McAfee Question List

1. How did you meet Miss McAfee?

2. What was your association to Miss McAfee?

3. What period of time did you know Miss McAfee? (please include dates)

4. What characteristics do you associate with her as an administrator?

5. What characteristics do you associate with her as an instructor?

6. What characteristics do you associate with her as a colleague?

7. What characteristics do you associate with her as a person?

8. Could you provide any information on her background before coming to Eastern?

9. Could you provide any information on her reasons for retirement?

10. Could you provide any information on her untimely death?

11. Could you provide the names of other individuals who might have information relating to Florence McAfee?

12. Please feel free to relate an anecdote that you feel would be appropriate for this study.
Dear

I am gathering data for the purpose of writing a thesis for a Master's degree in Physical Education at Eastern Illinois University. My paper is entitled, "Florence G. McAfee: Her Life and Professional Contributions to Physical Education at Eastern Illinois University".

My preliminary research indicates that you were associated with Miss McAfee on a professional level. Consequently your assistance with this study will be greatly appreciated.

Enclosed is a questionnaire to which I hope you will respond. Upon completion of the questions, please feel free to include any additional information you consider pertinent.

I am looking forward to hearing from you soon. Thank you for your invaluable assistance.

Sincerely,

Julie Smith

enclosure
APPENDIX E

The profound loneliness of the great city. Alone on Christmas day amid a stream of happy people. One against the multitude and no one to talk to. Well, what of it? The loneliness of the great city is a familiar theme for the short story writers to sell to the Woman's Home Companion for their December issue. But what about the freedom of the great city? It is a haven of peace and excitement to some school teachers who are on parade in some small town the rest of the year. Miss Somebody went to town yesterday and had an ice cream soda. Chocolate? No, vanilla. What do you eat for breakfast, when do you go to bed, where were you last week-end, what do you think (and you had better not think), etc., etc.? The faculty are interesting to the students. I don't know why. The faculty are interesting to the townspeople. I do know why. Teachers don't belong there, they are aliens, foreigners, and their ways amuse the populace, for the populace has little else to amuse them. A new teacher in a certain small town said to one of the older teachers, "But what do you do for recreation?" "Well," said the older woman, followed by a long pause, "I brush my hair and go to bed."
Office of the Registrar
Pennsylvania State University
University Park, PA 16802

Registrar:

I am writing to request a copy of transcripts for Florence Geikler McAfee. Miss McAfee was a student at Pennsylvania State from 1918-1922, and received an A.B. degree in Education and Psychology.

I would like for the transcripts to be sent to Julie I. Smith, 947 10th St., Charleston, IL 61920. Ms. Smith is conducting a historical study on Florence McAfee. You will find a document enclosed with this letter, identifying me as executor of Miss McAfee's estate, as well as check for $3.00 for costs. Thank you for your time and assistance.

Sincerely,

Dr. Marise Daves

Enclosures
APPENDIX G

STATE OF ILLINOIS,

Coles County,

I, .................. Harry F. Grafton .................., Clerk of the County Court in and for the County and State aforesaid and Keeper of the Records and Seal thereof, do hereby certify that the within and foregoing is a true and complete copy of the Letters Testamentary issued to

Marise Daves

in the Estate of ............................................, Deceased, together with the endorsements thereon, as the same appears of record in my office. I further certify that said Letters Testamentary are still in full force and effect and unrevoked.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of said Court, this .......... Day of .......... May .......... A. D. 1963.

(SEAL)
Dear Editor:

I am a graduate student in the Physical Education department at Eastern Illinois University. I am doing research for my thesis on Dr. Florence McAfee, former chair of the women's Physical Education department at Eastern. She was also an instructor of Physical Education at the laboratory school.

I am interested in talking with anyone who was acquainted with Miss McAfee, as a colleague, college student, Lab School student or personal friend.

I can be contacted at 348-8713.

Thank you in advance for your help.

