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THE HISTORY OF PHYSICAL EDUCATION FOR WOMEN AT THE UNIVERSITY OF NEBRASKA FROM THE EARLY BEGINNINGS TO 1952

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THE HISTORY OF PHYSICAL EDUCATION FOR WOMEN AT THE UNIVERSITY OF
NEBRASKA FROM THE EARLY BEGINNINGS TO 1952

by

Phyllis Kay Wilke

A THESIS

Presented to the Faculty of
The Graduate College in the University of Nebraska
In Partial Fulfillment of Requirements
For the Degree of Master of Education

Department of Physical Education

Under the Supervision of Professor Madge M. Phillips

Lincoln, Nebraska

May, 1973
ACKNOWLEDGMENTS

The writer wishes to express sincere appreciation to those who have contributed so generously of their time, expertise, and knowledge so that this thesis could be completed.

Dr. Dudley Ashton who, even after her retirement as Chairman of the Department of Physical Education for Women at the University of Nebraska, volunteered to help the writer initiate this study; Mrs. Alice Towne DeWeese, who shared her personal knowledge of the early years of the physical education department at the University of Nebraska; Miss Mabel Lee, who was willing to give of her time while engaged in writing her own book; Mr. Joseph Svoboda, University of Nebraska Archivist, who contributed much time and effort to make the materials relating to the development of physical education at the University of Nebraska available so the accuracy of the information contained within this thesis could be authenticated; and Dr. Doris O'Donnell and Dr. Ralph Karst, members of my committee, for their suggestions and advice.

Special appreciation and gratitude is extended to Dr. Madge Phillips for her guidance and constant support during the writing of this thesis. The benefits which have accrued to the writer from working with such a thoroughly dedicated professional physical educator extend far beyond the completion of this study.

P.K.W.
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CHAPTER I

INTRODUCTION

During the last decade the importance of the history of physical education has been recognized. In 1960, the American Association of Health, Physical Education, and Recreation appointed its first Archivist, Miss Mabel Lee, to find, identify, and preserve items and records of historical interest to the profession. Since that time, Archivists on the state level have been appointed. The American Association of Health, Physical Education, and Recreation Archives was established in Washington, D.C., September, 1968, for permanent storage of materials pertinent to the history of the profession and of the Association.

A growing number of historical workshops, seminars, and courses are being offered. The First International Seminar on the History of Physical Education and Sport was held in Israel, April, 1968. For the first time a History Section of the American Association of Health, Physical Education, and Recreation met at the national Seattle convention in 1969. The first Canadian Symposium was held at the University of Alberta, May, 1970, and the First Asian Seminar on the History of Physical Education and Sport, met in Bangkok, December, 1970. A Big Ten Symposium on the History of Physical Education and Sport was held at Ohio State University, March, 1972.

The number of historical publications is increasing, such as Ellen W. Gerber's book, Innovators and Institutions in Physical Education,
published in 1972. In February, 1968, a section entitled "Archives and History" was initiated as a continuing feature of the Journal of Health, Physical Education and Recreation. The entire 1968 Winter Issue of Quest, a publication of The National Association for Physical Education of College Women and The National College Physical Education Association for Men, was devoted to the subject of history.

At many schools, graduate students are engaged in historical research for Master's Theses and Doctoral Dissertations as evidenced in the Health, Physical Education, and Recreation Microcard Bulletin and the Completed Research in Health, Physical Education and Recreation. Pat Novotny has done one research paper on the courses of study, salaries, and faculty for the Physical Education for Women Department at the University of Nebraska for the years 1891 to 1907.

Cognizant of this current interest in the history of physical education, and in conjunction with the University of Nebraska-Lincoln's seventy-fifth anniversary celebration of its first professional physical education course offerings, the purpose of this thesis was to investigate the history of women's physical education of the University of Nebraska from its inception to the termination of Miss Mabel Lee's directorship in 1952.

This study encompasses the events leading up to the foundation of the professional preparation department, key personnel, departmental organization, facilities, organizations associated with the department, and services of the department to the community. Within the curriculum of the physical education department, the requirements and courses were continually revised. The changes which occurred are shown in table
form in ten-year periods, except for the periods of 1918 to 1924 and from 1944 to 1952. The shortened periods were included to coincide with Miss Mabel Lee's directorship from 1924 to 1952. A catalogue was not published by the University of Nebraska in 1944; therefore, the catalogue for 1943 was used with the assumption the course offerings were the same for both years. Reproductions of catalogues have been included in the curriculum sections. The catalogues are not always accurate in the listing of personnel assigned to teach the courses. For example, in the 1918 catalogue, Mrs. Anne Barr Clapp was teaching in the physical education department although her name does not appear in the catalogue.

The sources of information were found in the University of Nebraska Archives, the women's physical education department's historical files, the Nebraska State Historical Society, and interviews with persons in Lincoln, Nebraska. Primary sources were used extensively and, when original material was quoted, errors and corrections were reproduced as they appeared in the original document. Words and letters which were added by hand in the manuscript are in parentheses. Throughout the early records of the University of Nebraska are reports, recommendations, and documents prepared by a "Steward" but a name or description of his official duties was not available. However, several of his documents have bearing on the subject of this thesis and are referred to within this text as "Reports of the Steward."

A consistent pattern of title, identification of publisher, or date of publication was not evident when early publications of the University of Nebraska were issued. Therefore, to facilitate location of referenced materials and ease of identification, the Bibliography is
arranged by classification of similar types of materials and then in chronological order rather than by the traditional alphabetical method.

The thesis is organized into five chapters: Chapter I, Introduction; Chapter II, The Early Beginnings; Chapter III, First Years as a Professional Department, 1898-1924; Chapter IV, The Years of Miss Mabel Lee's Directorship, 1924-1952; and Chapter V, Summary. A topical organization of the major points of that time period was utilized within Chapters III and IV.

"The Spirit of a people lives in its history; here open to all is the history of this people." (391)
CHAPTER II

THE EARLY BEGINNINGS

In the early years of the University of Nebraska, no requirement or provision was made for physical education. The first organized physical activity occurred under the direction of Lt. Isaac T. Webster, Professor of Military Science. Lt. Webster came to the University in the Fall of 1879 and, for a short time, gave instruction in military drill to the dormitory girls. (5)

First Facilities

The exact date the first facilities for physical activity were provided for the students of the University of Nebraska is not clearly stated. However, it is known that quite early a small room was set up on the fourth floor of Nebraska Hall for use by both men and women students. According to reports, the coeds had difficulty gaining access to the facility and the boys soon destroyed much of it. An association, evidently for the men students only, was then "... organized and incorporated, with a capital of $2.69." (126, p. 63) A low-ceilinged room in the basement was procured by these students and equipped with two turning poles, four or five car couplings donated by the B&M Railroad to be used as jumping weights, straw-stuffed boxing gloves, fencing foils, and Indian Clubs. By 1884, the turning poles were gone, the
boxing gloves were stolen and one of the foils was broken, but the "gymnasium" continued to be used. (126, 134)

That same year, 1884, the Board of Regents appropriated $15.00 to the Chancellor to prepare and equip a room to be used by the young women for calisthenics. A few months later an additional $10 was appropriated for the project. Evidently the young women received instruction because $150 was paid to Miss Cochran of the "Conservatory of Music and Calisthenics" for the second quarter of 1885. (76, 77, 78)

A year later, in 1886, the Board of Regents requested funds to erect a third building on the University of Nebraska campus to be used for an armory and gymnasium. (25, 59) In their request they also asked that it be named in memory of Ulysses S. Grant.

In view of the fact that no memorial has so far been erected to the late President and General of the army, Ulysses S. Grant, the Regents beg leave to suggest the construction of this building as a Grant Memorial Hall, and the appropriations of a suitable sum out of the general funds of the State to add an armory and gymnasium, and to make it an appropriate monument to the illustrious soldier and statesman, whose name shall be thereby commemorated and honored. (59, p. 9)

The sum of $20,000 was appropriated for the purpose; part of the funds to come from the general funds of the State and part from the University Fund. (9, 60) With such a small appropriation, it was considered impossible to construct a building large enough to meet the needs of the University, so a decision was made to build as "... large, substantial, and well appointed building as possible, deferring a large portion of the interior finish of the building, equipment of gymnasium, etc., until later." (60, p. 53)
The Board of Regents then appointed a committee to decide on the location and plans for Grant Memorial Hall. This committee first met on April 8, 1887. On September 26, 1887, Keys and Bullock were awarded the contract to build Grant Memorial Hall at a bid of $19,100 with the remainder of the appropriation to be used for expenses and furnishing. Work began soon after. (60, 99, 101, 102)

In the Spring of 1888, while the new armory and gymnasium were being constructed, the young women students, under the guidance of Lt. Edgar Dudley, who was then in charge of Military Science at the University of Nebraska, formed a drill team which became known as Company D. For several weeks they practiced the manual of arms and learned to drill in the reading room of University Hall, the Zoological laboratory, and civil engineering rooms. They elected officers, used the men's muskets, and took part in the Dress Parade that spring. The women's uniform was dark blue trimmed with white braid. The cap, decorated with two buttons and a gilt cord, completed the costume. When Lt. Thomas Griffith assumed command of the University of Nebraska Military Department in the fall, the company became known as Company D' (D Prime) or Company E to distinguish it from the men's newly formed Company D. The women continued to drill twice a week through the fall and then disbanded. (5, 8, 60)

Grant Memorial Hall, with dimensions of 60 x 120 feet and being constructed of common brick with a sandstone foundation and trimmings and slate roof, was to be ready for the Fall Term of 1888 and "... furnish full accommodations for the Military Department and adequate facilities for Physical Culture." (9, p. 81) There was a delay in the
completion of Grant Memorial Hall due to a scarcity of bricks, but it was finally occupied by the Military Department on November 1, 1888. Due to the lack of funds, the gymnasium had no equipment and the only heating apparatus was a "primitive" stove. (11, 12, 60, 69, 104, 105)

On December 17, 1889, the Steward reported to the Regents about the completion and equipment of the gymnasium and also recommended that special provisions be made for the young ladies.

The Gymnasium

It will not be many weeks until the work of finishing the Grant Hall will have progressed far enough to permit steps toward the equipment of the Gymnasium. I would recommend that at this meeting the Board take some action in that direction, designating about what equipment shall for the present be procured and how. Owing to the limited appropriation and the fact that the Board has no means of providing an instructor in physical training, it has been my judgment that no more could be done during the present biennium than to equip the bowling alley and supply some of the light pieces of apparatus such as clubs, dumb-bells, wands, travelling rings, horizontal bars &c. and some of the simpler forms of lifting apparatus. The contract for the work in the building now being executed will leave available some $700.00 of the legislative appropriation for equipment.

I would recommend that in the equipment of the Gymnasium provisions be made for the young ladies, and that if possible the room which was originally designed for their use be so assigned. In June last it was directed that the west room should be fitted up as a recitation room, and it was assigned temporarily at least for the use of the music department. The contract for the finish of the building was made in accordance with this order and if a different course is to be pursued it should be determined upon at once before the work is done and while changes can easily be made. (107)

First Physical Training

The Board of Regents made a temporary agreement with Lt. Thomas Griffith, Head of Military Science, to take charge of the gymnasium and
exercises for the remainder of the year at a salary not to exceed $100. They also recommended a similar arrangement be made for the academic year beginning July 1, 1890. (81)

The first formal evidence of the faculty's consideration of the importance of physical education in the program of the University of Nebraska students occurred the following June, 1890, when the Committee on Course of Study recommended to the faculty that arrangements be made to include instruction in physical culture in the regular course of study at the University of Nebraska. The committee also advised making arrangements with Lt. Griffith to provide instruction in those classes until funds were available to hire a special instructor. (82)

The Steward's report of June 10, 1890, explained arrangements had been made to place Lt. Griffith in charge of the gymnasium. He also described the progress made in equipping the gymnasium. In addition, the Steward posed several questions regarding the use of the gymnasium and the recognition of the work as an official part of the program of the University of Nebraska students. He also expressed concern for the accommodation of the young ladies.

To the Board of Regents of the University of Nebraska,

Gentlemen:

The following report with suggestions is submitted for your consideration:

The Gymnasium

In pursuance of the instructions of the Executive committee, I have proceeded with the equipment of the Gymnasium and have purchased apparatus, including horizontal bars, parallel bars, ladders, rings, trapeze, striking bags, bowling alley balls and pins, gloves, Indian clubs, dumb-bells and fencing goods, and
also calisthenic apparatus for ladies use, including wands, rings, dumb-bells and clubs. A portion of the goods are now on hand and the remainder will follow soon. The total amount of the bill aggregates nearly $600.00 and will absorb the available balance of the legislative appropriation for equipment.

I also made a temporary arrangement with Lieut. Griffith to assume charge of the Gymnasium organization and exercises, in accordance with the directions of the Executive committee. He has given attention to many matters preliminary to the actual opening of the work, and will doubtless have some valuable suggestions to make to you.

It is beyond my authority to make recommendations concerning the immediate management of and instruction in the Gymnasium, but with your permission I will make a few suggestions upon points which I consider vital to both the temporary and ultimate success of the enterprise:

I. Is the work in the Gymnasium to be recognized and have a place in the course of study, or is its extent and quality to depend in large part upon the volition of the individual student? On the one hand is method and order and economy of time through class work at stated periods; on the other is confusion and irregularity, with a further serious difficulty in keeping the Gymnasium open a sufficient number of hours to accommodate all.

2. Is the Gymnasium to be opened to any persons beside students of the University, and if so upon what terms? This question will be presented at once upon the opening, through the desire and efforts of the ladies to secure separate and special instruction.

3. Shall a Gymnasium fee be charged?

4. What provision can be made in the armory building for the accommodation of the young ladies? I cannot see how the ladies are to be suitably accommodated without the use of the room in the west end of the building on the ground floor which was designed for their use for dressing room, or cloak room, and for private instruction, in connection with their use of the main hall.

All of these matters should receive careful attention at the outset.

On the same day the Steward submitted his report, June 10, 1890, Lt. Griffith wrote a letter to the Board of Regents acknowledging his assumption of the responsibility for the gymnasium, but at the same time requesting a course in physical training be designed for the students and that a qualified gymnasium director be employed. To support his theory
of the necessity for a properly conducted program of physical culture, Lt. Griffith presented several arguments based on factual evidence and the precedence of established physical culture programs in the East.

Lincoln, Nebraska,

June 10th, 1890.

To the

REGENTS OF THE UNIVERSITY OF NEBRASKA,

LINCOLN, NEBRASKA.

(Through the Acting Chancellor)

Gentlemen:–

Pursuant to instructions of your committee, as communicated to me through the secretary, I have had charge of the direction of affairs of the new gymnasium for the past Spring Term, and in that connection I beg leave to submit the following report:

As the head of the department of Military Science, I am much concerned and interested in what pertains to the physical development of the young men of the University. I think little demonstration would be necessary to convince those who have given the subject consideration that a course of physical training is not only of the greatest importance, but is an absolutely necessary adjunct to every well managed modern institution of learning. There is no evading the fact that the strain on the mental fibre of the average student who makes an honest effort to master the comprehensive curricula of the colleges and universities of the present day, is calculated to undermine the strongest constitution. The remedy is a simple one, and most easy of application. The University is now possessed of a commodious and partially well equipped gymnasium. Some additional apparatus will be needed, and some alterations will probably have to be made; these a small outlay would readily provide. And now that the gymnasium has become an accomplished fact and in order that the student may draw good from it, he must be taught how best to employ his time and muscle while at work in it.

A gymnasium is like any other complicated machine, one must be taught how to use it. It may be asked, "Why don't the Military Department accomplish all that is necessary to develop health and vigor?" The answer is that the primary object of a course of military training at colleges, as conducted under the auspices of the War Department, is not to attain this end. Of course, it should and does accomplish a great deal toward the production of a manly and erect bodily deportment; but it
can not be expected to produce the proper healthful condition of the student and class.

In the second place, the Government in giving to colleges throughout the country grants of public lands—the equivalent of money endowments—did not contemplate the creation simply of departments for the physical training of the young men thereof. What the Government had in mind was the instruction of the more advanced and intelligent young men of the country in a course of Military Science and tactics, in the hope in this way of creating a spirit of devotion and loyalty toward the National Government, together with a general appreciation of and interest in military affairs, particularly as regards the national defense; so that, should the need arise, there would be throughout the land a class of men who would not only be imbued with a special attachment, but would bring to her aid intelligent and valuable service.

If, while accomplishing this object, the Government can contribute anything toward the making of strong, healthy men, it finds cause for felicitation; but this is not what at first it set out to do.

Only three (3) hours a week are given to the Military Department in which to work out its ends; therefore as an agent in bringing about the proper healthful condition of our students, the Military Department must not be regarded as deficient, or even approximately so. A glance at the average student of the University is sufficient to proclaim the necessity of reinforcing or recruiting the body to stand the strain that is made upon it. The University must see to it that the future is not storing up against her the accusation that, in her eagerness to cultivate the mind, she has made a wreck of the bodies of the young men of Nebraska. This subject has been given in recent years serious consideration by all the foremost colleges in the land, and we have but to investigate what has been done by them to insure ourselves against mistakes.

In reviewing college history our attention will naturally be first drawn to Amherst, of which the president of Harvard says,—"It is to Amherst College that the colleges of the country are indebted for a demonstration of the proper mode of organizing the Department of Physical Training." When the late W. A. Stearns, D.D., was inaugurated as President of Amherst in 1854, he devoted a considerable portion of his discourse to the theory that no course of education was complete that did not devote special attention to securing the normal development and healthy working of the body. In his first report to the trustees in 1855, President Stearns said,—"No one thing has demanded more my anxious attention than the health of the students. The waning of the physical energies in the midway of the college course is almost the rule rather than the exception among us, and cases of complete breaking down are painfully numerous." In his report in 1859, President Stearns
again returns to the consideration of the question of the student's health, and his remarks were rendered emphatic by a statement concerning the death of two (2) seniors who had broken down under college life. The trustees concluded that the time for erecting a gymnasium had come, and set about raising the money for it. It was unanimously voted by the trustees to establish a Department of Physical Culture at Amherst, and that its affairs should be placed in the hands of a Professor of Gymnastics.

The Amherst scheme has been in operation for nearly thirty (30) years and has proven a great success.

My study of the course of gymnasium instruction as pursued at the Military Academy has strengthened my belief in the necessity of a Department of Physical Culture at every college and university.

At West Point the instruction is confined to the fourth (4th) class (Freshmen) who are required to attend the gymnasium six (6) times a week for thirty five (35) minutes daily. Of course more time is devoted to fencing, bayonet and broad sword exercises than would be required at a University or College. Although from two to three hours are devoted daily on an average to infantry, cavalry and artillery drills and ceremonies, it was recognized by the authorities that the exercise obtained thereby, excellent as far as it went, was not far reaching enough in its results; that there were certain parts and muscles of the body that, to be kept in proper working order, required exercise of a different kind. Fencing, bayonet and broad (sword) exercises have always been required, but it was not until within the past six (6) years that the necessity was felt of adopting a regular course in gymnastics.

The improvement noticeable in the classes that have been put through the new course, compared with those who did not have the benefit of the same has caused wide comment, and has given the new department a position of importance second to none of the required courses of the Academy.

The most admirable feature of the course, and wherein it is in perfect accord with that of Amherst, is the absence of any effort to create acrobats or gymnasts, in the circus sense of the word. The work is confined to an honest endeavor to develop bodily health and strength.

The course at West Point consists simply of instruction, in order in the following branches:


Instances innumerable of colleges and universities could be quoted to show how wide spread is the interest manifested in recent years in this all important subject. It is sufficient to say that in the past ten years more money has been expended in gymnasia and apparatus in the United States than in all preceding years of our history taken together.
I therefore beg leave to suggest the following:

First, That an instructor be selected to take charge of the affairs of the gymnasium.

Second, That his duties shall be, first, to take charge of the gymnasium and superintend the instruction of the students in gymnastics; second, to give constant care and attention to the health and physical development of the student body.

Third, That a compulsory course of instruction shall be arranged for the Freshman class throughout the school year, and that the instruction shall be for thirty (30) minutes daily for four (4) days in the week, Saturday and Sunday excepted.

Fourth, That this course shall consist of exercises as follows: "Setting up", as prescribed in Upton's Infantry Tactics, Calesthenics, Dumbbells, Indian clubs, Vaulting horses, Horizontal bar, Parallel bars, Fencing. Regular attendance, orderly behaviour, and proper attention to duty shall at all times be enforced. Gymnasiums jackets and shoes shall be worn at all exercises.

Fifth, That some hours be fixed for daily volunteer exercises for all classes, such volunteer exercises, or whatever kind, to be under the supervision of the gymnasium instructor.

Such is briefly the scheme that I respectfully offer for your consideration. We have but to look about us to become alive to the necessity of recruiting the bodies of our young men to enable them to meet the great demands made upon them. In the natural course of my duties as head of the Military Department I have had good opportunity to closely examine the physique of the student, and I do not hesitate to say that it is considerably below what I regard as a healthy standard.

An observer cannot but be struck by the goodly number of narrow-chested, round-shouldered, pallid-looking students, that are to be encountered in a glance at the University Battalion. If the records of the university could show the real cause of the breaking down and retiring of so many students before the completion of their course, it would be discovered that the greater number failed, not because of mental but because of physical deficiency. This is not a careless statement, but one that I feel assured would be literally borne out by the facts if they could be arrived at.

I anticipate the objection that the time of students is already wholly occupied with study and recitations, and that it is impracticable to make room for gymnasium work. All the more reason why soon must be made. If such mental strain is placed upon the student it is high time such strain be released (relieved) and that something to compensate be substituted. But half an hour daily, for four (4) days, is asked for and it will be demonstrated beyond a doubt that the time thus taken and devoted to systematic physical exercise will be more than doubly or trebly returned in increased capacity for work.
As one who is, in one year more to sever his connection with the University I have no thought other than the welfare of the institution I have had the honor and pleasure of serving for the past two (2) years, and therefore I most respectfully and earnestly request the gentlemen of the Board of Regents to give serious consideration to this all important subject.

Very Respectfully,

Your Obedient Servant,

Thomas W. Griffith,


Professor of Military Science, University of Nebraska. (109)

No action was taken on Lt. Griffith's request at that time and, with him in charge, the gymnasium was formally opened for the Fall Term in 1890.

The Gymnasium has been opened to the young men and women of the University, under the supervision of a competent director. It affords good facilities for regular and systematic exercise in various lines to all students who elect gymnasium work. At present those who enter the gymnasium pay for the wear and breakage of apparatus one dollar per year. (75, pp. 99-100) [This catalogue was printed in 1891, after the gymnasium fee had been reduced to $1.00 per year and does not show that the fee for the academic year 1890-1891 was $3.00 per year, or $1.00 per term.]

That term, 305 men and 208 women were enrolled in the University of Nebraska and the Preparatory School. (111) Of that number, 71 males and 23 female students registered for gymnasium work. In his report of December 17, 1890, Lt. Griffith described the students' interest and participation in the gymnasium.

THE GYMNASIUM.

The University Gymnasium was formally opened with this term and has been conducted under my direction to the present time.
The general interest manifested by students, both male and female in the gymnasium so far, insures its ultimate success, and the close attention and persistence with which those who have registered in the gymnasium have pursued their class work this term is highly gratifying and indicates that the gymnasium is already recognized by students as a source of great physical benefit.

This term we have had 94 students, (71 male and 23 female), registered and doing class work.

The young gentlemen have had from one and one-half (1 1/2) to two (2) hours systematic instruction each week in fencing, boxing, and in general exercise on the different machines at their disposal while the young ladies have had exclusive use of the gymnasium from 2 to 4 P.M. Tuesday and Thursday of each week. (112)

However, there were complaints from the students regarding the fee charged for the gymnasium privileges and, in that report of December 17, 1890, Lt. Griffith requested the fee be changed so that more participation in the gymnasium would be encouraged.

By the regulations now in force each student is required to deposit with the steward of the University one (1) dollar each term for the privileges of the gymnasium, the money collected in this way to be expended in keeping the apparatus in repair and purchasing such new apparatus as may from time to time be required. This sum of one (1) dollar per term or three (3) dollars per year had been the subject of much complaint to me from students—not that they claim that the fee is too large but that they are unable to pay it and thereby denied the privileges of the gymnasium. From what I know of the average students' finances I am convinced that the payment of three dollars per year will prove a great hardship for many and that their inability to pay this amount has kept many and will hereafter keep many out of the gymnasium and in view of the above facts, and that the fixing of the sum first at three (3) dollars was merely experimental and also since we already have as much as $60 or $70 of a gymnasium fund collected in this way, therefore, I would urge that this gymnasium fee be reduced to one (1) dollar a year or for any fraction of the year.

Respectfully Submitted

Thomas W. Griffith

Director of the Gymnasium (112)
In his report to the Board of Regents, the Steward also indicated some alteration should be made of the gymnasium fee for the young ladies.

The ladies branch of the gymnasium work was delayed by force of circumstances until late in the present term and they applied to me for relief from payment of the full charge for the first term. I had no discretion in that matter, but advised them that the Board might think it best to make a modification of the rule for the benefit of those who should enter and pay the required charge at once, to the effect, that payment by them for one full term should cover two terms, or that the rule might be relaxed in some way in their favor. I therefore present the question to you as it has been presented to me. I am sure that some ladies have deferred entering the gymnasium entirely for the present term, owing to existing circumstances. (110)

On December 18, 1890, the Board of Regents reduced the gymnasium fee to $1.00 per year. (83) [Evidently, within a short time thereafter the gymnasium fee was dropped entirely.]

Lt. Griffith's officially designated duties as Head of the Military Science Department caused him difficulty in scheduling his available time to coincide with the time the students had free for gymnasium work and, in his report of June 9, 1891, he again requested a gymnasium director be employed to teach physical culture classes. Lt. Griffith's report also described the work which had been done in the gymnasium during the previous term.

**THE GYMNASIUM.**

During the year there were thirty (30) female and one hundred and twelve (112) male students registered and doing work in the Gymnasium. Of these all the young ladies, and a majority of the young men received systematic instruction. The young ladies were instructed in Calisthenics, free standing gymnastics, and fencing. The young men have been afforded instruction in boxing, fencing, and on the several machines at their disposal now in the Gymnasium. The enthusiasm and progress of students in the Gymnasium has been very satisfactory. Many students, both male and female, are prevented from doing gymnastic work on
account of the small amount of time they can spare to give voluntarily to this subject. This difficulty has also embarrassed me very greatly in my efforts to bunch students together at a particular hour, and to classify them for instruction. I endeavor to give all my time to the Gymnasium which is not absolutely required for my Military duties. My duties in the Military Department require very little of my time in the forenoon, while they require all of my time for three (3) afternoons in the week, at least. Very few students can give any of their time to gymnastics in the morning, as their time is taken up in recitations etc., from 8.30 to 11.30, so that the only time they can devote to the Gymnasium must be taken from the afternoon. The Board will readily see the difficulties that both the students and myself have to contend with in our Gymnasium work. These difficulties could be at least partially removed if my recommendations, made to the Regents in my report on Gymnasium last June, and which were approved by the Board, were carried out. I would therefore call the attention of the Board to that report, and urge them to enforce the recommendations to the faculty in this regard, made by them at their meeting last June.

Very Respectfully

Your Obedient Servant,

(Thomas W. Griffith)

1 Lieut. 18th U. S. Infantry,
Prof. Military Science and Director
University Gymnasium. (116)

Acting Chancellor Bessey recognized the students' increased interest in physical activity and, in his June 9, 1891, report to the Board of Regents, commented on the need for more space to encourage such participation.

Outside of Class-work I record with pleasure an increased interest in out of door exercises and athletic sports. This is doubtless due in part to the impetus given to athletics by the opening of the gymnasium. I feel that we ought to give encouragement to this tendency, and to foster in every way possible the growth of proper open air exercises. Our campus is already too small to furnish room for athletic grounds, and the best method of providing adequate grounds. It has been suggested that it
might be well to set apart a few acres for this purpose upon the College Farm, and I am inclined to think the suggestion a good one, provided that a suitable plot can be found convenient to the electric car line. It certainly merits your consideration. (115)

However, it was to be some time before adequate athletic fields were provided for the students.

Lt. Griffith's detail expired September 29, 1891, and Lt. John J. Pershing replaced him as Head of the Military Science Department. (115, 117)

Emergence of a Physical Training Department

In the Summer of 1891, James Canfield assumed the duties of Chancellor of the University of Nebraska. In his first report to the Board of Regents he suggested all young women be required to take physical training and that an instructor in physical training be hired immediately.

I would suggest that the Board require of all young women in the University two hours per week for two successive years in the Gymnasium; as a partial equivalent of the young men in military training.

If necessary, the course of study must be modified, in my judgment, to admit of the thorough physical training of your young women.

If it has not such power already, the Executive Committee should be given power to act in connection with the instructor in Physical Training, an assistant in Chemistry, and such other vacancies and changes as may occur in the Faculty prior to the next regular meeting of the Board. (117)

Wilber P. Bowen was subsequently engaged as Instructor in Physical Training beginning with the Fall Term in 1891. (16, 118)

Bowen was an 1887 graduate of the Michigan Normal School [now the Eastern Michigan University.] Prior to his appointment to the University of Nebraska, he studied during the summers at Harvard under
Dr. Dudley A. Sargent and at Chautauqua Summer School of Gymnastics under Dr. W. G. Anderson. (371)

Chancellor Canfield's observations of the work done in the Gymnasium under Bowen's guidance caused him to comment favorably in his report of December, 1891, to the Board of Regents:

It will be sufficient to remark that as far as known, each of these new instructors is fulfilling the promise given at the time of his appointment. If it were proper to refer to one more than to another, it could be said that perhaps the greatest departure from old and established lines is to be seen in the work in Grant Memorial Hall. A special report from the Commandant is before you, with executive annotations attached. The work in Physical Training has sprung suddenly into great importance, and is certainly being carried very wisely and very vigorously. It is difficult for those who are not on the ground to appreciate the great change that has taken place in the attitude of our students towards all this work, which tends so continually to the development of sound and alert bodies, under stern self-control. (118)

The first official preparation of grounds for physical activity was accomplished in the Spring of 1892 when the northwest quarter of the University grounds was cleared of trees for use as an area for drill and athletic purposes. (121)

At the same time, on April 12, 1892, the Board of Regents passed a ruling requiring all young women in the University of Nebraska to take physical training two hours a week for two years. [This new requirement was to remain in effect, virtually unchanged, for over 60 years.] (86)

In less than a year after Bowen's appointment to the University of Nebraska, Chancellor Canfield recognized the need for a woman in the Physical Training Department to give examinations and lecture in physiology and hygiene to the young women. Therefore, in his report to the Board of Regents in April, 1892, Canfield requested a woman be employed
to perform these duties. His belief was that such a person was necessary to help young women adjust to life away from home and, also, to relieve mothers' anxieties about the welfare of their daughters at the University of Nebraska.

To one item in the salaries budget I wish to call especial attention—that of $1000 for an instructor in Physiology and Hygiene for women. The Faculty have very wisely withdrawn Physiology from its position among the electives, and made it a required study. The work contemplates one lecture each week for two years, with an equivalent of two hours each week (for the same period) in the gymnasium; in the line of definite and intelligent physical training, based upon clearly-known physical conditions. This makes the work thoroughly practical and beneficial. And this gives an opportunity for very plain and pointed instruction in hygiene and general sanitation, in receiving which it is desirable that the sexes be separated—since their needs and conditions differ so largely. I need not remark on the great and even dangerous deficiency of such instruction in all public school work.

Somewhat associated with this is another need of student life which we certainly ought to supply. Large numbers of young women leave home for the first time to attend the University. They are in boarding houses here, alone so far as relatives or near friends are concerned. There are many times when, in minor matters or in more severe instances they need advice and counsel. They naturally hesitate to call in a physician, a stranger to themselves and to their physical peculiarities; and so either take grave chances by going without medical advice, or still graver chances by attempting themselves to select and administer remedies.

For this instruction to our young women in hygiene and general sanitation, for the examination and measurements which form the necessary condition of their wise and safe physical training, and as a general medical counsellor, we need a woman of special training and of special kindliness, grace, and strength of character. She should be able and willing to take general oversight of cases of illness, as well. Such a woman, wisely chosen, would be a power for good in this institution; would in her instruction and practice secure the well-being of every young woman under our care; and would by her presence here give relief and a grateful sense of security to hundreds of mothers and homes in Nebraska. The number of those willing to send their daughters to the University would undoubtedly be largely increased; and the institution would again give proof of its leadership in the educational world. (120)
In his first report of the Department of Physical Training to the Board of Regents in June, 1892, Bowen included a similar request for a woman instructor in physiology and hygiene. In addition, he stated the goals he had set, the condition of the gymnasium, and the work which needed to be done.

I beg leave to submit the following report of the department of Physical Training, for the year 1891-1892:

The work of the department began October 1st. and closed for the year May 27th. My report to the Chancellor gives the numbers of classes and students enrolled, and I will not repeat them here.

The aim of the department for the past year has been:
1st.- To offer a simple and perfectly safe course of exercise for students and to arouse interest in the right kind of physical training.
2nd.- To build up a good outfit and get it into practical working order.
3rd.- To acquaint myself with the conditions under which work must be carried on in the future, and to find how methods of work must be modified to best suit such conditions.

As to the first of these purposes, I can only say that I have carried it out to the best of my ability. All the apparatus purchased has been in use for at least four months and gives good satisfaction generally. Of the fund appropriated for apparatus, and partly expended before my arrival, there remains $56.75.

Among the conditions affecting the performance of my work, I found that the size and acoustic properties of the gymnasium rendered it impossible to give any instruction there, except the direction of classes in their exercise. I believe that the provision for one lecture per week in addition to gymnasium work, as stated in the new courses of study, will more than obviate the difficulty. While practical training is needed more than theory, some theory is necessary to intelligent training.

I would recommend that the following items of work be done during the summer:

That the gymnasium floor be oiled.
That the roll-ways in the bowling-alley be dressed down to a flat surface.
That the bath and locker rooms be supplied with combined gas and electric fixtures.
That the room at the west end of Grant Memorial Hall be fitted up into a room for physical examinations and dressing rooms for young women. A room used for physical examination should be especially well heated, lighted, and ventilated. The only room now available lacks all these good qualities.
As so many of the young women live at a considerable distance from the University, I am convinced that regular work IN PROPER COSTUME cannot be depended upon until lockers and dressing rooms are provided for them at the building.

The most urgent and immediate need of the department is a lady instructor. While the main reasons for this are obvious to you and do not need statement here, I will mention two or three points that have been emphasized by the experience of the past year:

An instructor in Physical Training who does not know the physical condition of the members of his class must work at a great disadvantage. Valuable work must be omitted to avoid injurious effects in supposable cases, and there is constant liability to harm in spite of all care on the part of the instructor.

We have found it best to excuse several from class work on account of physical disability; and these are invariably the persons who most need physical culture, and, in the hands of a competent lady instructor, would receive most good from it.

I have become more and more convinced of the value of the knowledge of self gained by physical examination.

I will add finally that I purpose spending two months of the summer in learning of the methods of work used in eastern colleges.

Very Respectfully

W. P. Bowen (122)

As a result, in the Summer of 1892, Miss Kate Wilder was employed as Instructor in Physiology and Hygiene for Young Women. A small office was built for her in the west end of the basement of Grant Memorial Hall. Toilet conveniences for the young women were also added. (16, 62, 128)

The first year Miss Wilder was employed, her duties included giving two lectures in Physiology and Hygiene per week, to 85 students in each class, plus 35 hours of office work which included taking measurements and giving physical examinations to all the young women. (123, 385)
Early Instruction

A requirement of physical training [two hours of physical training and one lecture in physiology and hygiene each week for two years] for all University of Nebraska students appeared for the first time in the catalog for 1892-1893.

The Gymnasium has been opened to the young men and women of the University under the supervision of a competent director. It is not a play room, but the laboratory of the instructor in Physical Training. As such it affords endless facilities for regular and systematic exercise in various lines to students of both sexes. All students are required to take certain work under the Director during the first two years of residence. (7, p. 18)

A description of the courses which were offered was not included in that catalog.

The estimated financial need for the Department of Physical Training to operate for 1892-1893, as submitted by Bowen (119), is shown below:

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library needs</td>
<td>$50</td>
</tr>
<tr>
<td>Instruments for physical examinations</td>
<td>50</td>
</tr>
<tr>
<td>Sphygmography</td>
<td>$25</td>
</tr>
<tr>
<td>Dynamometer</td>
<td>25</td>
</tr>
<tr>
<td>Clerical Work</td>
<td>50</td>
</tr>
<tr>
<td>Recording results of 400 examinations</td>
<td>100</td>
</tr>
<tr>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Piano rent 8 months</td>
<td>50</td>
</tr>
<tr>
<td>Pianist 10 hr/wk for 8 months</td>
<td>50</td>
</tr>
<tr>
<td>Special Instruction</td>
<td>200</td>
</tr>
<tr>
<td>Boxing</td>
<td>75</td>
</tr>
<tr>
<td>Fencing</td>
<td>125</td>
</tr>
<tr>
<td>Attendant</td>
<td></td>
</tr>
<tr>
<td>$40/month</td>
<td></td>
</tr>
</tbody>
</table>

The salaries for the personnel in the Department of Physical Training for that year (62, p. 18) were listed as follows:

<table>
<thead>
<tr>
<th>Position</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Gymnasium</td>
<td>$1,360</td>
</tr>
<tr>
<td>Instructor in Physiology and Hygiene for Young Women</td>
<td>1,000</td>
</tr>
<tr>
<td>Assistance</td>
<td>250</td>
</tr>
</tbody>
</table>
Evidently the popularity of the activity in the gymnasium was so high that University of Nebraska music students were requesting permission to participate. Chancellor Canfield explained why he denied their request in a report dated November 28, 1892.

Many requests have been made this year, by students carrying Music only, for Gymnasium privileges. It seems to me that the privileges of the Gymnasium should be reserved for students of the University. Our classes in Physical Training are already overflowing; the floor space in the Gymnasium is constantly occupied. To throw this privilege open to those who are taking music only would, I think, bring in a large number of students from the city who would carry their Music work here largely for the sake of practice in Physical Training. Our regular students who need this constant exercise in order that they may do their literary work well, would be crowded out and would not be able to get the Gymnasium work which they need. I have, therefore, taken the stand that students taking Music only could not be admitted to classes in Physical Training. I am requested, however, to bring this matter before the Board. (123)

A description of the hygiene classes which the students were required to take was carried in the catalog of 1893-1894 for the first time.

