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A History of the Women's Physical Education Department at the University of North Dakota

Margaret L. Milne

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A HISTORY OF THE WOMEN'S PHYSICAL EDUCATION DEPARTMENT
AT THE UNIVERSITY OF NORTH DAKOTA

by

Margaret L. Milne

B.S. in Education, University of North Dakota 1967

A Thesis

Submitted to the Faculty

of the

University of North Dakota

in partial fulfillment of the requirements

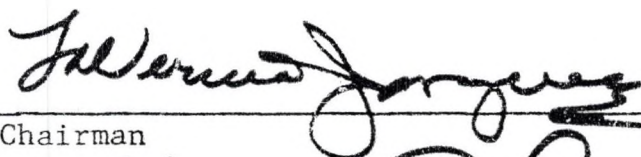
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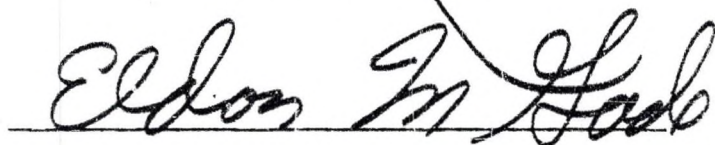
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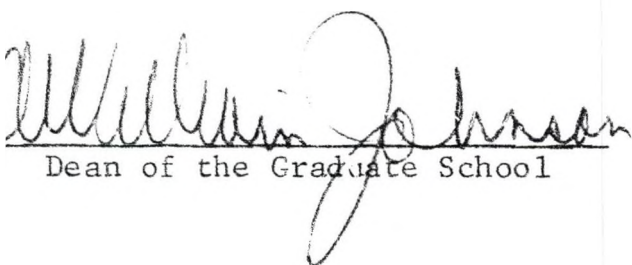
August
1968

This Thesis submitted by Margaret L. Milne in partial fulfillment of the requirements for the Degree of Master of Science from the University of North Dakota is hereby approved by the Faculty Advisory Committee under whom the work has been done.


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THE UNIVERSITY OF NORTH DAKOTA

Department Physical Education

Degree Master of Science

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TABLE OF CONTENTS

	Page
KNOWLEDGMENTS	iv
ABSTRACT	vii
Chapter	
I. INTRODUCTION	1
Statement of the Problem	
Limitations	
Justification of the Study	
Related Literature	
Summary of Related Literature	
Hypotheses	
II. PROCEDURE	12
Source of the Data	
Treatment of the Data	
III. HISTORICAL IMPLICATIONS AND THE WOMEN'S PHYSICAL EDUCATION DEPARTMENT	16
University Campus 1883-1908	
Cora Smith	
Facilities	
Gymnasium	
Woodworth Hall	
Physical Culture	
Gymnasium Uniform	
School of Education	
Martindale Era	
Clark Era	
Rhonemus Era	
Scott Era	
Gimmestad Era	
Warcup Era	

IV.	THE DEVELOPMENT OF ORGANIZATIONS AND CLUBS IN THE WOMEN'S PHYSICAL EDUCATION DEPARTMENT	123
	Extramurals	
	Intramurals	
	Women's Athletic Association	
	Orchesis	
	Delta Psi Kappa	
	Tritons	
	PEMM	
V.	DISCUSSION	162
VI.	SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	167
	Summary	
	Conclusions	
	Recommendations	
	PENDIX A	173
	PENDIX B	178
	BLIOGRAPHY	182

ABSTRACT

The purpose of the study was to compile a history of the Women's Physical Education Department at the University of North Dakota. The historical method of research was followed with limited use of the questionnaire technique of research.

The historical method included the collection of data which were grouped into a time and subject sequence. Material was criticized and interpreted by accepted historical techniques. This particular method included the treatment of data for cause and effect which permitted the development of patterns for testing of the hypotheses.

A questionnaire was developed and sent to select individuals which included former women teachers of physical education at the University of North Dakota. These data were tabulated and subjected to accepted historical methods of treatment.