Sincerely,

Julie I. Smith
APPENDIX I

Florence McAfee Questionnaire

Return to: Julie Smith
947 10th St.
Charleston, IL 61920

Your Name ____________________________
Address _____________________________
Phone # _____________________________

Please complete the questions that apply to you as thoroughly as possible, including specific dates. You may use a separate sheet of paper, if you do so, please be sure to include your initials on each page. I will consider all material quotable unless otherwise indicated.

1. How and when did you meet Miss McAfee?

2. What was your association with Miss McAfee?

3. What period of time did you know Miss McAfee? (please include dates)

4. What characteristics do you associate with her as an instructor?
5. What qualities do you think made her an effective administrator?

6. As a colleague, what made her easy or hard to work with?

7. What was her personality?

8. Could you provide any information on her background before coming to Eastern?
9. Would you know of her reasons for retirement?

10. Could you provide any information on her untimely death?

11. Could you provide the names of other individuals who might have information relating to Florence McAfee? If yes, please list them with phone numbers if possible.

12. Please feel free to relate an anecdote(s) that you feel would be appropriate for this study?

Thank you for your time and your help.
Dear

Thank you for responding to the editorial in the paper. Your information will be of great help to my study.

You will find a questionnaire enclosed with this letter.

I am looking forward to hearing from you soon. Thank you again for your assistance.

Sincerely,

Julie Smith

Enclosure
APPENDIX K

Germantown High School 1919 (Taken from Pennsylvania State Transcripts)

English 3 credits
Algebra
Geometry
Civil Government
Ancient History
European History
German 4 credits
Latin 4 credits
Physics
Botany
Zoology
Electives
APPENDIX L
Pennsylvania State College Transcripts 1920-1923

Psychology/Education - Major
Math 2, 6, 7
Rhetoric 1, 5
Chemistry 121-22, 115-6
German 3, 4
Bibliography
Physical Education
Hygiene
English Literature
Industrial Arts
Public Speaking

1920-21
Geology
German 50, 60
History 13, 14
Psychology
Rhetoric 4, 12
Education
Industrial Arts
Philosophy
Zoology
Physical Education

1921-1922
Education 2, 14, 25
Forestry
Botany
Philosophy
Botany
English 352, 408, 322
Zoology
German

1922-1923
Economics 1, 14
History
Political Science
Psychology 13, 14
Zoology 203, 204
Botany
Education 36, 25

96
APPENDIX M

Miss McAfee's first year at Wellsley contained the following courses:

HPE 101  Gymnastics
HPE 102  Outdoor Games and Sports
HPE 103  Personal Hygiene
HPE 104  Dancing (Elementary rhythmic work)
HPE 105  Dancing (Artistic expression to music through basic movements)
HPE 106  Symptomatology and emergencies (First-aid and diagnoses of common diseases)
HPE 107  Swimming (Basic)
HPE 203  Normal Instruction (Instruction and practice in teaching gymnastics)
HPE 208  Play, Playgrounds and Athletics (Psychology of play, Management and supervision of playgrounds and practice and discussion of various athletics and games)
HPE 209  Applied Hygiene, corrective exercise and massage
HPE 303  Kinesiology
HPE 216  Music in relation to dancing
HPE 217  Problems of organization and administration
CHM 101  Elementary chemistry
ZOO 301  Mammalian Anatomy and Histology
ZOO 302  General Physiology

These are the lectures Miss McAfee attended her first year:

Professional Ideals and Personal Problems  Miss Homans
Standards, point of view, personality as related to professional efficiency.