First Semester

1. Mental Hygiene — System and Method in Mental Work —
   General Personal Hygiene — Physiology of Bodily Exercise —
   Animal Mechanics. Lectures; With two hours (per week) practice in the gymnasium.—1 hour

Second Semester

1. Digestion — Respiration — Sanitation, Chemistry of Foods — Heating and Ventilation — Drains and Sewers. Care of the Sick — Accidents and Emergencies. Lectures; With two hours (per week) practice in the gymnasium.—1 hour (20, p. 19)

To assist with the gymnasium classes, students of the University of Nebraska were hired hourly, or by the month, at various times as they were needed. In 1893-1894, three such class leaders were listed: Anne
Barr, Anne Wilder, and May Whiting. [Miss Barr was to later become director of women's physical education at the University of Nebraska.] (21, 26, 27, 28, 29, 65)

In April, 1894, Professor Bowen resigned and left the University of Nebraska. He subsequently did research on the effects of exercise on the heart, wrote texts on anatomy and kinesiology, established the course of specialization in physical education at Michigan Normal School, was a charter member of the American Academy of Physical Education and was recognized in Who's Who in America. (21, 63, 371)

M. Douglas Flattery, an assistant in the Boston Young Men's Christian Association (YMCA) Gymnasium, was engaged to complete the school term at the University of Nebraska. [This is the only reference of Flattery at the University of Nebraska.] (21, 63)

Courses in physical training were offered during the summer school session for the first time in 1894. The statement in the catalogue indicated that educators in the high schools should have a basic knowledge of physical training. These three courses were described as:

I. Free Gymnastics: Free movements, calisthenics, marching.
II. Light Gymnastics: Clubs, dumb bells, wands. All these exercises can be given in schools where there is no regularly-equipped gymnasium.
III. Heavy Gymnastics: Work with fixed apparatus, etc. The theory and application of the different exercises will be clearly set forth, enabling the teacher to give these exercises intelligently to pupils. There will be lectures, also, on how to prescribe exercises for the individual. The methods will be those adapted for use in the high schools. (22, p. 49)

In the fall of 1894, Robert A. Clark, M.D., was appointed the new Adjunct Professor of Physiology and Director of the Gymnasium. Clark was a graduate and a Phi Beta Kappan of Williams and a graduate of the
University of Vermont Medical School. For three years prior to coming to the University of Nebraska, he taught at the International YMCA Training School [now the Springfield College in Springfield, Massachusetts] under Dr. Luther Halsey Gulick, M.D.

While he was at the University of Nebraska, Clark initiated the use of the camera to identify physical defects or deviations in a student's physique and also began the anthropometric studies of the students of the University of Nebraska. [Beginning with the school year, 1895-1896, each student at the University of Nebraska was given a physical examination. The catalogue for the following year, 1896-1897, stated each student was entitled to such an examination.] (21, 24, 61, 371)

Miss Anne Barr was also added in 1894, to the physical training faculty as an instructor for a salary of $450. The following year, June 30, 1895, Miss Kate Wilder resigned and Miss Barr assumed her duties. (21, 24, 64)

The summer school physical training courses for 1895 were expanded to include "Gymnastic Games: Methods of arousing enthusiasm in children, showing the recreative side of gymnastics." (23, p. 65) Both American and Swedish systems of gymnastics were used. Physical training courses were not offered in the summer school of 1896. (23, 25)

The work done within the gymnasium was described for the first time in a school publication when the catalogue for the school year 1895-1896 included a section for courses in physical training as well as a section of hygiene courses in the Departments of Instruction section.
First Semester

1. The Value of Exercise: Education and habit; general hints as to student (physical) life; the skin; bathing and clothing; the eye and its care; alcohol and narcotics; drainage; heating; ventilation. One lecture each week (with Physical Training, which see).........................1 hour

Second Semester

2. Digestion--Respiration: Foods, their nutritive value, and best method of cooking; first aid in accident and emergency; care of the sick; and other practical topics. Lectures in Special Physiology. One lecture each week (with Physical Training)...1 hour

The order of the lectures is subject to change. (23, p. 33)

The work done within the gymnasium was described as:

During the first semester the floor work will be mainly mass-class work with dumb-bells, bar-bells, clubs, wands, and similar apparatus. Toward the end of the semester examinations will be held with a view to choosing members of the Leaders' Corps to assist in apparatus work during the second semester. Attention will be given during the winter to athletic events. If practicable, a class in advanced gymnastics will be formed. During the second semester special attention will be given to apparatus work. Gymnastic games will be freely used throughout the year. Time required, two hours each week of the first two University years. (See also Hygiene). (23, p. 42)

Stated in the physical training section, in addition to a description of the work done in the gymnasium, was a statement defining the hoped-for goals to be achieved by physical training.

The object of the gymnasium work is to provide muscular exercise and recreation for brain-workers; to keep body and mind in the best condition for work and for resisting disease; and to bring the muscular system under control. (23, p. 42)

This statement was apparently the first published indication of a philosophy of physical education at the University of Nebraska.
Students were also informed, within the physical training section of the catalogue, they would receive a physical examination and special instructions if a need was discovered.

Physical examinations will be given at the opening of the year. Students will be furnished with copies of their measurements; and with instruction for special practice, where this is necessary. Photographs will be taken of special cases. (23, p. 42)

Also appearing in that catalogue was a description of the newly created Department of Pedagogy and the six courses students could select. [This department would emerge in 1908 as a Teachers College which would eventually include the Department of Physical Education.]

(2, 23, 64)

In the next publication, for the year 1896-1897, the physical training and hygiene courses were listed together in one section entitled "Physical Training and Hygiene." The courses for the young women were described as:

First Year

1. Free movements without apparatus. Light gymnastics with dumb-bells, bar-bells, wands, etc., marching, and Swedish work. M., T., Th., F., I, at 9; II, at 3. Hygiene Lecture, W., I, at 9; II, at 3. First semester, Dr. Clark and Miss Barr, G.

2. Continuation of Course 1. Second semester.

Second Year

Continuation of First Year's work, adding heavy gymnastics. M., T., Th., F., I, at 10:30; II, at 3:30. Miss Barr, G.

HYGIENE

1. Advantages of Regular Exercise. Education and habit; habit in daily life; general hints as to student physical life; the skin, bathing, clothing; the eye and its care; alcohol and tobacco. Young men, I, Th., at 5; II, W., at 11:20; III, W., at 8. Young women, W., I, at 9; II, at 3. First semester, Dr. Clark and Miss Barr.
2. Drainage and Plumbing. Ventilation; heating; foods, values, sources, digestibility, etc.; first aid in accident and emergency; young men, special physiology and personal purity; young women, special physiology, dress, care of the sick. Young men, I, Th., at 10:20; II, W., at 11:20; III, W. at 8. Young women, W., I, at 9; II, at 3. Second semester, Dr. Clark and Miss Barr. (25, p. 135)

The statement defining the objectives of the gymnasium work was expanded to read:

The object of the gymnasium work is to provide muscular exercise and recreation for brain workers; to keep mind and body in the best condition for work and for resisting disease; and to bring the muscular system under control. To these ends, preference is given to "hygienic work" characterized by quickness and vigor of action rather than by complexity. Gymnastic games will be freely used, and basket ball will be introduced. (25, pp. 10-11)

**Expanded Facilities**

By 1896, the facilities for the young women included a needle bath, six shower baths, and a locker room with space for 100. They also had use of the bowling alley for a dressing room. The tennis courts, which were prepared for use in the Spring of 1896, were a result of the work of a student organization, The Tennis Association. Finally in early 1897, the Athletic Club received official permission to use the northwest corner of the campus for athletic events. Clark expressed the appreciation of the Athletic Board to the Chancellor and Board of Regents in a letter dated May 22, 1897.

At its meeting this morning the Athletic Board instructed me to 'thank the Chancellor and the Board of Regents for their generous sympathy with athletic interests as expressed in setting aside the north-west corner of the campus as a definite athletic ground, and in permitting such changes to be made as allow of utilizing the field to the best advantage.' The feeling was strongly expressed that athletics had entered upon a better day. (124)
A track was constructed on those grounds the following spring. [This small northwest area of the campus was used for both class and extracurricular physical activities until an additional parcel of ground was obtained in 1908.] (25, 89, 90, 91)

**Final Activities Prior to Establishment of the Professional Program**

Summer school physical training courses were again offered in 1897, designed for "... use in the district and graded schools."

(26, p. 254)

Clark resigned from his position with the University of Nebraska July 1, 1897, to return to the International YMCA Training School at Springfield, Massachusetts. William W. Hastings was appointed to replace him as Adjunct Professor of Physiology and Hygiene and Director of the Gymnasium. (27, 65, 371)

Hastings received his Bachelor and Master Degrees from Maryville College of Tennessee. He also earned a Master and Doctor of Philosophy degree from Haverford College and was a graduate of the International YMCA Training School in Springfield, Massachusetts, gaining his physical education training under Dr. Gulick. (371)

The descriptions of the physical training courses which were offered in 1897-1898, the last year before the professional course offerings were initiated, were the same as they had been the previous year, 1896-1897. Mr. Hastings requested additional funds to be used to hire assistants to meet the increased work load due to larger enrollment in the department and initiation of new programs. [These new programs were not described.]
To the Chancellor:

$100 was the appropriation this year for student assistance in the Department of Physical Training. At the opening of this school year $53.04 had been used, leaving a balance on hand of $46.96. $180 was appropriated last year. Of this $180.00 Miss Barr used for assistants $155, leaving $25.00 for the use of Dr. Clark. She must have at least $145.00 to carry on the work this university year. On account of the increased attendance (one third more than last year) in her classes she ought to have fully $175.00. My work demands even a larger amount. There is an increase in the number of Physical Examinations taken this year. I have seven sections in Hygiene instead of the five of heretofore. I am giving twelve extra hours to the development of the athletic interests and the promotion of the general health of the University, six to football basketball and other outdoor and indoor games, six to field and track events for outdoor and indoor contests. I must have this year means to approximate the work needed.

The following is an itemized statement of the amount absolutely essential:

28 wks leading Gymn. Classes by assistant
8 hrs per wk @ 20¢ $1.60

36 wks student assistance making out anthropometrical charts, Handbooks, correcting notebooks, etc.
10 hrs. per wk @ 15¢ $1.50
Am't needed by Miss Barr 54.00
Total amount necessary for remainder of year $243.80
Am't on hand 46.96
Am't requested $196.84

Unless this additional amount is appropriated our department is at a standstill. The best of the new work undertaken must be dropped and the reputation of the department and of the institution must suffer. My request for $73.80 to wake up a dead department is very modest you will concede.

Very Respectfully Submitted

Wm. W. Hastings (125)

The summer school of 1898 again offered physical training courses. An additional charge of $1.00 was made of all persons registering for those courses. (27)
Performances

Beginning in 1892, annual gymnasium exhibitions were presented by the young women to demonstrate the work done in the gymnasium classes. To make the event socially acceptable, prominent faculty members and women in the Lincoln area were invited to be Patronesses. Members of the gymnasium classes were given tickets for their guests. Since it was considered quite improper during this era for a young woman to appear in a gymnasium costume before a mixed crowd, these demonstrations were closely guarded to insure men did not view the performances. (21, 25, 26, 151, 384) The exhibition covered all phases of class instruction as shown in the following program for 1896.

Fifth Annual Exhibition
of the
Young Women
of the
Department of Physical Training
University of Nebraska
May 9th, 1896
Program

Music.

1. Dumb Bell Drill --------- Leader, Miss Spurck
2. Indian Club Drill --------------------------------------
   Music.
3. Figure Marching and Circle Work ----------------------
4. Apparatus Work ---------------------------------------
   Music.
5. Bar Bell Drill --------- Leader, Miss Elliott
6. Marching --------------------------------------------
   Music.
7. Bag passing contest. Advanced and 1st year classes --
8. Mass Drill ------------------------------------------
   Miss Charlotte Clark, Accompanist.
   Music furnished by courtesy of Univ. Cadet Band.

Advanced Class -- White Ties.
First year Classes -- Colored Ties. (375)
Extra-Curricular Activities

In the early 1890's, clubs were organized at the University of Nebraska which reflected a wide variety of student activities: A Tennis Association, organized in 1890, which set up two tennis courts near the west steps of University Hall; a Walking Club; Co-Ed Skating Club; and "The Wheel Club," a bicycling organization. Miss Louise Pound, who was to gain prominence in the field of English Literature and who was instrumental in developing many of the physical education activities for the women at the University of Nebraska, was active in each of these organizations. In addition, she was the University of Nebraska tennis champion in singles and doubles in 1890-1891 and also won second prize in the Inter-Collegiate Gentlemen's Singles that year. (25, 26, 127, 131)

After basketball had been introduced to the sophomore gymnasium classes in 1896, a team was organized which later played high schools and Young Women's Christian Associations (YWCA) in the vicinity. The first basketball game played with a team outside of Nebraska was with Council Bluffs, Iowa, in 1897-1898. Miss Pound, then a graduate student, was the captain of the University of Nebraska team. (70) The girls also played an exhibition game at the Sixth Annual Gymnasium Exhibition held in the Spring of 1897. (70, 371)
CHAPTER III

FIRST YEARS AS A PROFESSIONAL DEPARTMENT, 1898 - 1924

In 1898, the first professional physical education courses were offered at the University of Nebraska and the Department of Physical Education became an established part of the university structure. For the next 26 years the department expanded, changed, and contributed to the total program of university life.

Personnel

The development of the Department of Physical Education for Women was accomplished under the guidance of a small number of women. The first of these was Anne Barr Clapp.

Anne Barr Clapp

Anne Barr Clapp received her training and education from several sources. As a child, she received training in Indian Club swinging, wands, and dumbbells at the YMCA. When the University of Nebraska gymnasium was opened to students in 1890, she was enrolled at the University of Nebraska as a Special Student in the Academic College. The following year she assisted as a class leader in the physical training classes. In 1893, Miss Barr attended the Summer School of Gymnastics at Chautauqua, New York, where Dr. W. G. Anderson was the Director. In 1894, she was appointed Instructor in Physical Training at the University of Nebraska for a salary of $450. When Miss Kate Wilder resigned from
her position as Instructor in Physical Training at the University of Nebraska in 1895, Miss Barr assumed her responsibilities. Then, to gain additional training, she attended the Harvard Summer School of Physical Training in 1896 under the Directorship of Dr. Dudley A. Sargent. (8, 15, 21, 28, 61, 64, 129, 370, 371, 384)

Miss Barr was granted a leave of absence from the University of Nebraska on April 13, 1898, until the opening of the semester in September. During that time, she planned to examine physical training schools in Europe. While she was there, she visited normal schools in Copenhagen and became the second woman from the United States to observe the Royal Gymnastic Institute in Stockholm, Sweden. (8, 65, 91, 385)

While in Sweden, Miss Barr collected Swedish folk dances and, in addition, brought Swedish folk dance costumes home with her. Upon her return to the United States she had several of the dances published in sheet-music form. "This was, as far as records now indicate, the first publication in the United States of folk dances of other lands." (4, p. 215) She included the dances in the physical education courses at the University of Nebraska and also introduced them at the Chautauqua Summer School of Gymnastics when she became a member of that staff in the Summer of 1899. For the next ten years, in addition to her responsibilities at the University of Nebraska, Miss Barr taught anthropometry, Swedish gymnastics, and folk dances to students of the Chautauqua Summer School. (4, 8, 370, 385)

In 1899, she was appointed Director of the Young Women's Gymnasium at the University of Nebraska. That same year, Miss Barr copyrighted and published an anthropometric chart comparing measurements
based upon height instead of the traditional practice of making comparisons based on the age of the students. (8, 28)

On August 19, 1903, Miss Barr was married to Dr. Raymond Clapp at Jamestown, New York. Mrs. Clapp continued to teach physical education at the University of Nebraska until her retirement in 1908 at the age of forty, at which time she was appointed Emeritus Professor. That year, in 1908, a second collection of Swedish dances was published by Mrs. Clapp. (8, 384)

Mrs. Clapp returned to the University of Nebraska as Associate Professor and Director of the Women's Gymnasium from 1918 to 1920. Later, in 1940, she was honored for her contributions to the University of Nebraska and the physical education profession at a banquet celebrating the fortieth anniversary of the first graduate receiving a Physical Education Certificate from the University of Nebraska. (44, 74, 75, 146, 185)

Alice Towne DeWeese

When Mrs. Clapp retired in 1908, Miss Alice Towne became responsible for the women's work in physical education at the University of Nebraska. Following Mrs. Clapp's advice, Miss Towne also received her education from several sources. As a student at the University of Nebraska she majored in physical education and, as an undergraduate, served as a student assistant in the physical education department for a starting salary of $10 a month. In the summer of 1903, she accompanied Miss Barr to the Summer School of Gymnastics at Chautauqua, where she had classes under Anderson and other staff members, and earned
a Physical Education Certificate from that school. The following two summers she taught, mostly heavy apparatus, at the Chautauqua summer school. (384)

She graduated from the University of Nebraska in 1905, receiving a Bachelor of Arts Degree and a Physical Education Certificate and was then appointed Instructor at the University of Nebraska for a salary of $50 a month. Her primary responsibility was the instruction of the activity courses in the women's physical education department. (33, 68, 370, 384)

In 1907, Miss Towne was granted a leave of absence from the University of Nebraska and went to Europe to study and observe other physical training schools. She toured England, learning of their physical education ideas and methods, attended the regular classes at the Royal Institute of Gymnastics at Stockholm, and went to Copenhagen and Berlin to observe the Turnvereins. Upon her return to the United States she visited several Eastern colleges to become familiar with their methods of physical education instruction. (35, 370, 371)

When she returned to the University of Nebraska in 1908, Miss Towne was appointed Adjunct Professor and Director of the Women's Gymnasium for a salary of $900 a month. She resigned in 1909 to be married to Fred DeWeese. (36, 37, 371, 384)

Ina Estelle Gittings

Miss Gittings followed much of the pattern established by Miss Towne. She was a student of the University of Nebraska majoring in physical education and, in 1904, attended the Summer School of Gymnastics
at Chautauqua, receiving a Physical Education Certificate from that school. As an undergraduate of the University of Nebraska she also was a student assistant in the physical education courses. She received her Bachelor of Arts Degree and a Physical Education Certificate from the University of Nebraska in 1906. (380, 384)

Miss Gittings then taught physical education classes at the University of Nebraska for several years as an Instructor and Adjunct Professor of Physical Education. She was appointed Director of the Women's Gymnasium after Miss Towne's resignation. Miss Gittings resigned from the University of Nebraska in 1916 or 1917 to teach at the University of Montana. [The records do not clearly indicate the exact date of her resignation from the University of Nebraska or University of Montana.] She served in the United States Army Medical Corps during World War I and then in the Near East with the Red Cross. (36, 38, 39, 69, 71, 143, 370, 371, 380)

In 1920 Miss Gittings moved to Arizona to aid in establishing the physical education department at the University of Arizona in Tempe. She was Director of that department until she retired in 1951. She continued to serve part-time until 1955. (380)

Other Directors

Following Mrs. Clapp's resignation there was a period of time when the Women's Department experienced a series of rapid and brief appointments of women as Directors and Acting Directors. During those years—in addition to Miss Towne and Miss Gittings—Bessie Park, Marion Luella Young, Della Marie Clark, and, for two years, Mrs. Clapp, were a part of this succession. (43, 44, 46, 74, 371, 384)
Other Staff Members

The staff of the Department of Physical Education during the early years was quite small and consisted primarily of graduates of the department. In the late 1910's and early 1920's, several part-time instructors were listed as staff members of the physical education department. The staff members from 1898 to 1924 are shown in Table 1.

Departmental Organization

The organizational structure of the Department of Physical Education throughout the period of 1898-1924 is not formally stated in the university records. It appears that with the start of the professional course offerings, the entire program was under the supervision of Hastings, as Director of the Gymnasium, with Miss Barr designated as Director of the Women's Gymnasium. After Hastings resigned, Miss Barr was in complete charge of the women's work until her retirement in 1908. At various times thereafter, Dr. Raymond Clapp assumed responsibility as Head of the Department of Physical Education, including the women's work, and, at other times, the Director of the Women's Gymnasium had sole responsibility for the women's program and was, evidently, accountable only to the Chancellor. (15, 71, 137, 143, 370, 371, 384)

In 1921, both the men's and women's departments of physical education were merged with the athletics division into one "Department of Physical Education and Athletics." [Evidently this consolidation was done as a condition of Princeton University Professor Fred Luehring's acceptance of an appointment to the University of Nebraska faculty.] (75, 93) In a special meeting of the Board of Regents, Luehring's letter
<table>
<thead>
<tr>
<th>Year</th>
<th>Associate Professor</th>
<th>Adjunct Professor</th>
<th>Instructor</th>
<th>Assistant</th>
<th>Student Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1898-1899</td>
<td></td>
<td></td>
<td>Anne Barr</td>
<td>Mary Davis</td>
<td>Alberta Spurck</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Alberta Spurck</td>
<td>Adelloyd Whiting</td>
</tr>
<tr>
<td>1899-1900</td>
<td></td>
<td></td>
<td>Anne Barr</td>
<td>Ada Heaton</td>
<td>Mildred Parks</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Alberta Spurck</td>
<td>Adelloyd Whiting</td>
</tr>
<tr>
<td>1900-1901</td>
<td>Anne Barr</td>
<td></td>
<td>Anne Barr</td>
<td>Adelloyd Whiting</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>b</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1901-1902</td>
<td>Anne Barr</td>
<td></td>
<td>Anne Barr</td>
<td>Adelloyd Whiting</td>
<td>Clara Fowler</td>
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<tr>
<td></td>
<td></td>
<td>c</td>
<td></td>
<td></td>
<td>Hannah Pilsbury</td>
</tr>
<tr>
<td>1902-1903</td>
<td>Anne Barr</td>
<td></td>
<td></td>
<td>Adelloyd Whiting</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1903-1904</td>
<td>Anne Barr Clapp</td>
<td></td>
<td></td>
<td>Bess Dumont</td>
<td>May Edholm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Alice Towne</td>
</tr>
<tr>
<td>1904-1905</td>
<td>Anne Barr Clapp</td>
<td></td>
<td></td>
<td>Alice Towne</td>
<td></td>
</tr>
<tr>
<td>1905-1906</td>
<td>Anne Barr Clapp (PT)</td>
<td></td>
<td>Alice Towne</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1906-1907</td>
<td>Anne Barr Clapp (PT)</td>
<td></td>
<td>Alice Towne</td>
<td>Beatrice Eves</td>
<td></td>
</tr>
</tbody>
</table>

*TABLE 1

SUMMARY OF WOMEN PHYSICAL EDUCATION STAFF MEMBERS AT THE UNIVERSITY OF NEBRASKA, 1894-1924*
<table>
<thead>
<tr>
<th>Year</th>
<th>Associate Professor</th>
<th>Adjunct Professor</th>
<th>Instructor</th>
<th>Assistant</th>
<th>Student Assistant</th>
</tr>
</thead>
<tbody>
<tr>
<td>1907-1908</td>
<td>Anne Barr Clapp (PT)</td>
<td>Ina Gittings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1908-1909</td>
<td>Alice Towne</td>
<td>Ina Gittings</td>
<td>Alice Scott</td>
<td>Miriam Carter</td>
<td></td>
</tr>
<tr>
<td>1909-1910</td>
<td>Ina Gittings</td>
<td>Ina Gittings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1910-1911</td>
<td>Ina Gittings</td>
<td>Anna Day</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1911-1912</td>
<td>Ina Gittings</td>
<td>Jessie Beghtol (PT)</td>
<td>Anna Day</td>
<td></td>
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</tr>
<tr>
<td>1912-1913</td>
<td>Ina Gittings</td>
<td>Jessie Beghtol</td>
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<tr>
<td>1913-1914</td>
<td>Ina Gittings</td>
<td>Jessie Beghtol</td>
<td>Bessie Park</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1914-1915</td>
<td>Bessie Park</td>
<td>Jessie Beghtol</td>
<td>Bess Hankey</td>
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<td></td>
</tr>
<tr>
<td>1915-1916</td>
<td>Ina Gittings</td>
<td>Dorothy Baldwin</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1916-1917</td>
<td>Ina Gittings</td>
<td>Dorothy Baldwin</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year</td>
<td>Associate Professor</td>
<td>Adjunct Professor</td>
<td>Instructor</td>
<td>Assistant</td>
<td>Student Assistant</td>
</tr>
<tr>
<td>-----------</td>
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<td>--------------------------</td>
</tr>
<tr>
<td>1917-1918</td>
<td>Marion Young</td>
<td></td>
<td>Dorothy Baldwin, Jessie Beghtol Lee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1918-1919</td>
<td>Anne Barr Clapp (PT)</td>
<td>Josephine M. Gordon, Adelloyd Whiting</td>
<td>Mrs. R. D. Scott (PT)</td>
<td>Katherine Kohl</td>
<td></td>
</tr>
<tr>
<td>1919-1920</td>
<td>Anne Barr Clapp</td>
<td>Della M. Clark</td>
<td>Katherine Kohl</td>
<td>Mrs. R. D. Scott</td>
<td></td>
</tr>
<tr>
<td>1920-1921</td>
<td></td>
<td>Della M. Clark</td>
<td>Ida Donati</td>
<td>Lulu Mann</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Donna Gustin (PT)</td>
<td></td>
</tr>
<tr>
<td>1921-1922</td>
<td></td>
<td>Della M. Clark</td>
<td>Ida Donati</td>
<td>Fae Breese</td>
<td></td>
</tr>
<tr>
<td>1922-1923</td>
<td></td>
<td>Della M. Clark</td>
<td>Ida Donati</td>
<td>Fae Breese, Mrs. Marguerite Lonam Stott (PT), Mrs. R. D. Scott (PT)</td>
<td></td>
</tr>
<tr>
<td>1923-1924</td>
<td></td>
<td>Della M. Clark</td>
<td>Lulu Mann (PT)</td>
<td>Fae Breese (PT), Mrs. R. D. Scott (PT), Mrs. Marguerite Lonam Stott, Mrs. Ada Stidworthy Westover (PT)</td>
<td></td>
</tr>
</tbody>
</table>

*Mabel Lee, "Record of Staff Members from 1891 When Physical Education Was First Taught."
a. Miss Lee compiled the information in this table from catalog announcements, corrections by graduates and former staff, and subsequent research.

b. Promoted to Adjunct Professor April 9, 1901.

c. Her title was "1st Assistant."

d. Their title was "Demonstrator."

e. Indicates part-time.

f. The title "Assistant Instructor" replaced the title "Assistant."

g. The title "Assistant Professor" replaced the title "Adjunct Professor."

h. Promoted to Assistant Professor April 4, 1914.
of proposals for the future of the physical education program at the University of Nebraska was received and carefully examined "... in a spirit of approval and sympathy ..." by the Board of Regents.

On consideration of communications from professor-elect Luehring, addressed to the chancellor, concerning the scope, development, work and future plans of the department of physical education and athletics, it is ordered on motion of regent Brown put to vote, that the chancellor is hereby authorized to reply thereto in accordance with his recommendations now before the board in writing and which are hereby approved: the whole of the chancellor's response to be entered at length upon the records of this board. (It is as follows:)

"May twelve
1 9 2 0"

"Professor F.W. Luehring
Princeton University
Princeton, N.J.

Dear professor Luehring:

"At a meeting of the regents yesterday at which all the members were present, your letter of April 8th was fully discussed and I was directed to reply essentially as follows. The statement that you transmitted is quoted in its entirety in this letter, all of which is made a part of the board's record."

"1. GENERAL PHYSICAL EDUCATION"

"1. The work in physical education and athletics for both men and women at the university of Nebraska should be brought as rapidly as possible to a parity with that of the leading colleges and universities of the United States. Although the statements which follow may appear largely in general terms, it is understood that the needs of both sexes, in spite of important differences, are fundamentally very similar, and consequently should be in both instances provided for with impartiality and thoroughness."

"2. The scope, content and aims of the work should be organized along broad lines and so shaped as to give every student of the university a thorough grasp of the fundamentals of an all round physical education. This should not only enable each student to keep well and to develop the highest physical efficiency during college years but also to prepare every Nebraska student to maintain this standard of fitness throughout life."

Articles 1 and 2 are fully approved.
"3. Physical and Medical Examinations. This is one of the university’s greatest needs. If properly conducted, such examinations should give each student more basic knowledge concerning his or her strength and limitations than any other single factor. Carefully organized systems of medical and physical examinations are now in effect in the great majority of the leading colleges and universities of the country, as well as in hundreds of secondary schools. In fact they are considered of such fundamental importance that at the recent National meeting of the Society of directors of physical education in colleges, there was discussed the advisability of providing a physical and medical examination as a prerequisite for entrance to college. Nebraska's present provision for a student health fee to pay for health inspection and medical examinations by a woman physician for women and a male physician for men, is a step in the right direction, but only a step. The need far exceeds the working capacity of these two individuals. Then, too, this work is fundamentally and most intimately related to the work of the department of physical education and athletics and should therefore be made a part thereof. This is not a new proposal, but is so recognized and treated in other institutions. At Princeton, both the medical and physical examination and the university infirmary fall under the administration of the department of hygiene and physical education. There is every reason, therefore, for Nebraska's initiating this work immediately on an adequate basis and as a part of this department and furthermore, providing for:

(a) A thorough physical examination of each student on or before entering college, showing health, functional condition, and remediable limitations.

(b) Periodical follow-up examinations for students functionally deficient or subnormal in any way.

(c) Required physical and medical examinations of all candidates for competitive teams.

(d) A sound basis for advice to the students on courses in physical education and athletics which are best suited to their needs and desires both during college days and in later life.

(e) This examination should furnish all information along physical and medical lines desired by the Government from its soldiers and officers in a national emergency.

(f) An university infirmary, in due time, as an important part of the provision for health and physical fitness.

(g) A bureau of confidential physical and medical records showing conditions, tendencies, affording comparisons and available for researches in vital statistics."

The regents and the chancellor are sympathetic with the substance of these paragraphs. They know no reason as yet why medical work may not be a part of the department of physical
education and athletics. Whether it should be a part of the medical college to render this service to the department of physical education and athletics or whether it should be separated from the jurisdiction of the medical college and be made a medical sub-department of physical education, is a matter which requires further consideration. It is believed that the exact type of organization can best be determined on the basis of a report from a conference at which professor Luehring, dean Cutter of the medical college, and others interested are to be present. No trouble in establishing an entirely satisfactory organization is anticipated. The establishment of a university infirmary, in due time, will in part be contingent on the development of the Lincoln City Hospital plans. Considerable part of the argument in favor of this was that the Lincoln City Hospital could be used as a university infirmary and save the university and the state the expense of such a building.

"4. The course in fundamentals in physical education should be put on a required basis as soon as possible. It is already so established at all the leading colleges and universities, notably Amherst, Chicago, Columbia, Cornell, Dartmouth, Harvard, Illinois, Ohio State, Princeton, Wesleyan, Wisconsin, and many others. At Nebraska it can be made to supplement the required military training. In fact the Government now requires that a large part of the military work in land grant colleges should be given in the form of a good course in physical education. The reason for this is pointed out to be the fact that a body of men who to begin with are physically fit to withstand the hardship and privations of a soldier's life can absorb the technical Military requirements of a soldier in a surprisingly short time. The department of physical education and athletics at the university of Nebraska should conduct a course in physical education for the R.O.T.C. students, emphasizing such forms of work as make for good posture, smartness, discipline, instant response to commands, as well as general physical fitness. This course should be instituted immediately and could be conducted mostly out of doors during the Fall and Spring."

This paragraph is agreed to in principle. Attention is called to the fact, however, that relations with the Government and the War Department have been during the present year chaotic; that the university of Nebraska is not required to maintain the R.O.T.C. unit unless it so desires and that there is a possibility that military training required under the land grant act will be put on an elective basis and the R.O.T.C. discontinued. This is regarded as rather a remote possibility, but under present conditions no one can entirely forecast the relations of the university with the War Department.
"5. A good all round course in personal and community hygiene should be required of every undergraduate either during Freshman or Sophomore year. Dr. Clapp has been giving such a course as an optional course, but only a relatively small number of students will avail themselves voluntarily of such a course. In all leading institutions such a course is now considered of such fundamental value that it has been placed on the required basis."

This is fully approved in principle. Under Nebraska state law, however, the faculties are responsible for the courses of study. Mr. Luehring as a member of the several faculties is expected to be a leader in securing faculty approval for the courses suggested. The regents will assure Mr. Luehring their sympathy with and ratification of all wise faculty efforts to bring such courses into effect. In certain colleges, however, the amount of time for non-technical courses is very limited and the regents could not place themselves in the position, through a contract with Mr. Luehring, of coercing a faculty contrary to the spirit of state law.

"6. No individual can be considered physically educated who has not acquired powers of swimming sufficient for self preservation and the rescue of a fellow human being in case of an emergency. Over 70 American colleges and universities and hundreds of high schools have swimming pools and most of them exact swimming and life saving requirements."

While swimming is perhaps less important to students coming from the plains, the regents recognize that swimming is a fine accomplishment and are making provisions for a pool in the new gymnasium plans.

"II. INTRAMURAL ATHLETICS"

"Athletics embrace an important phase of physical education, taking the form of competitive games and contests between two or more individuals. In these activities, exercise and recreation are merely by-products, the larger values being the moral, social, competitive, and character building influences. Athletics develop team work, endurance, leadership, proper subordination of the individual to the group, fair play, give and take, determined and persistent effort in the face of odds, and in general comprise a most valuable laboratory of conduct. Athletics include a variety of work ranging from high to low degrees of organization, from vigorous fighting personal contact games such as football, to the mildest forms of athletic expression; and from intercollegiate to intramural contests. Most institutions have made extensive provisions for the conduct and development of inter-collegiate athletics. Unfortunately, however, this makes provision only for a very small percentage of the general student body in
any institution. This disparity is still greater in the larger institutions, the number playing on a team, of course, being the same whether playing in a large university or in a small college. The values of participation in athletic games and contests are too great, however, to be restricted to a favored few. Most institutions are now supplying this want by intramural athletics organized along broad lines for the general student body. Quite a number of colleges and universities have established the practice of having a man give his full time to the development and promotion of this work. Many are giving part time of a number of instructors. In this work Nebraska has made only a small beginning. Nebraska's undergraduates come in the main from rural and semi-rural communities and in most cases have had practically no experience in competitive and recreational games. As soon as possible within a year at least, the university should have a man who will give full time to the development of this work. Stated briefly, Nebraska's need in intramural athletics may be summarized as follows:

1. Need of a man on full time to organize and supervise this work. He could be utilized immediately; in fact the same man could for the present also conduct certain required work in physical training for the R.O.T.C. units."

This is fully approved, depending, of course, on future legislative support for the whole institution.

"2. Equipment should be provided in the form of,
   (a) Additional indoor equipment by means of a new and larger gymnasium."

Plans for an enlarged gymnasium plant have already been announced and a campaign for funds is in progress. In view of the cost of building it will probably not be possible to build quite as large a building as Mr. Luehring's plans submitted to Mr. Hodgdon call for; and in view of the necessity of planning the memorial building at sufficient elevation to make a commanding memorial building with proper architectural effect, some change in the position of the swimming pool, lockers, etc., will probably be required.

"(b) Out of door equipment such as football fields, baseball diamonds, tennis courts, soccer fields, volley ball and hand ball courts. Nebraska's greatest handicap is undoubt edly lack of room. In addition to the present intercollegiate equipment, Nebraska should have as soon as possible for the present enrollment of the university a minimum intramural equipment consisting of 10 baseball diamonds, 4 soccer fields, 50 tennis courts, 10 volley ball courts and the necessary equipment for playing these games such as nets, balls, bats etc."
This is fully approved in principle. Attention is called to the fact, however, that land to be acquired in the city will cost presumably in the neighborhood of $100,000.00 a city block. It is hoped that as time goes on provision can be made for some extension on the farm and the use of the Fair grounds. Perhaps some low grounds suitable for the purpose may be acquired on the Salt Creek bottoms. The rapidity of the acquiring of the land and equipment mentioned will be contingent on the financial support given the university as a whole and the development of the trend of education generally.

"(c) Enabling every normal male student to gain some experience in:
(a) One or more of the typical fighting games such as football, boxing, wrestling, basketball, water polo and
(b) In one or more recreational games suited to the needs of middle and later life, such as hand ball, volleyball, tennis, golf, and the simpler water games."

This is fully approved in so far as our future resources will permit. In all this it is understood that Mr. Luehring does not expect guarantees from the governing board, but assurances of a sympathetic attitude towards him in his efforts to bring to pass his ideals in the university and the state.

"III. INTERCOLLEGIATE ATHLETICS."

"This phase of athletics comprises the traditional and usual form of athletics and includes the sports in which the competition is between colleges and universities. In addition to the usual values of athletics, intercollegiate athletics contribute the following:
1. They develop college spirit, a spirit akin to patriotism, and in general improve the solidarity of the student body.
2. They tend to banish narrowness and provincialism and make for intercollegiate and world points of view.
3. They develop a valuable group consciousness both among undergraduates and alumni.

The University of Nebraska has achieved distinction in intercollegiate athletics. Intercollegiate athletics are here to stay. Their physical, moral, and social returns are more and more widely recognized as invaluable and indispensable. However, unfortunately the benefits of intercollegiate athletics as yet accrue to only a small number of students. More students must be enabled to gain this valuable competitive experience. This can be achieved in a number of ways, among which may be found the following:
1. Reduction and perhaps entire abolition of vicious practice of cutting men from squads.
2. Providing intercollegiate competitive relations in a larger number of sports. Nebraska has had an enviable record in football and has occasionally shown to excellent advantage in a few other sports. Not only should excellent teams in wrestling, gymnastics and basketball become more frequent, but, as rapidly as possible, intercollegiate relations should be established in soccer, handball, swimming, water polo, tennis, golf, etc.

3. Second and third teams as well as Freshman teams should be developed in order that more men may gain a grasp of the fundamentals of the various sports, and competition should be provided for such teams with institutions near at hand, in the way of colleges, normal schools, and high schools.

4. Intercollegiate athletics should be maintained on the highest possible standard of honesty, fair treatment of opponents, and eligibility of members of the teams. Nebraska is big enough and strong enough to take the lead in this matter. She needs ask odds of no one. Nebraska should not only live up to the Missouri Valley Conference and the Chicago Conference regulations, in fact she should try to exceed them, if possible. Nebraska should be willing to "go to the limit" in lifting her intercollegiate athletic relations to the highest possible standard. While athletes who are working their way through college should not be discriminated against, they should have equal encouragement and assistance in working their way through, with that accorded any other student of the university. Care must be exercised, however, in order that in no sense they be given financial assistance without adequate return. Proselyting, recruiting students by promises of "soft jobs" or in any other way giving an athlete the impression that in any sense he is getting something for nothing was once a common practice, but it is no longer countenanced in self-respecting institutions. Athletes who gain their education and athletic experience by means of such questionable assistance are permanently and irreparably wronged. Their sense of moral perspective is destroyed. They never enjoy the ennobling experience of working and fighting for the best interests of their Alma Mater and they usually leave college at graduation, or frequently before, feeling that the college and the world in general owe them a living as a result of their unusual athletic prowess. Every official of the university, every alumnus, and every undergraduate should assist in preventing any such questionable practices from creeping into university athletics. The university's ideals in this matter should be publicly stated and staunchly adhered to, both in public and in private.

5. Intercollegiate relationships. Every institution should as far as possible live on friendly terms with its neighbors. Intercollegiate athletics should be confined largely to relations with institutions geographically near. The logical field for Nebraska is in either the Missouri Valley Conference.
or the Chicago Conference. The entrance to the latter, if ever effected, will come only because of law abiding membership in the former. Nebraska should return to the Missouri Valley Conference at the earliest opportunity. The present disjointed relationship is expensive in money, in loss of student time, and in the esteem of other institutions."

This is fully approved. Nebraska now automatically returns to the Missouri Valley Conference when no games like the Rutgers not on college grounds are on the schedule.

"6. The conduct and control of the intercollegiate athletics of the university of Nebraska must be entrusted solely to the chairman and the members of the department of physical education and athletics. The members of this department should be selected because of their special training and fitness to conduct work of this kind. They will, of course, be responsible to the chancellor and the regents in the same manner as any other department of the university."

This is fully approved in so far as understood. It appears to be largely an internal departmental affair coming under Mr. Luehring's own immediate jurisdiction.

"IV. A NORMAL COURSE IN PHYSICAL EDUCATION AND ATHLETICS."