The history included the period from 1883 until July, 1968. It covered the history of the department, department directors, and clubs and organizations within the department.

Generally it may be concluded there was continuous growth and development of the department. Much of the success could be credited to the directors for their constant work, interest and inspiration. Physical education status always appeared to be high. The various clubs and organizations appeared to enhance the status.

CHAPTER I

INTRODUCTION

"One lonely building surrounded by wheat fields, the campus twenty acres of freshly plowed earth, black and muddy from recent rains, with no walks or even a fence to separate it from the surrounding farms, and not a single tree or shrub."¹ This was a picture of the University of North Dakota in September 1883.

Fourteen years were to pass before a physical education building was added to the lonely campus. "A combination gymnasium and assembly hall was added to the campus in 1907."² This building housed physical education for 61 years. The first gymnasium proved to be a leader in architectural design. "The first signs of the present red brick with stone trim appeared in the Carnegie Library and the gymnasium; this style was not adopted officially until 1909."³

The Women's Physical Education Department had its beginning with one woman teaching calisthenics in a basement. This was in the year 1893. Throughout the years there has been a steady increase in personnel, facilities, and students. In 1967-1968 the Women's Physical

¹Louis G. Geiger, University of the Northern Plains (Grand Forks: The University of North Dakota Press, 1958), p. 35.

²Dakota Student, Anniversary edition, (Grand Forks: The University of North Dakota Press, February 22, 1936).

³Geiger, op. cit., p. 147.

Education Department employed ten full time physical educators, three graduate assistants, and one quarter time instructor. The physical education major program involved approximately 100 students.⁴ The physical education service class program handled approximately 2400 girls throughout the year.⁵

Trends and philosophies in any field are determined to a great extent by its leaders. The development of the physical education program at the University of North Dakota rested with the many women who were the leaders. If society is to understand the dominant trends in the history of physical education, people must inevitably study the life and contributions of past and present leaders. Contributions have been made to physical education through historical research on institutions, organizations, facilities, origins of games and sports and through biographical research.

Statement of the Problem

The purpose of this study was to conduct an historical research primarily concerned with the history of the Women's Physical Education Department at the University of North Dakota. Many of the historical recordings on the Women's Physical Education Department were scattered and incomplete. It seemed that an historical study compiling these bits and fragments would be of value and significant to the history and future of physical education at the University of North Dakota.

⁴"University of North Dakota Directory for Women Majors and Minors in Physical Education," 1967-68. (Mimeographed.)

⁵"University of North Dakota Physical Education Service Class Role Books," 1967-68. (unpublished material).

The researcher felt that the history of the Women's Physical Education Department should be preserved and the contributions of its leaders recorded.

Several types of historical studies have been listed. Monroe and Englehart listed three classifications: (1) an historical account of certain persons or institutions; (2) the tracing of the development of education or a phase of it within a specific geographic area; (3) the tracing of an origin of a movement.⁶ This study falls into the classification of "an historical account of certain persons or institutions."

Limitations

1. This study was limited to those individuals who were familiar with the people or the annals in the history of the Women's Physical Education Department at the University of North Dakota.
2. By availability of the former leaders of the women's physical education program.
3. By the availability of any kind of departmental records before the 1950's.
4. By the availability of published materials in the form of publicity which was used to advertise or depict events.

Justification of the Study

It was the hope of the writer that this study would be of

⁶W. S. Monroe and Max D. Englehart, The Scientific Study of Educational Problems (New York: The Macmillan Company, 1936), p. 159, Cited by M. Gladys Scott, Research Methods Applied to Health, Physical Education, and Recreation (first edition: Washington: American Association for Health, Physical Education and Recreation, 1952), p. 129.

significant value to the profession of physical education. A need to have detailed historical records of early professional beginnings in American physical education had been expressed by many individuals. Valuable as well as meaningful records could be maintained through this medium. It would enable society to bring together the historical past for present analysis and interpretation by individuals who would follow.

There had been no comprehensive research compiled on the history of the Women's Physical Education Department at the University of North Dakota. Only brief accounts or records have been published. These accounts were usually made in conjunction with the University as a whole. Records of the Department's development seemed to be incomplete or in undocumented form.