Physical Education, the Correlating Basis for Health Instruction and Physical Education and Civilization  Prof. Clark W. Hetherington
Bureau of Educational Research
Teacher's College, Columbia University

Opportunities of the Public Elementary Schools  Miss Bessie L. Barnes
Supervisor of Physical Education
Brookline Public Schools

Opportunities for Industrial Health Work  Dr. Arthur B. Emmons, Director
Harvard Mercantile Health Work

Health Work in a large Department Store  Miss Dorothy Wellington
Jordan Marsh Company

A Neglected Viewpoint  Mrs. Senda Berensen Abbott
APPENDIX N

Miss McAfee's second year at Wellsley contained the following courses:

- HPE 201 Gymnastics (Intermediate and advanced gymnastics)
- HPE 202 Team Games and Sports (Continuation of HPE 102)
- HPE 204 Dancing (Repetitive clog and character dances)
- HPE 205 Dancing (Continuation of HPE 105 with a study of adaptation for teaching (purposes)
- HPE 206 Practice in teaching dancing
- HPE 207 Swimming (Advanced swimming, life saving, diving and teaching elementary swimming)
- HPE 211 Measurements and Graphic records (Tests and measurements)
- HPE 212 History and Literature of Physical Education
- HPE 213 Corrective exercise and massage (Case studies and practical experience in the public schools)
- HPE 214 Practice teaching (Student teaching in public schools, activity courses and sports at college)
- HPE 215 Technique and principles of coaching team sports
- HPE 218 Problems in corrective work (Hospital clinic work)
- HPE 304 Theory of Physical Education and methods of teaching
- HPE 321 Applied Physiology (physiometric survey of the human mechanism)

The following lectures were presented Miss McAfee's second year:

The Teacher

- Miss Helen McKinstry
  Director of the Central School of Hygiene and Physical Education, New York City

Social Service through Physical Education in the Y.W.C.A.

- Miss Eva Washburn
  Director of Physical Education
  Radcliffe College, Cambridge

The Opportunity of the Physical Education Director of a Public School System to Work Out a Health Education Program and the Possibilities of Cooperating Agencies in Connection Therewith

- Miss Ethel Perrin
  Associate Director of the Health Education Division
  American Child Health Association, New York City

Two Lectures

- Dr. William H. Kilpatrick
  Professor of Education
  Teacher's College, Columbia University
APPENDIX O

Columbia University Teachers College Transcripts 1927-1932

Summer 1927
Swimming for Women
The Dramatic Game
Baseball and Basketball for Women
Dramatic Expression in Physical Education
Clogs and Athletic Dances
Public School Physical Training

Summer 1928
Swimming for Women
Individual Gymnastics
Natural Dancing
Introduction to Education
Baseball and Basketball for Women
Social Dancing for Men and Women

Summer 1929
Dalacroze Eurythmics
Principles and Programs of Modern Physical Education
Teaching of Swimming for Men and Women
Individual Gymnastics

Summer 1930
Problems of Physical Education
Supervision of the Special Teacher in Physical Education
Personal Hygiene
Social Dancing for Men and Women

Summer 1931
The Teaching of Motor Skills
Administration of State Programs in Health and Physical Education
Folk and National Dance

Summer 1932
Educational Dramatics
APPENDIX P

University of Wisconsin
Summer 1936
Teaching Rhythms to Children
Current Problems in Physical Education

New York University
1937
Current Problems In Teaching College and Normal School Education
Problems of Contemporary Life
Creative Aspects of Contemporary Life
History and Principles of Physical Education
Research Seminar in Physical Education
Seminar: Administration, Supervision of Higher Education
Fundamentals of Organic Science

1938-39, 1939-40
Dissertation Hours
### TRAINING SCHOOL

**Have you had any broken bones?**

**Have you been vaccinated for and when?** Smallpox?

**Have you had and when?**
- Bronchitis
- Influenza
- Chickenpox
- Malaria
- Infantile paralysis
- Measles

**Have you had any other illness and when?**
- Scarlet fever
- Diphtheria
- Rheumatism
- Scarlet fever
- Smallpox

**Is there any disease in your family which has affected your health?**
- Father and mother living, well, dead, cause of death?