"1. Nebraska I understand, has developed the first Normal School of physical education and athletics in a state university. This is a fact to be proud of. Credit for this excellent work is due to Dr. and Mrs. Clapp who established this work at Nebraska.

2. This important work serves a great need and should be extended as rapidly as possible. There are at present thousands of vacancies in physical education and athletics in this country alone. Fourteen states have recently made physical education compulsory in their elementary and public schools. This movement is rapidly spreading over the country. The state of Nebraska should not be last in this important work. When that time comes there will be a still greater demand for all the leaders that Nebraska's normal school work can produce. The need at present and the rapidly increasing demand far outstrip the present supply. Because of this fact the normal work should be greatly expanded in order that a much larger number of students can prepare themselves to become leaders of health and physical wellbeing."

This is fully approved in principle.

"V. SUMMARY OF PHYSICAL EQUIPMENT NEEDED"

"1. New gymnasium, including swimming pool, large enough for present needs and future growth. Specifically, the gymnasium should contain floor space large enough to seat"
four or five thousand people at a basket ball game or possible even more at Commencement exercises. It should provide a place where the entire student body might possibly be assembled at one time. This building is needed at the earliest opportunity. It should be located, if possible, in such a way as to provide proximity to dormitories on the one hand and to intercollegiate and intramural fields on the other. Details of gymnasium and swimming pool may be consulted on notes for plans submitted to the university architect, Mr. Hodgdon. The plans as drawn up, though comprehensive, are of course tentative and subject to considerable rearrangement. The building and general equipment, however, provides for a plant somewhat larger than the present one at Princeton. The Princeton plant, by the way, is at present time proving too small for the needs of but 1600 students, and plans are under consideration, therefore, for practically doubling this equipment. Nebraska's building, therefore, should be somewhat larger at present, and future growth can be taken care of in part by the addition in the near future, of:

2. A large indoor field with dirt floor which might serve chiefly as a military building for a riding and drill hall for military manoeuvres, the dirt field of which, by proper scheduling, might be used for foot ball, track, base ball, tennis etc., during inclement weather.

3. Athletic field for intercollegiate athletics, providing for:
   (a) Standard foot ball field.
   (b) Standard intercollegiate running track with 220 yard straightaway.
   (c) Varsity base ball diamond.
   (d) Stadium, with a seating capacity of approximately 35,000.

4. Intramural fields as above outlined. Additional land must be secured in the near future, north to the track and from thence eastward in terms of several acres if Nebraska's physical and athletic education is to be developed to a par with other leading institutions."

This is approved in so far as our resources present and future will permit. Attention is called to the fact, however, that the regents have made their estimate as a total for the present at $750,000.00 of which it is hoped that the major portion can be raised by popular subscription. If this is not accomplished, it will be necessary to ask the legislature for supplementary appropriations. The procedure will be as follows: all the money raised by popular subscription will be used on the athletic plant and if the sum does not reach $750,000.00, legislative appropriations to supplement it will be sought. After this has been spent, which will represent a total expenditure of approximately three times as much as any department on the campus has received in the way of equipment, any great further expansion must probably wait
pending the construction of some or all of the following, - a library, assembly hall, an engineering building, a museum and other perhaps needed structures as well as some agricultural and medical college buildings.

"VI. ADDITIONAL STAFF NEEDED"

"1. another medical man on full time to organize and supervise an adequate scheme of physical and medical examinations. This man is needed immediately and will be worth much more than the cost of his services to the university in raising the level of student health and physical efficiency. He could be assisted at times by Dr. Clapp and the other physicians now engaged on part time. He could also carry a good share of the work in personal and community hygiene. His coming should certainly not be postponed more than one year.

2. A specialist in intramural work and general physical training for military units. This man could also conduct the required work for the R.O.T.C. groups. I know of an able candidate for this position: a captain in the army, who has had special training and a wonderful record in this type of work. He is thinking seriously of leaving the service and may not be available one year from now. I would urge very strongly that I be given permission to secure this man for the coming year."

It was the chancellor's understanding that Mr. Luehring was not to urge the appointment of additional instructors until he had been in residence long enough to determine how the present staff could best be utilized; that after having made a thorough study of the local situation the board would receive and consider sympathetically such recommendations as he might wish to make in regard to the expansion of the staff.

"VII. PERSONAL"

"1. My title is to be that of Chairman of the department of physical education and athletics, and Director of athletics."

Already accomplished.

"2. My rank is to be that of professor with the usual tenure accorded to this rank."

Already accomplished.

"3. The university of Nebraska recognizes the importance of keeping abreast of the times in physical education and athletics, and as a means to this end is willing to send the chairman of the department East or elsewhere once or twice per year to attend meetings of the National Collegiate Athletic
Association and the American Physical Education Association, and the university will pay the expenses of the chairman for such trips."

The expenses of a trip East to attend the meetings above mentioned and to the meetings of the Missouri Valley Conference have always been paid by the university or its Athletic Association.

"4. In connection with the building of the new gymnasium, it may be regarded wise for the chairman to visit two or three of the best college gymnasiums in this country for purpose of perfecting plans, etc., and it is understood that his expenses for such trips will be paid by the university."

This is in accordance with the general policy of the university. Trip authorization is issued in each specific case by the chancellor whenever in his judgment the trip is necessary.

"5. I understand that each year my duties begin with the opening of college in September and continue during the usual college year, terminating at the Commencement in June, and that my presence at the university during the summer term will not be required, and also that I may pursue my camp or other occupation during the summer months."

The university does not require professors to teach in the summer session without extra remuneration. The regents have no intention of requiring anything more than the ordinary supervision which any director would presumably wish to give during the summer. They do not require his continuous presence and may permit of his entire absence. Mr. Luehring would be free from all routine duties. It is understood, of course, that Mr. Luehring would receive as favorable treatment as any of the professors, character of work considered.

"6. My salary is to be five thousand dollars per year."

This is approved.

CONCLUSION: - The chancellor explained fully in his office to Mr. Luehring that our acceptance of his program was merely an agreement in regard to ideals. Certain things, of course, were specifically promised, namely, - rank, title, salary, and the placing of the gymnasium building program ahead of other buildings. Many other matters must be contingent on financial support, other needs of the university and the progress of events. The regents cannot by contract with a prospective professor bind themselves or limit their freedom of determining what is best for the university at some future time. Neither can they morally or legally bind their successors. The regents have already complied with all of those things that require immediate action. Those things in the program on which immediate action cannot be taken are received in a spirit
of approval and sympathy, but, when they come up for actual
determination the regents as well as the chancellor must use
their best judgment in the interests of the university as a
whole. They cannot place themselves in the position of being
either legally or morally compelled to act contrary to their
judgment at any future time.

May I add a personal word to professor Luehring. Long
experience in executive work has shown me how even the fairest
and best of professors are inclined to regard a promise of
sympathetic consideration equivalent to a binding contract. I
hope there can be no possible misunderstanding in this case.
You will come to Nebraska with united support and backing from
everyone. It will be a part of your opportunity to build a
sentiment in the university, among the alumni, and in the state
at large that will make your vision come true. You have a
splendid vision for the future, and I fully sympathize with you.
I feel, however, it is only fair to say that I have also other
visions of university development in many directions. In so far
as we can cause the donors and taxpayers of the state of Nebraska
to catch our visions these visions will become a reality.

Very cordially yours,

(signed) S. Avery
Chancellor

On motion the board adjourned.

(J. E. Miller)
President.

Attest: (G. S. Dales)
Secretary

Facilities
Building

The need for increased space was a persistent problem during
these early years of the department. The Board of Regents' Report,
published in 1899, emphasized the importance of the Department of Physi-
cal Training for the health and morale of the men and women of the entire
university and commented that the growth of the student population was
overcrowding the facilities. In their report they pointed out that when
the women were first required to take courses in physical training in
1892, 102 women were enrolled. Near the end of the decade, over 300 women were using the same facilities—rooms and baths—in addition to the men. The requirement of four hours a week for 300 women meant 60 to 70 students in a class and, reportedly, 450 more were wanting to take gymnasium work. This class enrollment meant dressing rooms and lockers designed for 20 were being used by 60. (65)

The Nebraska State Legislature then appropriated $20,000 for an addition of a west wing to Grant Memorial Hall to be called "University Soldiers Memorial Hall" built much like Chancellor Canfield had predicted in the 1895 Cornhusker. He had envisioned that, by 1900, "The Armory will extend west about fifty feet; with large locker rooms, bath-rooms, and dressing rooms for young women, on the ground floor." (128, p. 68) The addition was to also temporarily house a pipe organ, donated by the Alumni Association, in order to provide an auditorium and chapel for the University of Nebraska until more suitable arrangements could be made. The addition was constructed in 1899 and 1900 of materials similar to those used in Grant Memorial Hall. (28, 69, 135)

Even after the new addition, the pressing need for a new building and more facilities was continually noted. The need for a facility to conduct swimming classes was fulfilled by classes being held at the Lincoln High School pool, located several blocks away, in the evenings and on Saturday mornings. Swimming classes were also taught at the YMCA and at the Sulfo-Saline Baths at the Lincoln Sanitorium located at 14th and "M" Streets. (7, 71, 132, 143, 144, 147, 148, 370, 384)

The women's locker room was finally doubled in 1921 by remodeling an adjoining room which had been a classroom. (75) In 1924, the gymnasium facilities were described:
The University has two Gymnasiums, Grant Memorial Hall and Soldiers' Memorial Hall. On the ground floor are offices, locker-rooms, bath-rooms and storerooms. On the second floor are two halls used for purposes of military drill, calisthenics and games. (49, p. 55)

Fields

When professional courses were first offered, fields for the women's use were not designated. Virtually all the women's activities, with the exception of tennis, were indoors, even to the extent of indoor track meets. Gradually the women were granted occasional use of the athletic field on the northwest corner of the campus. (132, 370)

In 1908, one and one-half blocks of land north of the old campus, bordering on tenth and "T" Streets were acquired for expansion of athletic events. In 1915, the women's physical education department was allotted use of the football field for a portion of each day. However, the 1919-1920 catalogue still stated the fields were only for the men's use:

An Athletic field is provided for the use of men students and all inter-collegiate and other games and meets are held there. The field is equipped with two large grandstands, a running track, tennis courts, baseball diamond, football field and other necessary features. (45, p. 48)

However, provisions for participation were made for the general student body.

A portion of the new campus provides twenty-five additional tennis courts and space for other recreative activities for the general student body. (49, p. 55)

These tennis courts were located south of Bessey Hall. (6, 143, 150)

By 1921, two additional half blocks north of the then present athletic field were purchased and that same year the women were provided with their own field located on the east side of the Social Science
In 1923, additional facilities were provided by the construction of Memorial Stadium. "A Memorial Stadium seating 40,000 people has been built on Nebraska Field within the past year." (49, p. 256)

Program For the General Student

The benefits from physical activity early became acknowledged throughout the University. Regarding the physical training requirement, the section for the School of Domestic Science in the 1898-1899 catalogue contained the following statement:

Every woman should have a knowledge of the wonderful mechanism of the human body and know how to take proper care of it. She needs also definite, systematic physical training. (27, p. 239)

The catalog also stated:

The object of physical education, indoor and outdoor, is to provide suitable forms of muscular activity and recreation for brain workers, to cultivate physical judgment and self-control, and to keep mind and body in the best condition for work and for resisting disease. To these ends preference is given to "hygienic work" characterized by quickness and vigor rather than by complexity of action. Gymnastic games, athletic contests, and indoor athletics are employed as far as useful in general classes. They form an important element in the training for outdoor athletics in that they cultivate endurance and vital strength. (27, pp. 160-161)

The Board of Regents in 1902 supported the physical training the students were receiving by reporting to the Governor:

Our students' excellent health is, in good part, due to military drill and to earnest and systematic athletic exercise in the gymnasium and out of doors. (67, p. 9)

Five years later a similar report was made. (68)

That same year, 1907, the Board of Regents (68, p. 13) decided students were allowed too many electives and adopted a regulated elective system but still maintained the physical training requirement:
Rhetoric is absolutely required of all candidates, also military drill for men and physical training for women:

Summary:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Absolute requirements</td>
<td>8 hours</td>
</tr>
<tr>
<td>Required electives</td>
<td>50 or 54 hours</td>
</tr>
<tr>
<td>Free electives</td>
<td>67 or 63 hours</td>
</tr>
<tr>
<td>Total</td>
<td>125 hours</td>
</tr>
</tbody>
</table>

In addition to the two years of physical education courses the general students were required to take, a third year was available to them as an elective. (384)

Every student was required to take a physical examination each year. In addition, if the student desired, she could have one at the end of the year. To aid in these examinations, a device for testing muscle strength was procured. "Through the special efforts of Dr. Hastings, the department has secured the Universal Dynamometer. This is a machine for testing the strength of the muscles of the body." (130, p. 14)

Special prescriptions of corrective exercises were given to the student if necessary, and photographs were taken of abnormal development. The student could have a copy of the plotted chart of her measurements and strength tests if she paid for it. A set of charts and statistics was maintained by the physical education department. (27, 130)

Physical examinations for the woman student consisted of the department assistant taking 40 to 50 measurements, the director of the department taking the personal history, listening to the heart and lungs, and observing the back for spinal curvatures. Special work was prescribed if necessary. In 1908, through the efforts of Miss Towne, these physical examinations were given by three women doctors. (370, 385)
The all-inclusive doctrine of two years of physical education for all women students was kept until 1920 when women over 25 were excused from the requirement. (45)

The First Professional Physical Education Courses

A Special Professional Course in Physical Education was first offered in 1898-1899.

COURSE IN PHYSICAL EDUCATION

This course may be elected by Sophomores, Juniors, and Seniors pursuing regular courses in the Colleges of Literature, Science, and the Arts, and the Industrial College. Students expecting later to elect this course should follow the suggested order of University Courses outlined for the General Scientific Group. This course is open also to graduates of other colleges, to all graduates of the advanced course of the State Normal School, and, under special circumstances, to a limited number of unclassed students.

The course is designed to meet the need of students who wish to prepare for the work of Physical Director in colleges, secondary schools, Young Men's Christian Associations, and Young Women's Christian Associations. It is intended also to prepare teachers desiring Physical Training as an accessory subject to their equipment for preparatory schools and public schools, including high, grammar, and primary school grades. So rapid is the advance of the latest and best views of public education in Nebraska that a very few years should make Physical Education a necessary part of the preparation of every well-trained teacher.

Students preparing for physical work in Y. M. C. A.'s and Y. W. C. A.'s will find it possible to obtain most of the accessory training in the English Bible in special courses at the University. Association technique may be obtained by spending a half year at Association fitting schools. (27, pp. 250-251)

Two options were available to the students:

(1) To those earning a college degree and a Physical Education certificate.

(2) To Unclassed students not obtaining a college degree but desiring a Physical Education Certificate.
Those electing Option 1 followed the General Scientific Group as Freshmen. For the next three years they continued to follow the General Scientific Group substituting Zoology 1, 2, 3, and 4 for botany and geology and electing the Physical Education courses. Upon graduation they received a Bachelor of Arts or a Bachelor of Science degree and a Physical Education Certificate.

REQUIREMENTS FOR ADMISSION

For those students who are candidates for a college degree and who desire a regular certificate for a course in Physical Education, the four years' work should be distributed as follows: for the first year the courses outlined for that year in the General Scientific Group; for the second, third, and fourth years the required work of the General Scientific Group, with two exceptions, zoology Courses 1, 2, 3, and 4, are to be substituted for botany and geology required in this group.

Electives are to be applied each year to the special and professional work outlined below under the Course in Physical Education.

COURSE IN PHYSICAL EDUCATION

SECOND YEAR

First Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Hygiene 1.</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education Theory 1. Measurements and Charts.</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education Practice 1; Hygienic Gymnastics.</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education Practice 7; Special Athletic</td>
<td>1</td>
</tr>
<tr>
<td>Training.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
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Second Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education Theory 2; Course 1; continued...</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education Practice 2; Continuation of</td>
<td>1</td>
</tr>
<tr>
<td>Course 1.</td>
<td></td>
</tr>
<tr>
<td>Zoology 8a; Comparative Osteology.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>4</td>
</tr>
</tbody>
</table>
THIRD YEAR

First Semester

Physical Education Theory 3; Physiology of Bodily Exercise. 3 hours
Physical Education Theory 5; Physical Diagnosis. 2 "
Physical Education Practice 3; Educational Gymnastics. 1 hour

Second Semester

Physical Education Theory 6; Prescription of Exercise. 2 hours
Physical Education Theory 10; Kinesiology. 3 "
Physical Education Practice 4; Educational Gymnastics. 1 hour

FOURTH YEAR

First Semester

Physical Education, Theory 3a, Emergencies. 1 hour
Physical Education, Theory 9, Methods and Equipment. 2 hours
Physical Education, Theory 11, History of Physical Education. 3 "
Physical Education, Practice 5, Leader's Practice. 1 hour

Second Semester

Pedagogy, 8, Educational Psychology. 2 hours
Physical Education, Theory 8, Athletic Training. 1 hour
Physical Education, Theory 12, Anthropometry. 3 "
Physical Education, Practice 6, Leader's Practice. 1 hour

(27, pp. 250-251)

Option 2 students followed a two year course of concentrated Physical Education classes and, upon completion, were awarded a Physical Education Certificate.

Students not taking college degrees or holding such from institutions of equal rank, who are permitted to take the courses in Physical Education, will complete the work prescribed below. Such unclassed students will be required to take the following preparation for this course:
Chemistry, 1 and 2 ........................................ 4-5 Courses
English, 1 and 2 ........................................... 4-5 "
Physics, 1 and 2 .......................................... 6-5 "
Military Drill, 1 and 2 ................................. 2-5 "

Total ................................................. 3 1-5 Courses

PRESCRIBED WORK IN PHYSICAL EDUCATION FOR
UNCLASSED STUDENTS

FIRST YEAR

First Semester

Drill --; Military (second year) ....................... 1 hour
English --; (second year) ............................. 3 hours
Hygiene 1; Natural, Public and Personal .......... 2 "
Physical Education Theory 1; Measurements and Charts.. 1 hour
Physical Theory 3; Physiology of Bodily Exercise...... 3 hours
Physical Practice 1; Hygienic Gymnastics .......... 1 hour
Physical Practice 7; Special Athletic Training...... 1 "
Zoology 1. Introductory Course ..................... 3 hours
Zoology 3; Physiology ................................. 2 "

17 hours

Second Semester

Drill --; Military (second year) ....................... 1 hour
English --; (second year) ............................. 3 hours
Physical Education Theory 2; Measurements and Charts.. 1 hour
Physical Theory 10; Kinesiology ....................... 3 hours
Physical Education Practice 2; Hygienic Gymnastics
continued................................................ 1 hour
Physical Practice 8; Special Athletic Training
continued................................................ 1 "
Zoology 2; Introductory Course continued.......... 3 hours
Zoology 4; Physiology continued ..................... 2 "
Zoology 8a; Osteology .................................. 2 "

17 hours

SECOND YEAR

First Semester

Philosophy 1; General Psychology ...................... 3 hours
Physical Education Theory 5; Physical Diagnosis .... 2 "
Physical Education Theory 3a: Emergencies .......... 1 hour
Physical Education Theory 9; Methods and Equipment.... 2 hours
Physical Education Theory 11; History and Philosophy of Physical Education ........................................ 3 "
Physical Education Practice 3; Educational Gymnastics. 1 hour
Physical Education Practice 5; Leader's Practice .... 1 "
Zoology 11; Mammalian Anatomy............................ 3 hours

Second Semester

Pedagogy 8; Educational Psychology......................... 2 hours
Philosophy -- ; Physiological Psychology.................... 3 "
Physical Training Theory 6; Prescription of Exercise........ 2 "
Physical Training Theory 8; Athletic Training............. 1 hour
Physical Training Theory 12; Anthropometry............... 3 hours
Physical Training Practice 4; Educational Gymnastics continued..................................................... 1 hour
Physical Training Practice 6; Leader's Practice continued............................................................... 1 hour
Zoology 12; Mammalian Anatomy continued.................. 3 hours

A University certificate of the completion of this course in Physical Education will be granted to graduates of the University who have satisfied all the requirements of the above courses and whose faithful work in general, special, and professional subjects proclaim them worthy to receive from the faculty such a recommendation.

Graduates from other Universities and Colleges of equal rank with the University of Nebraska will receive a like certificate upon the same terms as graduates of this institution.

Students not graduates of the University or of institutions of equal rank who complete this course will receive a statement to that effect and be given credit for the work towards a degree. (27, pp. 252-4)

With the beginning of these professional courses, the title of the department was changed from "Physical Training and Hygiene" to "Physical Education and Hygiene." (27)

The first two Physical Education Certificates available under the new options were awarded in 1900: one to Alberta Spurck, who also received a Bachelor of Arts Degree; and one to Ada Gertrude Heaton. (29)

Alberta Spurck entered the Preparatory School at the University of Nebraska September 20, 1893. On her record appears the notation that
during her third year [of University courses] she was "Allowed to complete Physical Training Course and to take A.B. on completion of 130 hours coll work." (98) The record (98) shows the following were her elective courses:

Hygiene 1, 2
Zoology 3, 4
Zoology 11, 12
Phys. Ed. Theory 5, 6
Phys. Ed. Theory 11, 12
Phys. Ed. Practice *, 6
Phys. Ed. Practice *, 4a

During the fourth year, her required courses (98) were as follows:

Phys. Ed. Theory 1
Phys. Ed. Theory 1a
Phys. Ed. Theory 3
Phys. Ed. Theory 3a
Phys. Ed. Theory 7, 8
Phys. Ed. Theory 9, 10

Ada Gertrude Heaton's courses (98) were as follows:

<table>
<thead>
<tr>
<th>Required</th>
<th>Elective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Culture</td>
<td>Phys. Tr. Theory 1</td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. Theory 11, 12</td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. Theory 5, 6</td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. Practice *</td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. Theory 3</td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. Theory 3a, 8</td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. Theory 9, 10</td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. Practice 7, 8</td>
</tr>
<tr>
<td></td>
<td>Phys. Ed. Practice 26</td>
</tr>
</tbody>
</table>

**Teachers College**

On February 14, 1908, the Board of Regents elevated the Department of Education into a Teachers College. [Beginning in the late 1920's most women receiving a Physical Education Certificate would earn a

*These numbers are illegible as they appear in the record.*
Bachelor of Science degree from Teachers College. In 1947, the Department of Physical Education for Women would become a part of this college. Students desiring to earn a Bachelor of Arts Degree within Teachers College were required to take seven out of the following eight groups of studies which must be completed before the end of the third year:

1. The Mother Tongue ........................................ 6 hours
2. The Classics (Greek or Latin) .......................... 10 hours
3. Modern Language (French or German) ............... 10 hours
4. History and Sociology .................................. 6 hours
5. Philosophy and Economics .............................. 6 hours
6. Exact Science (Astronomy, Mathematics) ............. 10 hours
7. Physical Science (Chemistry or Physics) .............. 6 hours
8. Biology (Botany or Zoology) ............................ 6 hours

In addition to or including the above the student is required to complete at least 15 hours in education, and 6 hours in psychology or 3 hours in psychology and 3 hours in philosophy, logic or ethics; and 40 hours divided between two major subjects or one major and two minor subjects. No major subject shall be less than 16 hours and no minor subject shall be less than 12 hours. (36, p. 162)

In addition, four hours of Rhetoric 1 and 2 and four hours of physical training were absolutely required of the women.

The plan, more briefly, contemplates --

A. Absolute requirements ................................. 8 hours
B. Required elective ....................................... 65 or 69 hours
C. Free electives .......................................... 52 or 48 hours

(36, p. 163)

After successfully completing the above program, graduates of high standing were recommended to receive The University Teachers' Certificate.

That all graduates of the University of Nebraska holding the degree of bachelor of arts or bachelor of science, and in addition thereto, certificates authorized by the board of regents showing that such graduates have completed the course of instruction prescribed by the regents and faculty of said university, for the special training and instruction of teachers, and such other graduates as hold the same degrees from any college or university duly incorporated under the laws of the state of Nebraska, who, in the judgment of the
state superintendent of public instruction, have completed in
their respective institutions an equivalent of the courses in
the state university, for said degrees prescribed by the regents
and faculty of said university, shall be accredited as qualified
teachers within the meaning of the school law of this state;
and all such graduates shall have equal privileges, upon equal
conditions, with graduates from any and all other educational
institutions within this state under the school law thereof.
(36, pp. 186-187)

The University Teachers' Certificate qualified the recipient to teach
in the Nebraska public schools for three years.

Said certificates are hereby declared to be valid as certificates
of the first grade to teach in the public schools of the state
of Nebraska for a period of three years from their date." Sec.
1a, subd. IX, S. L. 1905. (36, p. 187)

To be admitted to the professional work leading to a teaching certifi-
cate, a student must have completed her Sophomore year. (2)

Among several options offered by the new college was one designed
for:

Persons preparing to teach special branches, such as physical
or manual training, home economics, and so on. Special one-
year curricula are arranged to accommodate these. (36, p. 161)

This one year teacher's course in physical education replaced the two
year "Special Course for Unclassed Students" which had been previously
offered.

Women students electing this option took the following courses:

**PHYSICAL TRAINING**

**Physical Education 3.** Anthropometry. Laws of human proportion
value of measurements. The average mean type and ideal.
Practice in recording measurements and making charts. Two
hours attendance. Two hours credit. ADJUNCT PROFESSOR TOWNE.

**Physical Education 5.** General athletic training (for men).
Theory of athletic training. Diet, sleep, bathing, rubbing.
One hour attendance. One hour credit. PROFESSOR CLAPP.

**Physical Education 6.** Emergencies. Recitation and demonstration.
One hour attendance with assigned readings. One hour credit.
ADJUNCT PROFESSOR TOWNE.
Physical Education 10. Orthopedic Gymnastics and Prescription of Exercise. Corrective gymnastics as applied to all abnormal conditions. Two hours attendance. Two hours credit. ADJUNCT PROFESSOR TOWNE.

Physical Education 17. Methods in Teaching Gymnastics. Two hours attendance. Two hours credit. ADJUNCT PROFESSOR TOWNE.

Physical Education 18.--17 continued. Second semester.

Physical Education 19. Track Athletics. Theory and practice. Technique of track and field athletics. Systematic preparation for indoor and outdoor athletic events. One hour theory with outside readings and one hour practice. One hour credit. PROFESSOR CLAPP.

Physical Education 20.--19 continued. Second semester.

Physical Education 35. Hygiene. A general study of all phases of personal and public hygiene and sanitation. Two hours attendance, with outside readings. Two hours credit. PROFESSOR CLAPP.

Physical Education 36.--35 continued. Second semester.

PRACTICE FOR WOMEN

Physical Education 21. Light Gymnastics. Instruction in walking and standing positions. Military drill, setting-up exercises, Swedish gymnastics, and gymnastic games. Four one-half hour periods. One hour credit. MISS GITTINGS.

Physical Education 22.--21 continued. Second semester.

Physical Education 25. Gymnastics and Athletics. Advanced work on horse, parallel bars, vaulting bar, ladders, flying and traveling rings and buck. Instruction in running and hurdling, the high and broad jumps, and shot-put. Four one-half hours attendance. One hour credit. MISS GITTINGS.

Physical Education 26. Gymnastics and Athletics.--25 continued. Foil fencing and Swedish Folk dances. Four one-half hours attendance. One hour credit. (36, pp. 174-175)
Until 1911, Teachers College was permitted to award the Bachelor of Arts or Bachelor of Science degrees. Then, beginning with the school year 1911-1912, the requirement was established that a student must complete two years college work before she could be admitted to Teachers College. The student would then be registered in both Teachers College and her original college, receiving the degree of Bachelor of Arts or Bachelor of Science from the college in which she first registered. Teachers College awarded a University Teachers Diploma to the student which stated she had graduated from Teachers College and listed the subjects the student was prepared to teach. In 1921, Teachers College received permission to award the Bachelor of Science in Education degree and in 1922, the Bachelor of Arts in Education degree. (2, 39)

Minor in Physical Education

In 1920, a minor in physical education was offered for the first time. Eighteen hours of zoology and physiology or philosophy and sociology plus the following courses in physical education were required:

Theory Courses 3, (Playgrounds), 4 (3 cont'd), 107 (Methods of teaching P.E.), 108 (107 cont'd), 109 (Practice in Teaching)
Practice Courses 3 & 4, 61 (Normal Aesthetic Dancing), 62 (61 cont'd), 155 (Games, Sports & Aesthetic Dancing), 156, 163, & 164 (155 cont'd). (45, p. 335)

Curriculum and Requirements for the Physical Education Major

Throughout this period, 1898-1924, virtually all students graduating from the University of Nebraska who majored in physical education and earned a degree, received the Bachelor of Arts Degree from the College of Arts and Sciences [known at various times as The Academic College or The College of Literature, Science, and the Arts].
1898-1899 To 1908-1909

The requirements for a Bachelor of Arts degree from The Academic College of the University of Nebraska in 1898-1899 are shown in Exhibit 1. The requirements for a Physical Education Certificate from the University of Nebraska in 1898-1899 are shown in Exhibit 2. The descriptions of the physical education courses at the University of Nebraska in 1898-1899 are shown in Exhibit 3. A summary of the changes which occurred in the physical education theory courses for women at the University of Nebraska between 1898-1899 and 1908-1909 is shown in Table 2. A summary of the changes which occurred in the physical education activity courses for women at the University of Nebraska between 1898-1899 and 1908-1909 is shown in Table 3.

The physical education major had few textbooks available for her use during these early years. Among those which were available were Claes Enebuske's Progressive Gymnastic Day's Order According to the Principles of the Ling System and Spaulding books on team games. (370)

The instruction in the activity classes was given by command; the teacher did not participate. As part of their methods training, the older majors would teach these activity classes. The 60 to 80 students in each class would be divided into squads in the charge of a major who would teach the work on the different pieces of apparatus. In 1901-1902, practice teaching outside the University of Nebraska was initiated with senior women physical education majors practicing at Lincoln High School, Nebraska Wesleyan University and Doane College. Students also taught at Bancroft Elementary School. (370, 371, 384)
EXHIBIT 1

REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE FROM THE ACADEMIC COLLEGE OF THE UNIVERSITY OF NEBRASKA, 1898-1899

THE GENERAL GROUPS

A. GENERAL CLASSICAL*

<table>
<thead>
<tr>
<th>First Year</th>
<th>FIRST SEM.</th>
<th>SECOND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek, 1, 2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Latin, 1, 2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Mathematics, 1c, 2c</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>English, 1, 2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Chemistry, 1, 2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Drill (for young men) or Physical Training</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>(for young women)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Year</th>
<th>FIRST SEM.</th>
<th>SECOND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greek, 3, 4, or Latin, 3, 4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>German, 1a, 2a</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>or French, 1a, 2a, three hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English, 3, 4</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Physics, 1, 2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Drill (for young men) or Physical Training</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>(for young women)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>or five hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>17</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Third Year</th>
<th>FIRST SEM.</th>
<th>SECOND SEM.</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Literature, 5, 6</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>French, 1a, 2a</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>or German, 1a, 2a, four hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy, 1, 4</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Botany or Zoology, 1, 2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>or four hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two Themes</td>
<td>16</td>
<td>16</td>
</tr>
</tbody>
</table>

*Students in this group must have one year of French and one year of German.
EXHIBIT 1 (Continued)

<table>
<thead>
<tr>
<th>Fourth Year</th>
<th>FIRST SEM. HOURS</th>
<th>SECOND SEM. HOURS</th>
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</thead>
<tbody>
<tr>
<td>Political Science</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>History (American or European)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>One Theme</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

B. GENERAL LITERARY

First Year

| Modern Language (according to preparation)       | 4                | 4                 |
| Language (Ancient or Modern)                    | 4                | 4                 |
| or European History, 1, 2, four hours           |                  |                   |
| Mathematics, 1c, 2c                              | 4                | 4                 |
| English, 1, 2                                    | 2                | 2                 |
| Chemistry, 1, 2                                  | 2                | 2                 |
| Drill (for young men) or Physical Training (for young women) | 1                | 1                 |
|                                                   | 17               | 17                |

Second Year

| European History, 1, 2                           | 4                | 4                 |
| or European History, 3, 4, three hours           | 4                | 4                 |
| Language (Ancient or Modern)                    | 4                | 4                 |
| English, 3, 4                                    | 2                | 2                 |
| Physics, 1, 2                                    | 2                | 2                 |
| Drill (for young men) or Physical training (for young women) | 1                | 1                 |
| Electives                                       | 4                | 4                 |
| or five hours                                   | 17               | 17                |

Third Year

| English Literature, 5, 6                         | 3                | 3                 |
| European History, 3, 4                           | 3                | 3                 |
| or Modern Language, four hours*                  |                  |                   |
| Philosophy, 1, 4                                 | 3                | 3                 |
| Botany or Zoology, 1, 2                           | 2                | 2                 |
| Electives                                       | 5                | 5                 |
| or four hours                                   |                  |                   |
| Two themes                                      |                  |                   |
|                                                   | 16               | 16                |

*Students taking European History during the first and second years must take Modern Language four hours in the third year.
EXHIBIT 1 (Continued)

<table>
<thead>
<tr>
<th>Course</th>
<th>FIRST SEM. HOURS</th>
<th>SECOND SEM. HOURS</th>
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</thead>
<tbody>
<tr>
<td>Political Science</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>American History, 9, 10</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>9</td>
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<tr>
<td>One theme</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

The University of Nebraska Calendar, 1897-1898. June, 1898, pp. 58-60.
EXHIBIT 2

REQUIREMENTS FOR A PHYSICAL EDUCATION CERTIFICATE FROM THE UNIVERSITY OF NEBRASKA, 1898-1899

The Department of Physical Education requires for young men the completion of Course 1, Hygiene, and of Courses 1, 2, 3, 4, 5, and 6, in Physical Education-Practice; Courses 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, and 12 in Physical Education Theory. For young women, the completion of the same course in Hygiene and in Physical Training-Theory is required, Courses 1, 2, 5, 6, and 7, however, will be taken under the instruction in the women's section of the Department. Young women take also the courses 1, 2, 3, and 4, in Physical Education-Practice with Miss Barr.

The University of Nebraska Calendar, 1897-1898, June, 1898, p. 162.
EXHIBIT 3

DESCRIPTIONS OF THE PHYSICAL EDUCATION COURSES AT THE UNIVERSITY OF NEBRASKA, 1898-1899

HYGIENE

1. Natural, public and personal. The history of the subject in brief. Advantages of regular exercise: Vitality vs. muscular power; development of the vital functions; respiration, circulation, digestion. Foods: values, sources, digestibility, etc. Stimulants and narcotics. Bathing, clothing, ventilation, heating, drainage and plumbing. Care of the eye. Young men, special physiology and personal purity. Young women, special physiology, dress, and care of the sick. Young men: I. W., and F., at 11:20; Young women: II., W., and F., at 9:00. First semester, Dr. Hastings and Miss Barr. 2 hours credit.

PHYSICAL EDUCATION-THEORY

1. Measurements and charts. Practice in recording measurements making out charts, etc. First semester, Mr. Pryce or Miss Barr. (Three hours practice.) One hour credit.

2. Continuation of Course 1, with the addition of Elements of Prescription of Exercise. Second semester, Mr. Pryce or Miss Barr. (Three hours practice.) One hour credit.

3. Physiology of Bodily Exercise, including the study of the physiological features of training, breathlessness, fatigue, stiffness, movements and circulation before and after exercise, and the investigation of the relation between vitality and muscular power. First semester, Dr. Hastings. Lectures, reading course, and experimental work. Three hours credit.

3a. Emergencies. Text-book Doty's "Prompt Aid to the Injured." Recitations and demonstrations. The Red Cross Society offer a special certificate to those who complete this course satisfactorily to their examining committee. Second semester, Dr. Hastings or assistant. One hour credit.

5. Physical Examinations and use of Instruments, including both theory and practice. Practice in taking girths and strength tests, Physical Diagnosis. First semester, Dr. Hastings or Miss Barr. Six hours work. Credit two hours.

6. Continuation of Course 5 with the addition of Prescription of Exercise. Practice in examination of normal heart and lungs, and in the prescription of exercise for such abnormal subjects as present themselves for examination. Second semester, Dr. Hastings or Miss Barr. Six hours work. Credit two hours.

7. Lectures to young women on Pelvic Anatomy and Physiology. Postural Deformities and their effect upon the pelvic organs. The evils resulting from unhygienic dress. First semester, Miss Barr. Credit one hour.
8. Training. Condition, habit, muscle, and endurance. Second semester, Dr. Hastings. One hour credit.

9. Methods and Equipment of a Physical Department. The Gymnasium and the Athletic Field, construction, equipment, organization, rules, and management. Dr. Hastings or assistant. One hour credit.


11. History and Philosophy of Physical Education. The most important portions of ancient and modern literature on the subject, covered by assigned readings, digests, reports, discussions, and lectures. First semester, Dr. Hastings. Three hours credit.


**PHYSICAL EDUCATION—PRACTICE**

**Young Men**

**First Year**


2. Continuation of Course 1, with the addition of light gymnastics with bar-bells, and of light work on the heavy apparatus, bounce-board, spring-board, horizontal bar, ropes, poles, ladders, mats; buck and horse. I., M., T., W., Th., and F., at II., at Second semester, Mr. Pryce. G. Credit one hour.

EXHIBIT 3 (Continued)

4. Continuation of Course 3, with the addition of single stick and wrestling. The principles of gymnastic progression, form, judging, and marking of apparatus work; the analysis and combination of movements, nomenclature. M., W., and F., at 4. Second semester, Mr. Pryce, G.

5. Leader's Corps Practice in Hygienic Gymnastics. I., T., Th., F., at ; II., T., Th., F., at . First semester, Dr. Hastings. One hour credit.

6. Leader's Corps Practice in Educational Gymnastics and Athletics. I., M., W., F., at 4; II., T., Th., at 6; Sat. at 3. Second semester, Dr. Hastings. One hour credit.

7. Special Athletic Training. Systematic preparation for indoor and outdoor athletic events. I., T., Th., at 5, Sat. at 4; II., M., W., and F., at 6; III., T., Th., at 6; Sat. at 3. Additional hours for individual practice under special prescription of the Physical Director. First semester, Dr. Hastings. Three hours required work. One hour credit.

8. Continuation of Course 5, including training in field and track events. Second semester.

PHYSICAL TRAINING—PRACTICE

Young Women

First Year

1. Instruction in walking and standing positions, military drill, setting up exercises. Free hand work, marching, calisthenics (1st series) fancy steps. Light gymnastics, long and short wands, clubs, dumb-bells, bar-bells, Swedish gymnastics, mat drill. Gymnastic games. I., M., T., Th., and F., at 9; II., at . First semester, Miss Barr, G. One hour credit.

2. Continuation of Course 1, adding elementary work on spring board, ropes, poles, ladders, and horse. Second semester, Miss Barr, G. One hour credit.

Second Year

3. Military marching, figure marching, advanced work with dumbbells, bar-bells, clubs. Marching calisthenics (2nd) series, fancy steps, bounding balls, mat drill, Swedish work on apparatus. Heavy gymnastics: Horse, parallel bars, vaulting bars, ladders, flying and traveling rings, buck, jumping, etc. Athletic and gymnastic games, Basket Ball. I., M., T., Th., and F., at ; II., at . First semester, Miss Barr. G. One hour credit.
4. Continuation of Course 3, adding foil fencing. Class instruction in position, lines of engagement, attacks and parries according to the French School. Besides regular class Basket Ball teams, a Varsity and substitute team will be formed during first semester. Tennis, bicycling, and as much outdoor work as possible will be encouraged during fall and spring months. I., M., T., Th., and F., at ; II, at . Second semester, Miss Barr. One hour credit.