Related Literature

In recent years there has been a noticeable interest in respect to historical research in physical education. The trend has been peculiar to the past decade, for as late as 1952 Ainsworth referred to historical research as "this all too little explored field in physical education."⁷

Historical studies have become more popular since 1950. Biographical doctoral dissertations have been done on such leaders as

⁷M. Gladys Scott (Chairman), Research Methods Applied to Health, Physical Education and Recreation (first edition; Washington: American Association for Health, Physical Education, and Recreation, 1952), p. 125.

William Gilbert Anderson,⁸ Ernst Hermann Arnold,⁹ George Baird Affleck,¹⁰
 Clark W. Hetherington,¹¹ Edward Hitchcock,¹² James Huff McCurdy,¹³
 Katherine William Montgomery,¹⁴ Gertrude Evelyn Moulton,¹⁵ Agnes
 Rebecca Wayman,¹⁶ and Amos Alonzo Stagg.¹⁷

⁸Harold L. Ray, "The Life and Professional Contributions of William Gilbert Anderson, M.D." (unpublished Doctoral dissertation, Ohio State University, Columbus, Ohio, 1959).

⁹John L. McKeon, "A Study of the Works and Contributions of Ernst Hermann Arnold to the Profession of Physical Education" (unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1965).

¹⁰Frank Langsner, "A Study of the Works and Contributions of George Baird Affleck to Health Education, Physical Education and Recreation Education" (unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1967).

¹¹Alice Oakes Bronson, "Clark W. Hetherington: Scientist and Philosopher" (unpublished Doctoral dissertation, University of Utah, Salt Lake City, Utah, 1955).

¹²Joseph Edmund Welch, "Edward Hitchcock, M.D., Founder of Physical Education in the College Curriculum" (unpublished Doctoral dissertation, George Peabody College, Nashville, Tennessee, 1962).

¹³Allallah A. Kidess, "A Study of the Works and Contributions of Dr. James Huff McCurdy to Physical Education" (unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1958).

¹⁴Dorothy M. Tucker, "Katherine Williams Montgomery: Her Life, Professional Career and Contributions to Physical Education" (unpublished Doctoral dissertation, Texas Women's University, Denton, Texas, 1960).

¹⁵Marianna Trekell, "Gertrude Evelyn Moulton, M.D.: Her Life and Professional Career in Health and Physical Education" (unpublished Doctoral dissertation, Ohio State University, Columbus, Ohio, 1962).

¹⁶Margaret Chase Locke, Jr., "A Biographical Study of Agnes Wayman: Her Life and Contributions to the Field of Health, Physical Education and Recreation" (unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1959).

¹⁷Ruth M. Sparhawk, "A Study of the Life and Contributions of Amos Alonzo Stagg to Intercollegiate Football" (unpublished Doctoral dissertation, Springfield College, Springfield, Massachusetts, 1968).

Historical thesis have been written on James Naismith¹⁸ and Margaret Christina Brown.¹⁹ A thesis was done on the history of the private single-purpose institutions which prepared teachers of physical education in the United States of America from 1861 to 1958.²⁰ An historical thesis was done on the College Physical Education Association.²¹

The American Association for Health, Physical Education and Recreation and the College Education Association have encouraged a movement for more research in the history of physical education. The profession slowly realized that historical research was essential for the interpretation of its mission to the American public.

One of the signs of maturity in any profession is the accumulation of a literature which reports on its origins, its successes and failures, and its progress to the present time.²²

¹⁸John DeWar, "The Life and Professional Contributions of James Naismith" (unpublished Master's thesis, Florida State University, Tallahassee, Florida, 1965).

¹⁹Anthony E. Napier, "The Contributions of Margaret Christina Brown to Teacher Education and Physical Education" (unpublished Master's thesis, Pennsylvania State University, University Park, Pennsylvania, 1963).