### PHYSICAL EXAMINATION

<table>
<thead>
<tr>
<th>Operation</th>
<th>Year</th>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diphth.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Whooping cough</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meningitis</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mumps</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pneumonia</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### HISTORY (Continued)

**Typhoid fever:**
- Discharging ears
- Tuberculosis
- Typhoid fever
- Tonsillitis
### Medical Exam.

<table>
<thead>
<tr>
<th>Name</th>
<th>Last Name</th>
<th>First Name</th>
</tr>
</thead>
</table>

#### Eastern Illinois State Teachers College

**WOMEN: JUNIOR**

<table>
<thead>
<tr>
<th>Name</th>
<th>Last</th>
<th>Middle</th>
<th>First</th>
<th>Age</th>
<th>Height</th>
<th>Weight</th>
<th>Date</th>
</tr>
</thead>
</table>

**Temperature (3 min.)**

**Pulse Rate:** Seated | Standing | 60 Sec. After Exercise |

**Hearing:** R | L | Vision: R | L |

**Blood Pressure:** Systolic | Diastolic |

**Tonsils:**

**Heart:** Normal | Remarks: |

**Lungs:** Normal | Remarks: |

**Glands:**

- Cervical
- Axillary
- Inguinal
- Epitrochlear

**Thyroid:** Enlarged | Symptoms |

**Nutrition:** Excellent | Good | Fair | Poor |

**Abdomen (Recumbent):**

**Hernia:**

**Teeth:**

- Caries
- Devitalized
- Crowned

**Gums:**

- Healthy
- Inflamed

**Summary:**

---

**Physical Education Classification:**

- Regular
- Restricted

**Physician's Name:**

W-Form B. (3rd and 4th Year)
APPENDIX S

Service Courses

Basketball- beginning, intermediate, advanced
Hockey- beginning, intermediate
Soccer
Softball beginning and intermediate
Speedball
Volleyball- beginning, intermediate
Archery
Badminton- beginning, intermediate
Bowling
Golf- beginning, intermediate, advanced
Recreational Games
Stunts and Apparatus
Swimming- beginning, intermediate, advanced
Tennis- beginning, intermediate, advanced
Folk and Square Dance
Modern Dance- beginning, intermediate, composition
Social Dance
Track and Field
Officiating fall sports
Officiating winter sports
Officiating spring sports
Fundamentals
Outdoor Active Games for Elementary Grades
Rhythms for Elementary Grades
Rhythm Analysis
Courses for Individual Needs
APPENDIX T

Professional courses offered are as follows:

Plays, Games and Activities of Low Organization
First Aid and Safety Education
Leadership in Recreation
Health Education in Elementary, Junior and Senior High Schools
Organization and Administration of Playgrounds
Technique of Team Sports-Soccer, Speedball, Hockey
Technique of Team Sports-Basketball, Volleyball, Softball
Theory of Prescribed Exercise
Kinesiology
Activity Needs and Interests of the Elementary School Child
Advanced and Instructor's First Aid
Problems in Developing Programs in Modern and Folk Dance
Physical Education Activities for the Elementary
Course Planning and Organization of Square and Social Dance
Camping
Technique of Individual Sports-Archery, Badminton, Tennis, Stunts
Physical Education for High School Girls
Field Work in Recreation
Outing Crafts
Evaluation of Physical Education Activities
History and Principles of Physical Education
Organization and Administration of Physical Education
Analysis of Human Motion
Objectives of Physical Education and Administration of the Program
Current Trends in the Teaching of Physical Education in the Elementary and Junior High School
Course of Study Development in Physical Education
Introduction to Graduate Study in Physical Education
Supervision of Physical Education
Application of Psychology to Physical Education
Planning the Recreation Program
The Organization and Administration of Community Recreation
Advanced theory and Analysis of Team Sports
Advanced Theory and Analysis of Individual Sports
Problems in the Administration of Girls' Physical Education
Philosophy of Physical Education
Thesis
APPENDIX U
ALUMNI 1940 - 1965