5. Leader's Corps Practice in Hygienic Gymnastics. I., M., T., Th., F., at 9; II., at . First semester, Miss Barr. One hour credit.


The University of Nebraska Calendar, 1897-1898, June, 1898, pp. 163-166.
<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>Credit Hours</th>
<th>No.</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Continuation of Course 1, with the addition of Elements of</td>
<td>1</td>
<td>10</td>
<td>Orthopedic Gymnastics and Prescription of Exercise</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>Prescription of Exercise</td>
<td></td>
<td>6</td>
<td>Continuation of Course 5 with the addition of Prescription of Exercise</td>
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<tr>
<td>7</td>
<td>Lectures to young women on Pelvic Anatomy and Physiology</td>
<td>1</td>
<td>2</td>
<td>Physical Diagnosis</td>
<td>2</td>
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<tr>
<td>5</td>
<td>Physical Examinations and Use of Instruments</td>
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<td>5</td>
<td>General Athletic Training</td>
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<tr>
<td>8</td>
<td>Training</td>
<td>1</td>
<td>19</td>
<td>Track Athletics</td>
<td>1</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>20</td>
<td>19 Continued</td>
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<td>3</td>
<td>Physiology of Bodily Exercise</td>
<td>3</td>
<td>8</td>
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<td>3a</td>
<td>Emergencies</td>
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<td>6</td>
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<tr>
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<td>9</td>
<td>Methods and Equipment of a Physical Department</td>
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<td>12</td>
<td>Methods of Equipment of a Department</td>
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<tr>
<td>11</td>
<td>History and Philosophy of Physical Education</td>
<td>3</td>
<td>11</td>
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TABLE 2 (Continued)

<table>
<thead>
<tr>
<th>New Courses</th>
<th>1898-1899</th>
<th>1908-1909</th>
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<tr>
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<td>Title</td>
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<td>Methods in Teaching</td>
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<td></td>
<td>35</td>
<td>Hygiene</td>
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<td>36</td>
<td>Hygiene</td>
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<tr>
<td>No.</td>
<td>Title</td>
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</tr>
<tr>
<td>-----</td>
<td>--------------------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1</td>
<td>a</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>a</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>a</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>a</td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Leader's Corps Practice in Hygienic Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Leader's Corps Practice in Educational Gymnastics</td>
<td>1</td>
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</tbody>
</table>

**New Courses**

- 25 Gymnastics and Athletics
- 26 Gymnastics and Athletics

*a* A title was not given for the course.

*b* Credit hours not stated in the catalogue.
1908-1909 To 1918-1919

The requirements for a Bachelor of Arts degree from the University of Nebraska in 1908-1909 are shown in Exhibit 4. The requirements for a Physical Education Certificate from the University of Nebraska in 1908-1909 are shown in Exhibit 5. [In 1910-1911, a swimming requirement was added. "Ability to use the common strokes in swimming is also required." (38, p. 153) Classes in swimming were taught at the YMCA and at Lincoln High School. (143, 144)] The descriptions of the physical education courses in 1908-1909 at the University of Nebraska are shown in Exhibit 6. A summary of the changes which occurred in the physical education theory courses for women at the University of Nebraska between 1908-1909 and 1918-1919 is shown in Table 4. A summary of the changes which occurred in the physical education activity courses for women at the University of Nebraska between 1908-1909 and 1918-1919 is shown in Table 5.

1918-1919 To 1923-1924

The requirements for a Bachelor of Arts Degree from the University of Nebraska in 1918-1919 are shown in Exhibit 7. The requirements for a Physical Education Certificate from the University of Nebraska in 1918-1919 are shown in Exhibit 8. The descriptions of the physical education courses at the University of Nebraska in 1918-1919 are shown in Exhibit 9. A summary of the changes which occurred in the theory courses for women at the University of Nebraska between 1918-1919 and 1923-1924 is shown in Table 6. A summary of the changes which occurred in the activity courses for women at the University of Nebraska between 1918-1919 and 1923-1924 is shown in Table 7.
EXHIBIT 4

REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE
FROM THE UNIVERSITY OF NEBRASKA,
1908–1909

COLLEGE REQUIREMENTS

Rhetoric 1 and 2—4 hours—and drill (men) or physical training (women)—4 hours—are required absolutely.

Each student is required to take in some one department at least 24 hours of work, but no student is permitted to take more than 40 hours in any one department. Preferably at the beginning of the second year, and in no event later than the beginning of the third year, the student must name to the Registrar the department in which he intends to discharge this major requirement. The student's work in this his major subject is under the control of the head of the department.

GENERAL ADVISERS

A committee consisting of eight members of the faculty advises students in regard to their required electives.

The required electives fall under the following eight heads, of which at least seven must be completed by each student not later than the end of his third year:

(1) The Mother Tongue................................. 6 hours
(2) The Classics (Greek or Latin)...................... 10 hours
(3) Modern Language (French or German)............ 10 hours
(4) History and Sociology.............................. 6 hours
(5) Philosophy and Economics.......................... 6 hours
(6) Exact Science (Astronomy, Mathematics)......... 10 hours
(7) Physical Science (Chemistry or Physics).......... 6 hours
(8) Biology (Botany or Zoology)...................... 6 hours

These required electives, with the 8 hours of absolute requirements named above, make 58 or 62 hours. The remaining 63 or 67 hours necessary to the total of 125 hours required for the bachelor's degree are open to free election.

The plan, more briefly, contemplates:

A. Absolute requirements............................. 8 hours
B. Requires electives.................................50 or 54 hours
C. Free electives....................................... 57 or 63 hours

Total.....................................................125 hours

The University of Nebraska Complete Calendar, July 1, 1907–July 1, 1908, Announcements 1908–1909. July 15, 1908, pp. 127–128.
EXHIBIT 5

REQUIREMENTS FOR A PHYSICAL EDUCATION CERTIFICATE FROM THE UNIVERSITY OF NEBRASKA, 1908-1909

The requirements for the certificate in physical education for men covers courses 13, 14, 15, 16, 31 and 32 in physical education (practice), and courses 1, 2, 3, 4, 5, 6, 7, 8, 10, 11, 12, 17, 18, 19 and 20 in physical education (theory). For women the same courses in theory are required with the exception of course 5, and also courses 21, 22, 23, 24, 25, 26, 33 and 34 in physical education (practice).

The University of Nebraska Complete Calendar, July 1, 1907 - July 1, 1908, Announcements, 1908-1909, July 15, 1908, p. 285.
DESCRIPTIONS OF THE PHYSICAL EDUCATION COURSES
AT THE UNIVERSITY OF NEBRASKA,
1908-1909


2. Physical Diagnosis—Theory and practice of normal and abnormal physical signs of thoracic organs. Two hours attendance. Two hours credit. Second semester. PROFESSOR CLAPP.


6. Emergencies—Recitation and demonstration. One hour credit. For students in domestic science, two hours, with additional readings. Second semester. ADJUNCT PROFESSOR TOWNE.


8. Physiology of Bodily Exercise—Physiological features of training, breathlessness, fatigue and stiffness. Testing respiratory movements and circulation before and after exercise. Two hours attendance. Two hours credit. Second semester. PROFESSOR CLAPP.

9. Orthopedic Gymnastics and Prescription of Exercise—Corrective gymnastics as applied to abnormal conditions. Special lectures to women on pelvic anatomy. Massage. Theory and practice. Two hours attendance. Two hours credit. Second semester. PROFESSOR CLAPP, ADJUNCT PROFESSOR TOWNE.

10. History and Literature of Physical Education—Ancient and modern literature covered by assigned readings, digests, reports, discussions, and lectures. One hour attendance. One hour credit. First semester. ADJUNCT PROFESSOR TOWNE.

Not given in 1908-1909.
EXHIBIT 6 (Continued)


PROFESSOR CLAPP.]

Not given in 1908-1909.

17. *Methods in Teaching*—Two hours attendance. Two hours credit.  
First semester. Men, PROFESSOR CLAPP; women, ADJUNCT PROFESSOR TOWNE. (Consult instructors before registering.)


PROFESSOR CLAPP.


35. *Hygiene*—A thorough course in Hygiene planned for students of the Teachers College and others who expect to teach the subject or have charge of the sanitation of public school buildings. For information in regard to course see Teachers College announcement. Two hours attendance. Two hours credit.  

PROFESSOR CLAPP.


**PHYSICAL EDUCATION—PRACTICE**

**MEN—FIRST YEAR**


PROFESSOR CLAPP, MR. BOHLER.


PROFESSOR CLAPP, MR. BOHLER.

**SECOND YEAR**

15. (AA1) *Gymnastics*—Advanced course. Light and heavy gymnastics. For those who have completed courses 13 and 14 or their equivalent. Wrestling or fencing. Two hours attendance. One hour credit. First semester.  

PROFESSOR CLAPP.


31. *Leaders' Class*—Members must be proficient in all forms of gymnastics. Consult instructor before registering. One hour credit. First semester.  

PROFESSOR CLAPP.

EXHIBIT 6 (Continued)

WOMEN—FIRST YEAR

21. Light Gymnastics—Walking and standing positions, military drill, setting-up exercises, Swedish gymnastics, gymnastic games. One hour credit. First semester. ADJUNCT PROFESSOR TOWNE.


SECOND YEAR

23. Light Gymnastics—Military and figure marching, advanced work with dumb bells, wands, clubs; apparatus work on horse, parallel bars, vaulting bars, ladders, flying and traveling rings and buck. Athletic and gymnastic games, basket ball. One hour credit. First semester. Miss Gittings.

24. Light Gymnastics—23 continued. Regular class basketball teams. ’Varsity and substitute team formed during first semester. Field hockey, tennis, and outdoor work during fall and spring months. Second semester.

25. Gymnastics and Athletics—Advanced course. Horse, parallel bars, vaulting bar, ladders, flying and traveling rings and buck. Running and hurdling, high and broad jumps, and shot-put. Consult instructor before registering. First semester. ADJUNCT PROFESSOR TOWNE.


33. Light and Heavy Gymnastics—(For Normal training students only.) Three hours attendance. One hour credit. First semester. ADJUNCT PROFESSOR TOWNE.

34. Light and Heavy Gymnastics—33 continued. Second semester.

### SUMMARY OF CHANGES IN PHYSICAL EDUCATION THEORY COURSES FOR WOMEN
### AT THE UNIVERSITY OF NEBRASKA, 1908-1909 TO 1918-1919

<table>
<thead>
<tr>
<th>Courses Eliminated, Combined, Revised, or Expanded</th>
<th>1908-1909</th>
<th>1918-1919</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>1</td>
<td>Hygiene</td>
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</tr>
<tr>
<td>35</td>
<td>Hygiene</td>
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<td>36</td>
<td>Hygiene</td>
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<td>19</td>
<td>Track Athletics</td>
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<tr>
<td>20</td>
<td>Track Athletics</td>
<td>1</td>
</tr>
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<td>5</td>
<td>General Athletic Training</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Number, Title, or Credit Hour Changes</th>
<th>1908-1909</th>
<th>1918-1919</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>6</td>
<td>Emergencies</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Orthopedic Gymnastics and Prescription of Exercise</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>Methods in Teaching</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>Methods in Teaching</td>
<td>2</td>
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</table>

<table>
<thead>
<tr>
<th>New Courses</th>
<th>1908-1909</th>
<th>1918-1919</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>37</td>
<td>Practice in Teaching</td>
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</tr>
<tr>
<td>38</td>
<td>Practice in Teaching (37 Cont'd)</td>
<td>3</td>
</tr>
<tr>
<td>39</td>
<td>Playgrounds</td>
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<tr>
<td>40</td>
<td>Playgrounds (39 Cont'd)</td>
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</table>
### TABLE 5

**SUMMARY OF CHANGES IN PHYSICAL EDUCATION ACTIVITY COURSES FOR WOMEN AT THE UNIVERSITY OF NEBRASKA, 1908-1909 TO 1918-1919**

<table>
<thead>
<tr>
<th>Number, Title, or Credit Hour Changes</th>
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<th>1918-1919</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>Number, Title, or Credit Hour Changes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25 Gymnastics and Athletics</td>
<td>25</td>
<td>a</td>
</tr>
<tr>
<td>26 Gymnastics and Athletics</td>
<td>26</td>
<td>a</td>
</tr>
<tr>
<td>33 Light and Heavy Gymnastics</td>
<td>33</td>
<td>1</td>
</tr>
<tr>
<td>34 Light and Heavy Gymnastics</td>
<td>34</td>
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**New Courses**

<table>
<thead>
<tr>
<th>1908-1909</th>
<th>1918-1919</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>29</td>
<td>Advanced Heavy Gymnastics</td>
</tr>
<tr>
<td>30</td>
<td>Advanced Heavy Gymnastics</td>
</tr>
<tr>
<td>35</td>
<td>Aesthetic Dancing</td>
</tr>
<tr>
<td>36</td>
<td>Aesthetic Dancing</td>
</tr>
<tr>
<td>45</td>
<td>Games and Sports</td>
</tr>
<tr>
<td>46</td>
<td>Games and Sports</td>
</tr>
<tr>
<td>47</td>
<td>Games and Sports</td>
</tr>
<tr>
<td>48</td>
<td>Course 47 Continued</td>
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</tbody>
</table>

\(^a\) Credit hours were not stated.
EXHIBIT 7

REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE
FROM THE UNIVERSITY OF NEBRASKA,
1918-1919

REQUIREMENTS FOR GRADUATION

University Credits (125 hours)—For the degree of Bachelor of Arts or of Bachelor of Science, 125 University credit hours1 are required. No student is recommended for a degree who is not within eighteen hours of this requirement at the beginning of his last semester.

No student is permitted to be a candidate for more than one degree at a time. Not more than one degree can be conferred upon any student on any commencement day. A graduate holding the degree of Bachelor of Arts may receive the degree of Bachelor of Science by an additional year of work (30 hours), two-thirds of which must be given to a major in Exact Science, Physical Science, or Biological Science. A graduate holding the degree of Bachelor of Science may receive the degree of Bachelor of Arts by an additional year of work (80 hours), two-thirds of which must be given to a major in the Mother Tongue, Classics, Modern Language, History, Philosophy, or Economics.

Required Subjects (8 hours)—Each candidate for graduation from the College of Arts and Sciences is absolutely required to complete the following subjects:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rhetoric (courses 1 and 2)</td>
<td>4</td>
</tr>
<tr>
<td>Military Science (men) or Physical Education (women)</td>
<td>4</td>
</tr>
</tbody>
</table>

1A course receives one hour of credit for each one-hour recitation or lecture which presupposes two hours of preparation or for the equivalent of a three-hour laboratory period during each of the eighteen weeks of a semester.

*Only credibly attested physical disability, or membership in a religious organization whose creed forbids participation in warfare in any form (on the part of parent in case of a minor), are accepted as excusing from the requirement in military science. Those excused for conscientious scruples are required to do work in Physical Education equivalent in amount. Unless excused or reprieved, each undergraduate man or woman must fulfill this requirement during the freshman and sophomore years, or begin the work immediately upon matriculation. A student excused from this requirement (whatever the reason) must still, in order to graduate, obtain the full number of hours credit required of other candidates for the degree sought. Thorough drill or physical education elsewhere than at the University may, as in the case of any other study, on evaluation, be credited to a student in lieu of a like amount of either subject at the University. Such credit by commutation, however, in no case exceeds a total of four hours.
Optional Subjects (36 to 44 hours)—Each candidate for the bachelor's degree is required to choose two groups from each of the following divisions (A, B, C), in the amount indicated, which shall be completed before the end of his junior year:

<table>
<thead>
<tr>
<th>Hours</th>
<th>A (1) Mother Tongue</th>
<th>A (2) Classics (Greek or Latin)</th>
<th>A (3) Modern Language (other than English)</th>
<th>B (4) History</th>
<th>B (5) Philosophy</th>
<th>B (6) Economics or Political Science</th>
<th>C (7) Exact Science (Mathematics)</th>
<th>C (8) Physical Science (Chemistry or Physics)</th>
<th>C (9) Biology (Botany or Zoology)</th>
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</thead>
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<td></td>
<td></td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>

Each Sophomore shall take at least one subject (other than Rhetoric and Military Science or Physical Education) continued from his freshman year.

Specialization—Students shall be permitted to choose their elective studies without reference to majors or minors; but each student before graduation shall complete at least two years work in some one department (minimum 16 hours). Students who wish to specialize after one year of residence may select any department, with any professor in that department as adviser, and may take therein a major of not less than 24 nor more than 45 hours; such students retaining the right to choose any elective subject aside from the major. Students in the Teachers College shall meet the major and minor requirements for the University Teachers' Certificate.

Grades—Not more than 20 per cent of the students' work below a grade of 70 per cent is credited on requirements for graduation.

Bachelor of Science Degree—Any student in the College of Arts and Sciences who majors in a scientific department and, of the 125 hours required for graduation, completes not less than sixty hours in mathematics and science may take the degree of Bachelor of Science instead of the degree of Bachelor of Arts. Such student, however, shall complete six of the nine groups (A, B, or C).

---

1A subject from the groups taken in the student's first semester shall be continued in his second semester.
2A student may substitute a second year of classics (Greek or Latin) for any one of B or C.
3A student may register in the six-year combined Academic-Law course in his senior year and elect not more than 24 hours in the College of Law. (See the announcement of the College of Law.)
EXHIBIT 8

REQUIREMENTS FOR A PHYSICAL EDUCATION CERTIFICATE FROM THE UNIVERSITY OF NEBRASKA, 1918-1919

Requirements: Rhetoric 1 and 2; Chemistry 1 and 2, Zoology 3 and 4; Human Anatomy, (Zoology 53 and 54); Physiology 1 and 2, Philosophy 1 and 2; Physical Education (theory) 2, 3, 4, 5, 7, 8, 9, 10, 11, 12, 17, 18, 20, 37, 38, 39, 40, 41, 42, 43 and 44 for both men and women (except 5, 43 and 44, which are not required of women); Physical Education (practice) 13, 14, 15, 16, 27, 29, 30, 31, 32, 49 and 50 for men; 21, 22, 23, 24, 33, 34, 35, 36, 45 and 46 for women. Ability to use the common strokes in swimming is also required.

Bulletin of the University of Nebraska, Forty-Eighth Annual General Catalog Containing the Complete Record for 1917-1918 Announcements for 1918-1919. May, 1918, p. 483.
EXHIBIT 9

DESCRIPTIONS OF THE PHYSICAL EDUCATION COURSES
AT THE UNIVERSITY OF NEBRASKA,
1918-1919

Physical Education—Theory


9. Emergencies—First aid treatment in case of accidents, such as fractures, dislocations, wounds, hemorrhages, poisoning and drowning. Bandaging, nursing, and general care of the sick. Recitations and laboratory. One hour attendance. One hour with laboratory work and one hour of outside reading. One hour credit. Clapp.


20. Track Athletics—The technique of standard track and field events and systematic preparation for indoor and outdoor contests. Practice—Proper form in events mentioned above; and general physical work for training purposes. Two hours theory. Four hours practice and outside readings. Two hours credit. Second semester.

37. Practice in Teaching—Practical gymnastic and playground teaching experience with University classes and children in Lincoln Public Schools. For Senior Normals only. First semester. Three hours attendance. One hour credit. Clapp, Young


41. Personal Hygiene—Chemistry of digestion; foods, their sources, digestibility and value; standard diet tables; stimulants and narcotics; respiration and circulation; bathing and clothing; care of the eye; exercise and its effect on the system; sleep and recreation. Lectures and outside reading. Two hours attendance. Two hours credit. Clapp

42. Hygiene—41 continued. Public hygiene and sanitation; infectious and contagious diseases; their transmission and prophylaxis; heating; lighting; ventilation; drainage; plumbing; immediate and final sewage disposal.

43. Football—Theory and Practice—Instruction in rudiments of the game, position play, strategy, dieting, training, team play, history and coaching. Two hours lecture. Two hours laboratory. Library readings and written reports. Two hours credit. First semester. Stewart


Physical Education—Practice

MEN—FIRST YEAR


(b) Heavy Gymnastics—Elementary apparatus work and parallel bars, side and long horse, buck, vaulting and horizontal bars and tumbling.

(c) Recreative Gymnastics—Games and contests. Three hours attendance. One hour credit. First semester.

14. Gymnastics—13 continued. (a) Light Gymnastics—Continuation of previous semester's work, Indian clubs and elementary gymnastic dancing.

(b) Heavy Gymnastics—Continuation of previous semester's work.

(c) Recreative Gymnastics—Continuation of previous semester's work. Boxing and wrestling. Second semester.

Students who have registered and received credit for course 13 or 14 will not be allowed to re-register for the same course.
EXHIBIT 9 (Continued)

MEN—SECOND YEAR

15. Gymnastics—Advanced light and heavy gymnastics. Games and contests. Wrestling and fencing. Courses open to men who have completed Physical Education courses 13 and 14 or their equivalent. Three hours attendance. One hour credit. First semester. Clapp


27. Wrestling—Demonstration and practice of the various common holds and breaks. Starts with the fundamentals. Class will progress toward advanced wrestling as fast as the ability of the members will permit. First semester. Three hours attendance. One hour credit.

31. Leaders' Class—Members must be proficient in all forms of gymnastics. Consult instructor before registering. One hour credit. First semester. Clapp

32. Leaders' Class—31 continued. Second semester.

WOMEN—FIRST YEAR

21. Light Gymnastics—Swedish gymnastics. Correction of improper walking and standing positions. Elementary dancing and gymnastic games. Lectures in personal hygiene. Four half-hours or three three-fourths hours attendance. One hour credit. First semester.

22. Light Gymnastics—21 continued. Elementary work on balance beams, spring boards, stall bars, booms, ropes, etc. Four half-hours attendance. One hour credit. Second semester.

WOMEN—SECOND YEAR


25. Aesthetic Dancing—(Open only to juniors and seniors who have completed courses 21, 22, 23, 24.) Three hours attendance. One hour credit. First semester. Baldwin


29. Advanced Heavy Gymnastics—Open only to those who have attained proficiency in heavy gymnastics. Three hours attendance. One hour credit. First semester. Clapp


33a. Gymnastics—Advanced light and heavy Swedish gymnastics. Exercises on stall bars, boom, parallel bars, ropes, poles, etc. Swedish song-games, folk and aesthetic dancing. Field hockey, soccer football, indoor baseball, tennis and basketball. Five hours attendance. One hour credit. Course required two years. Young, Baldwin

34. Gymnastics—33a continued. Advanced light German gymnastics with dumb-bells, wands and Indian clubs. Advanced apparatus work on horse, parallel bars, flying and traveling rings, spring board, buck, etc. Fencing. Six hours attendance. Two hours credit.
EXHIBIT 9 (Continued)

35. Aesthetic Dancing—(For first year Physical Education Normal students, and Fine Arts students who have completed courses 21 and 22)—Practice in the technique of aesthetic dancing. Classical, oriental and national dances. Rhythmic interpretation of classical music. Two hour periods per week with outside notebook work. One hour credit. Baldwin


37. Games and Sports—A normal course in the theory and practice of the more common outdoor and indoor team games and sports for women, such as soccer, football, field hockey, tennis, basketball, indoor baseball, volley ball, etc. Two hours attendance with outside notebook work. One hour credit. First semester. Young

46. Course 45 continued. Second semester.

47. Games and Sports (for juniors and seniors who have completed Physical Education number 21, 22, 23 and 24). The object of the course is to provide attractive and beneficial physical exercises and recreation for those upperclass women who have completed the required floor courses in Physical Education. Soccer football, field hockey, indoor baseball, basketball, volley ball, tennis, etc. Four one-half hour or three three-fourths hour periods of attendance. One hour credit. First semester.


49. Normal Floor Gymnastics (for Physical Education Normal Men only). Normal instruction in (a) light gymnastics, consisting of calisthenics, dumb-bells, wands, Indian clubs, bar-bells, etc. (b) Heavy gymnastics—progressive, simple and advanced apparatus work on horizontal and parallel bars, side and long horse, buck, flying and traveling rings, ropes, ladders, mats, etc. (c) Class and individual foil fencing, fancy club swinging and pyramids. Two hour attendance with outside notebook work. One hour credit. First semester. Clapp

50. Course 49 continued. Second semester.

<table>
<thead>
<tr>
<th>Courses Eliminated, Combined, Revised, or Expanded</th>
<th>1918-1919</th>
<th>1923-1924</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>4</td>
<td>Applied Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>7</td>
<td>Kinesiology</td>
<td>2</td>
</tr>
<tr>
<td>10</td>
<td>Medical Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>9</td>
<td>Emergencies</td>
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<tr>
<td>41</td>
<td>Personal Hygiene</td>
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</tr>
<tr>
<td>42</td>
<td>Hygiene</td>
<td>2</td>
</tr>
<tr>
<td>11</td>
<td>History and Literature of Physical Education</td>
<td>1</td>
</tr>
<tr>
<td>12</td>
<td>Methods and Equipment of a Department</td>
<td>1</td>
</tr>
<tr>
<td>37</td>
<td>Practice in Teaching</td>
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</tr>
<tr>
<td>38</td>
<td>Practice in Teaching - 37 Continued</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Anthropometry</td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Applied Anatomy</td>
<td>2</td>
</tr>
<tr>
<td>Number, Title, or Credit Hour Changes</td>
<td>2</td>
<td>Physical Diagnosis</td>
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<tr>
<td></td>
<td>8</td>
<td>Physiology of Bodily Exercise</td>
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<tr>
<td>No.</td>
<td>Title</td>
<td>1918-1919 Credit Hours</td>
</tr>
<tr>
<td>------</td>
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<td>------------------------</td>
</tr>
<tr>
<td>39</td>
<td>Playgrounds</td>
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<tr>
<td>40</td>
<td>Playgrounds - 39 Continued</td>
<td>2</td>
</tr>
<tr>
<td>20</td>
<td>Track Athletics</td>
<td>2</td>
</tr>
<tr>
<td>17</td>
<td>General and Swedish Movements of Teaching</td>
<td>2</td>
</tr>
<tr>
<td>18</td>
<td>German Methods of Teaching</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>New Courses</td>
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</tr>
<tr>
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</table>
## Table 7

### Summary of Changes in Physical Education Activity Courses for Women at the University of Nebraska, 1918-1919 to 1923-1924

<table>
<thead>
<tr>
<th>No.</th>
<th>1918-1919</th>
<th>1923-1924</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>--------------</td>
</tr>
<tr>
<td>25</td>
<td>Aesthetic Dancing</td>
<td>1</td>
</tr>
<tr>
<td>26</td>
<td>Aesthetic Dancing - 25 Continued</td>
<td>1</td>
</tr>
<tr>
<td>29</td>
<td>Advanced Heavy Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>30</td>
<td>Advanced Heavy Gymnastics - 29 Continued</td>
<td>1</td>
</tr>
<tr>
<td>33a</td>
<td>Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>34</td>
<td>Gymnastics - 33a Continued</td>
<td>2</td>
</tr>
<tr>
<td>35</td>
<td>Aesthetic Dancing</td>
<td>1</td>
</tr>
<tr>
<td>36</td>
<td>Aesthetic Dancing - 35 Continued</td>
<td>1</td>
</tr>
<tr>
<td>45</td>
<td>Games and Sports</td>
<td>1</td>
</tr>
<tr>
<td>46</td>
<td>Course 45 Continued</td>
<td>1</td>
</tr>
<tr>
<td>47</td>
<td>Games and Sports</td>
<td>1</td>
</tr>
<tr>
<td>48</td>
<td>Course 47 Continued</td>
<td>1</td>
</tr>
<tr>
<td>21</td>
<td>Light Gymnastics</td>
<td>1</td>
</tr>
<tr>
<td>22</td>
<td>Light Gymnastics - 21 Continued</td>
<td>1</td>
</tr>
</tbody>
</table>

Courses Eliminated, Combined, Revised, or Expanded:

25 Aesthetic Dancing
26 Aesthetic Dancing - 25 Continued
29 Advanced Heavy Gymnastics
30 Advanced Heavy Gymnastics - 29 Continued
33a Gymnastics
34 Gymnastics - 33a Continued
35 Aesthetic Dancing
36 Aesthetic Dancing - 35 Continued
45 Games and Sports
46 Course 45 Continued
47 Games and Sports
48 Course 47 Continued

Number, Title, or Credit Hour Changes:

21 Light Gymnastics
22 Light Gymnastics - 21 Continued
<table>
<thead>
<tr>
<th></th>
<th>1918-1919</th>
<th></th>
<th>1923-1924</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>Title</td>
<td>Credit Hours</td>
<td>No.</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Light Gymnastics</td>
<td>1</td>
<td>53</td>
</tr>
<tr>
<td>Changes</td>
<td>24</td>
<td>Light Gymnastics</td>
<td>1</td>
<td>54</td>
</tr>
</tbody>
</table>

*Evidently for physical education majors only.*
1923-1924

The requirements for a Bachelor of Arts degree from the University of Nebraska in 1923-1924 are shown in Exhibit 10. The four year program designed for students entering the University of Nebraska in 1923-1924 desiring to earn a Physical Education Certificate is shown in Exhibit 11. The descriptions of the physical education courses at the University of Nebraska in 1923-1924 are shown in Exhibit 12.

Extra-Curricular Activities

The extra-curricular activities staged by the physical education department of the University of Nebraska were accompanied by pageantry and social functions. Admission to the performances was by ticket only and members of the gymnasium classes were given tickets for guests to attend. Social gatherings such as teas and luncheons were considered part of these affairs. The games and exhibitions were preceded by marching bands with teams and mascots parading in fancy costumes or as "... pseudo-wild animals." (370, p. 117) Men were still not allowed to view the women's gymnasium classes, gymnastic events, or meets in 1912. (136, 139, 370, 384)

Gymnastic Exhibitions

The young women's annual gymnastic exhibitions continued as a part of the extra-curricular activities and were still a part of the program in 1912. (27, 28, 29, 30, 139) The growth of the activities within the women's physical education department is reflected in the program for 1902.
EXHIBIT 10

REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE
FROM THE UNIVERSITY OF NEBRASKA,
1923-1924

Graduation and Degrees—One hundred and twenty-five credit hours are required for graduation from the College of Arts and Sciences, not more than twenty per cent of which may be represented by a grade below 70. The College grants the degree of Bachelor of Arts, Bachelor of Science and Bachelor of Fine Arts. The requirements for this last degree are set forth in a special bulletin. The degree of Bachelor of Science is given to students who, having completed the group requirements detailed below, offer not less than sixty credit hours in Mathematics and Science. At least 30 of the last 36 hours required for the bachelor's degree from this university must be carried therein and the student must be registered in that college of this university which recommends the granting of the degree.

Specific Requirements for Graduation—Each candidate for graduation from the College of Arts and Sciences is required to complete the following: English ten hours, including courses 1 and 2; Military Science, men, or Physical Education, women, four hours. Each candidate for the bachelor's degree is required to select one subject from each of the four groups lettered below, which subject must be completed before the end of his third year:

<table>
<thead>
<tr>
<th>Hours</th>
<th>Mother Tongue, required of all</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A. 1. Ancient Languages</td>
<td>6-10</td>
</tr>
<tr>
<td></td>
<td>2. Modern Languages</td>
<td>6-16</td>
</tr>
</tbody>
</table>

1
1. For satisfying these group requirements no courses may be chosen which can be defined as vocational or technical. Such courses are Economics 5, 6, English 11, 12, and Philosophy 10.
2. If a student presents one (1) year of Greek or two (2) years of Latin from high school, then six (6) hours of the same language will meet the group requirement.
3. Students presenting 2 entrance points satisfy this requirement by taking 15 hours in the same language, those presenting 3 entrance points by taking 10 hours, those presenting 4 or more entrance points by taking 6 hours.
EXHIBIT 10 (Continued)

B. 1. History ................................................................. 3
   2. Political Science or Economics............................................ 6
C. 1. Mathematics ........................................................................ 3
   2. Philosophy ........................................................................... 3
D. 1. Physical Sciences' (Chemistry or Physics)........................... 10
   2. Biological Sciences (Botany and Zoology)............................. 10

Each sophomore shall take at least one subject (other than English and Military Science or Physical Education) continued from the freshman year.

Majors and Minors—Each candidate for a degree shall before the end of his sophomore year be required to select some subject as a major. A major shall consist of courses aggregating eighteen hours from those designated by a department and approved by the Course of Study Committee. Elementary or beginning courses open to freshmen shall not be included in the major and some courses must represent distinctly advanced work. A major with the adviser's consent may include courses in departments other than the one in which the major is offered.

Each candidate shall also at the time the major is designated be required to select a minor consisting of courses aggregating eighteen hours in one or more subjects designated by the departments in which the major is offered and approved by the Course of Study Committee. At least eight hours of the minor must be offered in one subject. For details as to the major and minor requirements of each department consult the special announcements of the departments.

If a student comes with a year's credit in Chemistry he may fulfill the above requirements by taking six hours in the same science.

EXHIBIT 11

FOUR-YEAR PROGRAM DESIGNED FOR PHYSICAL EDUCATION MAJORS AT THE UNIVERSITY OF NEBRASKA, 1923-1924

NORMAL TRAINING COURSE IN PHYSICAL EDUCATION AND ATHLETICS

Four-Year Program for Students Majoring in Physical Education

**FIRST YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hours</td>
<td>Hours</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Zoology 3</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Modern Language</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>English 1, 2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Phys. Ed. 21-I, 22-I (Men)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Phys. Ed. 1, 2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Phys. Ed. 155-II (Women)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. 21-II (Men)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Military Science 1, 2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Freshman Lecture</td>
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<td></td>
</tr>
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<td></td>
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</tr>
<tr>
<td></td>
<td>15</td>
<td>14</td>
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**SECOND YEAR**

<table>
<thead>
<tr>
<th>Course</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hours</td>
<td>Hours</td>
</tr>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Zoology 53, 54</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English 21, 22</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 1 or 3, 2 or 4</td>
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<td>5</td>
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<tr>
<td>Phys. Ed. 103, 104</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Phys. Ed. 23-I, 24-I (Men), 53, 54</td>
<td>1</td>
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<td>1</td>
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<tr>
<td>Phys. Ed. 61, 62 (Women)</td>
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<td></td>
</tr>
<tr>
<td>Military Science 3, 4</td>
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<tr>
<td>Phys. Ed. 156-II (Women)</td>
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<tr>
<td></td>
<td>15</td>
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Electives 3 to 5 hours.

*Men who do not take Freshman Lecture in second semester will take it during the sophomore year.*
EXHIBIT 11 (Continued)

<table>
<thead>
<tr>
<th></th>
<th>First Semester Hours</th>
<th></th>
<th>Second Semester Hours</th>
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<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Physiology 101, 102</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Pol. Sci., History or Econ.</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Sociology recommended)</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Phys. Ed. 105 or 107, 106</td>
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<td>3</td>
<td>3</td>
<td>3 or 2</td>
</tr>
<tr>
<td>or 108</td>
<td>2 or 0</td>
<td>2</td>
<td>3</td>
<td>3 or 2</td>
</tr>
<tr>
<td>Phys. Ed. 111 (if offered)</td>
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<td>2</td>
<td>3</td>
<td>3 or 2</td>
</tr>
<tr>
<td>Phys. Ed. 113 or 115</td>
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<td>2</td>
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<td>2</td>
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<tr>
<td>Phys. Ed. 21-VI and 21-IV, 22-V and 22-VII</td>
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<td>2</td>
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<tr>
<td>Phys. Ed. 125, 126</td>
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<td>1</td>
<td>1</td>
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<td>Phys. Ed. 127, 128</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Phys. Ed. 155-I, 156-I or IV</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. 163, 164</td>
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<td>2</td>
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</table>

Electives 2 to 7 hours.

<p>| | | | | |</p>
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</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Philosophy 100, 103</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Phys. Ed. 105 or 107, 106</td>
<td>2 or 0</td>
<td>2</td>
<td>2</td>
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<td>2</td>
</tr>
<tr>
<td>Phys. Ed. 108, 113 or 115</td>
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<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Phys. Ed. 110 (Men and Women)</td>
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<tr>
<td>Phys. Ed. 131, 132 (Men)</td>
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<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Phys. Ed. 165, 166 (Women)</td>
<td>2</td>
<td>2</td>
<td>2</td>
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</table>

Electives 3 to 6 hours.
EXHIBIT 12

DESCRIPTIONS OF THE PHYSICAL EDUCATION COURSES
AT THE UNIVERSITY OF NEBRASKA,
1923–1924

JUNIOR DIVISION COURSES

PHYSICAL EDUCATION—THEORY

1. Personal Hygiene and Emergencies—Chemistry of digestion; foods; respiration, circulation; bathing, clothing; care of the eye and ear; exercise and recreation; adenoids and tonsilar infection; sleep. Emergencies—First Aid Treatment in fractures, dislocations, wounds, hemorrhage, poisoning and drowning. Bandaging. Credit 3 hours. First semester. Mr. Clapp

2. Public and School Hygiene—Sanitation, infectious and contagious disease; medical inspection of schools; hygiene of school room heating, lighting and ventilation; water supply; plumbing; sewage disposal. Lectures and outside readings. Credit 3 hours. Second semester. Mr. Clapp

PRACTICE COURSES—MEN

21. First Year Gymnastics and Athletics—
   I. (a) Light gymnastics—free-hand body building, dumb-bells, wands, Indian clubs. Elementary gymnastic dancing. (b) Heavy gymnastics—apparatus work. (c) Recreative gymnastic games and contests.
   II. Football—Regular and systematic participation in football practice daily during first half of semester. Mr. Dawson
   III. Track—Regular and systematic participation in track and field athletics throughout semester. Mr. Schulte
   IV. Basketball—Regular and systematic participation in basketball during last half of first semester and first half of second semester. Mr. Frank
   V. Wrestling—Demonstration and practice of common holds and breaks. Elementary wrestling progressing toward advanced wrestling as ability of class permits. Last half of first semester and first half of second semester. Mr. Clapp
   VI. Boxing—Instruction in the art of self-defense. Mr. Reed
   VII. Swimming—Technique of the common strokes, floating, simple and fancy diving, rescue and resuscitation of the drowning. Mr. Atkins
   VIII. Fencing—Elementary course in the art of foil fencing and duelling swords.
   IX. Tennis—Instruction in the fundamentals of the game and practice under supervision.
   X. Golf—Instruction in the fundamentals of the game and practice under supervision.
   Credit 1 hour. First semester.

22. First Year Gymnastics and Athletics—Course 21 continued. Second semester.
   I. Gymnastics.
   III. Track.
   IV. Basketball.
   V. Wrestling.
   VI. Boxing.
   VII. Swimming.
   IX. Tennis.
   X. Golf.
EXHIBIT 12 (Continued)

23. Second Year Gymnastics and Athletics—Advanced and progressive gymnastics and athletics. Continuation of first year’s work.

I. Gymnastics. 
   Mr. Adkins
II. Football. 
   Mr. Dawson
III. Track. 
   Mr. Schulte
IV. Basketball. 
   Mr. Frank
V. Wrestling. 
   Mr. Clapp
VI. Boxing. 
   Mr. Reed
VII. Swimming. 

VIII. Fencing. 

IX. Tennis. 

X. Golf. 
Credit 1 hour. First semester.


I. Gymnastics. 

II. Track. 

IV. Basketball. 

V. Wrestling. 

VI. Boxing. 

VII. Swimming. 

IX. Tennis. 

X. Golf. 

PRACTICE COURSES—WOMEN


52. Freshman Gymnastics—Course 51 continued. Elementary work on balance beams, spring boards, trill bars, beams, ropes, etc. Second semester.