²⁰Hazel Marie Wacker, "The History of the Private Single-Purpose Institutions which Prepared Teachers of Physical Education in the U.S.A. from 1861-1958" (unpublished Master's thesis, New York University, New York City, New York, 1959).

²¹Henry Frederick Dunbar, "A Brief History of the College Physical Education Association" (unpublished Doctoral dissertation, Columbia University, New York City, New York, 1950).

²²Lloyde M. Jones, "History and Trends in Physical Education," 58th Annual Proceedings of the College Physical Education Association (Washington: College Physical Education Association, 1955), p. 193.

The seventy-fifth anniversary convention of the American Association for Health, Physical Education, and Recreation was held at Miami Beach, Florida, in May 1960. This meeting did much to emphasize the history of physical education as well as the contributions of the early leaders in the field. The Anniversary Issue of the Journal of Health, Physical Education and Recreation was devoted primarily to the history of the association. It included biographical sketches on William G. Anderson, Jessie Hubbell Bancroft, Luther H. Gulick, Delphine Hanna, Clark W. Hetherington, Amy Morris Homans, James H. McCurdy, Robert Tait McKenzie, Dudley Allen Sargent and Thomas Denison Wood. These individuals were selected as the pioneers who were most influential in shaping the destiny of the profession.

The sports field has received contributions of learned studies devoted to the historical past. As early as 1908, Palmer Pierce wrote of the formation and activities of the Intercollegiate Athletic Association in the United States.²³ Dr. Dudley Sargent wrote of the historical development of the administration of intercollegiate sports in college.²⁴ Studies have been done on the origins of modern sports.²⁵

²³Palmer E. Pierce, "The Intercollegiate Athletic Association of the United States," American Physical Education Review, 13:85 (February, 1908).

²⁴Dudley A. Sargent, "History of the Administration of Intercollegiate Athletics in the United States," American Physical Education Review, 15:252-261 (April, 1910).

²⁵Marvin Howard Eyler, "Origins of Some Modern Sports" (unpublished Master's thesis, University of Illinois, Urbana, Illinois, 1956).

The games of the Negro race have been included in one historical study.²⁶ Besides sports, dance has been recorded in historical studies.²⁷

Two doctoral dissertations were written in 1938 in respect to the history and contributions and significance of intercollege athletic conferences in the United States.²⁸ A paper was written on the history and objectives of the National Section for Girls and Women's Sports.²⁹ There have been studies compiled involving physical education at certain institutions. A history of the intramural program at the University of Illinois was compiled.³⁰ A thesis was done on the evolution of physical education at the United States Military Academy.³¹

²⁶Grace Fox, "Ring Plays and Other Games of the Florida Negro" (unpublished Master's thesis, Indiana University, Bloomington, Indiana, 1951).

²⁷Helen Fortenberry, "An Investigation of the Types and Forms of Dance Existing from 476 to 1500" (unpublished Master's thesis, Greensboro, North Carolina, University of North Carolina, 1955).

²⁸Harold M. Frindell, "The Origin and Development of the National Collegiate Athletic Association-- A Force For Good in Intercollegiate Athletics" (unpublished Doctoral dissertation, New York University, New York City, New York, 1938), and George W. Woerlin, "Intercollegiate Conferences, Their History and Significance" (unpublished Doctoral dissertation, The Ohio State University, Columbus, Ohio, 1938).

²⁹Patricia Bennett, "The History and Objectives of the National Section For Girls and Women's Sports" (unpublished paper, Mills College, Oakland, California, 1956).

³⁰Terry L. Weatherford, "A History of the Intramural Sports Program at the University of Illinois 1903-1965" (unpublished Master's thesis, University of Illinois, Urbana, Illinois, 1966).

³¹Robert Degen, "The Evolution of Physical Education of the United States Military Academy" (unpublished Master's thesis, University of Wisconsin, Madison, Wisconsin, 1966).