1940
Lumbrick, Esther

1942
Elliot, Mary
Plunket, Jane
Thier, Mary
Waters, Phyllis
Weakley, Ruth

1943
Burgner, Frances
Ferre, Marie
Rademacher, Margaret
Cress, Jean

1944
Albers, Betty
Bainbridge, Sara
Borton, Annabel
Hons, Elizabeth
Steinbecker, Emily
Waford, Lucy
Wente, Margaret

1945
Boyd, Eloise
Engle, Betty
Hubbard, Margaret

1946
Allen, Mildred
Monts, Elizabeth
Swinford, Wanda

1947
Huelskotter, Viola
Meyers, Bertha
White, Marjorie

1948
Baker, Sara
Carmicheal, Betty
Chiak, Doris
Clark, Norma
DoyLe, Madeline
Schouten, Mary

1949
Bagby, Marilyn
Grinstead, Joyce
Harrington, Elizabeth
Kepler, Rose

1950
Frew, Betty
Hicks, Marjorie Sims
Kibler, Deva
Matherly, Ruth
Nelson, Kathleen
Palmer, Suzanne
Stombaugh, Glena
Troesch, Dorothy

1951
Ames, Pamela
Brandamayer, Virginia
Glenn, Agnes
Palmer, Betty Jeanne
Olds, Lola
Walker, Delores

1952
Ashley, Ann
Carriker, Harriet
Conrad, Irma
Cross, Mona
Hankins, Sue
LaMaster, Dorothy
Walcher, Alice
Woodruff, Rosemary
Yakey, Margaret
Vowels, Pat

1953
Collins, Anna Lee
Edwards, Irma Jean
Estes, Neta
Gill, Pat
Husinga, Mailyn
Michlig, Sylve
Scanlan, Elaine
Teutken, Lois
Thomas, Norma

1954
Bower, Orpha
Carlyle, Rosemary
Hoskins, Wilda
Myers, Millie
Muchnine, Lucy
Seaman, Mildred
Staub, Kay
Tedford, Anita
Wilson, Dolores
Wilson, Jean
Windle, Doris

1955
Brauer, Nancy
Brown, Cynthia
Carroll, Delores
Carroll, Doris
Carr, Marilyn
Diefenthaler, Doradene
Garwood, Carolyn
Johnson, Doris
Moore, Mary Lou
Roosevelt, Mary
Siegel, Norma
Wynn, Marty
Pownall, Connie

1957
Anderson, Norma
Bone, Dolly
Bridges, Mary Ann
Carey, Ruth
Christner, Barbara
Cwinski, Ellen
Frants, Elaine
Frantz, Lorraine
Green, Barbara Stewart
Grube, Luanne
Johnson, Rosaile
Knowles, Billie
Rimshas, Marjorie
Scanlan, Kathryn
Scholwin, Jane
Smith, Bonnie
Wolff, Dorothy

1958
Aumann, Jean
Dooley, Sandra
Lisak, Mary
McVaigh, Betty
Myers, Tilla
Neal, Paula
Simon, Barbara
Stiff, Shirley
Wendlin, Ruth

1959
Baltzell, Janice L/
Bertalino, Betty
Ducey, Charlene
Federmann, Barbara
Hill, Janet
Meenan, Marjorie
Miller, Marilyn
Redman, Emily
Todd, Barbara
Swinford, Mary
Vanatta, Olive

1960
Brosman, Jeanie
Conn, Carol
Daum, Janet
DeBois, Jo
Gentry, marty
Griffin, Laura
Hurry, Nancy
Rector, Mary
Tomlinson, Sharon

108
Vulgomott, Jan
Watson, Jo

1961

Brandt, Anna
Brandy, Yvonne
Bugg, Carolyn
Cox, Pat
Edwards, Jeanne
Gibson, Gwen
Grubaugh, Kay
Hamrick, Kay
Harris, Katherine
Jones, Marty
Lindemann, Ann
King, Marilyn
Manwaring, Janet
Miner, Bette
Moore, Darlene
Pool, Peggy
Oathout, Phyllis
Reetz, Jan
Reiss, Marilyn
Roberts, Sharon
Royal, Jan
Ruther, Jan
Steffy, Gwendolyn
Stuckey, Elaine
Towles, Sandra
Tuggle, Virginia
Vechiola, Ann
Ulmer, Jackie
Watson, Kay
Williams, Nancy
Witherspoon, Ellen