53. Sophomore Gymnastics—Military marching, German gymnastics, dumb-bells, wands and Indian clubs. Elementary apparatus work. Athletic and gymnastic games. Folk dancing. Prerequisite: Courses 51 and 52. Credit 1 hour. First semester. Mrs. Scott


61. Normal Aesthetic Dancing—Technique of aesthetic dancing. Classical, oriental and national dances. Rhythmic interpretation of classical music. Prerequisite: Courses 51 and 52 or equivalent. Credit 1 hour. First semester. Mrs. Scott


SENIOR DIVISION COURSES

PHYSICAL EDUCATION—THEORY

101. Football (Theory and Practice)—Fundamentals; offense and defense, demonstration of various systems; detailed handling of individual positions. Credit 2 hours. First semester. Mr. Dawson
102. Basketball and Baseball (Theory and Practice)—First half of second semester: basketball; individual play and team play. Second half of second semester: baseball; individual play and team play. Credit 2 hours. Mr. Frank

103. Playgrounds—Philosophy of play. Aims of playground activities. Playground sports and games. Organization, construction, equipment, administration and management. Lectures, readings, reports and practice. Prerequisite: Courses 1 and 2 or equivalent. Credit 2 hours. First semester. Miss Clark

104. Playgrounds—Course 103 continued. Second semester.


106. Kinesiology and Medical Gymnastics—Muscles and their relation to common gymnastic and athletic movements. Aims, varieties and effects of these movements. Medical and orthopedic gymnastics. Massage—theory and practice. Prerequisite: Zoology 3, 121 and 122. Laboratory 2 hours, credit 3. (Not offered in 1923-24.) Miss Clark

107. Methods of Teaching Physical Education—Theory and practice of teaching physical education with special emphasis on the Swedish system. Prerequisite: (men) Courses 21, 22, 23 and 24—(women) Courses 51, 52, 53 and 54. Laboratory 4 hours, credit 2. First semester. Miss Clark

108. Methods of Teaching Physical Education—Course 107 continued with special reference to German methods of teaching gymnastics. Second semester.

109. Practice in Teaching—Gymnastic and playground teaching. Charge of university and school classes under supervision of the instructor. Prerequisite: Courses 107 and 108. Credit 3 hours. First and second semesters. Mr. Clapp, Miss Clark


111. History of Physical Education. Equipment and Method of Administration of a Department—Lectures, readings and digests of literature on Physical Education. Organization of gymnasium and athletic field. Credit 2 hours.

112. Physiology of Bodily Exercise—Physiological features of muscular activity, training, fatigue, breathlessness, stiffness and overwork. Prerequisite: Courses 1 and 2 and Zoology 53 and 54. Credit 2 hours. Mr. Clapp

113. Physical Diagnosis—Normal and abnormal physical signs of the thoracic organs. Prerequisite: Courses 1 and 2. Laboratory 4 hours, credit 2. Second semester. Mr. Clapp

**PRACTICE COURSES—MEN**

125. Advanced Heavy Gymnastics—(Open only to those who have attained proficiency in heavy gymnastics.) Credit 1 hour. First semester. Mr. Adkins

126. Advanced Heavy Gymnastics—Course 125 continued. Second semester.

127. Leaders Class—(Members must be proficient in all forms of class gymnastics.) Leading of squads in Physical Education 21. Credit 1 hour. First semester. Mr. Clapp
128. Leaders Class—Course 127 continued. Second semester.
131. Normal Floor Gymnastics—(Normal men only.) Calisthenics, dumb-bells,
wands, Indian clubs, bar-bells, etc. Heavy gymnastic apparatus. Club swinging and
pyramids. Prerequisite: Courses 21, 22, 23 and 24. Credit 1 hour. First semester.
Mr. Clapp
(Students are allowed to register for the practical courses above with such restric-
tions as may be prescribed by the Department.)

PRACTICE COURSES—WOMEN

155. Games, Sports and Aesthetic Dancing—Credit 1 hour. First semester.
I. Competitive Sports—Soccer, field hockey, basketball, indoor baseball, track
athletics, golf, tennis, etc. Miss Clark
II. Swimming—Common strokes, floating, diving, rescue of the drowning.
Miss Clark
156. Games, Sports and Aesthetic Dancing—Course 155 continued. Second se-
mester.
I. Competitive Sports.
II. Swimming.
IV. Golf.
V. Tennis.
VI. Fencing—Foil fencing and duelling swords. Mr. Clapp
(Re-registration in 155 and 156 subject to approval of instructor.)
Advanced aesthetic dancing. Courses 61, 62 continued. Credit 2 hours. First
semester. Miss Clark, Mrs. Scott
164. Aesthetic Dancing and Normal Gymnastics—Advanced German gymnastics.
Advanced apparatus work on horse, parallel bars, rings, spring board, etc. Credit
2 hours. Second semester. Miss Clark, Mrs. Scott
165. Second Year Normal Gymnastics, Folk Dancing, Sports and Games—Gym-
nastic work of Physical Education 163 and 164 continued. Folk dancing and song
plays. Soccer, field hockey and basketball. Credit 2 hours. First semester.
Miss Clark
166. Second Year Normal Gymnastics, Sports and Games—Course 165 continued.
Tennis, volley-ball, basketball, indoor baseball, etc. Second semester.

Bulletin of the University of Nebraska, Fifty-Third Annual General
May 15, 1923, pp. 425-430.
Tenth Annual Gymnastic Exhibition
By the Young Women of the Department of Physical Education
The University of Nebraska
May 10, 1902, 8 o'clock

Order of Exercises

Music --Cupid's Pleading--Intermezzo . . . . . . . . Voelker

1. Military and Figure Marching . . . . . . . . Advanced Class
2. Old National "Folk Dances" . . . . . . . . . . . 1. Norwegian
2. Scotch
3. Swedish

Music --Love's Answer--Gavotte . . . . . . . . . . . O'Harra

3. Indian Clubs . . . . . . . . . . . . . . . . Advanced Class
4. Swedish Gymnastics . . . . . . . . . . . . . . . . First Year Class
(Given by commands and without music. The three sections drilling together for the first time.)

Music --Calanthe Waltzes . . . . . . . . . . . . . . . Holtzmann

5. Apparatus Work . . . . . . . . . . . . . . . . . Leaders--Bessie Dumont
Horse . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . May Edholm
Swedish Ladder . . . . . . . . . . . . . . . . . Bertha Hollister
Parallel Bars . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Mary Benedict
Jumping and Traveling Rings . . . . . . . . . . . . . . . . Hannah Pillsbury
Ropes and Poles . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Minnie Guile
Rings . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Clara Ballard

Music --La Cinquaintaine . . . . . . . . . . . . . . . Gabriel Marie

6. Fencing Positions . . . . . . . . . . . . . . . . Advanced Class
Foil Fencing . . . . . . . . . . . . . . . . . . . . . . . . . . . . . Clara Fowler and

7. Wands and Dumb Bells . . . . . . . . . . . . . . . . Advanced Class
8. Relay Race . . . . . . . . . . . . . . . . . . . . . . . . . . . Between First Year
Classes

Music --March--The U.S.A. Guards . . . . . . . Conterno

9. Mass Drill . . . . . . . . . . . . . . . . . . . . . . . . . . . All Classes

Anna Louise Barr . . . . . . . . . . . . . . . . . . Director of the Women's Gymnasium
Adelloyd Whiting . . . . . . . . . . . . . . . . . First Assistant
Clara Fowler . . . . . . . . . . . . . . . . . . . Assistant
Hannah Pillsbury . . . . . . . . . . . . . . . . . Assistant

Music furnished by courtesy of University Cadet Band,
Mortimer Wilson, Director (376)
Contests were gradually added to these exhibitions. For example, in 1906, seven contestants competed in exercises on the horse, parallel bars, and flying rings and were judged "... according to the regular gymnastic rules." (136, n.p.)

Varsity Basketball

The girls' varsity basketball team, organized in 1896, continued to compete until 1906. The game was played using modified Spaulding's Rules for men. Officials for the games included Mrs. Clapp, Miss Pound—who was also, at times, manager, co-captain, and player of the team--; physical education teachers of the area's schools, and, on at least one occasion, two men. (1, 131, 133, 135, 150, 151, 370)

In explaining the value of the basketball games, Mrs. Clapp stated, "... the winning of a game implies training of body and mind, and self-control, and capacity for self-sacrifice; ..." (133, p. 126)

The varsity basketball team, composed of girls who have had at least two years practice, is always in great favor. An effort is being made to bring about more of an inter-collegiate interest in athletics for women, and it is to be hoped that before many years college women enjoy the privilege of friendly contests with each other. (131, p. 176)

The varsity team played a number of teams: Council Bluffs, Iowa, Wahoo High School, Omaha High School, Lincoln High School, Omaha YWCA, Lincoln YWCA, the Haskell Indian Girls, the University of Missouri, the University of Minnesota, and the University of Kansas. The visiting teams were hosted in the homes of faculty members and patronesses of the games. (1, 131, 133, 135, 370, 385)

In 1900, the first state tournament was held with five teams entering the contest. In 1901, the first inter-collegiate game was
played between women's teams in the Mid-West—the University of Nebraska and the University of Missouri. During the ten years of competition, the varsity team of the University of Nebraska lost only one game—to the University of Minnesota. Two weeks later they invited the victorious team to the University of Nebraska for a return match. The University of Nebraska won that game. A traveling prize of a Russian Brass Samovar brought from Europe by Miss Barr, a seven-branched Candelabrum and a flagon were offered to the winner of the tournaments. The girl's team was successful enough to be financially solvent and was even able to lend money to the University of Nebraska men for their athletic endeavors. (1, 131, 133, 135, 384)

A varsity team was not organized during 1907. However, on March 1, 1908, a University of Nebraska First Team was again organized with Miss Gittings as Trainer and Miss Pound as Acting Manager. The team played two games; one with the University of Minnesota and one with Nebraska Wesleyan. (137)

The Dean of Women of the University of Nebraska then requested the games be stopped on the grounds of "... hindrance to health and made for less womanly conduct by the girls." (382) Mrs. Clapp stated it was girls without proper coaching or gymnastic training who were usually injured, and these injuries most often occurred in the high schools. She said, "I believe that a woman rather than a man should coach and supervise such sports. ... a woman, if guided by proper training and intelligence, can better estimate a girl's strength and endurance than a man, and consequently can better curb a woman's desire to overwork. ..." (1, pp. 31-32) However, at a special meeting on
April 24, 1908, the Board of Regents accepted and adopted the proposal that University women students should not participate in interstate athletic games and contests. (92, 370, 382)

Interclass Activities

Annual interclass basketball games began in 1901 with a pennant being awarded to the winning team. These games were of such interest, the women students were excused from academic classes to attend. The tournament in 1907 drew 100 participating girls. Admittance to the games was free but only girls were allowed to watch the games. These interclass tournaments continued to be held for many years. (133, 136, 137, 142, 143, 144, 370)

Indoor track meets also became a part of the program. In 1903, the University of Nebraska held the girls' indoor inter-collegiate record for running high jump of 4'4" by Eva Scott. Second place of 4'3" was held by another University of Nebraska coed, Ruth Bryan. (142, 151)

The first outdoor track meet was held in 1904. These track meets became an annual tradition and gradually more events were added. The track and field contest in May, 1906, had five events: the 25 yard dash, running high jump, shot put, and the fence vault. Each event had six contestants except the hurdles and the 25 yard dash which had more competitors. Medals were awarded to the winners of first and second places. By 1912, the 220 race had been added with several additional events being included by 1914. (136, 139, 143, 144, 146, 151, 370)

Nebraska (143, n.p.) set the following track and field records in these events:
Gold, silver and bronze medals were awarded to the winners of the various events. (144)

Activities for the coeds included field hockey with annual interclass hockey meets being played until World War I interrupted them in 1917. A Hockey Club was also formed. (142, 143, 151)

Indoor baseball became a part of the program with an annual spring contest of indoor baseball being held between upper and lower classes. Tennis, soccer, and swimming meets were added to the growing list of activities. The competitive events in the swimming meet of 1916-1917 held at the Lincoln High School pool consisted of fancy swimming, diving, and life saving. Gymnastics contests were also a regular feature. (136, 137, 139, 142, 143, 144, 147)

Letters

The practice of awarding an "N" for athletic participation was begun in 1912. Requirements for an "N" included an "E" in gymnasium [the writer assumes an "E" indicates "excellence"], a place on a class team, or a first, second, or third, in a track or field event. By 1915, 35 "N"'s had been awarded. (142)

Women's Athletic Association

In the spring of 1917, Miss Dorothy Baldwin, an instructor in the women's physical education department, attended a national meeting
of the Women's Athletic Association (WAA) at the University of Wisconsin. With the help of Miss Baldwin, when she returned, and with the aid of Mrs. Jessie Beghtol Lee, another women's physical education department instructor, the WAA was formed at the University of Nebraska on March 29, 1917. The WAA's intent was reported in the 1917 Cornhusker as "... recognizing sports for women as essential in the college curriculum. From now on, athletics for women at the University of Nebraska will be placed on a firm business-like basis and all forms of sports will be officially recognized." (144, p. 174) Two "life" members were elected, Mrs. Lee and Professor Louise Pound. The WAA then assumed the responsibility for the extra-curricular physical activities of the women students. Sports leaders were elected each spring to organize the various activities. (144, 146, 150)

A point system was set up whereby awards, honors, and prizes were awarded to individuals and groups. This point system changed many times throughout its existence. Points could be earned by membership on class teams, being a member of a winning team, individual honors in track events, dance, swimming, hiking, and excellent work in gymnasium classes. At one time, a required number of points had to be earned before a girl was elected to membership in the WAA. A girl earning a certain number of points was awarded an "N" and, at another time, an individual cup was awarded for the greatest number of points accumulated by a girl in four years. (144, 147, 148, 149, 151)

Several different basketball tournaments were sponsored to encompass the different campus groups: The Rainbow Tournament consisting of six teams (30 girls); the Inter-sorority Tournament which
involved 60 girls on ten teams; and the Inter-class Tournament. Prizes of silver friendship bracelets, silver loving cups, and a championship loving cup were awarded. Nearly 200 girls played during one basketball season. The next year, the tournaments were reduced to two: The Monte Carlo Tournament, which was a preliminary tournament, and a Class Tournament. Seventy-nine girls were involved in the tournaments of 1922. In 1923, there were 14 teams entered in a Basketball Color Tournament.

Swimming activities remained a part of the women's activities: swimming meets became an annual event; a Water Sports Day was held; and, one year, a city-wide meet was part of the program. In 1924, the Women's Athletic Association sponsored University of Nebraska girls in a telegraphic swim meet. The second annual swimming meet held at the Lincoln High School pool set the pattern which included events in various strokes as to form, races, plain and fancy diving, and endurance swimming. Each class entered a team of six girls.

Track meets continued as part of the program with more events added in 1919: the 60 yard hurdles, the running broad jump, shot put, and relays. In 1920, two new awards were granted to winning participants: a gold-winged victory medal and a silver-winged victory medal. Also in 1920 a world record time of 1:15 3/5 for the women's 440 yards was set by a freshman, Jean Shuster.

The WAA reinstated the field hockey tournaments and had over 100 girls taking part in the tournament in 1921. The WAA purchased two
dozen hockey clubs for the women in 1922. (147, 148, 149, 150, 151, 208, 209, 213)

Other activities sponsored by the WAA were inter-class baseball tournaments; inter-class soccer tournaments—88 girls were involved in the tournament in 1921; and singles and doubles tennis meets—40 girls entered the spring tournament of 1919 and 82 entered the tournament in the fall of 1919. In 1922, rifling was added to the list of activities and during the 1923-1924 year, the team won 27 of 33 matches. (146, 147, 148, 149, 150, 151, 207, 209, 212)

Several activities were designated as Minor Sports. Among these minor sports was hiking. During the first semester of the 1920-1921 school year, girls hiked 957 miles with a total of 2,089 miles for the year. (148, 149, 150, 151, 212)

Camping was another minor sport with WAA sponsoring camping sessions at Crete, Nebraska, in the fall and over Easter vacation in 1920-1921 and 1921-1922. (148, 149)

An annual Minor Sports Contest was sponsored with competition in Indian club swinging and in dancing. Club swinging was judged on beauty, difficulty, and perfection of execution. In the 1919 dance competition, prizes were awarded for participants' interpretation of "Bacanal," "Turlana," and "Gypsy Dance." (147, 148)

Modern dance was also sponsored by WAA and classified as a minor sport. However, instead of competing against each other, the girls worked together cooperatively but still received points for their participation. Tryouts were held and the chosen girls would then develop dances and costumes to present a dance demonstration. The first of these
dance dramas was presented in the Spring of 1922 consisting of a characteristic ballet, "The Courtier's Return," and a Grecian ballet. In 1923, the presentation was "All in a Garden Fair." The third annual 'Fete Dansant' of 1924 had three parts:

(1) A playlet - "The Gentlemanly Dancing Master"

(2) A Basketball Game Set to Rhythm

(3) A Greek Revel.

The WAA provided $100 to produce the Dance Drama in 1924. (148, 149, 150, 151, 161, 210, 215, 340)

The WAA was more than a club formed solely to sponsor athletic events. Social events and charitable works were part of their activities also. Toys were donated to the Orthopedic Hospital and Home for Dependent Children; $50.00 a year was pledged to be given for charitable purposes; and an annual banquet was held at the University Club to award prizes and honors and to present newly elected officers. (227)

To support their activities, WAA sold candy and hamburgers at football and basketball games played at the University of Nebraska. [This was to become a major source of income and will be explained more fully in the next chapter.] (147, 214)

In 1923, the code for WAA was re-emphasized in the Cornhusker:

Women's athletics, unlike the men's athletics, are not carried on for the purpose of creating competition between the girls in the various sports, but are used more for recreative purposes and the physical development which should go along with the mental training they are receiving. (150, n.p.)
CHAPTER IV

THE YEARS OF MISS MABEL LEE'S DIRECTORSHIP, 1924 - 1952

Personnel

Mabel Lee

Miss Mabel Lee was appointed Director of the Department of Physical Education for Women at the University of Nebraska in 1924 and was to continue in that position until her retirement in 1952. During her tenure at the University of Nebraska, Miss Lee became a leader in the physical education profession and earned a distinguished reputation nationally, being listed in the Who's Who in America and in ten other biographical directories.

Miss Lee graduated from Coe College in 1908 and then earned a Physical Education Certificate from Wellesley College in 1910. She returned to Coe College that year and became their Director of Physical Education for Women. In 1918 she accepted a position as Director of Physical Education for Women at the Oregon Agricultural College and remained in that position until 1920. She then became Director of Physical Education for Women at Beloit College, serving there until coming to the University of Nebraska in 1924.

While serving as Director of the Department of Physical Education for Women at the University of Nebraska, Miss Lee also served on governmental committees concerning health and physical fitness, wrote books and many magazine articles, and served in the professional
organizations of her chosen field. She was the President of the Mid-west Association of Physical Education for College Women from 1925-1927, President of the National Association of Physical Education for College Women in 1926-1927, President of the Midwest Association for Health, Physical Education and Recreation from 1928-1930, the first woman President of the American Physical Education Association [now the American Association of Health, Physical Education and Recreation] in 1931-1932, President of the American Academy of Physical Education in 1940, Archivist of the American Association of Health, Physical Education and Recreation, Chairman of the American Association of Health, Physical Education and Recreation 75th Anniversary Planning Committee and consultant to the American Association of Health, Physical Education, and Recreation 100th Anniversary Planning Committee.

Miss Lee has received many awards for her service and leadership. In 1933 she received the Honor Award from the American Association of Health, Physical Education, and Recreation; an Honorary doctor's degree (LL.D.) from Coe College in 1939; the Luther Halsey Gulick Award in 1948; and, in 1956, an honorary degree of Doctor of Physical Education from George Williams College; in 1957, the Hetherington Award; in 1967, an Honor award from the New Mexico Association of Health, Physical Education and Recreation; and, in 1968, the R. Tait McKenzie Award.

After her retirement from the University of Nebraska, Miss Lee served as a consultant in the Ministry of Education on a Fulbright professorship in Iraq in 1952. She continues to be active in the profession, serving on committees and writing books and articles. (192, 375)
Other Staff Members

During Miss Lee's directorship of the women's physical education department, physical educators from all over the United States were added to the University of Nebraska staff. As the physical education program and department enrollment expanded, the number of staff members also increased. The physical education personnel from 1924 to 1952 are shown in Table 8.

Departmental Organization

In May, 1925, a special meeting of the Board of Regents was held to reorganize the departments of physical education and athletics. This new organization, The Department of Physical Education and Athletics, was to be composed of four divisions: Division 1, Athletics; Division 2, Physical Education for Men; Division 3, Physical Education for Women; and Division 4, Athletic Coaching, with each department head directly responsible to the Chancellor. Each division was to operate independently on matters concerning only itself except when a situation occurred involving other departments; then it was to be handled by a committee of the four chairmen. The Normal Training Course in Physical Education in the Colleges of Arts and Sciences and Teachers College were to function under Division 2 and 3 respectively with R. G. Clapp as Director and Miss Lee as Assistant Director. (51, 96)

This departmental organization continued until 1946 when the Men's Physical Education Department, the Women's Physical Education Department, and the Student Health Department were combined under Mr. Louis E. Means. This new department was to be known as the "Division
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*aMabel Lee, "Record of Staff Members from 1891 When Physical Education Was First Taught."

*bMiss Lee compiled the information in this table from annual records.

*bIndicates part-time.
of Student Welfare." Miss Lee's title was "Director of Physical Education for Women" and she was directly responsible to Means. (189)

In 1947, Dr. R. G. Gustavson came to the University as the new Chancellor and reorganized that departmental structure: The Health Service was made an independent organization with the two physical education departments remaining under one title, the Division of Physical Education. Miss Lee, as Director of Physical Education for Women, continued to be responsible to Means. In 1948, the Physical Education Department for Men and the Physical Education Department for Women were again separated and placed in Teachers College effective July 1, 1948, with the chairman of the two departments responsible to the Dean of Teachers College. (190)

Facilities

Throughout Miss Lee's tenure at the University of Nebraska, the pressing need for facilities continued. The student population was constantly increasing and greatly overloaded facilities which were designed to meet the needs of the limited enrollment near the turn of the century. In addition, as the University of Nebraska grew in physical size due to building programs, the space available for outdoor activities was constantly being eliminated. (152)

Provisions for a new physical education facility were included on many of the expansion planning programs but were never fulfilled. To provide evidence for the necessity of new facilities, Miss Lee prepared a thoroughly documented presentation to University of Nebraska officials setting forth the need for new facilities, the existing program which was
hampered due to a shortage of facilities and large enrollment, and the possible new program based upon adequate buildings, fields, and equipment. (374)

Although this need was recognized and several organizations and individuals actively worked for new facilities, the building program was not to be realized during Miss Lee's era as director of the women's physical education department. However, as retirement approached for Miss Lee, the sorely needed fields for women's activities were finally secured.

Buildings

In 1926, the men's physical education department moved to the newly completed Coliseum and Grant Memorial Hall was remodeled for the exclusive use of the women by having a few walls torn out and some of the locker rooms and baths remodeled. In 1928, the west gymnasium was remodeled as a dance studio for the use of the dance classes and Orchesis, the modern dance organization. (160, 169, 386)

Because the University of Nebraska did not have a swimming pool, classes and other swimming activities were held at Lincoln High School, YWCA, YMCA, and at Capitol Beach. Then, in 1932, every student in the University of Nebraska was charged $1.00 to provide the initial sum for a swimming pool to be built in the basement of the Coliseum. It was completed under the auspices of the federally funded Works Progress Administration. (152, 173, 176, 383)

The entire construction, which also included women's dressing rooms, cost $35,000 and was located under the stage of the Coliseum. The
pool area was 50 x 120 feet with a 20 foot ceiling. The pool itself measured 35 x 75 feet with a maximum depth of 12 feet. It was constructed of cream-colored tile and had black trimming. (The women students had black mercerized swim suits to match the trimming.) There were three diving boards--two low ones and one ten foot high board. (127, 389)

By February, 1932, the pool was in use and all the swimming activities of the University of Nebraska--men and women's swim classes, swimming meets, water pageants, and recreational swims--were held in the pool until the late 1960's. The pool proved so popular there were times two classes were held in the pool at the same hour. During the war years, the women's swimming classes were scheduled in the evening because of the war requirement which made it necessary to reserve the pool for the men for the majority of the time. (159, 176, 187)

In 1934, the physical education facilities were described as:

A large gymnasium, dance studio, exercise room, golf practice room, room for small games, WAA Club Room, two dressing rooms, one locker room, two rest rooms, examinations room, lecture room and offices. Archery in Andrews basement, rifle range in Military, downtown bowling alley, swimming pool in Coliseum, tennis courts behind Bessey, and a field behind Social Science. (161, p. 366)

Fields

The fields for the women's use were located between Social Science [now the College of Business Administration] and Teachers College. To the north, in the area from the front of Avery Hall to 14th Street [now occupied by Burnett Hall and Andrews Hall] were tennis courts constructed of gray finely crushed rock. For a short time, a
skating rink and toboggan slide were made available to the students on
the east side of the Social Sciences building. In 1927, Andrews Hall
was built, eliminating some of the tennis courts, and, in the 1940's,
construction of Burnett Hall eliminated the rest. An archery range was
set up between Andrews Hall and Morrill Hall. (153, 386)

In 1937, the women's athletic field was enlarged to include:

From back of Social Science, east to the walk leading to
Teachers College from R Street and from the walk along the
mall next to Social Science south clear to R. There was a
gate by Social Science and one on R Street. (182, p. 3)

That same year, the women's department gave up the small field by
Teachers College. The next year, 1938, the enlarged field was seeded.
Now the hockey field ran north and south and there was room for the
baseball diamonds, volleyball and badminton courts, and an archery range.
(182, 183)

However, in 1941, the new library construction was started on
the hockey field. The women were then granted the use of the men's
athletic fields, located south and east of the Coliseum, before 3:30 p.m.;
any classes or intramurals which met after that time were restricted to
a small space back of the Coliseum. Six badminton courts were set up on
the mall closest to Grant Memorial Hall to help relieve the situation.
(186, 292)

In 1950-1951, the women's physical education department secured
its present fields. The space between 14th and 16th, Vine and the rail-
road tracks two blocks north of Vine, was graded and leveled for use as
the women's athletic fields. These fields were enclosed and ready for
use by September, 1952. Six tennis courts east of the Coliseum were also
made available to them. (192, 193)
Philosophy

The programs offered, the staff employed, and the facilities provided are usually a reflection of the philosophy which is held by those who are in a position to make decisions. In 1926 the following "Statement of Department Policies" appeared in a handbook from the women's department of physical education:

To the Young Women of the University of Nebraska:
You are preparing for a life of service and happiness beyond college years. A foundation for such living can best be procured through mental and physical well being. The Department of Physical Education is maintained to supervise and guide you in your physical development.

Realizing the great importance of exercise as a positive health factor, the University requires you to attend exercise classes three times a week during your first two years of residence in the University, in the hope that you will thereby acquire a fixed habit of exercise that will stay with you throughout the remainder of your life.

To meet the varied exercise desires of the varied types of students, the Department offers a variety of activities in sports, gymnastics, and dancing from which you may select your exercise work. (3, p. 5)

Programs For the General Student

In 1928-1929, interpretive dance, field hockey, tennis, archery, paddle tennis, golf and riding were offered to the students for credit. The riding was done at the State Fair Grounds where a Riding Academy was located. In bad weather, classes were held indoors in the Stock Pavilion. (169)

A method was devised in the school year, 1929-1930, to enable students to participate in activities of their choice by arranging for activity courses to meet either on Mondays and Fridays or on Tuesdays and Thursdays and leaving Wednesday as a free-choice day. The women could choose any activity they wanted, at the hour they wanted, and, at the same
time earn class credit and intramurals credit for this Wednesday activity. A different activity and time could be selected each Wednesday or a student could elect the same one repeatedly. Activities offered were: archery, hockey, tennis, rifle marksmanship, riding, dancing, golf and paddle tennis. [There is no record of how long this arrangement continued.] (171)

An experimental class was also conducted during that year. Miss Beatrice E. Richardson, a member of the women's physical education departmental staff, randomly selected a group of freshman girls who had registered for hockey. These girls were then divided into an experimental group and two control groups. All girls were then given a battery of tests in motor performance. Girls in the experimental group were given special assistance in areas in which they were weak such as strength, flexibility, and coordination, while the two control groups participated in regular classes with no special instructions. The purpose of the experiment was to determine if girls would function better if they first had a class in fundamental movement and rhythmic responses and then went to regular activity classes. [The results of this experiment are not available.] (171)

In the late 1930's, the first semester of the freshman year was a required course which covered body mechanics of everyday life (such as posture, walking, lifting, and pushing); fundamentals of sports (throwing, catching, and batting); and fundamentals of rhythm (leaping, hopping, and skipping); and dance technique (folk, social, and tap). Within a year or so it was expanded into a two-semester course. Then, after the sports fundamentals were absorbed into the sport activity classes, the course was again reduced to one semester.
Due to the national emphasis on physical fitness in 1941-1942, the course was again extended to a full year. The first semester included fundamentals of body mechanics with body-conditioning and endurance. The second semester had three units: Unit I on fundamentals of rhythms, Unit II on group team sports, and Unit III on swimming. Those unable to swim took Unit IV which was Individual Sports. (186)

In a handbook designed by Miss Lee for the staff of the Department of Physical Education for Women, the following statement described the course work designed for the general student body:

1. The course required of freshmen consists of rugged body-conditioning work supplemented first semester by fundamentals of body mechanics and second semester by fundamentals of rhythm and sports. Those not physically able to take this work are given individual attention in individual gymnastics classes.

2. After the freshmen courses are completed students may elect their activities from various sports, rhythmical activities, gymnastics, and swimming. (373, p. 74)

In 1937, as a convenience to students who resided or had the majority of their classes on the Agricultural campus of the University of Nebraska, classes were offered there which would fulfill the two year physical education requirement for general students. All the activities which were taught on the main campus of the University of Nebraska were offered except swimming and modern dance. A full-time instructor was assigned to East Campus the following year. [The records do not show how long this arrangement continued.] (182, 183)

Special Courses

In 1938, the School of Music requested the physical education department for women to offer a three semester sequence course for all their students who were planning to teach. The women's physical education
department was also requested to conduct a special course for men and women dramatics majors. [However, such courses did not appear in the catalogues.] (183, 282)

In response to the war effort, a new course was designed to be taught during the Summer of 1943 to prepare teachers to teach the physical fitness course recommended by the United States Office of Education for the Victory Corps. When the Junior Division for freshmen students was set up by the University of Nebraska, the physical education department planned a two-year course to be offered beginning with the 1943-1944 school year which was designed to prepare girls as assistants in recreation departments, YWCA's, community centers, and such organizations. (186)

Curriculum and Requirements for the Physical Education Major
1924-1925 To 1934-1935

In 1924, the physical education department was listed under the College of Arts and Sciences and also in Teachers College. The ten women who graduated in 1924 receiving Certificates of Physical Education obtained a Bachelor of Arts degree from the College of Arts and Sciences. The requirements in 1924-1925 for a Bachelor of Arts Degree from the College of Arts and Sciences are shown in Exhibit 13. The four year program designed for students entering the University of Nebraska in 1924 desiring to earn a Physical Education Certificate is shown in Exhibit 14. A shift was soon evident in that degrees to women receiving Physical Education Certificates were granted more frequently from Teachers College than the College of Arts and Sciences. By 1929, all women earning a
EXHIBIT 13

REQUIREMENTS FOR A BACHELOR OF ARTS DEGREE
FROM THE UNIVERSITY OF NEBRASKA,
1924–1925

Specific Requirements for Graduation.—Each candidate for graduation from the College of Arts and Sciences is required to complete the following: English ten hours, including courses 1 and 2; Military Science, men, or Physical Education, women, four hours. Each candidate for the bachelor’s degree is required to select one subject from each of the four groups lettered below, which subject must be completed before the end of his third year:

<table>
<thead>
<tr>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother Tongue, required of all</td>
</tr>
<tr>
<td>A. 1. Ancient Languages</td>
</tr>
<tr>
<td>2. Modern Languages</td>
</tr>
<tr>
<td>B. 1. History</td>
</tr>
<tr>
<td>2. Political Science or Economics</td>
</tr>
<tr>
<td>C. 1. Mathematics</td>
</tr>
<tr>
<td>2. Philosophy</td>
</tr>
<tr>
<td>D. 1. Physical Science (Chemistry or Physics)</td>
</tr>
<tr>
<td>2. Biological Sciences (Botany or Zoology)</td>
</tr>
</tbody>
</table>

Majors and Minors.—Each candidate for a degree shall before the end of his sophomore year be required to select some subject as a major, or his field of concentration. A major shall consist of courses aggregating eighteen hours from those designated by a department and approved by the Course of Study Committee. Elementary or beginning courses open to freshmen shall not be included in the major and some courses must represent distinctly advanced work. A major with the adviser’s consent may include courses in departments other than the one in which the major is offered.

Each candidate shall also at the time the major is designated be required to select a minor consisting of courses aggregating eighteen hours in one or more related subjects designated by the departments in which the major is offered and approved by the Course of Study Committee. At least eight hours of the minor must be offered in one subject. For details as to the major and minor requirements of each department consult the special announcements of the departments.

1 For satisfying these group requirements no courses may be chosen which can be defined as vocational or technical. Such courses are Economics 5, 6, English 11, 12, and Philosophy 10.
2 Students presenting 2 entrance points satisfy this requirement by taking 15 hours in the same language, those presenting 3 entrance points by taking 10 hours, those presenting 4 or more entrance points by taking 6 hours.
3 If a student comes with a year’s credit in Chemistry he may fulfill the above requirements by taking six hours in the same science.
4 The requirement may also be met by six hours Botany and six hours Zoology.

### EXHIBIT 14

**FOUR-YEAR PROGRAM DESIGNED FOR PHYSICAL EDUCATION MAJORS AT THE UNIVERSITY OF NEBRASKA, 1924-1925**

#### THIRD YEAR

<table>
<thead>
<tr>
<th>Course Description</th>
<th>First Semester Hours</th>
<th>Second Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Physiology 101, 102</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Pol. Sci., History or Econ. (Sociology recommended)</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Phys. Ed. 105 or 107, 106 or 108</td>
<td>3 or 2</td>
<td>3 or 2</td>
</tr>
<tr>
<td>Phys. Ed. 111 (if offered)</td>
<td>2 or 0</td>
<td>2 or 0</td>
</tr>
<tr>
<td>Phys. Ed. 113 or 115</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. 21-VI and 21-IV, 22-V and 22-VII</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. 125, 126</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Phys. Ed. 127, 128</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Phys. Ed. 155-I, 156-I or IV</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Phys. Ed. 163, 164</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives 2 to 7 hours.**

#### FOURTH YEAR

<table>
<thead>
<tr>
<th>Course Description</th>
<th>First Semester Hours</th>
<th>Second Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
</tr>
<tr>
<td>Philosophy 100, 103</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Phys. Ed. 105 or 107, 106 or 108</td>
<td>3 or 2</td>
<td>3 or 2</td>
</tr>
<tr>
<td>Phys. Ed. 111 (if offered)</td>
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<td>2 or 0</td>
</tr>
<tr>
<td>Phys. Ed. 109, 113 or 115</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Phys. Ed. 110 (Men and Women)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. 131, 132 (Men)</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Phys. Ed. 165, 166 (Women)</td>
<td>2</td>
<td>2</td>
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</tbody>
</table>

**Electives 3 to 6 hours.**
### Four-Year Program for Students Majoring in Physical Education

#### FIRST YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hours Men</td>
<td>Hours Women</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Zoology</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Modern Language</td>
<td>5 5</td>
<td></td>
</tr>
<tr>
<td>English 1, 2</td>
<td>3 3</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. 21-I, 22-I (Men)</td>
<td>1 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 1</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. 155-II (Women)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Military Science 1, 2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>'Freshman Lecture'</td>
<td>1</td>
<td></td>
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<td></td>
<td>1</td>
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<td>15 14</td>
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<td>18 18</td>
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</table>

#### SECOND YEAR

<table>
<thead>
<tr>
<th>Course</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Hours Men</td>
<td>Hours Women</td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
<td>Zoology 53, 54</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>English 21, 22</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Chemistry 1 or 3, 2 or 4 or 5, 3</td>
<td>5 or 3</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. 103, 104</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. 23-I, 24-I, (Men), 53, 54 (Women)</td>
<td>1 1</td>
<td>1 1</td>
</tr>
<tr>
<td>Phys. Ed. 61, 62 (Women)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Military Science 3, 4</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Phys. Ed. 156-II (Women)</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 14</td>
<td></td>
</tr>
<tr>
<td></td>
<td>15 13</td>
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</tr>
</tbody>
</table>

| Electives 3 to 5 hours               |                |

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*Men who do not take 'Freshman Lecture' in second semester will take it in the sophomore year.*

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**Bulletin of the University of Nebraska, Fifty-Fourth Annual General Catalog, The Complete Record for 1923-24, Announcements for 1924-25. May 15, 1924, pp. 125-126.**
Certificate of Physical Education received the Bachelor of Science Degree from Teachers College. (50, 53, 55) The requirements for a Bachelor of Science Degree from Teachers College in 1924-1925 are shown in Exhibit 15. Students earning a Bachelor of Science Degree who planned to teach physical education were required to take the physical education courses shown in Exhibit 16. The descriptions of the physical education courses in 1924-1925 are shown in Exhibit 17. A summary of the changes which occurred in the physical education theory courses for women at the University of Nebraska between 1924-1925 and 1934-1935 is shown in Table 9. A summary of the changes which occurred in the physical education activity courses for women at the University of Nebraska between 1924-1925 and 1934-1935 is shown in Table 10.

Additional Changes in the Curriculum

In 1927, Course Number 122 was added to the curriculum and titled, "Physical Examinations and Remedial Gymnastics." A follow-up course, Number 123, was also added. By the end of the decade, Number 122 was dropped and Number 123 was expanded to a three hour credit course entitled "Theory of Individual Gymnastics." First aid which had been covered in Course Number 1, "Personal Hygiene and Emergencies," was a part of the content of this new Number 123 course. Course Number 1 was no longer required of the women; Number 33, a two hour course entitled "Personal Hygiene Applied," replaced it but did not include first aid as part of its content. (169)

When Miss Lee first came to the University of Nebraska, men and women were in many of the same theory classes. This practice eventually ceased. During the first ten years, the separation occurred in courses
EXHIBIT 15

REQUIREMENTS FOR A BACHELOR OF SCIENCE DEGREE
FROM TEACHERS COLLEGE OF THE UNIVERSITY
OF NEBRASKA, 1924–1925

SUBJECTS REQUIRED OF ALL CANDIDATES FOR THE DEGREE OF
BACHELOR OF SCIENCE IN EDUCATION

ENGLISH
- English 1, 2, or 3, 4 4 hrs.
- English (Elective) 3 hrs. .......................................................... 10 hours

PHYSICAL EDUCATION OR MILITARY SCIENCE ................. 4 hours

METHODS OF STUDY (Education A) ........................................ 1 hour

I. FOREIGN LANGUAGES .................................................. 6-16 hours

One of the following: Greek, Latin, French, German, Spanish, Slavic. (If a student presents two (2) entrance points of Greek, or four (4) entrance points of Latin from high school, then six (6) hours of the same language will meet the group requirement. For any other language a student presenting two (2) entrance points may satisfy this requirement by taking fifteen (15) hours in the same language, those presenting three (3) entrance points by taking ten (10) hours, those presenting four (4) or more entrance points by taking six (6) hours.)