Paul Stagg compiled a study in which he traced the historical development of the National Athletic Association and the significance of this organization to all intercollegiate sports.³² Francis Hoover traced the growth and development of the National Association of Intercollegiate Athletics in the colleges and universities of the United States.³³

The 1948 Proceedings of the College Physical Education Association included suggestions for research in the area of history which would be helpful in reviewing what had gone on before and which might be useful in making predictions of things to come. Some of the members felt that a review of the ways in which our predecessors had studied and solved their problems might be helpful to those working at the present time in similar situations.³⁴

A good deal of local history involving the beginnings of the Women's Physical Education Department was located in a book written by Louis G. Geiger.³⁵ Zena Trinkka wrote "North Dakota of Today" and gave a very descriptive picture of the development of the outdoor

³²Paul Stagg, "The Development of the National Collegiate Athletic Association in Relationship to Intercollegiate Athletics in the United States" (unpublished Doctoral dissertation, New York University, New York City, New York, 1946).

³³Francis Lentz Hoover, "A History of the National Association of Intercollegiate Athletics" (unpublished Doctoral dissertation, Indiana University, Bloomington, Indiana, 1958).

³⁴Lloyde M. Jones, "History and Trends," 59th Annual Proceedings of the College Physical Education Association (Washington: College Physical Education Association, 1956), p. 260.

³⁵Louis G. Geiger, University of the Northern Plains (Grand Forks: The University of North Dakota Press, 1958).

theatre which was located on the banks of the English Coulee on the University of North Dakota campus.³⁶ H. I. Weitzel wrote an article on "Women Graduates: Dr. Cora Smith King, '89." This article featured a story about Cora Smith, who was the first woman to teach a form of physical education at the University.³⁷ The first gymnasium was described vividly in the 1892-1893 University of North Dakota Catalog.³⁸ The University of North Dakota Catalogs were a constant source of information to the researcher. Historical research has shown its significance not only for the increases of knowledge in itself but also because "it is the past that makes the present, and what goes before is the key to what comes after."³⁹

Summary of Related Literature

The sports field has received contributions of learned studies devoted to the historical past. These studies did not seem to deal very often with the historical past of an institution. Often the purpose of the studies was to identify historical events which would enhance contemporary and future evaluation of the program of sports. Little seemed to have been done on the interpretation of an institution's historical events.

³⁶Zena Trinka, North Dakota of Today (Bismarck: 1919), p. 30.

³⁷H. I. Weitzel, "Women Graduates: Dr. Cora Smith King, '89," University of North Dakota Alumni Magazine, III (July, 1927), p. 11.

³⁸University of North Dakota Catalog, 1892-1893, pp. 47-48.

³⁹James Harvey Robinson, The Ordeal of Civilization (New York: Harper Brothers, 1926), p. 3, cited by Scott, Research Methods (first edition), p. 129.

The investigator reviewed pertinent literature in respect to the evaluation of the University as a whole, the pioneer physical education personnel, and the growth and development of the program, personnel and facilities. The literature revealed that a substantial number of published works have been written on the history of the University of North Dakota. However, few published materials relevant to the Women's Physical Education Department were to be found. Isolated bits and pieces were located with brief accounts of certain aspects of the Women's Physical Education Department. The department records were incomplete, going back only to the 1950's.

Hypotheses

1. That the introduction of a women's physical education department was influenced by the interest and publicity given to physical education at the time.
2. That the development of the women's physical education department was directly related to the women who directed it.
3. That facilities and personnel were increased to meet the expanding number of women students enrolling each year.
4. That the organizations and clubs that developed were usually the result of one woman's interest.

CHAPTER II

PROCEDURE

The historical method of research was followed with a limited use of the questionnaire technique of research. The historical method included the collection of all known data from available sources, the criticism of this material by accepted historical techniques and the interpretation and presentation of final conclusions. This particular method included the treatment of data for cause and effect which permitted the development of patterns for testing of the hypotheses.

A questionnaire was developed and sent to selected individuals. These individuals included former women teachers of physical education at the University of North Dakota. The questionnaire data were tabulated and subjected to accepted historical methods of treatment. A copy of the questionnaire can be found in Appendix A.