1962

Bolt, Martha Lynn
Bomkamp, Judith
Bostio, Jo
Galasse, Sharon
Gunder, Sue
Hardesty, Joyce
Hughes, Janet
Lockenour, Elaine
Morris, Toni
Meal, Linda
Pattillo, Patricia
Temple, Sara
Webb, Julia
Wielock, Judy

1963
Barnes, Joanne
Bingham, Judith
Booker, Janet
Brockmeier, Donna
Callanan, Connie
Cheuvront, Diane
Etzwiler, Carol Ann
Ferguson, Paula
Jones, Joyce
McVicker, Sharon
Malinovich, Roseanne
Orndorff, Judy
Pellegrini, Donna
Salmons, Neveta
Sherwood, Janet
Stanek, Kay
Weaver, Nina
Wallace, Judy
Wold, Joyce
Zamkovitz, Sharon

1964
Bergbauer, Jo Ann
Betts, Linda
Doering, Gwen
Essenpries, Betty
Friese, Janet
Goetz, Ethel
Hamblin, Erika
Jezek, Vera
Lorenz, Janet
Loveland, Lois
Madsen, Toni
Mattoon, Nancy
Phillips, Donna
Richter, Linda
Schultz, Joan
Siefert, Nyla
Trout, Lynette
Webb, Julia
Zmijewaki, Janie

1965
Albin, Janet
Andrews, Rebecca
Beccue, Nadine
Behrens, Rebecca
Berroyer, Jeannie
Brown, Judy
Bruch, Pat
Carley, Carol
Drake, Jane
Fitzhenry, Glenna
Gsiner, Kay
Gavin, Mary Beth
Long, Susan
Leach, Janice
Robinson, Donna
Romanger, Nancy
Shelton, Barbara
Walters, Mary
Watkins, Cindy
Wickhom, Pay
Zeller, Barbara