II. SCIENCE ............................................................................. 6-10 hours

One of the following:
- Non-Biological—
  - Astronomy 5 and 6
  - Chemistry 1 and 2
  - Geology and Geography 1 and 2, or 61 and 64
  - Physics 1 and 2
- Biological—
  - Botany 1 and 2, or 7
  - Physiology 101 and 102
  - Zoology 3

In case Botany 7 or Zoology 3 is selected, it is recommended that the student fulfill the group requirement by taking Zoology 141.

III. HISTORY ............................................................................. 6 hours

IV. MATHEMATICS OR PHILOSOPHY, OR SOCIOLOGY, OR
    POLITICAL SCIENCE ...................................................... 6 hours

V. EDUCATION, 17 hours; PSYCHOLOGY (recommended), 3 hours ................................................................. 20 hours

*English option allowed in the Normal Training Course.

EXHIBIT 16

PHYSICAL EDUCATION COURSES REQUIRED OF CANDIDATES FOR THE BACHELOR OF SCIENCE IN EDUCATION DEGREE AT THE UNIVERSITY OF NEBRASKA PREPARING TO TEACH PHYSICAL EDUCATION, 1924-1925

PHYSICAL EDUCATION AND ATHLETICS

(a) For Men........................................21 or 22

Course 1, 2 (6); 103, 104 (4); 21, I (1); 22, I (1); 22, IV (1); 23, I (1); 24, I (1); 107, 108 (4); 110 (3).

(b) For Women.......................................22

Courses 1, 2 (6); 103, 104 (4); 51, 52 (2); 53, 54 (2); 61, 62 (2); 107, 108 (4); 155, 156 (2).

EXHIBIT 17

DESCRIPTIONS OF THE PHYSICAL EDUCATION COURSES
AT THE UNIVERSITY OF NEBRASKA,
1924-1925

JUNIOR DIVISION COURSES

PHYSICAL EDUCATION—THEORY

1. PERSONAL HYGIENE AND EMERGENCIES.—Chemistry of digestion; foods; respiration, circulation; bathing, clothing; care of the eye and ear; exercise and recreation; adenoids and tonsilar infection; sleep. Emergencies—First Aid Treatment in fractures, dislocations, wounds, hemorrhage, poisoning and drowning. Bandaging. Credit 3 hours. First semester. Mr. Clapp

2. PUBLIC AND SCHOOL HYGIENE.—Sanitation, infectious and contagious disease; medical inspection of schools; hygiene of schoolroom, heating, lighting and ventilation; water supply; plumbing; sewage disposal. Lectures and outside readings. Credit 3 hours. Second semester. (Education 13.) Mr. Clapp

PRACTICE COURSES—MEN

21. FIRST YEAR GYMNASTICS AND ATHLETICS.—Credit 1 hour. First semester.

I. GYMNASTICS.—(a) Light gymnastics—free-hand body building, dumb-bells, wands, Indian clubs. Elementary gymnastic dancing. (b) Heavy gymnastics—apparatus work. (c) Recreative gymnastic games and contests. Laboratory 3 hours.

II. FOOTBALL.—Regular and systematic participation in football practice. Laboratory 6 two-hour periods during first half of semester. Mr. Dawson

III. Track.—Regular and systematic participation in track and field athletics throughout semester. Laboratory 5 hours. Mr. Schulte

IV. BASKETBALL.—Regular and systematic participation in basketball during last half of first semester and first half of second semester. Laboratory 5 hours. Mr. Frank

V. WRESTLING.—Demonstration and practice of common holds and breaks. Elementary wrestling progressing toward advanced wrestling as ability of class permits. Last half of first semester and first half of second semester. Laboratory 3 hours. Mr. Clapp

VI. BOXING.—Instruction in the art of self-defense. Laboratory 3 hours. Mr. Reed

VII. SWIMMING.—Technique of the common strokes, floating, simple and fancy diving, rescue and resuscitation of the drowning. Laboratory 3 hours. Mr. Adkins

VIII. FENCING.—Elementary course in the art of foil fencing and duelline swords. Laboratory 2 60-minute periods.

IX. TENNIS.—Instruction in the fundamentals of the game and practice under supervision. Laboratory 3 hours.

X. GOLF.—Instruction in the fundamentals of the game and practice under supervision. Laboratory 3 hours.

XI. CORRECTIVE GYMNASTICS.—Laboratory 3 hours.

22. FIRST YEAR GYMNASTICS AND ATHLETICS.—Course 21 continued. Second semester.

I. GYMNASTICS.

III. TRACK.

IV. BASKETBALL.

V. WRESTLING.

VI. BOXING.

VII. SWIMMING.

IX. TENNIS.

X. GOLF.

XI. CORRECTIVE GYMNASTICS.
23. Second Year Gymnastics and Athletics.—Advanced and progressive gymnastics and athletics. Continuation of first year's work. Laboratory same as in Course 21, credit 1 hour. First semester.
   I. Gymnastics. Mr. Adkins
   II. Football. Mr. Dawson
   III. Track. Mr. Schulte
   IV. Basketball. Mr. Frank
   V. Wrestling. Mr. Clapp
   VI. Boxing. Mr. Reed
   VII. Swimming. Mr. Clapp
   VIII. Fencing.
   IX. Tennis.
   X. Golf.
   XI. Corrective Gymnastics.

   I. Gymnastics.
   III. Track.
   IV. Basketball.
   V. Wrestling.
   VI. Boxing.
   VII. Swimming.
   IX. Tennis.
   X. Golf.
   XI. Corrective Gymnastics.

Practice Courses—Women

51. Freshman Gymnastics.—Swedish gymnastics. Correction of improper walking and standing positions. Gymnastic dancing and games. Lectures in personal hygiene. Laboratory 3 hours, credit 1. First semester.
   Miss Mann, Miss Breese, Mrs. Westover

52. Freshman Gymnastics.—Course 51 continued. Elementary work on balance beams, spring boards, stall bars, beams, ropes, etc. Second semester.

53. Sophomore Gymnastics.—Military marching. German gymnastics, dumbbells, wands and Indian clubs. Elementary apparatus work. Athletic and gymnastic games. Folk dancing. Prerequisite: Courses 51 and 52. Laboratory 3 hours, credit 1. First semester.
   Mrs. Stott

54. Sophomore Gymnastics.—Course 53 continued. Second semester.

61. Normal Aesthetic Dancing.—Technique of aesthetic dancing. Classical, oriental and national dances. Rhythmic interpretation of classical music. Open to Physical Education Normal and Fine Arts Juniors. Prerequisite: Courses 51 and 52 or equivalent. Laboratory 2 hours, credit 1. First semester.
   Mrs. Scott


Senior Division Courses

Physical Education—Theory

101. Football (Theory and Practice).—Fundamentals; offense and defense, demonstration of various systems; detailed handling of individual positions. Lecture 2 hours, laboratory 3, credit 2. First semester.
   Mr. Dawson

102. Basketball and Baseball (Theory and Practice).—First half of second semester: basketball; individual play and team play. Second half of the semester: baseball; individual play and team play. Lecture 2 hours, laboratory 3, credit 2.
   Mr. Frank
103. PLAYGROUNDS.—Philosophy of play. Aims of playground activities. Playground sports and games. Organization, construction, equipment, administration and management. Lectures, readings, reports and practice. Credit 2 hours. First semester. (Not offered in 1924-25.) Miss Clark

104. PLAYGROUNDS.—Course 103 continued. Second semester. (Not offered in 1924-25.)


106. KINESIOLOGY AND MEDICAL GYMNASTICS.—Muscles and their relation to common gymnastic and athletic movements. Aims, varieties and effects of these movements. Medical and orthopedic gymnastics. Massage—theory and practice. Prerequisite: Zoology 3, 121 and 122. Lecture 3 hours, laboratory 3, credit 3. Miss Clark

107. METHODS OF TEACHING PHYSICAL EDUCATION.—Theory and practice of teaching physical education with special emphasis on the Swedish system. Prerequisite: (men) Courses 21, 22, 23 and 24—(women) Courses 51, 52, 53 and 54. Lecture 2 hours, laboratory 4, credit 2. First semester. (Not offered in 1924-25.) (Education 21a.) Miss Clark

108. METHODS OF TEACHING PHYSICAL EDUCATION.—Course 107 continued with special reference to German methods of teaching gymnastics. Second semester. (Not offered in 1924-25.) (Education 21b.) Mr. Clapp, Miss Clark

109. PRACTICE IN TEACHING.—Gymnastic and playground teaching. Charge of university and school classes under supervision of the instructor. Prerequisite: Courses 107 and 108. Laboratory 6 hours, credit 3. First and second semesters. Mr. Clapp, Miss Mann

110. TRACK ATHLETICS AND GENERAL ATHLETIC TRAINING.—Theory and practice of standard track and field events. Ancient and modern methods of training compared. Diet, sleep, rubbing, bathing and over-training. Proper training for various sports. Lecture 2 hours, laboratory 2, credit 2, women 2, men 3. Second semester. Mr. Clapp, Miss Mann

111. HISTORY OF PHYSICAL EDUCATION. EQUIPMENT AND METHOD OF ADMINISTRATION OF A DEPARTMENT.—Lectures, readings and digests of literature on Physical Education. Organization of gymnasium and athletic field. Credit 2 hours. Mr. Clapp, Miss Clark

113. PHYSIOLOGY OF BODILY EXERCISE.—Physiological features of muscular activity, training, fatigue, breathlessness, stiffness and overwork. Prerequisite: Courses 1 and 2 and Zoology 53 and 54. Credit 2 hours. Mr. Clapp

115. PHYSICAL DIAGNOSIS.—Normal and abnormal physical signs of the thoracic organs. Prerequisite: Courses 1 and 2. Lecture 2 hours, laboratory 2, credit 2. Second semester. (Not offered in 1924-25.) Mr. Clapp

116. THEORY AND PRACTICE OF TRACK ATHLETICS.—Leaders’ course, covering: (1) Theory and form in track and field athletics. (2) Methods of training. (3) Actual coaching under the supervision of the instructor. Consult instructor before registering. Lecture 2 hours, laboratory 3, credit 2. Second semester. Mr. Schulte
EXHIBIT 17 (Continued)

PRACTICE COURSES—MEN

125. ADVANCED HEAVY GYMNASTICS.—(Open only to those who have attained proficiency in heavy gymnastics.) Laboratory 3 hours, credit 1. First semester. Mr. Adkins

126. ADVANCED HEAVY GYMNASTICS.—Course 125 continued. Second semester.

127. LEADERS’ CLASS.—(Members must be proficient in all forms of class gymnastics.) Leading of squads in Physical Education 21. Laboratory 3 hours, credit 1. First semester. Mr. Clapp

128. LEADERS’ CLASS.—Course 127 continued. Second semester.

131. NORMAL FLOOR GYMNASTICS.—(Normal men only.) Calisthenics, dumbbells, wands, Indian clubs, bar-bells, etc. Heavy gymnastic apparatus. Club swinging and pyramids. Prerequisite: Courses 21, 22, 23 and 24. Laboratory 3 hours, credit 1. First semester. Mr. Clapp

132. NORMAL FLOOR GYMNASTICS.—Course 131 continued. Second semester. (Students are allowed to register for the practical courses above with such restrictions as may be prescribed by the Department.)

PRACTICE COURSES—WOMEN

155. GAMES, SPORTS AND AESTHETIC DANCING.—Laboratory 3 hours, credit 1. First semester.

I. COMPETITIVE SPORTS.—Soccer, field hockey, basketball, indoor baseball, track, athletics, golf, tennis, etc. Miss Clark

II. SWIMMING.—Common strokes, floating, diving, rescue of the drowning. Miss Clark

156. GAMES, SPORTS AND AESTHETIC DANCING.—Course 155 continued. Second semester.

I. COMPETITIVE SPORTS.

II. SWIMMING.

IV. GOLF.

V. TENNIS.

VI. FENCING.—Foil fencing. Mr. Clapp

(Re-registration in 155 and 156 subject to approval of instructor.)

163A. NORMAL FLOOR GYMNASTICS.—Advanced Swedish Gymnastics for Physical Education Normal juniors only. Laboratory 3 hours, credit 1. First semester. Miss Clark

B. ADVANCED AESTHETIC DANCING.—Open only to Physical Education Normal juniors. Prerequisite: Courses 61 and 62. Laboratory 2 hours, credit 1. First semester. Mrs. Scott

C. ADVANCED AESTHETIC DANCING.—For Fine Arts juniors. Prerequisite: Courses 61 and 62. Laboratory 2 hours, credit 1. First semester. Miss Clark

164A. NORMAL FLOOR GYMNASTICS.—Advanced German Gymnastics for Physical Education Normal juniors only. Laboratory 3 hours, credit 1. First semester. Miss Clark

B. ADVANCED AESTHETIC DANCING.—Course 163B continued. Second semester.

C. ADVANCED AESTHETIC DANCING.—Course 163C continued. Second semester.

165. SECOND YEAR NORMAL GYMNASTICS, FOLK DANCING, SPORTS AND GAMES.

—Gymnastic work of Physical Education 163 and 164 continued. Folk dancing and song plays. Soccer, field hockey and basketball. Laboratory 5 hours, credit 2 hours. First semester. Miss Clark

166. SECOND YEAR NORMAL GYMNASTICS, SPORTS AND GAMES.—Course 165 continued. Tennis, volley-ball, basketball, indoor baseball, etc. Second semester.

### TABLE 9

SUMMARY OF CHANGES IN PHYSICAL EDUCATION THEORY COURSES FOR WOMEN AT THE UNIVERSITY OF NEBRASKA, 1924-1925 TO 1934-1935

<table>
<thead>
<tr>
<th>Courses Eliminated, Combined, Revised, or Expanded</th>
<th>1924-1925</th>
<th>1934-1935</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>--------------</td>
</tr>
<tr>
<td>1</td>
<td>Personal Hygiene and Emergencies</td>
<td>3</td>
</tr>
<tr>
<td>113</td>
<td>Physiology of Bodily Exercise</td>
<td>2</td>
</tr>
<tr>
<td>115</td>
<td>Physical Diagnosis</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Public and School Hygiene</td>
<td>3</td>
</tr>
<tr>
<td>105</td>
<td>Anthropometry and Applied Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>106</td>
<td>Kinesiology and Medical Gymnastics</td>
<td>3</td>
</tr>
<tr>
<td>111</td>
<td>History of Physical Education, Equipment and Method of Administration of a Department</td>
<td>2</td>
</tr>
<tr>
<td></td>
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<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courses Eliminated, Combined, Revised, or Expanded</td>
<td>1924-1925</td>
<td>1934-1935</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>No.</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>107</td>
<td>Methods of Teaching Physical Education</td>
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</tr>
<tr>
<td>108</td>
<td>Methods of Teaching Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>61</td>
<td>Normal Aesthetic Dancing*</td>
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</tr>
<tr>
<td>62</td>
<td>Normal Aesthetic Dancing Course - 61 Continued</td>
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<tr>
<td>110</td>
<td>Track Athletics and General Athletic Training</td>
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<table>
<thead>
<tr>
<th>Number, Title, or Credit Hour Changes</th>
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<th>1934-1935</th>
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<tbody>
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<td>Credit Hours</td>
</tr>
<tr>
<td>103</td>
<td>Playgrounds</td>
<td>2</td>
</tr>
<tr>
<td>104</td>
<td>Playgrounds</td>
<td>2</td>
</tr>
<tr>
<td>109</td>
<td>Practice in Teaching</td>
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<table>
<thead>
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<th>New Courses</th>
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<tbody>
<tr>
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<tr>
<td>117</td>
<td>Applied Technique of Competitive Sports</td>
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<tr>
<td>118</td>
<td>Applied Technique of Competitive Sports</td>
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</tr>
<tr>
<td>No.</td>
<td>Title</td>
<td>1924-1925</td>
</tr>
<tr>
<td>-----</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Hours</td>
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</table>

* Activity Courses
<table>
<thead>
<tr>
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<th>No.</th>
<th>Title</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>163a</td>
<td>Normal Floor Gymnastics</td>
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<td>163</td>
<td>Third Year Motor Activities</td>
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<tr>
<td>163b</td>
<td>Advanced Aesthetic Dancing</td>
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<td>163c</td>
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<tr>
<td>164a</td>
<td>Normal Floor Gymnastics</td>
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<td>164</td>
<td>Third Year Motor Activities</td>
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<tr>
<td>164b</td>
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<tr>
<td>164c</td>
<td>Advanced Aesthetic Dancing (163c Continued)</td>
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<tr>
<td>165</td>
<td>Second Year Normal Gymnastics, Folk Dancing, Sports and Games</td>
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<td>Fourth Year Motor Activities</td>
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<td>166</td>
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<td>166</td>
<td>Fourth Year Motor Activities</td>
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<td>42</td>
<td>First Year Motor Activities (41 Continued)</td>
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<td>43</td>
<td>Second Year Motor Activities</td>
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<tr>
<td>44</td>
<td>Second Year Motor Activities</td>
<td>1</td>
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</tbody>
</table>
Number 103 and Number 104, "Playgrounds." Two other jointly taught courses, Number 107 and Number 108, "Methods of Teaching Physical Education" were combined into Course Number 102, "Theory of Gymnastics" and taught to only the women students. (169)

The contents of two courses which had been designated as activity courses were changed slightly and the courses redefined as Theory and Practice courses. Course Number 61, "Normal Aesthetic Dancing," was replaced by Number 119, "Applied Technique of Folk Dancing," which was soon incorporated into a new course, Number 142, "Techniques of Teaching Rhythmic Activities." Course Number 62, Normal Aesthetic Dancing," was dropped from the curriculum offerings and Number 120, "Applied Technique of Dancing," added which later became Number 143, "Theory and Philosophy of the Dance." (51, 52, 169)

During this decade, the activity courses which physical education majors and minors took for the first two years were designated by special numbers—41, 42, 43, and 44—to distinguish them from the courses the general students took, Numbers 51, 52, 53, and 54. The four motor activity courses designed for physical education majors and minors in their last two years—Numbers 163, 164, 165, and 166—became no credit courses which was to allow for more hours of electives. (51, 169)

**Teaching Experience for Majors**

The physical education majors gained experience in teaching by offering instruction to the University of Nebraska faculty and their children, and to children of the community. University of Nebraska faculty women were invited to participate in classes of fundamentals in
bodily movement, social dancing, and swimming, and the faculty men received instruction in dancing and clogging. The children of the faculty, ages three to eight, were invited to Grant Memorial Hall on Saturday mornings where the senior physical education majors would lead the children in playground activities and the students of the Folk Dancing Technique course would teach them dancing.

Senior physical education majors, after receiving instruction in practice and theory of social dance, practiced their techniques in a social dancing class which was offered jointly by the University YMCA and the women's physical education department to all University of Nebraska students on Friday nights. (175, 176)

In 1928-1929, the first teacher training course in swimming was held at the high school pool for senior physical education majors. They would swim from 7:15 until 7:45 and then, at 7:45, each one would be responsible for teaching one or two sophomores or juniors to swim. (169)

1934-1935 To 1944-1945

The requirements for a Bachelor of Science in Education Degree at the University of Nebraska in 1934-1935 are shown in Exhibit 18. The four year program for women students entering the University of Nebraska in 1934 desiring to earn a Physical Education Certificate is shown in Exhibit 19. The descriptions of the physical education courses in 1934-1935 are shown in Exhibit 20. A summary of the changes which occurred in the physical education theory courses for women at the University of Nebraska between 1934-1935 and 1944-1945 is shown in Table 11. A summary of the changes which occurred in the physical education activity courses for women at the University of Nebraska between 1934-1935 and 1944-1945 is shown in Table 12.
REQUIREMENTS FOR A BACHELOR OF SCIENCE IN EDUCATION DEGREE FROM THE UNIVERSITY OF NEBRASKA, 1934-1935

SUBJECTS REQUIRED OF ALL CANDIDATES FOR THE DEGREE OF BACHELOR OF SCIENCE IN EDUCATION

I. FOREIGN LANGUAGES ................................................................. 6-16 hours

One of the following: Greek, Latin, French, German, Spanish, Slavic, Swedish. (Students presenting two or three semesters of foreign language from high school meet this requirement by taking eleven hours in the same language; those presenting four or more semesters, by taking six hours in the same language.)

II. SCIENCE .................................................................................. 6-10 hours

One of the following:
- Non-Biological—
  Astronomy 71 and 72
  Chemistry 1 and 2 or 3 and 4
  Geography 61 and 62, or 71 and 72
  Geology 1 and 2
  Physics 1 and 2, or 3 and 4, or 11 and 12
- Biological—
  Biology (Botany 5 and 6) (6)
  Botany 1 and 2 (6), or 7 and 8 (10)
  Physiology 1 and 2
  Zoology 1 and 2 or 6 (6), or 3 and 4 (10)

In case Zoology 6 is selected, it is recommended that the student fulfill the group requirement by taking Zoology 141 or 172.

III. HISTORY .................................................................................. 6 hours

IV. MATHEMATICS OR PHILOSOPHY,2 OR ECONOMICS, OR
    SOCIOLOGY, OR POLITICAL SCIENCE ......................................... 6 hours

V. EDUCATION (including Course 30) ............................................ 20 hours

For special requirements in Education, major and correlated subjects, see "Curricula-General Course" and detailed four-year courses following.

---

1 English option allowed in Commercial Arts Course, course for Science Teachers, Athletic Coaching Course, and in course in Physical Education for men and women.
2 Psychology 28 may not count toward this requirement. Psychology 150 may count only for those taking the four-year Commercial Course.

## EXHIBIT 19

### FOUR-YEAR PROGRAM DESIGNED FOR WOMEN PHYSICAL EDUCATION MAJORS AT THE UNIVERSITY OF NEBRASKA, 1934–1935

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<tr>
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<td><strong>Hours</strong></td>
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<td>Zoology 2</td>
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<td>Physiology 110</td>
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<td>Physical Education 103</td>
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<td><strong>THIRD YEAR</strong></td>
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<td><strong>THIRD YEAR</strong></td>
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<td>Physical Education 142</td>
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<td>Physical Education 102</td>
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<td>Philosophy 1</td>
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<td>17</td>
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<td><strong>FOURTH YEAR</strong></td>
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<td>Physical Education 165</td>
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<td>Electives</td>
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<td><strong>17 or 18</strong></td>
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* May count toward Group IV requirement.*

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EXHIBIT 20

DESCRIPTIONS OF THE PHYSICAL EDUCATION COURSES
AT THE UNIVERSITY OF NEBRASKA,
1934-1935

THEORY—MEN

1. PERSONAL HYGIENE AND EMERGENCIES.—Hygiene of foods and digestion, respiration, circulation, bathing, clothing, care of eye and ear, nose and throat, sleep. Emergencies—first aid treatment in fractures, dislocations, wounds, hemorrhage, poisoning, and drowning. Bandaging. (3).
   Mr. Clapp

2. PUBLIC AND SCHOOL HYGIENE.—The hygiene of heating, lighting, ventilation, water supply, disposal of sewage. Preventable diseases. Hygiene of the school and the school child. (3).
   Mr. Clapp

108. METHODS OF TEACHING PHYSICAL EDUCATION (Education 121).—
   Technique and principles, including floor gymnastics, playground work, and sports, with laboratory practice. Lesson content, progression, programs, sources of material, and squad presentation. Prereq 241 or permission. (2).
   Mr. Miller

109. STUDENT TEACHING (Education 123).—One credit hour in playground activities, 1 credit hour in athletic coaching, and 1 credit hour in general physical education practice. Prereq 108 and 110. Lab 6, conf 1, cr 3. I, II.
   Mr. Clapp

   Mr. Miller

111. HISTORY AND LITERATURE OF PHYSICAL EDUCATION AND ATHLETICS.
   —Ancient, medieval, and modern history and literature of the subject. Lectures and library assignments. Reports and classroom discussions. (2).
   Mr. Miller

113. PHYSIOLOGY OF BODILY EXERCISE.—Physiological features of muscular activity, training, fatigue, breathlessness, stiffness, and overwork. Prereq 1 and 2 and Zool 107 and 108. (2).
   Mr. Clapp

115. PHYSICAL DIAGNOSIS.—Study of the normal and abnormal conditions of the heart, lungs, and other organs. Inspection, palpations, percussion, and auscultation. Effects of exercise on the vital organs. Prereq 1 and 2 and Zool 107 and 108. L 2, lab 1, cr 2. II.
   Mr. Clapp

181. EXPERIMENTAL PHYSICAL EDUCATION.]—A study of the experimental methods with accompanying statistical methods as applied to the field of physical education. Prereq Educ 68 or Psych 70. Phys Educ srs by permission. (2).

182. PROBLEMS IN PHYSICAL EDUCATION.]—Original experimental and statistical studies in the field of physical education. Prereq 181. (2).

188. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION AND ATHLETICS.—Planning, equipment, and upkeep of gymnasium and fields. Programs, business management, purchase and care of equipment, publicity, awards, etc. Relation of department and staff to school or college. (3).
   Mr. Clapp, Mr. Browne, Staff

1 If a student has received credit in P.E. 110s, subsequent registration for P.E. 110 shall be for 2 hours only.
2 If a student has received credit for P.E. 87s, subsequent registration for P.E. 188 shall be for 2 hours only.
THEORY AND PRACTICE—MEN

77. FOOTBALL—Study of rules and elementary individual play. Fundamentals of individual positions; building of offense and defense. Application of elementary principles to team play. L 3, lab 10, cr 3.
Mr. Browne, Staff

78. BASKETBALL AND TRACK—Basketball—First 9 weeks. Rules, individual and team play, offensive and defensive systems, game strategy. Track—second 9 weeks. Study and practice of all events; placing of men; rules and history; training methods. L 3, lab 10, cr 3.
Mr. Browne, Mr. Schulte, Mr. Weir

Mr. Bible

Mr. Browne

Mr. Ostran, Mr. Adam

Mr. Sutherland

PRACTICE COURSES—MEN

21. FIRST YEAR GYMNASTICS AND ATHLETICS—(1).

I. GYMNASTICS—(a) Light gymnastics—free-hand body building, dumb-bells, wands, Indian clubs. Elementary gymnastic dancing. (b) Heavy gymnastics—apparatus work. (c) Recreative gymnastic games and contests. Lab 3.

II. FOOTBALL—Regular and systematic participation in football practice. Lab 6 two-hour periods, first half of sem. Football Coaching Staff

III. TRACK—Regular and systematic participation in track and field athletics throughout the semester. Lab 5.
Mr. Schulte

IV. BASKETBALL—Regular and systematic participation in basketball during last half of first semester and first half of second semester. Lab 5.
Basketball Coaching Staff

1 If a student has received credit in P.E. 21 to 24 inclusive, Section II, subsequent registration for P.E. 77 shall be for 2 hours only.
2 Students who have received credit in P.E. 71, 73, and 86 will not be allowed to register for P.E. 77 or 78; students who have received credit for P.E. 71 and 73, but not P.E. 86, will not be allowed to register for P.E. 77, but may register for P.E. 78, 2 hours; students who have received credit for P.E. 71 and 86 may register for P.E. 77, 2 hours and P.E. 78, 2 hours.
3 If a student has received credit for P.E. 71a, subsequent registration for P.E. 77 shall be for 1 hour only.
4 If a student has received credit in P.E. 21 to 24 inclusive, Section III or IV, subsequent registration for P.E. 78 shall be for 2 hours only.
5 If a student has received credit for P.E. 81a and P.E. 86a, he will not be allowed to register for P.E. 78; students who have received credit for only one of these two summer courses may register for P.E. 78, 2 hours.
6 No student shall receive credit in Practice Courses 21 to 24 inclusive, Sections V or VI, X, or VII, during the same semester in which he is registered for P.E. 93, 90, or 96 respectively.
V. WRESTLING.—Demonstration and practice of common holds and breaks. Elementary wrestling progressing toward advanced wrestling as ability of class permits. Lab 3. Mr. Adam

VI. BOXING.—Instruction in the art of self-defense. Lab 3. Mr. Ostran

VII. SWIMMING.—Technique of the common strokes, floating, simple and fancy diving, rescue and resuscitation of the drowning. Lab 3. Mr. Sutherland

VIII. FENCING.—Elementary course in the art of foil fencing. Lab 3. Mr. Clapp

IX. TENNIS.—Technique and practice. L 1, practice 2. Mr. Stanton

XI. CORRECTIVE GYMNASTICS.—Lab 3. Mr. Clapp

XII. GENERAL RECREATION.—First half semester: Football, track, cross-country, tennis. Second half semester: Basketball, boxing, wrestling, swimming, gymnastics, handball. Other activities approved by this department may be substituted for the above. Lab 3. Staff

22. FIRST YEAR GYMNASTICS AND ATHLETICS.—Course 21 continued.

X. BASEBALL.—Regular and systematic participation in baseball practice. Lab 3. Mr. Knight

XII. GENERAL RECREATION.—Course 21 continued. First half, winter activities; last half, spring activities. Lab 3. Staff

23. SECOND YEAR GYMNASTICS AND ATHLETICS.—Advanced and progressive gymnastics and athletics. Continuation of first year's work. Lab same as in 21. (1).

24. SECOND YEAR GYMNASTICS AND ATHLETICS.—Course 23 continued.

X. BASEBALL.—Regular and systematic participation in baseball practice. Lab 3. Mr. Knight

125-126. ADVANCED HEAVY GYMNASTICS.—Prereq proficiency in heavy gymnastics. Lab 3, cr 1. Mr. Clapp, Mr. Miller

127-128. LEADERS’ CLASS.—Prereq proficiency in all forms of class gymnastics. Leading of squads in Course 21. Lab 3, cr 1. Mr. Clapp, Mr. Miller

131. ADVANCED FLOOR GYMNASTICS.—Calisthenics, dumb-bells, wands, Indian clubs, bar-bells, etc. Heavy gymnastics. Pyramids. Prereq 241 or equiv. Lab 3, cr 1. Mr. Miller

132. ADVANCED FLOOR GYMNASTICS.—Course 131 continued. Prereq 131 or equiv.

THEORY—MEN AND WOMEN

105. KINESIOLOGY AND APPLIED ANATOMY.—The science of bodily movements. Study of principal types of muscular exercise and their relation to the problems of bodily development. Prereq Zool 107 and 108. (3). Miss Eastabrooks, Mr. Knight

106. REMEDIAL GYMNASTICS AND PHYSICAL EXAMINATION.—Application to abnormal body conditions. The estimation of physical fitness by means of physical examinations, orthopedic tests, and measurements. Prereq 105 or permission. (3). Miss Rausch, Mr. Knight

THEORY—WOMEN

33. PERSONAL HYGIENE APPLIED.—A study of how to live hygienically. The application of hygienic principles to everyday living, using each day as a laboratory for the course. (2). Miss Lee
103. PLAYGROUND AND RECREATION.—Theory and play. Place of physical activity in community recreation programs. Study of programs and management of playgrounds. Practice in contests, games of low organization, and constructive activities. (3). II.

Miss McGilvrey, Miss Alway

104. LABORATORY COURSE IN PLAY AND RECREATION.—Practice in actual conduct of play and recreation. Prereq 103. (1 or 2). I, II.

Miss McGilvrey, Miss Alway

109. STUDENT TEACHING (Education 123).—Application of methods courses to actual teaching. Prereq 103, 106, 117, 118, 142. Before registering see Education 123, page 303. Lab 2 to 6, conf 1, cr 1 or 2. I, II.

I, II. Miss McGilvrey, Miss Wagner

112. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION FOR WOMEN.—Type of departments, duties of instructors, supervisors, and directors, health programs, athletic policies, buildings and grounds, budgets, records, grading examinations and tests, programs and schedules. (2).

Miss Lee

119. HISTORY OF PHYSICAL EDUCATION. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION.—Ancient, medieval, and modern history of physical education. Study of tests and testing in the field of physical education. (2).

Miss McGilvrey, Miss Wagner

173. PRINCIPLES OF PHYSICAL EDUCATION.—Analysis of aims, objectives, and problems of physical education. (2).

Miss Lee

174. STUDY OF HEALTH PROGRAMS, HEALTH INSPECTION, AND GROUP EXAMINATIONS.—Relation of the physical education teacher to her co-workers in the organization and administration of a health program. (2).

Miss Lee

THEORY AND PRACTICE—WOMEN

102. THEORY OF GYMNASTICS.—Progression of exercises and programs. Content of lessons. Prereq 44 or equiv. (2). Miss Wagner

114. APPLIED TECHNIQUE IN SWIMMING.—Theory and practice of teaching swimming. Prereq Jr or Sr Red Cross Life Saving Certificate or equiv and 44, or permission. (1). Miss Wagner

117. APPLIED TECHNIQUE OF COMPETITIVE SPORTS (Education 121a).—Emphasis placed on hockey, soccer, and basketball. Prereq 44 or equiv and 8 hrs of educ, incl 141, or permission. (2). Miss Wagner

118. APPLIED TECHNIQUE OF COMPETITIVE SPORTS.—Baseball, tennis, track, and archery. Prereq 117, or permission. (2). Miss Wagner

123. THEORY OF INDIVIDUAL GYMNASTICS.—A study of faulty postures and lateral deviations of the spine. Theory and practice of exercise and massage in their prevention and correction. Prereq Zool 108 or permission. (3).

Miss Rausch

140. RHYTHMIC FORM AND ANALYSIS.—Study of the nature of rhythm; its power and form in art, music, sculpture, etc.; exercise and body movement. The relation and importance of rhythm to sports, gymnastics, and dancing. (1).

Miss Vail

142. APPLIED TECHNIQUE OF FOLK DANCING.—Simple singing games and folk dances; more advanced dances and clogging presented from teacher's viewpoint. Sources of material. Prereq 188, or permission. (1). Mrs. Danielson

143. THEORY AND PHILOSOPHY OF THE DANCE (Education 121b).—Methods in dancing and dance composition. Principles of dancing in relation to teaching problems. Prereq 44 or equiv, 3 hrs of philos, and 8 hrs of educ, incl 141. (2). Miss Vail
Courses 41, 42, 43, and 44, instead of Courses 51, 52, 53, and 54, are required of all women who major or minor in physical education or who take the professional course in physical education.

41. FIRST YEAR MOTOR ACTIVITIES.—Gymnastics, sports, and dancing. Lab 5, cr 1. Staff

42. FIRST YEAR MOTOR ACTIVITIES.—Course 41 continued. No prereq for students entering second sem. Staff

43. SECOND YEAR MOTOR ACTIVITIES.—Gymnastics, sports, and dancing. Lab 5, cr 1. Staff

44. SECOND YEAR MOTOR ACTIVITIES.—Course 43 continued. Prereq 42. Staff

Courses 51, 52, 53, and 54 are required of all freshman and sophomore women except majors and minors and professional students in physical education, who substitute Courses 41, 42, 43, and 44.

51. FIRST YEAR PHYSICAL EDUCATION.—General classes—sports, gymnastics, dancing. Special classes—modified sports and individual gymnastics. Lab 5, cr 1. Staff

52. FIRST YEAR PHYSICAL EDUCATION.—Course 51 continued. No prereq for students entering second sem. Staff

53. SECOND YEAR PHYSICAL EDUCATION.—General classes—sports, gymnastics, dancing. Special classes—modified sports and individual gymnastics. Prereq 51. Lab 5, cr 1. Staff

54. SECOND YEAR PHYSICAL EDUCATION.—Course 53 continued. Prereq 52. Staff

The following courses are offered to all upperclass women for exercise and recreation:

156. SPORTS, SWIMMING, DANCING.—Prereq 4 sem hrs of phys educ practical work. Lab 5, cr 1.

I. SPORTS. Staff

II. SWIMMING. Staff

III. INTERPRETATIVE DANCING.—Fundamentals of bodily movements, relation of music to the dance, the study of rhythm, educational aspects of dancing. Mrs. Danielson, Miss Vail

156. SPORTS, SWIMMING, DANCING.—Course 155 continued.

I. SPORTS. Staff

II. SWIMMING. Staff

III. INTERPRETATIVE DANCING. Mrs. Danielson, Miss Vail

IV. FOIL FENCING. Mr. Clapp

The following courses are offered only to majors, minors, and professional students in physical education:

163-164. THIRD YEAR MOTOR ACTIVITIES.—Gymnastics, sports, and dancing. Lab 5, cr 0. Staff

165-166. FOURTH YEAR MOTOR ACTIVITIES.—Gymnastics, sports, and dancing. Lab 5, cr 0. Staff
<table>
<thead>
<tr>
<th>Courses Eliminated, Combined, Revised, or Expanded</th>
<th>1934-1935</th>
<th>1944-1945</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Title</td>
<td>Credit Hours</td>
</tr>
<tr>
<td>112</td>
<td>Organization and Administration of Physical Education for Women</td>
<td>2</td>
</tr>
<tr>
<td>174</td>
<td>Study of Health Programs, Health Inspection, and Group Examinations</td>
<td>2</td>
</tr>
<tr>
<td>119</td>
<td>History of Physical Education Tests and Measurements in Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>173</td>
<td>Principles of Physical Education</td>
<td>2</td>
</tr>
<tr>
<td>140</td>
<td>Rhythmic Form and Analysis</td>
<td>1</td>
</tr>
<tr>
<td>142</td>
<td>Applied Technique of Folk Dancing</td>
<td>1</td>
</tr>
<tr>
<td>102</td>
<td>Theory of Gymnastics</td>
<td>2</td>
</tr>
<tr>
<td>No.</td>
<td>Title</td>
<td>1934-1935 Credit Hours</td>
</tr>
<tr>
<td>-----</td>
<td>-------</td>
<td>------------------------</td>
</tr>
<tr>
<td></td>
<td>Number, Title, or Credit Hour Changes</td>
<td></td>
</tr>
<tr>
<td>117</td>
<td>Applied Technique of Competitive Sports (Education 121a)</td>
<td>2</td>
</tr>
<tr>
<td>118</td>
<td>Applied Technique of Competitive Sports</td>
<td>2</td>
</tr>
<tr>
<td>109</td>
<td>Student Teaching (Education 123)</td>
<td>1 or 2</td>
</tr>
<tr>
<td>104</td>
<td>Laboratory Course in Play and Recreation</td>
<td>1 to 2</td>
</tr>
<tr>
<td></td>
<td>New Courses</td>
<td></td>
</tr>
<tr>
<td></td>
<td>An Introduction to Physical Education</td>
<td>2</td>
</tr>
</tbody>
</table>
TABLE 12

SUMMARY OF CHANGES IN PHYSICAL EDUCATION ACTIVITY COURSES FOR WOMEN AT THE UNIVERSITY OF NEBRASKA, 1934-1935 TO 1944-1945

<table>
<thead>
<tr>
<th>No.</th>
<th>Title</th>
<th>1934-1935</th>
<th>Credit Hours</th>
<th>1944-1945</th>
<th>Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>40</td>
<td>Subfreshman Course in Motor Activities</td>
<td></td>
<td></td>
<td></td>
<td>Subfreshman Course in Motor Activities</td>
<td>0</td>
</tr>
</tbody>
</table>

New Courses
**Additional Changes in the Curriculum**

Course Number 102, "Theory of Gymnastics," was dropped from the physical education department offerings and the course content incorporated into the motor activities classes. The credit hours thus gained would enable the physical education majors to have another elective. Number 114, "Technique of Teaching Swimming," was also dropped from the course offerings and was to be covered in a new Water Safety Instruction course which was added to the curriculum between 1941 and 1943. [The Water Safety Course was evidently a part of another course because it is not shown in the catalogues.] (183, 186)

A new program was initiated for physical education majors who were poorly skilled and could not meet a minimum test in sports, rhythms and gymnastics. They were required to take a sub-freshman course, Number 40, which consisted of motor activities and was designed to be representative of fourteen seasons of secondary school work. The content of Course Number 40 (182) is shown below:

- Archery, elementary 1 season
- Basketball, elementary 1 season
- Folk Dancing, elementary 1 season
- Golf, elementary 1 season
- Hockey, elementary 1 season
- Posture Work, elementary 1 season
- Rhythmic Fundamentals, elementary including social dancing 1 season
- Soccer, elementary 1 season
- Swimming, elementary 2 seasons
- Tennis, elementary 1 season
- Volleyball, elementary 1 season

Students who were required to enroll in the sub-freshman class met daily. They did not receive credit for the course. They also enrolled for the appropriate freshman, sophomore, junior, or senior activity class. The content of those courses (182) is shown below:
Archery, Intermediate (with methods)  1 season
Baseball  1 season
Basketball, Intermediate  1 season
Basketball, Advanced  2 seasons
Basketball, Officiating  2 seasons
Campcraft  1 season
Elective Activities  5 seasons
Folk Dance, Intermediate (with methods)  1 season
Golf, Intermediate  1 season
Gymnastics, Elementary Intermediate  1 season
Hockey, Intermediate  1 season
Modern Dance, Elementary Intermediate  1 season
  Composition  1 season
Rhythmic Fundamentals, Intermediate  1 season
Soccer, Intermediate  1 season
Social Dancing, Intermediate (with methods)  1 season
Stunts and Tumbling (with methods)  1 season
Tap Dancing, Intermediate (with methods)  1 season
Tennis, Intermediate  1 season
Track and Field (with methods)  1 season
Volleyball, Intermediate  1 season

State Certification of Teachers

Nebraska passed a new state law on certification, to become effective 1937-1938, requiring all teacher candidates to be registered in Teachers College. Along with the Teachers College registration requirement, all teacher candidates were required to have two minors of 15 hours each. Physical education majors earned double that amount—30 hours in natural sciences. In addition, each teacher candidate must have had a course including information on narcotics and alcohol. This last requirement was already being met by the hygiene course, Physical Education Number 33. However, because the physiology department offered a similar course, the women's physical education department dropped their course and required the physical education majors to take the course in the department of physiology. (182)
With all the general requirements, education hours, and physical education courses the physical education majors were required to take, they had few elective hours. Miss Lee stated, "The only solution to the cultural needs is a fifth-year requirement. It must come." (182, p. 2)

**Teaching Experience for the Majors**

The physical education majors gained practical experience in many situations. The Lincoln public schools sent students who needed work in correctives to the University of Nebraska where the majors worked with them during laboratory hours. The physical education majors also had teaching experiences with students from Bancroft Grade School which was located nearby. These elementary students went to Grant Memorial Hall, after they were dismissed in the afternoon, for activities under the guidance of physical education majors. In addition, the physical education majors also taught classes at the YWCA. (182)

The junior physical education majors gained experience by teaching high school girls the High School Victory Corps Physical Fitness program for a time during World War II. On Mondays, Wednesdays, and Fridays, the juniors taught body-conditioning and on Tuesdays and Thursdays, they taught stunts and tumbling. In the spring, softball, social dancing, and track and field were taught to the high school students. (186)

**1944-1945 To 1951-1952**

The requirements for a Bachelor of Science in Education Degree from the University of Nebraska in 1944-1945 are shown in Exhibit 21. The four year program for women students entering the University of Nebraska
EXHIBIT 21

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN EDUCATION DEGREE FROM THE UNIVERSITY OF NEBRASKA, 1944-1945

Bachelor of Science in Education

Requirements for the Degree

With Any One of the Following Certificates

NEBRASKA PROFESSIONAL SENIOR GRADE SCHOOL CERTIFICATE
NEBRASKA SECONDARY SCHOOL CERTIFICATE
NEBRASKA ADMINISTRATIVE AND SUPERVISORY CERTIFICATE

GENERAL REQUIREMENTS.—Engl. 1, 2, or 3, 4 (6 hrs.), Engl. Lit. 21, 22, 25, or 26 1 (3 hrs), Engl. elective 3 hrs, total 12 hrs; physical education or military science 4 hrs; Ed. 30, 2 hrs.