Source of the Data

Primary Sources. The only valid basis of historical research is primary data. Such data were obtained from historical records and historical remains.¹ Primary data for this study were obtained from the following sources:

¹Leonard A. Larson, Morey R. Fields, and Milton A. Gabrielson, Problems in Health, Physical Education and Recreation Education (Englewood Cliffs, New Jersey: Prentice-Hall Inc., 1956), p. 212.

1. Data which appeared in the form of personal and professional correspondence left in the departmental files.
2. Available data in the personal records left by former directors of the Women's Physical Education Department.
3. Responses from the questionnaire mailed to selected individuals.
4. Data from interviews with the people involved in the Women's Physical Education Department.
5. Data in University publications concerning the Women's Physical Education Department.
6. Any articles published by former women faculty members while employed at the University of North Dakota Women's Physical Education Department.
7. Data from the Women's Physical Education Department scrapbooks.

Secondary Sources. Secondary data are those once or more times removed from the original.² Secondary data for this study were obtained from the following sources:

1. A survey of all existing literature which had reference to the period of 1883-1968 and was related to the University of North Dakota and to the Women's Physical Education Department.
2. The available material at the University of North Dakota Library.
3. The available material at the Grand Forks Herald.

²Ibid.

Treatment of the Data

The known and available publications, writings, correspondence, interview and questionnaire responses were analyzed and evaluated. External and internal criticism were employed to verify and authenticate the evidence.

The use of external criticism was used to determine the authenticity of each document. These documents were analyzed with regard to authorship, originality of the work and the relationship to time and place. Writings and manuscripts were compared with professional publications as well as with recognized historical books written on the history of the University. Comparisons were also made by cross-checking writings with the University of North Dakota handbooks and with the University of North Dakota annual yearbook. Published books and articles were verified by comparison with the original source which established authorship, content, time, and place. This verification was established by reference to Reader's Guide to Periodical Literature, Education Index, The Cumulative Book Index and Facts on File. Personal correspondence and written statements of former women physical education teachers were determined for authenticity by Mrs. Grace Osborne Rhonemus³ and by comparing the statements to all known existing records.

³Grace Osborne attended the University as an undergraduate. In 1923 she was a freshman. In 1944 Grace O. Rhonemus became head of the Women's Physical Education Department and remained in this capacity until 1955. Mrs. Rhonemus has been an associate professor with the Women's Physical Education Department since 1955.

When the criteria established for external criticism was satisfied, the data were subjected to analysis through the means of internal criticism. Internal criticism deals with the subject matter of the document and the meaning and trustworthiness of the contents. The verbal and written responses of the individual were examined to determine if they were admissable as evidence. This was done by establishing the variables for each historical period and through an analysis of the cause, effect and trends of the history of the Women's Physical Education Department at the University of North Dakota. This made possible the analysis of the document within the content in which it was written. The data were grouped into a time and subject matter sequence. The continuity and the consistency of the appearance of a basic concept allowed for the establishment of that concept as a criterion. Documents were compared to established internal criteria for validity. Verbal and written documents which met the established criteria were then accepted as evidence.

The material selected was organized into categories for analysis and presentation. This included the history of the Women's Physical Education Department, the history of the department directors, a listing of all faculty members from 1883-1968, (found in Appendix B), a history of the "service program" and the "major program" and the organization and history of clubs and organizations developed within the women's physical education department.

The body of information obtained from the organized and treated data was utilized to confirm or disprove the deduced consequences of the hypotheses. From this, conclusions were presented and recommendations were suggested.

CHAPTER III

HISTORICAL IMPLICATIONS AND THE WOMEN'S PHYSICAL EDUCATION DEPARTMENT

The University of North Dakota, a co-educational, state-supported University was located in Grand Forks. This city had a population of approximately 40,000 in 1968 and was situated in the center of the Red River Valley, one of the richest farming areas in the world. The University was and still exists under the control of the State Board of Higher Education.