1966
Albin, Janet
Ames, Pamel
Anderson, Norma Joy
Andrews, Rebecca Jane
Ashley, Ann
Baltzell, Kay
Barnes, Joanne
Beccue, Nadine
Behrens, Rebecca Ann
Bergbauer, Joan Ellen
Berroyer, Carole Jean
Bertolino, Betty
Betts, Linda
Bingman, Judith Ann
Boatz, Shirley
Bolt, Martha Lynn
Booker, Janet L.
Bower, Orpha
Brandmayer, Virginia
Brandt, Anna
Brandt, Yvonne
Brauer, Nancy
Bridges, Mary Ann
Broadway, Sheran Lynn
Brockmeier, Donna M.
Brosman, Jennie
Brown, Cynthia
Brown, Judy Kay
Bruch, Patricia
Bugg, Carolyn Ruth
Callahan, Constance
Cann, Carol Ann
Carey, Ruthh
Carley, Carol Ann
Carlyle, Rosemary
Carriker, Harriet
Carroll, Delores
Carroll, Doris
Cheuvront, Diane Marion
Christner, Barbara Ann
Collins, Anna Lee
Conrad, Irma
Cox, Patricia Lee
Cross, Mona
Cwinski, Ellen
Daum, Janet Louise
DeBois, JoAnn
Diefenthaler, Doradene
Dooley, Sandra
Doering, Gwen
Ducey, Charlene
Edwards, Erma Jean
Edwards, Jeanne
Eggers, Mrs. Delores Durbin
England, Wanda
Engleman, Paulette
Epperson, Mrs. Kay Watson
Essenpreis, Betty
Estes, Neta
Etzweiler, Carol Ann
Gederman, Barbara
Ferguson, Paula
Fitzhenry, Glenna
Foster, Mrs. Jo King
Frantz, Elaine
Frantz, Lorraine M.
Frew, Betty
Friese, Janet
Gainer, Kay
Galasse, Sharon
Gavin, Mary Beth
Gentry, Martha
Gibson, Gwendolyn
Gill, Patricia
Goetz, Ethel
Gravenhorst, Sandra
Green, Mrs. Barbara Stewart
Gregory, Mrs. Judith Wallace
Griffin, Laura
Grinstead, Joyce
Grubaugh, Kay
Grube, Luanne Swire
Gunder, Sue
Hamblin, Erika
Hamrick, Kay Ellen
Hankins, Sue
Hardesty, Joyce
Harris, Katherine B.
Hicks, Marjorie Sims
Hill, Janet
Hirschelman, Dorothy Mathilda
Hoskins, Wilda Arlene
Hughes, Janet
Huisinga, Marilyn
Hurry, Nancy
Jezek, Vera
Johnson, Doris Lucille
Johnson, Rosalie Y.
Jones, Joyce A.
Jones, Marty
Kibler, Deva
Knowles, Billie Jeanne
Krizmanic, Donna Jean
LaMaster, Dorothy
Lang, Susan K.
Leach, Anna Janice
Lindemann, Ann
Lisak, Mary Jane
Lockenaur, Elaine
Lorenz, Janet
Loveland, Lois
McDowell, Carolyn
McVaigh, Betty Lee
McVicker, Sharon Kay
Madsen, Caroline
Malinovich, Roseanne
Mansfield, Nancy
Manwaring, Janet
Matherly, Ruth
Mattoon, Nancy
Michlig, Sylve
Miller, Marilyn
Miner, Bette
Moore, Darlene
Moore, Mary Lou
Morris, Toni
Myers, Mildred
Myers, Mrs. Trilla
Neal, Linda
Neal, Paula
Nelson, Kathleen
Oathout, Phyllis
Olds, Lola Francis
Orndorff, Judy
Palmer, Betty Jeanne
Pattillo, Patricia
Pelligrini, Donna L.
Phillips, Donna
Pool, Peggy
Powell, Linda
Pownall, Connie Jo
Rector, Mary Lou
Redman, Emilie
Reetz, Janis Kaye
Reiss, Marilyn J.
Richter, Linda
Rimshas, Marjorie
Roberts, Sharon C.
Robinson, Donna
Romager, Nancy
Roosevelt, Mary
RoyaL
Janet
Ruther, Janet
Salmons, Mrs. Neveta J.
Sanders, Mrs. Claude
Scanlan, kathryn
Scholwin, Joni Emelie
Schultz, Joan Theresa
Scott, Mrs. Marilyn Carr
Seaman, Mildred
Semon, Margo
Sherwood, Ellen
Sherwood, Janet
Siegel, Norma
Simon, Barbara
Sloan, Shirley D.
Smith, Emily
Smith, Bonita Joyce
Spittler, Merle
Stanek, Kay
Staub, Kay
Stefly, Gwendolyn
Stiff, Shirley
Stombaugh, Glenda
Stuckey, Elaine
Swinford, Wanda
Syfert, Nyla Kaye
Tedford, Anita
Temple, Sara Lynn
Tingley, Mrs. Jeanne Cress
Todd, Barbara
Troesch, Dorothy Jean
Trout, Ellen Lynette
Tuatken, Lois
Tuggle, Virginia Elizabeth
Vanatta, Olive
Vechiola, Anne Morse
VonLanken, Em
Vulgamott, Jan
Walker, Dolores
Walters, Mary
Ward, Karen
Watkins, Cindy
Watson, Jo
Weaver, Nina A.
Webb, Julia
Webb, Rinda
Wendling, Ruth
Wickham, Pat
Wielock, Judy
Williams, Nancy
Wilson, Dolores
Wilson, Joan
Windle, Doris
Witherspoon, Ellen
Wold, Joyce E.
Wolff, Dorothy
Woodruff, Mrs. Rosemary
Wynn, Audrey Marlene
Yakey, Margaret
Zamkowitz, Sharon
Zeller, Barbara
Zmijewski, Jaynie