GROUP REQUIREMENTS.

I. Foreign Languages

6-16

One of the following: Greek, Latin, French, German, Spanish, Slavic, or Swedish. Students who present two or three semesters of foreign language from high school meet this requirement by taking 11 hours in the same language; those who present four or more semesters, by taking six hours in the same language.

Or Selected Subject Field

6

One of the following groups: A. Political science, economics, or social science; B. Mathematics, philosophy, psychology, sociology, or social science. Students not electing language will fulfill this group requirement by taking six hours from the subject matter field (either A or B) not taken to meet the group IV requirement below.

II. Science, in one of the subjects listed below

6-10

Physical Science.—Astron. 71, 72, 6 hrs; Chem. 1, 2, 10 hrs, or 3, 4, 6 hrs; Earth Science 1, 2, 6 hrs; Geog. 61, 62, 6 hrs, or 71, 72, 6 hrs; Geol. 1, 2, 6 hrs; Phys. 1, 2, 10 hrs, or 3, 4, 10 hrs, or 11, 12, 8 hrs; Biological Science.—Biology 3 1, 2, 6 hrs; Physiol. 101, 102, 6 hrs.

III. History

6

IV. A. Political Science, Economics, or Social Science

6

B. Mathematics, Philosophy, Psychology, Sociology, or Social Science

6

Students will elect from group A or B a subject field not used to meet group I requirements above.

V. Education, including Ed. 30, and Ed. 23, 5 hrs, or Ed. 123, 4 hrs

20

1 English option allowed in commercial arts course, course for science teachers, and in courses in physical education for women and physical education and athletics for men.

2 All students entering Teachers College with fewer than 20 hours of college credit are required to take Ed. 30. Students who have earned more than 15 hours may be excused by the instructor. Students with 20 or more hours of college credit must have the approval of the instructor to register for credit.

3 Botany 1 and 2, 6 hrs, or Zool. 1 and 2, 6 hrs, may be substituted for biology.

Bulletin of the University of Nebraska, 1943-44. September 15, 1943, p. 33.
in 1944 desiring to earn a Physical Education Certificate is shown in Exhibit 22. The descriptions of the physical education courses at the University of Nebraska in 1944-1945 are shown in Exhibit 23. A summary of the changes which occurred in the physical education theory courses for women at the University of Nebraska between 1944-1945 and 1951-1952 is shown in Table 13. [There were no changes in the activity courses for women at the University of Nebraska between 1944-1945 and 1951-1952.]

Additional Changes in the Curriculum

Several changes occurred in the physiology course which had been offered in the women's physical education department. Number 113, "Physiology of Exercise," was expanded to a three hour course and raised to a 200 level, becoming "Physiology of Exercise," Number 284. (190) Dr. Aileene Lockhart of the women's physical education department was appointed a member of the physiology staff which permitted physical education majors and other students to enroll in the physiology course she taught. (205)

Course Number 109, "Student Teaching," was listed in the education section of the catalogue rather than in the physical education section. Two new courses were entered into the curriculum and offered jointly by the men and women's departments: a two-hour course in "Camp Leadership," Number 66, and a two-hour credit course titled "Physical Education in the Elementary School," Number 154. (192)

Fields of Specialization

By 1945-1946, three fields of specialization were being offered by the women's physical education department to the students of the University of Nebraska.
EXHIBIT 22

FOUR YEAR PROGRAM DESIGNED FOR WOMEN PHYSICAL EDUCATION MAJORS AT THE UNIVERSITY OF NEBRASKA, 1944–1945

First Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology 1 or Zoology 1</td>
<td>3</td>
</tr>
<tr>
<td>Education 30</td>
<td>2</td>
</tr>
<tr>
<td>English 1 or 3</td>
<td>3</td>
</tr>
<tr>
<td>Foreign Language or History</td>
<td>3 or 5</td>
</tr>
<tr>
<td>Orientation</td>
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</tr>
<tr>
<td>Physical Education 35</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education 41</td>
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<td>15 or 16</td>
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Second Year

<table>
<thead>
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<th>Subject</th>
<th>Hours</th>
</tr>
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<tbody>
<tr>
<td>Chemistry 1 or 3</td>
<td>3 or 5</td>
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<tr>
<td>Foreign Language or Group IV A</td>
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<tr>
<td>Physical Education 43</td>
<td>1</td>
</tr>
<tr>
<td>Physical Education 103</td>
<td>3</td>
</tr>
<tr>
<td>Speech 9</td>
<td>2</td>
</tr>
<tr>
<td>Zoology 107</td>
<td>3</td>
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<td>15 or 17</td>
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Third Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 121a or 121b</td>
<td>2 or 3</td>
</tr>
<tr>
<td>Education 141</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 105</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 163</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education 166 or English 1</td>
<td>3</td>
</tr>
<tr>
<td>Physiology 101</td>
<td>2</td>
</tr>
<tr>
<td>Electives</td>
<td>16 or 17</td>
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</tbody>
</table>

Fourth Year

<table>
<thead>
<tr>
<th>Subject</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 123</td>
<td>2</td>
</tr>
<tr>
<td>English 1 or Physical</td>
<td>3</td>
</tr>
<tr>
<td>Physical Education 119</td>
<td>2</td>
</tr>
<tr>
<td>Physical Education 165</td>
<td>0</td>
</tr>
<tr>
<td>Physical Education 106 or English 1</td>
<td>3</td>
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<tr>
<td>Sociology</td>
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<tr>
<td>Electives</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>16 or 17</td>
</tr>
</tbody>
</table>

1 The course should be selected in accordance with the requirements for a subject matter sequence for a secondary certificate.

Bulletin of the University of Nebraska, 1943–44. September 15, 1943, pp. 43–44.
EXHIBIT 23

DESCRIPTIONS OF THE PHYSICAL EDUCATION COURSES
AT THE UNIVERSITY OF NEBRASKA,
1944-1945

THEORY—MEN

1. Personal Hygiene and Emergencies.—Hygiene of foods and digestion, respiration, circulation, bathing, clothing, care of eye and ear, nose and throat, sleep. Emergencies—first aid treatment in fractures, dislocations, wounds, hemorrhage, poisoning, drowning, etc. Bandaging. Lecture 3, laboratory 2, first half semester. 3 cr. Dr. Clapp.

(a). Personal, Public and School Hygiene.—A study of the essential facts relative to personal, public and school health. 3 cr.


108. Methods of Teaching Physical Education (Education 121).—Technique and principles, including floor gymnastics, playground work, and sports, with laboratory practice. Lesson content, progression, programs, sources of material, and class organization. Prerequisite: 12 hrs Phys.Ed. including 24-1 and 8 hrs education including Ed. 141. Lecture 2, laboratory 1. 2 cr. Mr. Knight.


110. Playgrounds.—Theory and practice of playground activities and community recreation. Study of playground management. Construction and equipment of playgrounds. Library assignments and original plan of playgrounds. Open to Physical Education and Athletic majors and minors with junior or senior standing or by permission. Lecture 3, laboratory 3. 3 cr. Mr. Knight.

111. History and Literature of Physical Education and Athletics.—Ancient, medieval, and modern history and literature of the subject. Lectures and library assignments. Reports and classroom discussions. 2 cr. Mr. Knight.

115. Physical Diagnosis.—Normal and abnormal conditions of the heart, lungs, and other organs. Inspection, palpations, percussion, and auscultation. Effects of exercise on the vital organs. Prerequisite: Phys.Ed. 1, 2; and Zool. 107 and 108. Lecture 2, laboratory 1. 2 cr. II. Dr. Clapp.

181. Experimental Physical Education.—The experimental methods with accompanying statistical methods as applied to the field of physical education. Prerequisite: Ed. 63 or Psych. 70. Phys.Ed. seniors by permission. 2 cr.

182. Problems in Physical Education.—Original experimental and statistical studies in the field of physical education. Prerequisite: Phys.Ed. 181. 2 cr.

188. Organisation and Administration of Physical Education and Athletics.—Planning, equipment, and upkeep of gymnasmum and fields. Athletic programs, business management, purchase and care of equipment, publicity, awards, etc. Relation of department and staff to school or college. 3 cr. Dr. Clapp, Mr. Lewandowski, Staff.

1 This course is not open to those who have credit in Physiology (Public Health) 10 or Phys.Ed. 1 or 2. Those who have received credit for this course may register for Phys.Ed. 1 and 2 later but only for 3 hours credit. This course does not fulfill the State Narcotic Certification Law.

2 Completion of Phys.Ed. 2 will satisfy the Nebraska law relative to alcohol and narcotic education.
**THEORY AND PRACTICE—MEN**

77. Football.—Study of rules and elementary individual play. Fundamentals of individual positions; building of offense and defense. Application of elementary principles to team play. Lecture 3, laboratory 10, first half semester. 3 cr. Mr. Lewandowski, Mr. Frennell.

78. Basketball and Track.—Basketball—first nine weeks. Rules, individual and team play, offensive and defensive systems, game strategy. Track, second nine weeks. Study and practice of all events; placing of men; rules and history; training methods. Lecture 3, laboratory 10. 3 cr. Mr. Lewandowski, Mr. Weir.


**PRACTICE—MEN**

21. First Year Gymnastics and Athletics.—1 cr.

I. GYMNASIICS.—(a) Gymnastic marching. (b) Light gymnastics—free-hand body building, dumbbells, wands, Indian clubs. (c) Heavy gymnastics—apparatus work and tumbling. (d) Gymnastic dancing. (e) Achievement tests. (f) Recreative gymnastic games and contests. Laboratory 3, I, II. Mr. Knight, Mr. Roberts.

II. FOOTBALL.—Instruction and regular and systematic participation in football practice. Laboratory 6 two-hour periods, first half semester. I, II. Football Coaching Staff.

III. TRACK.—Instruction and regular and systematic participation in track and field athletics throughout the semester. Laboratory 5, I, II. Mr. Weir.

IV. BASKETBALL.—Instruction and regular and systematic participation in basketball. Laboratory 5, I, II. Basketball Coaching Staff.

V. WRESTLING.—Demonstration and practice of common holds and breaks. Elementary wrestling progressing toward advanced wrestling as ability of class permits. Laboratory 3, I, II. Mr. Adam.

VI. BOXING.—Instruction in the art of self-defense. Laboratory 3, I, II. Mr. Matthews.


VIII. FENCING.—Elementary course in the art of foil fencing. Laboratory 3, I. Dr. Clapp.

IX. TENNIS.—Technique and practice. Lecture 4 first four weeks and 2 hrs laboratory arr. I, II. Mr. Stanton.

X. BASEBALL.—Instruction and regular and systematic participation in baseball practice. Laboratory 5, I, II. Mr. Lewandowski, Mr. Roberts.

1 If a student has received one or more credit hours in Phys.Ed. 21 to 24 inclusive, Section II, subsequent registration for Phys.Ed. 77 shall be for 2 hours only and no student shall receive credit for Phys.Ed. 77 and Phys.Ed. 21, 22, 23, or 24, Section II, during the same semester.

2 If a student has received one or more credit hours in Phys.Ed. 21 to 24 inclusive, Section III or IV, subsequent registration for Phys.Ed. 78 shall be for 2 hours only and no student shall receive credit in practice courses 21 to 24 inclusive, Section III or IV, during the same semester in which he is registered for Phys.Ed. 78.

3 No student shall receive credit in practice courses 21 to 24 inclusive, Sections V (wrestling), or VI (boxing), VII (swimming), or X (baseball), during the same semester in which he is registered for Phys.Ed. 93 (wrestling and boxing), 96 (swimming), or 90 (baseball) respectively.
XI. **CORRECTIVE GYMNASTICS.**—Laboratory 3. I, II. Dr. Clapp, Mr. Miller.

XII. **GENERAL REcreation.**—First half semester: football, track, cross-country, tennis. Second half semester: basketball, boxing, wrestling, swimming, gymnastics, handball. Other activities approved by this department may be substituted. Laboratory 3. I, II. Staff.
II. FOOTBALL.—Advanced football practice. Prerequisite: Phys.Ed. 22-II. Laboratory 6 two-hour periods, first half semester. I, II. Football Coaching Staff.

III. TRACK.—Advanced track and field athletics. Prerequisite: Phys.Ed. 22-III. Laboratory 5. I, II. Mr. Weir.


V. WRESTLING.—Advanced wrestling. Prerequisite: Phys.Ed. 22-V. Laboratory 3. I, II. Mr. Adam.


VIII. FENCING.—Advanced fencing. Prerequisite: Phys.Ed. 21-VIII. Laboratory 3. I, II. Dr. Clapp.

IX. BASEBALL.—Advanced baseball. Prerequisite: Phys.Ed. 22-X. Laboratory 5. I, II. Mr. Lewandowski, Mr. Roberts.

XI. CORRECTIVE GYMNASIUMS.—Advanced corrective gymnastics. Prerequisite: Phys.Ed. 22-XI. Laboratory 3. I, II. Dr. Clapp.

XII. GENERAL RECREATION.—Advanced recreative activities listed under Phys.Ed. 21-XII. Prerequisite: Phys.Ed. 22-XII. Laboratory 3. I, II. Staff.

24. Second Year Gymnastics and Athletics.—Phys.Ed. 23 continued. 1 cr.

I. GYMNASIUMS.—Prerequisite: Phys.Ed. 23-I. Laboratory 3. I, II. Mr. Knight, Mr. Roberts.

II. FOOTBALL.—Prerequisite: Phys.Ed. 23-II. Laboratory 6 two-hour periods, first half semester. I, II. Football Coaching Staff.

III. TRACK.—Prerequisite: Phys.Ed. 23-III. Laboratory 5. I, II. Mr. Weir.

IV. BASKETBALL.—Prerequisite: Phys.Ed. 23-IV. Laboratory 5. I, II. Basketball Coaching Staff.

V. WRESTLING.—Prerequisite: Phys.Ed. 23-V. Laboratory 3. I, II. Mr. Adam.

VI. BOXING.—Prerequisite: Phys.Ed. 23-VI. Laboratory 3. I, II. Mr. Matthews.


VIII. FENCING.—Prerequisite: Phys.Ed. 23-VIII. Laboratory 3. I, II. Dr. Clapp.

IX. TENNIS.—Prerequisite: Phys.Ed. 23-IX. Lecture 4 first four weeks and 2 hrs laboratory arr. I, II. Mr. Stanton.

X. BASEBALL.—Prerequisite: Phys.Ed. 23-X. Laboratory 5. I, II. Mr. Lewandowski, Mr. Roberts.

XI. CORRECTIVE GYMNASIUMS.—Prerequisite: Phys.Ed. 23-XI. Laboratory 3. I, II. Dr. Clapp.

XII. GENERAL RECREATION.—Prerequisite: Phys.Ed. 23-XII. Laboratory 3. I, II. Staff.

125-126. Advanced Heavy Gymnastics.—Recreational and competitive programs. Activity and competition in heavy gymnastics. Prerequisite: Phys.Ed. 131 or equivalent. Laboratory 3. 1 cr. Dr. Clapp.

131. Advanced Floor Gymnastics.—Recreational and competitive activities in floor gymnastics. Prerequisite: Phys.Ed. 131 or equivalent. Laboratory 3. 1 cr. Mr. Knight.


THEORY—MEN AND WOMEN

105. Kinesiology and Applied Anatomy.—Science of bodily movements. Principal types of muscular exercise and their relation to the problems of bodily development. Prerequisite: Zool. 107, 108. 3 cr. Miss Lockhart, Mr. Knight.

106. Remedial Gymnastics and Physical Examination.—Application to abnormal body conditions. Estimation of physical fitness by means of physical examinations, orthopedic tests, and measurements. Prerequisite: Phys.Ed. 105, except for minors, or permission. 3 cr. For women, alternate years. Miss Rausch, Mr. Knight.
113. Physiology of Bodily Exercise.—Physiological features of muscular activity, training, fatigue, breathlessness, stiffness, overwork, and training. Prerequisite for men: Phys.Ed. 1, 2; Zool. 108; prerequisite for women: Physiol. 102; Zool. 108. 2 cr. II. Dr. Clapp, Miss Lockhart.

**THEORY—WOMEN**

35. Introduction to Physical Education.—Survey of the field of physical education as a profession for women and an introduction to its problems. Open only to freshmen and sophomores. 2 cr. Miss Lee.

103. Playground and Recreation.—Theory of play. Place of physical activity in community recreation programs. Study of programs and management of playgrounds. Practice in contests, games of low organization, and constructive activities. 3 cr. Miss Carkin.

104. Laboratory Course in Play and Recreation.—Practice in actual conduct of play and recreation. Prerequisite: Phys.Ed. 103. 1 to 3 cr. I, II. Miss Carkin.

105. Student Teaching (Education 123).—Application of methods courses to actual teaching. Prerequisite: Phys.Ed. 117, 118, 142. Before registering see Ed. 123. Laboratory 2 to 6, conference. 1 to 4 cr. I, II. Mrs. Christiansen.

112. Organization and Administration of Physical and Health Education for Women.—Types of departments, programs, policies, equipment, facilities, budgets, records, grading, tests, schedules, and duties of instructors, supervisors, and directors. Alternate years. 3 cr. Miss Lee.

119. Tests and Measurements in Physical Education.—Study of tests and testing in the field of physical education. 2 cr. Miss Lockhart.

173. History and Principles of Physical Education.—Ancient, medieval, and modern physical education. Analysis of aims, objectives, principles, and problems of physical education. Alternate years. 3 cr. II. Miss Lee.

**THEORY AND PRACTICE—WOMEN**

117. Methods in Physical Education Activities (Education 121a).—Aims, methods, and evaluation of content and organization of physical education activities. Prerequisite: Phys.Ed. 44 or equivalent and 8 hrs education including Ed. 141, or permission. 2 cr. II. Mrs. Christiansen.

118. Technique of Teaching Sports.—Emphasis on competitive sports. Prerequisite: Phys.Ed. 44 or equivalent, or permission. 2 cr. Mrs. Christiansen.

121. Theory of Individual Gymnastics.—Study of faulty postures and lateral deviations of the spine: theory and practice of exercise and massage in their prevention and correction. Prerequisite: Phys.Ed. 105 or permission. Alternate years. 3 cr. II. Miss Rausch.

142. Methods in Rhythymical Activities (Education 121b).—Aims, methods, and evaluation of content and organization of rhythmical activities. Practice teaching within the group. Prerequisite: Phys.Ed. 44 or equivalent and 8 hrs education including Ed. 141, or permission. 3 cr. Miss Lockhart.

**PRACTICE—WOMEN**

FOR MAJORS, MINORS, AND PROFESSIONAL STUDENTS ONLY

40. Subfreshman Course in Motor Activities.—For majors in physical education who are unable to pass elementary level in various activities fundamental to professional training. To be repeated as necessary and to be taken concurrently with Phys.Ed. 41-44 and 163-166. 0 cr. Staff.

41. First Year Motor Activities.—Gymnastics, sports, and dancing. Laboratory 5. 1 cr. Staff.

42. First Year Motor Activities.—Phys.Ed. 41 continued. No prerequisite for students entering second semester.

43. Second Year Motor Activities.—Gymnastics, sports, and dancing. Laboratory 5. 1 cr. Staff.

44. Second Year Motor Activities.—Phys.Ed. 43 continued. Prerequisite: Phys.Ed. 42.

163-164. Third Year Motor Activities.—Gymnastics, sports, and dancing. Required of all junior majors and minors. Offered only to majors, minors, and professional students in physical education. Laboratory 5. 0 cr. Staff.
165–166. Fourth Year Motor Activities.—Gymnastics, sports, and dancing. Required of all senior majors and minors. Offered only to majors, minors, and professional students in physical education. Laboratory 5. 0 cr. Staff.

REQUIRED COURSES FOR GENERAL UNIVERSITY STUDENTS

51. First Year Physical Education.—General classes—sports, gymnastics, dancing. Special classes—modified sports and individual gymnastics. Laboratory 3. 1 cr. Staff.

52. First Year Physical Education.—Phys.Ed. 51 continued. No prerequisite for students entering second semester.

53. Second Year Physical Education.—General classes—sports, gymnastics, dancing. Special classes—modified sports and individual gymnastics. Prerequisite: Phys.Ed. 51. Laboratory 3. 1 cr. Staff.


ELECTIVE COURSES FOR JUNIORS AND SENIORS

155. Sports, Swimming, Dancing.—Prerequisite: 4 semester hrs of physical education practical work. Laboratory 3. 1 cr. Staff.

<table>
<thead>
<tr>
<th>Courses Eliminated, Combined, Revised, or Expanded</th>
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<tr>
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TABLE 13 (Continued)

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<th>Credit Hours</th>
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<td>101-</td>
<td></td>
<td></td>
<td>102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>131</td>
<td>History and Philosophy of Dance</td>
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<td>135</td>
<td>Dance Composition</td>
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<td>136</td>
<td>Dance Accompaniment</td>
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<td>154</td>
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<td>Public and School Hygiene</td>
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<td>181</td>
<td>Experimental Physical Education</td>
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<td>Practices and Problems In Physical Education</td>
<td>3</td>
<td>287</td>
<td>Organization and Administration of Community Recreation</td>
<td>3</td>
</tr>
</tbody>
</table>

*Listed in the education section of the 1951-1952 catalogue.*
(1) The four-year teacher training course which led to a secondary school certificate and a certificate of physical education.
(2) A two-year course in recreational leadership earning an associate degree in the Junior division.
(3) By registering in Arts and Sciences, a double major in sociology and physical education. (189, p. 12)

1951-1952

The requirements for a Bachelor of Science in Education Degree from the University of Nebraska in 1951-1952 are shown in Exhibit 24. The four year program designed for women students entering the University of Nebraska in 1951-1952 desiring to earn a Physical Education Certificate is shown in Exhibit 25. The descriptions of the physical education courses at the University of Nebraska in 1951-1952 are shown in Exhibit 26. [From the section, "Theory--Men and Women," women students usually selected only those courses taught by the Department of Physical Education for Women staff members and men students enrolled for classes taught within the Department of Physical Education for Men.]

Organizations

The physical education department for women of the University of Nebraska played a much larger mission in the lives of the women students than just providing the physical education majors with the necessary skills to become teachers and instructing the non-majors in movement efficiency to help them in their daily lives and giving them an opportunity to learn a lifetime sport. They fulfilled this mission with various, and varied, organizations: The Physical Education Club for majors, the Orchesis Club for persons interested in dance, sport clubs for various activities, and, for persons interested in swimming, a Swim
EXHIBIT 24

REQUIREMENTS FOR A BACHELOR OF SCIENCE IN EDUCATION
DEGREE FROM THE UNIVERSITY OF NEBRASKA,
1951-1952

Bachelor of Science in Education
Requirements for the Degree
With Any One of the Following Certificates
NEBRASKA PROFESSIONAL SENIOR ELEMENTARY SCHOOL CERTIFICATE
NEBRASKA SECONDARY SCHOOL CERTIFICATE
NEBRASKA ADMINISTRATIVE AND SUPERVISORY CERTIFICATE

GENERAL REQUIREMENTS:

1. English, including 6 hours composition, 3 hours literature, and 3 hours elective
   ................................................................................................................. 12
2. Military Science, or Naval Science, or Air Science, or Physical Education
   ................................................................................................................. 4
3. Social Studies, choose one from History, Political Science, Sociology, or Social Science
   .................................................................................................................. 6
4. Science, choose one laboratory science* ....................................................... 6-10
5. Fine Arts, choose from Music, Art, Speech, or Dramatic Art ....................... 6
6. Choose either A or B
   A. One foreign language .................................................................................. 6-16
      Students who present two or three semesters of a foreign language from high school meet this requirement by taking 11 hours in the same language; those who present four or more semesters from high school, by taking six hours in the same language.
   B. Choose Economics, or Mathematics, or Philosophy, or Psychology .......... 6

PROFESSIONAL REQUIREMENTS:

Education, History and Principles (3 hrs), Education Psychology (5 or 6 hrs),
Methods (5 or 6 hrs), Practice Teaching (4 or 5 hrs), Electives (0-3 hrs),
Total .................................................................................................................................................. 20

*English option allowed in commercial arts course, course in practical arts, course
for science teachers, and in courses in physical education for women and physical
education and athletics for men.

**Chemistry A or Physics A may not be offered to meet this group requirement.

Bulletin of the University of Nebraska Teachers College, 1951-52.
March 30, 1951, p. 27.
EXHIBIT 25

FOUR YEAR PROGRAM DESIGNED FOR WOMEN PHYSICAL EDUCATION MAJORS AT THE UNIVERSITY OF NEBRASKA, 1951-1952

<table>
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<th>Hours</th>
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<td>Speech 9</td>
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<td>Foreign Language or History</td>
<td>3 or 5</td>
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<td>Electives</td>
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<td><strong>Total</strong></td>
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<td><strong>Third Year</strong></td>
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<tr>
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<tr>
<td><strong>Total</strong></td>
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<td><strong>Fourth Year</strong></td>
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<td>Education 123</td>
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<td>Education 123</td>
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<tr>
<td><strong>Total</strong></td>
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</table>

*Those wishing either a major, minor, or teaching sequence in biological science should take Biology 1 and 2 instead of Zoology 1 and 2.
*Those who take English B and 1 in the freshman year must take English 2 in the first semester of the sophomore year.
*The course should be selected in accordance with the requirements for a subject matter sequence for a secondary certificate.

Bulletin of the University of Nebraska Teachers College, 1951-52. March 30, 1951, p. 35.
EXHIBIT 26

DESCRIPTIONS OF THE PHYSICAL EDUCATION COURSES
AT THE UNIVERSITY OF NEBRASKA,
1951-1952

Practice—Men

21. First Year Physical Education and Athletics (1 cr)
   1. Professional Gymnastum Activities—Elementary Staff
      Lab 3
      This course designed for major and minor students in Physical Education. Fundamental knowledge and skills will be given in class organization, nomenclature, safety devices, teaching aids, calisthenics, mat tumbling, trampoline activity, apparatus activity, parallel bars, horizontal bar, stationery rings, vaulting activity using the springboard, doubles tumbling and testing.
   2. Football Staff
      Lab 6 two-hour periods, first half semester
      Instruction and regular and systematic participation in football practice.
   3. Track Mr. Weir
      Lab 3
      Instruction and regular and systematic participation in track and field athletics throughout the semester.
   4. Basketball Mr. Good
      Lab 3
      Instruction and regular and systematic participation in basketball.
   5. Wrestling Mr. Partin
      Lab 3
      Demonstration and practice of common holds and breaks. Elementary wrestling progressing toward advanced wrestling as ability of class permits.
   6. Boxing Staff
      Lab 3
      Instruction in the art of self-defense.
   7. Beginning Swimming Mr. Lepley
      Lab 3 Open to nonswimmers
   8. Fencing Mr. Geier
      Lab 3
      Elementary course in the art of foil fencing.
   9. Tennis Staff
      Lect 4 first four weeks and 2 hrs lab arr
      Technique and practice.
   10. Baseball Mr. Sharpe
      Lab 3
      Instruction and regular and systematic participation in baseball practice.
   11. Corrective Gymnastics Staff
      Lab 3
   12. General Recreation Staff
      Lab 3
      Fundamentals, rules, historical background and recreational competition in six sports; 6-man football, speedball, mass games, handball, shuffleboard, and table tennis.
   13. Golf Mr. Lepley
      Lab 3 Open to beginners
      Instruction and practice in fundamentals of golf.
   14. Recreational Sports Staff
      Lab 3
      Fundamentals, rules, historical background and recreational competition in: touch football, speedball, mass games, soccer football, and basketball.
   15. American Country Dance Mrs. Christiansen
      Lab 3
   16. Handball—Squash Staff
      Lab 3
      History and background of the sports; rules and fundamentals; and competitive exercise and recreation in handball and squash.
   17. Bait and Fly Casting Mr. Geier
      Lab 3
      Laboratory course in the art of fly and bait casting; instruction and handicraft in making individual flies and bait; actual instruction and practice in casting.
   18. Bowling Staff
      Lab 3
      History, background, rules, fundamentals, and participation in bowling. Also includes duck-pin bowling.
EXHIBIT 26 (Continued)

20. Body Conditioning and Weight Training Staff
   Lab 3
   Progressive fundamental conditioning of the body for health, strength, and
   physique through systematic weight training, and the use of applied modern
   exercise.

21. Physical Education and Athletic Activities (1 cr) Mr. Geier
   Lab 3
   A sports survey of seasonal activities designed to acquaint students with the
   fundamentals, rules, theories and strategy in organized competition. Organized
   sports and their relationship to our social and economic life.

22. First Year Physical Education and Athletics (1 cr)
    PE 21 continued (with all subsections as noted under 21).

23. Second Year Physical Education and Athletics (1 cr)
    PE 22 continued with the exceptions of sections 6, 8, 12, 15, 16, 17, 18, 19, 21 which
    are not offered.

24. Second Year Physical Education and Athletics (1 cr)
    PE 22 continued with the exceptions of sections 6, 8, 12, 15, 16, 17, 18, 19, 21
    which are not offered.

125-126. Advanced Heavy Gymnastics (1 cr) Mr. Miller
   Lab 3. Open to men who have completed 21-1, 22-1, and 23-1
   Finished progression in all types of light and heavy apparatus and mat exercises,
   both individual and group.

Theory—Men

75. Principles and Philosophies of Physical Education (2 cr) Mr. Lepley
   Lect 2. Required for PE majors and elective for others interested in physical
   education
   Underlying principles and philosophies in physical education. Orientation to ob­
   jectives for the prospective physical educator and coach.

107. Kinesiology and Correctives (3 cr) Mr. Wear
   Lect 3. Prereq Zool 107, 108
   Science of body movements. Principles of exercise and their relation to problems
   of bodily development. Application to abnormal body conditions. Activities for
   the handicapped.

108. Methods of Teaching Physical Education (Education 121) (2 cr) Mr. Higginbotham
   Lect 2 lab 1. Prereq 12 hrs PhysEd and 8 hrs Educ, including Ed 141
   Technique and principles, including floor gymnastics, playground work, and
   sports, with laboratory practice. Lesson content, progression, programs, sources
   of material, and class organization.

110. Playgrounds—Organization and Administration (2 cr) Mr. Lepley
   Lect 2 lab 1. Open to Physical Education and Athletic majors and minors with
   junior or senior standing or by permission
   Theory and practice of playground activities and community recreation. Study
   of playground management. Construction and equipment of playgrounds. Library
   assignments and original plan of playgrounds.

111. History and Literature of Physical Education and Athletics (2 cr) Mr. Geier
   Lect 2
   Ancient, medieval, and modern history and literature of the subject. Lectures
   and library assignments. Reports and classroom discussions.

160. Psychology Applied to Physical Education and Athletics (Education 160) (2 cr)
    Mr. Geier
    Lect 2. Prereq 8 hrs education including Ed 62
   The application of psychological principles to methods of coaching and problems
   of athletics and physical education.

161. Personal Hygiene and Emergencies (3 cr) Mr. Wear
   Lect 3. Prereq Junior standing
   Hygiene of foods and digestion, respiration, circulation, bathing, clothing, care
   of eye and ear, nose and throat, sleep. Emergencies—first aid treatment in frac­
  tures, dislocations, wounds, hemorrhage, poisoning, drowning, etc. Bandaging.

181. Experimental Physical Education (2 cr) Mr. Wear
   Lect 2 lab 2. Prereq Ed 61 or Psych 70. Physical Education majors by permission
   The experimental methods with accompanying statistical methods as applied to
   the field of physical education.
185. Organization and Administration of Intramural Athletics (2 cr) Mr. Higginbotham
   Lect 2 lab 1. Prereq Sophomore standing
   Philosophies, principles, methods of organization, awards, publicity, activities, point systems, current literature, equipment and printed forms, details of the successful all-student competitive program.

186. Organization and Administration of Physical Education and Athletics (3 cr) Mr. Miller
   Lect 3. Prereq Senior standing
   Planning, equipment, and upkeep of gymnasium and fields. Athletic programs, business management, purchase and care of equipment, publicity, awards, etc. Relation of department and staff to school or college.

Theory and Practice—Men

32 (PA 32). Archery—Handicraft and Practice (1 cr) Mr. Easton
   Handicraft shop work in construction of bows and arrows, instruction and practice in target archery, roving archery, and archery golf.

75. Training Room Methods (1 cr) Dr. Fuenning
   Lect 2. Prereq Senior standing
   The prevention, treatment and care of athletic injuries. Methods of physiotherapy, bandaging, taping, massage and exercise. Medical background for these procedures.

77. Football (3 cr) Mr. Janetos
   Lect 2 lab 2
   Study of rules and elementary individual play. Fundamentals of individual positions; building of offense and defense. Application of elementary principles to team play.

78. Coaching of Basketball (2 cr) Mr. Good
   Lect 2 lab 1
   Rules, individual and team play, offensive and defensive systems, game strategy, tournament preparation, fundamental drills.

80. Football (Advanced) (2 cr) Mr. Glassford
   Lect 2. Prereq Senior standing or permission

82. Baseball and Track (2 cr) Mr. Sharpe, Mr. Weir
   Lect 2 lab 1
   Track: Study and practice of all events; placing of men; rules and history; conditioning problems. Baseball: Strategy; team development; inside play; and individual fundamentals. Rules and actual practice.

83. Boxing and Wrestling (1 cr) Mr. Partin
   Lect 1 lab 1

86. Materials and Methods for Swimming Programs (1 cr) Mr. Lepley
   Lect 2 lab 1. Prereq 21, sec 7 or equivalent
   Study of health and safety practices, pool sanitation and maintenance, supervision of classes and facilities, study of state laws concerning the sanitation of pool areas.

Theory—Men and Women

86. Camp Leadership (2 cr) Mr. Lepley, Miss Schellberg
   The theoretical and practical aspects of leadership in the organized summer camp. Laboratory experiences in an actual camp situation.

101-102. Social Recreational Leadership (2 cr) Mr. Higginbotham, Mrs. Weaver
   Direction and organization of social and recreational activities for parties, school, church, and community gatherings of mixed groups; games, special stunts, party ideas, dance mixers, and co-recreational activities.

105. Kinesiology and Applied Anatomy (3 cr) Miss Schellberg
   Prereq Zool 107, 108
   Science of bodily movements. Principal types of muscular exercise and their relation to the problems of bodily development.

111. History and Philosophy of Dance (2 cr) Miss Martin
   Prereq Junior standing
   A cultural survey developing an understanding of dance as a contemporary art; historical development of dance from primitive cultures to the present time.
153. Dance Composition (2 cr) Miss Martin  
Prereq PE 142 and two semesters of Modern Dance, or permission  

156. Dance Accompaniment (2 cr) Miss Martin  
Prereq Two semesters of Modern Dance or permission and 142  
Selection and use of music in relation to dance. Technique and practice in percussion accompaniment.

154. Physical Education in the Elementary School (2 cr) Mr. Higginbotham, Miss Schellberg  
Prereq for Men, 12 hrs PE including PE 110 and 8 hrs of Education or permission; For Women, PE 103 and PE 54 or equivalent or permission.  
Curriculum planning and techniques and materials of the physical education program progressively adapted to the various elementary grades.

102. Public and School Hygiene (School Health Problems) (3 cr) Mr. Wear  
Hygiene of heating, lighting, ventilation, water supply, disposal of sewage. Preventable diseases. Hygiene of the school and the school child. Alcohol and narcotics.

173. History and Principles of Physical Education (3 cr) Miss Lee  
Ancient, medieval, and modern physical education. Analysis of aims, objectives, principles, and problems of physical education.