Six years before North Dakota became a state, George Walsh of Grand Forks introduced into the Territorial Council at Yankton: "A bill for an Act locating the University of North Dakota at Grand Forks, North Dakota, and providing for the Government thereto."¹ This bill was signed into law on February 27, 1883, by Governor Nehemiah Ordway. The Act which was passed was entitled, "An Act of Establishing a Territorial University at Grand Forks, Dakota,"² specifically designating the new institution as the University of North Dakota. Its name constituted the first official use of the words North Dakota.

¹Bulletin of the University of North Dakota Catalog, 1960-1962, pp. 36-37.

²Ibid.

"A long and showy procession"³ came by train and carriage from the City of Grand Forks to attend the ceremony of the laying of the cornerstone of the first structure, "Main Building," on October 2, 1883. It was located near the English Coulee about a mile west of Grand Forks on a twenty-acre tract donated as the site for the campus under the terms of the act of organization. This building originally housed the entire University. Living rooms of the faculty, dormitories for the students, a dining room, a classroom, a library, and a museum were all contained in what was then a three-story structure. The upper stories were removed in 1924. Thereafter its use was restricted to administrative offices.

Charged with the responsibility to instruct "in what regards the rights and duties of citizens,"⁴ four faculty members met the eleven students who entered the University on opening day, September 8, 1884. Webster Merrifield, Secretary of Faculty, printed the following message in the Grand Forks Herald: "The University of North Dakota will open for the reception of students, Monday, September 8, at 9:30 A.M. A full attendance on the opening day is desired."⁵

During that first year the enrollment increased to 79 students. Doctor William M. Blackburn served as both president and professor of mental and moral philosophy.⁶ On opening day, September 8, 1884, there

³Ibid.

⁴Ibid.

⁵Louis G. Geiger, University of the Northern Plains (Grand Forks: The University of North Dakota Press, 1958), p. 9.

⁶Bulletin of the University of North Dakota Catalog, op. cit.

were 79 students, of which only eleven were college students. The rest were classed as "Specials" because they were taking the preparatory course offered by the University. The University performed the function of high school until 1895 because of the slow development of the territorial and state high school systems.⁷

Since the first day, growth and progress have marked the eighty-five years of the North Dakota story. The pioneers, who had paused in their work of breaking the sod in a new country to establish a university only a few short years after the Custer massacre, were imbued with the idea that higher education should be the birthright of many instead of the privilege of a few.

The University was organized originally as a College of Arts and Sciences with a Normal School for the education of teachers. Soon it was called upon to be of greater service to the young state with which it was destined to grow and prosper. In 1889 the School of Law was established. In 1890 the School of Mines, later part of the College of Engineering, was added by a provision in the State Constitution. The School of Medicine had its beginning in 1905. Later additions included the College of Business and Public Administration, the Graduate School, the College of Nursing, the Extension Division, and the University College.

Donations and purchases have increased the original twenty-acre campus more than tenfold. Webster Merrifield, the fourth president and one of the great scholars and administrators associated with the University, was one of the early contributors.

⁷Grand Forks Herald, December 4, 1884.

By the division of the Territory of Dakota and the admission of North Dakota as a state, in 1890, the University became the state University of the new state. By the terms of the enabling act of Congress, under which the state was admitted, the University was granted 86,080 acres of public land.⁸

Three years after "Old Main" was completed, a women's dormitory was constructed from the proceeds of the sale of territorial bonds. First called "Ladies' Hall," the name was later changed to Davis Hall. Macni Hall and Budge, additional dormitories, were built just before the turn of the century.

In the span of years from 1883, the University had grown from a one-building institution to a large educational plant valued at more than \$40,000,000. Approximately 7,000 students studied at the University in 1967-68, and the faculty had increased from the original four to around 470.

The University survived two major crises in its early years. On June 16, 1887, a severe windstorm entirely demolished the west wing of Main Building. A loan was authorized from local banks to meet the expenses for repairs. The repairs considerably altered the original plan of the building. The second crisis concerned finance. The educational appropriations were vetoed in 1895. Private citizens and members of the faculty donated to a fund established for that purpose to maintain the University during this period.