191. Experimental Physical Education (2 cr) Mr. Wear  
Prereq Ed 61 or Psych 70. Physical education majors by permission  
The experimental methods with accompanying statistical methods as applied to the field of physical education.

282. Practices and Problems in Physical Education (3 cr) Miss Lee, Mr. Wear  
Analysis of pertinent literature. Examination of current practices and problems in the field of physical education.

284. Physiology of Exercise (Physiology 284) (3 cr) Mr. Wear, Miss Way  
Prereq Phys 102 or equivalent  
effects of physical activity on the circulatory, respiratory, and other physiological processes.

287. Organization and Administration of Community Recreation (3 cr) Mr. Miller  

Theory—Women

35. Introduction to Physical Education (2 cr) Miss Lee  
Open only to freshmen and sophomores  
Survey of the field of physical education as a profession for women and an introduction to its problems.

103. Community and Playground Recreation (3 cr) Mrs. Christiansen  

104. Laboratory Course in Play and Recreation (1-4 cr)  
Prereq PE 103  
Practice in actual conduct of play and recreation.

106. Theory and Practice of Individual Gymnastics and Physical Examinations (3 cr)  
Miss Rausch  
Prereq PE 105 or permission  
Study of faulty posture, its prevention and correction. Techniques of physical examinations by means of inspection, anthropometric tests and measurements. Application of exercises to posture problems.

112. Organization and Administration of Physical and Health Education for Women (3 cr) Miss Lee  
Types of departments, programs, policies, equipment, facilities, budgets, records, grading, tests, schedules, and duties of instructors, supervisors, and directors.

117. Methods in Physical Education Activities (Education 121a) (3 cr) Miss Schellberg  
Prereq PE 48 or equivalent and 8 hrs education including Ed 141, or permission. Aims, methods, and evaluation of content and organization of physical education activities.

119. Tests and Measurements in Physical Education (2 cr) Miss Way  
Study of tests and testing in the field of Physical Education.
127. Theory and Practice of Individual Gymnastics and Physical Examinations (3 cr)
Miss Rausch
Prereq PE 106 or permission
PE 106 continued. Study of those orthopedic conditions which are amendable to treatment through exercise. Theory and practice of exercise and massage in their prevention and correction.

142. Methods in Rhythmic Activities (Education 121b) (2 cr) Miss Martin
Prereq PE 44 or equivalent and 8 hrs education including Ed 141, or permission
Aims, methods, and evaluation of content and organization of rhythmic activities

Practice—Women
For Majors, Minors, and Professional Students Only

40. Sub Freshman Course in Motor Activities (0 cr) Staff
For majors in physical education who are unable to pass elementary level in various activities fundamental to professional training. To be repeated as necessary and to be taken concurrently with PE 41-44 and 163-166.

41. First Year Motor Activities (1 cr) Staff
Lab 5
Gymnastics, sports, and dancing.

42. First Year Motor Activities
No prerequisite for students entering second semester
PE 41 continued.

43. Second Year Motor Activities (1 cr) Staff
Lab 5
Gymnastics, sports, and dancing.

44. Second Year Motor Activities
Prereq PE 42
PE 43 continued.

163-164. Third Year Motor Activities (0 cr) Staff
Lab 5 Required of all junior majors and minors. Offered only to majors, minors, and professional students in physical education
Gymnastics, sports, and dancing.

165-166. Fourth Year Motor Activities (0 cr) Staff
Lab 5. Required of all senior majors and minors. Offered only to majors, minors, and professional students in physical education
Gymnastics, sports, and dancing.

Required Courses for General University Students

51. First Year Physical Education (1 cr) Staff
Lab 3
General classes—sports, gymnastics, dancing. Special classes—modified sports and individual gymnastics.

52. First Year Physical Education
No prerequisite for students entering second semester
PE 51 continued.

53. Second Year Physical Education (1 cr) Staff
Lab 3. Prereq PE 51
General classes—sports, gymnastics, dancing. Special classes—modified sports and individual gymnastics.

54. Second Year Physical Education
Prereq PE 52
PE 53 continued.

Elective Courses for Juniors and Seniors

115. Sports, Swimming, Dancing (1 cr) Staff
Lab 3. Prereq 4 semester hrs of physical education practical work

156. Sports, Swimming, Dancing
PE 155 continued.
Club. Under the guidance of the Women's Athletic Association, Intramurals were provided for the individual who wished to participate in low-level competitive sports or simply engage in physical activity, and, for those more physically skilled, Extramurals were sponsored. In addition to these more structured clubs there were other organizations which extended the services of the women's physical education department throughout the state and also brought physical education leaders and programs to the University of Nebraska campus.

Intramurals Club

For a brief period of time, an Intramural Club functioned on the campus of the University of Nebraska. In 1926, an intramural baseball tournament, separate from the WAA tournament, was set up with 132 girls participating. The following year basketball and baseball tournaments were also held. Then, in 1928, a staff member of the women's physical education department designed an intramural program on a low-organization games basis keyed to the less-skilled girls with group competition in the different activities. After the group competition, WAA would then sponsor inter-class competition in the activity. To co-ordinate these programs, a representative from the Intramurals Club attended the WAA Board meetings. (156, 169, 368, 387)

Because of the overlapping of interests and cooperation between the Intramurals Club and WAA, these two organizations merged in 1929 and adopted the name of Women's Athletic Association. (157, 168, 170, 371)

Physical Education Club

Organization

The Physical Education Club was organized in 1925 for sophomore,
juniors, and senior majors and minors in physical education. The original purpose of the club was to discuss problems not covered in classes, to foster a friendly spirit, study health problems, and promote interest in physical education for women. Advisory members of the club were on the women's physical education department staff. In a short time, eligibility for membership in the club was expanded to second semester freshmen. (153, 168)

In 1930, the Physical Education Club took over the responsibility of sponsoring activities solely for physical education majors from the WAA. To coordinate activities, the Physical Education Club sent a Sports Head to attend the WAA Sports Head meetings. (105)

In 1932, a new organization was established for the Physical Education Club. All students registering as a physical education major automatically became members and the club was responsible for social affairs only. Another professional physical education club was organized open to juniors and seniors only, contingent upon their active professional attitude and participation. These members were to be elected to the club by the faculty and the Physical Education Board which consisted of the Executive Committee and the junior and senior class representatives. This club was to be "... devoted to active work on problems of professional interest." (176, n.p.) At the Spring Banquet in 1932, nine girls were chosen for membership in the honorary club for the year 1932-1933. (177)

The Physical Education Club disbanded shortly thereafter but four years later, in 1938, was revived. In 1950-1951, a charter was obtained for the Student Major's Club of the American Association of Health, Physical Education and Recreation. (166, 183, 192)
Within the framework of the Physical Education Club, other clubs were organized. A Sports Club composed of faculty, students, and other professional physical education women in the community was organized in 1930-1931. The first year, hockey was the only sport played with plans being made to add other sports in the coming years. In 1930, a Field Club was organized for girls who had had courses in the technique of sports; these girls then served as coaches and officials for Intramurals. (172, 174, 176, 241)

Financial Support

To earn money to support their activities, the club sponsored social dancing classes for new students; sold milk, ice cream, and apples; marked gymnasium suits; rented leotards and bathing caps to students; and sold tennis balls, golf balls, and badminton shuttlecocks to members of the activity classes, and greeting cards and stationery to students. At various times dues were charged of the members. (173, 176, 183, 184, 187, 192, 275)

To supplement its income, the Physical Education Club purchased roller skates to rent to students at a charge of 25 cents for two hours or $5.00 for all skates for special parties. Roller skating was held in the east gymnasium of Grant Memorial Hall on weekend evenings and Saturday afternoons. (200)

Services

Over the years the Physical Education Club activities were enlarged to include providing services to the community; organizing activities for the physical education majors and for the general student
body; providing a setting for fostering and advancing professional thought, discussion, and knowledge; and sponsoring social events for the physical education department faculty and students.

One of the early projects of the club was a health propaganda program for March 29 and 30, 1928, planned by the Physical Education Club and involving the Lincoln community. In cooperation with many of the local organizations—Nebraska Child Health Association, City Health Department, State Department of Public Health, Lancaster County Medical Society, Red Cross, Camp Fire Girls, Nebraska TB Association, Vocational Education Bureau, Orthopedic Hospital, the Health Department, YWCA, YMCA, Boy Scouts, and the University Home Economics Department, the Pharmacy Department, Physiology Department and the Dairy Department—a display center was set up in the Coliseum with prizes given for the best essay and poster. (168)

During the World War II years, the girls recruited fellow students to go to the Lincoln air field or to the USO building and entertain the armed service personnel stationed in the area. During the same time, a foreign aid project was started for the German family of a past President of the German Folk Arts Society and of International Folk Arts Association under which clothing and articles of bedding and linens were furnished to the family. (187, 188, 190)

To inform high school girls of what was involved in being a physical education major, a Saturday was planned in the Spring of 1940 to bring them to the University of Nebraska for games and informal discussions of college life. (184)
Social Events

Social events also became part of the Physical Education Club's program and in the Spring of 1929, the first Annual Physical Education Banquet honoring the senior physical education majors was held at the University Club of Lincoln. The program featured piano and violin music in addition to speeches by Miss Lee and a member from each class. Over the years the program evolved to include skits, songs, prophesies, and wills, by the staff and students; the granting of scholarships and service awards; and guest speakers from across the nation. Among the speakers were Dr. Wm. Skarstrom, Professor Emeritus of Wellesley College and Miss Elizabeth Halsey, Director of Physical Education for Women, State University of Iowa and a President of Central District Society of the American Association of Health, Physical Education and Recreation. In 1938, the Physical Education Club Major's Spring Banquet was the first banquet served in the new Student Union Building on the University of Nebraska campus. (170, 173, 174, 179, 182, 184, 185)

In addition, Physical Education Club members also planned and sponsored picnics for incoming freshmen, luncheons, coffees, Christmas parties, teas, picnics, informal parties and sports tournaments for physical education majors, University of Nebraska students, and the women's physical education staff and alumnae. (171, 173, 176, 178, 179, 185, 187, 204)

The Physical Education Club sponsored its first Annual Sports Day May 11, 1929, for the colleges of the state. The objectives of the sports day were:

A. To bring girls of various colleges in the State together in friendly athletic competition.
B. To provide wholesome recreational activities they can learn quickly and can take home to teach in their own communities throughout the state.

C. To prove the value of play for play's sake alone. There will be no competition between colleges. Each college will have members on every team.

D. To promote friendly relations through playing with instead of against each other. (170)

Five schools participated in this first Playday: Omaha University, Peru State Normal School, Wayne State Normal School, York College, and the University of Nebraska. More Playdays for colleges and high schools were held at various times thereafter. In addition, the Physical Education Club organized Playdays for physical education majors only and also Playdays for the University of Nebraska women staff and students. (157, 170, 172, 173, 179, 182, 184, 185)

Among the activities sponsored by the Physical Education Club was a Sports Night each Thursday night, beginning in 1932-1933, open to physical education majors only, to permit the majors to participate in recreational sports without the limitations imposed by the WAA rules limiting the number of physical education majors which could be on a team. (177, 178)

Camp Loy-A-Lee

With the interest shown in hiring physical education majors as camp counselors, the Physical Education Club made plans to sponsor a camp to better inform the physical education majors in the philosophy of camping, camp craft, and camp skills. The women on the physical education staff volunteered their services and the first camp was held September 13-20, 1943, at Camp Brewster, a YWCA camp, near Fontanell Forest in Omaha. Sixteen physical education majors attended this camp. This camp was
named by the majors, "Camp Loy-A-Lee," by combining part of the word "loyal" with the department director's—Miss Lee—last name. (187, 188, 379, 380)

Two more week-long camps were held, one during the week of May 21-28, 1944, with 24 physical education majors in attendance, and one May 22-29, 1946. After that time the camp was discontinued until March, 1951, when a three-day weekend camp was held at Camp Brewster.

[A camp leadership class was then included in the physical education curriculum and took over the responsibility of teaching camping skills.]

"The Chronicle"

To keep club members informed of activities and to bring items of interest to their attention, the Physical Education Club began issuing a small paper, "The Chronicle" in 1940-1941. "Elsie," the physical education spirit, began regular contributions to the issues, supporting the girls in their chosen profession and commenting on the departmental activities. (185, 201)

Physical Education Club Library

During the middle 1940's, some former students donated several professional books to the Physical Education Club which marked the beginning of a Physical Education Club Library for use by the majors and minors. Book plates were later purchased by the Physical Education Club for these books. [Additional purchases and donations keep the library up-to-date.] (190, 192)
Women's Athletic Association

Organization

The constitution of WAA was designed to provide for the association to cooperate with the women's department of physical education. Membership was open to all University of Nebraska women, undergraduate and graduate, with an Advisory Board consisting of staff members of the physical education department for women. (307)

During the period of Miss Lee's directorship, the WAA underwent several organizational changes. Due to the cooperation existing between WAA and Intramurals Club (Intramurals Club sent representatives to the WAA Board and, in return, WAA would offer inter-class competition in a sport after the Intramurals Club sponsored inter-group competition), plans were made in 1928 to combine the two organizations with 1929-1930 as the trial year. The name, Women's Athletic Association, was to be retained with officers elected from each group: President and Treasurer from WAA and Vice President and Secretary from Intramurals Club. An Intramural Board was to be a part of the new organization. (168, 169, 170)

In 1932, WAA underwent another reorganization. Members of each sport formed a club with a Student Head and a Student Assistant and was sponsored by a staff member. (For the first year, the Student Head and Assistant were appointed by the Executive Council of WAA; however, in the future they were to be selected by each club.) Each of the clubs was given $5.00 to cover its expenses. If they earned money by other means, such as dues or selling items, the money was to be retained by the club and used as they desired. Membership in a club was to be by objective
tests; those with the best skill were invited to join. Each club had a waiting list and, as space developed, those on the list were also invited to join. To participate in an activity, a student was to be a member of the appropriate club. (176, 291, 294, 296, 297, 318, 334, 361)

In 1938, sponsorship of WAA was reorganized. A member of the women's physical education staff was to sponsor the Council, another the concessions, another the intramural sports [evidently for girls who were not members of a club] and still another, at the request of the athletic department, the Girls' Knothole Club, [a device to enable young people in Lincoln to attend football games at a reduced price] and the WAA cabin management. (183, 328, 329)

In 1944, still another plan was devised whereby a club was organized for each intramural sport and then each club was responsible for conducting its activities for the University of Nebraska coeds. Each of these clubs was allotted $5.00 a year from WAA to sponsor its activities. (258, 303)

**Secretary**

By September, 1938, the clerical work of WAA became so extensive, a full-time secretary was hired to handle it. However, World War II made this convenience impractical. (184, 187, 272)

**Point System**

The point system and methods of awarding honors to participants in WAA changed during the years. At one time, a point system was set up for each activity under which girls could earn an "N" for participation and accumulation of points. In 1929-1930, an "N" was awarded for high
scholarship, leadership, and interest in women's sport and WAA. Honors were also awarded in the various sports, and awards were given to individuals finishing first in any of the activities and, also, to the group accumulating the greatest number of points by all its members. At times, seaters, blankets, and pins were given for honors. In 1930, plans were made to eliminate the numbers and material prizes. (172, 307, 387)

Financial Support

The WAA was primarily financed by concessions at University of Nebraska athletic events. The agreement with the Athletic Board in 1925 provided for 50 percent of the profits to go to the stadium fund and the balance to WAA. The contract was renegotiated in 1929: The Athletic Board received 25 percent of the profits with WAA retaining the rest. (152, 155, 214, 236, 240, 276)

In 1938, WAA made purchases on a bid basis and, to provide incentive for greater sales, the girls were paid 10 percent of the sales they made. Concessions from the football games that year netted about $2,000. (183)

On December 14, 1938, WAA voted to discontinue selling at the basketball games because not enough profit was realized. In 1940, the Athletic Board arranged with WAA for freshmen football players to sell Coca Cola in the stands at football games. In addition, WAA released the rights to sell at other collegiate events. For these privileges, a contract was signed guaranteeing a certain profit to WAA with the profit percentage from football concessions which women paid to the Athletic Board to be decreased from 25 percent to 18 percent. (276, 331, 366)
To identify themselves, the WAA sales girls dressed in scarlet and cream uniforms. In 1940-1941, red coats and red caps with feathers were purchased for the concessions sales girls. These hats and jackets were later given to the British War Relief. (152, 185, 299)

In 1947, WAA released their contract for concessions in return for an annual payment of $1,500 from the Men's Athletic Board plus $500 a year for the WAA cabin upkeep and repairs. That contract is shown in Exhibit 27. (190, 245)

In addition to athletic concessions, a storeroom was maintained in Grant Memorial Hall where candy, apples, and ice cream were sold. The Physical Education Major's Club took over this responsibility in 1938. In 1941, for additional income, eight bicycles were purchased by WAA and rented to University of Nebraska students. (152, 185, 186, 234, 275, 304, 331)

Activities

A review of WAA records [reference numbers 207-369] revealed many different types of recreational activities were sponsored by the WAA ranging from team sports to individual sports to non-competitive activities.

Team:

Volleyball
Baseball
Indoor baseball
Nebraska ball
Basketball
Speed ball
Deck tennis
Giant volleyball
Field hockey
Soccer
EXHIBIT 27

CONTRACT BETWEEN THE BOARD OF INTERCOLLEGIATE ATHLETICS OF THE UNIVERSITY OF NEBRASKA AND THE WOMEN'S ATHLETIC ASSOCIATION OF THE UNIVERSITY OF NEBRASKA

The Women's Athletic Association will relinquish as of to date its concessions contract with the Athletic Board of Control of the University of Nebraska in exchange for an annual payment into its treasury by the Athletic Department of the sum of $1500 (fifteen hundred dollars), for the current expenses of the organization. In addition, the Athletic Department agrees to deposit to the credit of the Women's Athletic Association a sum of $500 (five hundred dollars) to be used as a reserve fund for capital repairs and improvements on the Women's Athletic Association cabin and its approaches and grounds, this fund to be paid each year until the reserve is large enough to meet such necessary expenses and then decreased or omitted in any one year in which it isn't needed, returning to the annual deposit of $500 (five hundred dollars) for cabin reserve expenses as soon as and for as long as the money is again needed.

The above mentioned deposits are to be made available to the Women's Athletic Association annually at the close of the first semester.

This contract to be in full force and effect on September 23, 1948.

Signed this 14th day of October, 1948.

Board of Intercollegiate Athletics
By: (George Clark)

Women's Athletic Association
By: (Jeanni Boman)

(Approved)
(W. K. Beggs)

(Mabel Lee)
Faculty Sponsor

(367)
Competitive individual sports:

- Track
- Rifle marksmanship
- Bowling
- Paddle tennis
- Ping Pong
- Archery
- Swimming
- Badminton
- Golf
- Tennis
- Duck pins

Non-competitive activities:

- Skating
- Bicycling
- Clogging
- Horseback riding
- Hiking
- Tobogganing
- Skiing
- Modern dance
- Barn dancing
- Canoeing

Some of these activities were conducted on a very informal basis with participation open to students of all levels of skill abilities while some of the activities were highly organized with competition among the University of Nebraska students or with other colleges, often by telegraphic meets. (156, 159, 176, 173, 188, 198, 246, 294, 303, 306, 317, 329, 333)

The WAA used many methods of providing recreational activities for the University of Nebraska and other colleges throughout the state. Included in the program were Play Days, Sports Nights, an Intramural Carnival, annual Ice Carnivals, a mixed co-ed recreational hour, a Tennis Play Day for all state colleges in 1933, and All-Star games after various sport tournaments. During the War Years, Ladder Tournaments were held and, at the end of each tournament, the best players from all the
teams participating were selected and then formed into two teams, the Scarlet and the Cream, to play a final game. The WAA participated in the University of Nebraska's Charter Day by sponsoring Intramural Games. (163, 172, 173, 178, 182, 187, 191, 239, 259, 271, 321, 329)

Service Projects

In addition to sponsoring recreational activities, WAA performed many service projects for the University of Nebraska and surrounding community. Cash scholarships of $25.00 were given to girls in the intramurals programs. The winners were to be needy, participate in WAA, and have good scholarship. Loans were also granted to students. (185, 286, 315)

An annual Christmas party for an orphan's home was sponsored by WAA; later this was changed to a Valentine Day party because of the large number of parties given for the children at Christmas time. These parties were discontinued in 1940 and a scholarship created in their place. An Easter Egg Hunt was also arranged for the Home of Dependent Children. (222, 230, 238, 244, 277, 315)

The WAA assumed responsibility for the Physical Fitness Division of the Campus Defense Plan during the War Years with the purpose to promote better physical fitness and wholesome recreation by increasing participation. Intramural participation did increase during the War Years, reportedly due to a lack of men on campus and to the realization by the girls for the need of their own physical fitness. During this time, $100 was given to the Red Cross. (187, 200, 294, 309, 332)

The WAA also set up an Officials Board for girls wanting to officiate at the intramural games and arranged for them to be given instruction in the proper procedures and techniques. (192, 255, 265)
To help support the activities of clubs under its sponsorship, WAA loaned money to the various clubs with no interest charge. For example, the Tanksterettes [swim club] borrowed money for their pageant and the Physical Education Club purchased roller skates with WAA funds. (237, 286, 270, 309)

Women's Athletic Association funds were also used to underwrite activities of the various clubs: the piano player for the Barn Dance Club was paid 50 cents an evening; the Orchesis accompanist was paid by WAA the year Orchesis gave a free recital and thus did not have an income from ticket sales; one year most of the expense of the Physical Education Club's section in the annual Cornhusker was underwritten; and WAA paid for the Physical Education Club Banquet speaker in 1949. In addition, they reimbursed and made up the deficits for the swim club when it could not meet its expenses. (252, 282, 284, 294, 317, 323)

In 1937, WAA arranged for a professional golfer, Mr. Kuntz, to give golf lessons for the golf club at a charge of six lessons for $2.00. In 1939 and again in 1940, Miss Barb Joy was brought to the university campus to direct a week of Camp Craft including lectures and practical work. Women's Athletic Association, in cooperation with Orchesis, sponsored a lecture and recital by Ted Shawn and his group in 1934-1935 and in January, 1940, they sponsored a demonstration recital by Hanya Holm and dancers. (179, 184, 194, 268, 285, 289, 330, 331)

The WAA also purchased equipment and materials for use in the intramural program and by the women's physical education department: hockey shin guards, rifles, the music used by Orchesis, and swim suits for Aquaquettes. (219, 221, 222, 266)
Social Events

In addition to recreational and service programs, the activities of WAA included many social events. Parties were planned for freshmen to acquaint them with the WAA program; alumnae luncheons; parties for members, officers, faculty, and students were sponsored; and annual banquets were held at which awards were given to groups winning intramurals honors and to girls earning an "N." In 1929, WAA was divided into eight small groups and each one was to sponsor one social event. (155, 170, 173, 181, 224, 233, 309)

Women's Athletic Association Cabin

In 1932-1933, members of WAA began to discuss the possibility of obtaining a cabin for outings for their organization and other University of Nebraska organizations and community groups. A search for a suitable place was begun and a site finally selected and leased on Mr. Johnson's farm nine miles from the campus, three and one-half miles northeast of Bethany on Stephens Creek, and building started in 1934-1935. (161, 177, 179, 180, 369)

When the cabin was finished, an open house for the entire University of Nebraska was held on October 10, 1935. An afternoon party for the Board of Regents, administrative executives, and certain faculty members also helped to celebrate the beginning of social activities at the site. (180)

The cabin consisted of a large main room and two smaller rooms, which served as a kitchen and a bunk room, and a porch across the front. In the main room was a fireplace of Bedford stone. The fireplace had a swinging crane and a Dutch oven for cooking purposes. In addition, the
fireplace had a heatilator lining which warmed the bunk room. There were dark stained wood rafters in the living room. The furniture consisted of tables, benches, seats, and a large adjustable lounging chair. The bunk room had a closet, six double bunks, and shelves for a dressing table. The kitchen was furnished with a range, sink, and built-in cupboards. The dinnerware consisted of ivory and green enamel dishes purchased from Girl Scouts Inc., of New York, and the silver from the Women's Athletic Association. A bathroom with a chemical toilet was also provided. On the outside were log siding and dark brown shutters for the windows. (179)

In 1938-1939, the cabin was wired for electricity and a woodshed built. In 1940-1941, a foot bridge was built by the physical education majors and, in 1946, a well was dug. (183, 329, 369)

Approved groups of the community such as girl scouts, square dance clubs, and Blue Birds, (328) could rent the cabin for a nominal fee:

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<td>2.50</td>
<td>for 35 plus persons</td>
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Floods damaged the cabin in 1946 and 1947 and the cabin was not used during 1947-1948. In the Fall of 1948, it was repaired but floods occurred again in 1950 and 1951 making the cabin virtually unusable due to the floods and erosion. Finally a decision to move the cabin was made and, on May 16, 1952, the cabin was moved to the University Agricultural College Farm. (190, 193, 369)
Orchesis

The WAA formally organized a Modern Dance Club for students of the University of Nebraska in 1925 and by 1927-1928 there were 47 active members. The following year, 1928-1929, the club became known as "Orchesis." (156, 168)

Financial Support

The dance club's expenses were underwritten by WAA and by an admission charge to the dance club's concerts. All business matters and functions of Orchesis were decided by the sponsoring organization until 1937, when Orchesis became independent of WAA except for financial matters. (174, 267, 318, 326)

Membership

In the fall, new students auditioned for membership into the club. Those chosen were appointed either to Junior or Senior Orchesis and after a four week probation period were initiated into the appropriate club. (178)

The club became so popular, a Pre-Orchesis Club was organized in 1945. New members joined this club and, after a probationary period, could advance to the Orchesis group. Members of Pre-Orchesis presented productions during the dance club concerts. (327, 345, 347, 355, 356, 357, 358, 388)

Concerts

Orchesis presented two concerts a year, a Christmas Recital and a Spring Recital. During the early years, instruments such as piano, violin, cello, coronet, and tympani provided the accompaniment. University
of Nebraska personnel and community leaders served as patrons and patronesses for these early programs. (170, 340)

The first dance festivals were held in Temple Theatre until 1925, when, during commencement week, it was held outdoors for the first time. In 1930, the Orchesis Dance Drama was again held indoors. After that the drama was presented in the Coliseum, Love Library Auditorium, or Grant Memorial Hall. (152, 169, 173, 341, 343, 344, 388)

At various times Orchesis would join with other University of Nebraska groups to present concerts. In 1938, Orchesis cooperated with the University Music School to present the Christmas program; in 1945 the Teachers College High School Choral Group participated on the program; the three winners of the Women Athletic Association sponsored intramural contests performed at the Christmas Dance Festivals of 1946, 1950, and 1952; the Department of Art assisted with the dance program for February, 1949; the concert of May, 1949, included a performance by a percussion class; and the Spring Concert of May, 1950, included performances by the Intermediate Modern Dance Class and the Dance Composition Class. A small men's group was formed and also performed in several concerts. In the Spring Concert of 1937, students from the University of Omaha were guest performers. In 1951, the Christmas recital was dropped and the spring concerts were moved from May to earlier in the spring. (183, 190, 192, 193, 326, 346, 348, 350, 351, 352, 354, 355, 357, 358)

**Community Performances**

In addition to presenting dance concerts for the University of Nebraska, Orchesis also gave performances for various organizations: The
Lincoln YWCA, the Lincoln Artists' Guild, the Thursday Morning Lecture Club, the Altrusa Banquet of the University Club, Farmer's Fair, YWCA Creative Leisure Council's Vesper Service, Business Girls and Health Club of the YWCA, Art Students Costume Ball, 4-H Club Banquet, Nebraska State Physical Education Teachers, Business and Professional Women's Club, and Nebraska Wesleyan University modern dance classes. They also participated in the Lincoln Folk Festival, May 11, 1946, for the Dorchester High School, at the County Play Day at Nebraska City, and at the Student Union. (174, 185, 187, 192, 318, 326, 327)

**Guest Artists**

In cooperation with other organizations, Orchesis sponsored visiting guest artists. In June, 1937, Charles Weidman came to the campus and, for a fee of $10.00, students could receive six lessons from him and six with Claudia Moore, head of the dance department at the University of Nebraska. Spectators were charged a fee of 50 cents a lesson. Hanya Holm and dancers performed a demonstration recital January 19, 1940. (181, 185, 285, 330)

Under the sponsorship of Orchesis, students of the University of Nebraska had an opportunity to receive instruction from and to see the performances of well-known dance personalities. In 1943-1944, Virginia Moomaw, a graduate of the University of Nebraska, taught dance classes; in 1946-1948, Charles Weidman returned to give lessons and an evening recital at Irving Junior High School; February 16, 1949, Gertrude Lippincott gave a recital and a lesson; a dance workshop was conducted by Margaret Small Mains of the University of Wyoming and Miss Irma Lou Fisher, Director of a studio in Ogallala; and on March 21, 1950, Orchesis
sponsored Martha Graham and Dance Company. Because of lack of adequate facilities on campus, this concert was held at Irving Junior High School. (187, 190, 191, 203, 353, 359)

**Modern Dance Hour**

In 1949, Orchesis members were placed in charge of the Modern Dance Hour which WAA sponsored each Tuesday at 5:00 in Grant Memorial Hall. This activity was open to all students and was designed to replace the modern dance intramural competition which was eliminated due to the cessation of the Christmas Concerts. Participants in the Modern Dance Hour received WAA credit. (206)

**Swim Club**

In 1932, when the University built a swimming pool in the Coliseum, a swim club was organized by WAA. At various times this club was called "The Tanksterettes," "WAA Swim Club," and "Aquaquettes." Interested students tried out for membership and were judged on form and time. Those chosen were pledged for a period of time and then initiated into the swim club. (176, 190, 191, 261, 322, 336)

**Financial Support**

The swim club was funded, at various times, by an assessment of the members for dues, an initiation fee, money from WAA, admission charges to the pageants, and by selling emblems. [Permission to charge admission to the pageants had to be requested from the Faculty Committee.] The charge was 25 cents for the Spring, 1938, Pageant. Estimated cost of the pageant was $40.00. By 1948, this charge increased to 40 cents and the pageant cost rose to $121.00. (286, 317, 323, 336, 339, 360)
Pageants and Demonstrations

The swim club started the tradition of presenting annual pageants early in its history. During the late 1930's, the men's swim team of the University of Nebraska assisted with these pageants. Two hundred fifty-two persons attended the pageant in 1938 which created a profit for the swim club of $49.00. During the War Years, the pageants were discontinued because the swim club had difficulty getting the pool for practice. During this time the pool was reserved for the men. In 1946, after a lapse of at least four years, the spring pageants were resumed. In addition to the pageants, swimming demonstrations were given for Pi Lambda Theta, delegates to the Nebraska High School Football Day, and other organizations. (182, 202, 301, 302, 318, 320, 322, 324, 325)

Telegraphic Swim Meets

Members of the swim club also competed in telegraphic meets with other universities. The first meet was held December 14, 1933, and the last one in 1947. Events in the 1938 meet included the 40 yard crawl, 100 yard crawl, 75 yard medley, and the 100 yard medley. In 1947, events were the 40 yard crawl, 40 yard back crawl, 40 yard breast stroke, 75 yard medley relay, and 100 yard free style relay. (178, 318, 323, 325, 362, 363, 364)

University Service and Social Events

The swim club sponsored the WAA intramural swimming meets and furnished officials. Social events were also a part of the swim club's activities and included annual banquets, during which the officers of
the club were installed, and picnics to welcome new pledges. At these picnics, pledges were traditionally given red and white ribbons to wear for a week. In 1937, a picnic was given to thank the men's swim team for assisting with the pageant. (317, 318, 322, 323, 324, 325, 336, 364)

Hockey Club

The Lincoln Hockey Club was formed in 1928. However, the history of the hockey club is sporadic and there were many years of inactivity or little publicity. (169)

Competition was scarce the first year and the only game played was a challenge match between the hockey club and WAA. The hockey club lost, 6-0. In 1931, the women's physical education faculty and a graduate of the department challenged the undergraduate students. Later that year, during the Thanksgiving vacation, the club was invited to a tournament in Boulder, Colorado. In 1941, the hockey club was reorganized as a club under the sponsorship of WAA. The next year, in November, 1944, Iowa State University came to the University of Nebraska to play. (169, 176, 199, 201, 299, 306, 320)

Departmental Activities

Social Activities

The Department of Physical Education for Women did more than dispense academic knowledge and teach physical skills. It developed and maintained a friendly social atmosphere for the faculty, staff, alumnae, and students of the department, University of Nebraska, and the state. Many parties, picnics, teas, luncheons, playdays, and friendly athletic "challenges" were held for and by the various groups associated with the
Department of Physical Education for Women. The students and faculty had an opportunity to meet Dr. Gertrude Moulton, Director of Physical Education for Women at Oberlin College, in 1934-1935 and Dr. J. B. Nash of New York University in 1936-1937. (170, 172, 177, 178, 179, 181, 184, 196, 197, 204)

Community Services

In addition to social events, the women's physical education department provided many services to the University of Nebraska and surrounding community by sponsoring activities of interest to the students and public. Occasionally these events were hosted with other organizations.

The women's physical education department planned a monthly bulletin to be distributed through the Extension Department. Miss Huesman prepared one on Folk Dancing in 1928-1929. The charge for this bulletin was 50 cents. Also that year, a health campaign was sponsored by the women's physical education department. Each week a hygiene topic was featured and posters, exhibits, and talks were given within classes. A different staff member was in charge each week. (169)

The department provided University of Nebraska faculty members an opportunity to participate in activities such as tennis tournaments, classes in fundamentals of bodily movement, social dancing, and swimming for women and clogging classes for men in the Spring of 1932, a Badminton Club in 1938-1939, and a Canoe Club for University of Nebraska faculty and students in 1951. (176, 183, 192)

Many clinics and demonstrations were sponsored, alone or jointly with other organizations, by the women's physical education department to
help stimulate interest in physical education and to keep abreast of new developments. A demonstration of games and sports for recreation sponsors in the state was given April 28, 1936, and a conference on Athletics for High School Girls was sponsored by the women's physical education department for the teachers of the state in 1936-1937. (181)

In cooperation with the men's physical education department, the YMCA, Lincoln Recreation Department, and the public schools, a Physical Fitness and Aquatic Institute for Physical Education teachers was held December 2-4, 1943. Dr. T. K. Cureton of the University of Illinois conducted the clinic. (187)

In May, 1941, the Lincoln Physical Education Society brought the Lloyd Shaw Cheyenne Mountain School Dancers to Lincoln to give a demonstration in Grant Memorial Hall. That same year, Miss May Gadd, head of the English Folk-Dance Society in America, came to the University of Nebraska and led two days of English country dancing. (185, 287) In March, 1947, the men's physical education department and the women's physical education department brought the Troupe of Danish Gymnasts to the University of Nebraska campus to perform. In 1941, Patty Berg and Helen Detweiler, women golfers, were guests of the department, courtesy of a sporting goods company, and gave a golf demonstration. (185, 190, 198)

The women's physical education department also planned several Play Days for high school girls. In the Fall of 1949, the department sponsored a High School Girls' Play Day for the Women's Physical Education Section of District I of the Nebraska State Teachers Association. A Play Day was planned by students in the Organization and Administration course
in May, 1934, for ten towns to be held in Syracuse, Nebraska. About 200 girls participated in this activity. Later, on March 3, 1951, students of the Organization and Administration course sponsored a Play Day as a class project for the largest high school in each county of District I of the Nebraska State Teachers Association. Each school was invited to send five girls. (179, 191, 192)

In 1951-1952, Charlotte Duff, Mary Jean Mulvaney, and Ruth Schellberg, three staff members of the women's physical education department, in cooperation with Virginia Woolfolk Roberts of the Lincoln Public Schools organized the Lincoln Board of Women Officials. Beginning with that year, the Board conducted sports clinics for interested groups. (193)

Anniversary Celebrations

To celebrate the early history of the Department of Physical Education for Women and in commemoration of the granting of the first Physical Education Certificate from the University of Nebraska, a two-day anniversary celebration was held in June, 1940. On Friday, June 7, various activities taught within the department were demonstrated for the guests. The WAA sponsored a reunion luncheon and a coffee. The evening consisted of country and square dancing, a demonstration of square and folk dances, and a historical skit by the physical education majors. On Saturday, the program featured a discussion of professional topics, followed by a luncheon, and concluded the day with a banquet honoring Mrs. Clapp, as founder of the department, and Alberta Spurck Robinson, as the first graduate with a college degree and a Physical Education Certificate. Photos, costumes, books, equipment, and other items of historical interest were on display throughout the celebration. (185)
The Spring of 1949 was the occasion for honoring the fiftieth graduating class of physical education majors from the University of Nebraska. Historical exhibits and a banquet were planned for Friday, June 3. A forum was held in Love Library Auditorium on Saturday morning followed by an alumni luncheon and then a social hour at the WAA cabin. On Sunday, June 5, Miss Lee entertained the participants in the celebration at her house with a tea. (191)
CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

Concurrent with the growth of interest in the history of physical education and the celebration of the seventy-fifth year of professional physical education preparation at the University of Nebraska, this thesis has been prepared to relate the history of physical education for women at the University of Nebraska from the early beginnings to 1952.

The writer investigated materials located in the University of Nebraska Archives, the Nebraska Historical Society, and the historical files of the women's physical education department, and also interviewed persons knowledgeable of the development of physical education for women at the University of Nebraska. The search revealed events which led to the founding of a department of physical education, personnel who had an influence upon the development of the program at the University of Nebraska, the structure of the departmental organization, facilities which were provided, the curriculum for the physical education major and the general student, organizations which developed and were associated with the women's physical education department, and services the department rendered to the University of Nebraska, the Lincoln community, and the state of Nebraska.

First, the purpose for this study was stated, the method of collecting and reporting data explained, difficulties encountered in
Then, the early physical education facilities were described; persons and events instrumental in the employment of the first full-time physical culture director on the University of Nebraska staff and, subsequently, other physical education staff members were discussed; the early physical culture courses outlined; and the extra-curricular activities of the students explained.

Next, the establishment of the physical education department and Teachers College, which would eventually include the physical education department, were highlighted and explanations were made of the professional physical education curriculum and the physical education programs for the general students, the personnel responsible for the growth of the department, the departmental organizational structure, facilities, and extra-curricular activities connected with the department.

Finally, there was a description of the growth of the department under Miss Lee's directorship, the departmental organization, facilities, the physical education curriculum for physical education majors and the general students, organizations connected with the women's physical education department and services to the community which the department offered.

Recommendations

While working with the published documents of the University of Nebraska, many printing errors were discovered which might have affected the accurate reporting of dates and events. There were also inconsistencies in the methods of publishing documents. At times, identical information was published in two issues with different titles and dates of
publication. Materials and documents concerning the history of the women's physical education department are just now being located, collected, and indexed in the newly established Archives of the University of Nebraska. Within the next several years, evidence may be found which will clarify or modify the data which has been reported in this thesis. In the future, interested students of history will benefit from additional material in the Archive's physical education files.

As a result of this thesis, the writer recommends a biographical study of the personnel associated with the women's physical education department at the University of Nebraska, their educational backgrounds, and experiences. Such an investigation might indicate the influence these individuals had upon the development of the program at the University of Nebraska.

This thesis ends with the retirement of Miss Lee as Director of the Department of Physical Education for Women at the University of Nebraska. Another thesis could be written pertaining to the nineteen years of Dr. Dudley Ashton's chairmanship from 1952 to 1971. The history of the department continues.
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