These episodes, grim as they may have been, could not be regarded as entirely unfortunate. They served to bind the University and the people who supported it more closely together and they set a

⁸Bulletin of the University of North Dakota Catalog, 1898-1899, p. 9.

standard for the loyalty which had marked the attitude of the people. The inter-dependence between the University and the State was clearly expressed in a statement by Dr. Frank McVey. He stated at his inauguration as the fifth president on September 29, 1910: "It is not beyond the truth to say that a University is a beacon light to the people of a commonwealth."⁹

Dr. George W. Starcher, the ninth president of the University took office July 1, 1954, succeeding Dr. John C. West. At an occasion which observed the Seventy-fifth Anniversary, President Starcher said:

With the University constantly looking ahead to the future and planning for it, citizens can expect their University to go on to even greater heights of achievement in the next 75 years.¹⁰

University Campus 1883-1908

The campus scene, like the university itself, has changed considerably from its first description written in 1883. The only building present on the campus in 1883 was the "Main Building."

One lonely building surrounded by wheat fields; the campus twenty acres of freshly plowed earth, black and muddy from recent rains, with no walks or even a fence to separate it from the surrounding farms, and not a single tree or shrub.¹¹

On September 8, 1884, when the University was officially opened, the only way to reach the campus from the city was to walk, drive in a buggy, or take the train and ask to be dropped off along the track. The track was only a few hundred yards from where "Main Building" stood.

⁹University of North Dakota Catalog, 1960-62, p. 37.

¹⁰Ibid.

¹¹Geiger, op. cit., p. 35.

It was not until December, 1884, that the St. Paul, Minneapolis, and Manitoba (Great Northern) Railway built a special flag station on the campus for the convenience of patrons.¹² There was no bus line to the University in those days. Not even a sidewalk or boardwalk broke the turf between the campus and the Kedney Warehouse. The only way to get to the University was to walk or buy a five cent railway ticket.¹³

Twenty-five years later in 1908 the picture the campus presented was completely different. The campus, situated one mile west of the city limits of Grand Forks, contained about one hundred and twenty acres. It was divided into two unequal parts by a stream known as the English Coulee which crossed it from south to north. Only the smaller, or eastern section, was presently used for University purposes.

The western portion has been thickly set with trees, and laid out in walk and drives. In a few years it will form a very handsome park. The eastern section, on campus proper, is already very attractive with its hundreds of shade trees, its winding drives and walks, its numerous flower beds, and clumps of shrubbery.¹⁴

The officials at the University were at this time looking ahead with the thought of beautifying the campus. "A handsome fountain has recently been presented to the University by the Adelphi society¹⁵ and

¹²Grand Forks Weekly Plaindealer, December 4, 1884.

¹³Dakota Student, April 13, 1951.

¹⁴University of North Dakota General Catalog, 1908-1909, p. 18.

¹⁵The Adelphi society was an active literary group on the University of North Dakota campus.

has been installed in the center of the quadrangle."¹⁶ Enlarging the University was also kept in mind. President Merrifield generously donated twenty acres to the eastern portion of the campus. "He bought and presented to the University the tract of land lying immediately to the east of the old campus."¹⁷ "The campus thus augmented is ample for the present and future needs of the institution, and when laid out as designed will furnish a worthy setting for the University."¹⁸



Cora Smith

Cora Smith

Physical education, or "physical culture" as it was first called came about largely because of the great interest of the time in keeping

¹⁶The University of North Dakota Catalog, 1908-1909, *op. cit.*

¹⁷Ibid.

¹⁸Ibid.

the body physically fit. It was thought that daily exercise periods for all students would mean less illness in the dormitories and generally improve the all-round health of the students.

The first mention of any type of "physical drill" for University girls was in 1888. The drill was led by Cora Smith. "Cora Smith conducted a class in girls' calisthenics."¹⁹ She should be credited with beginning the first program in physical education for the women at the University of North Dakota. This program was very limited but it was a start. Cora Smith, herself, was a remarkable woman. She was interested in good health, and a physically fit body, in medicine, and in women's rights. One of Cora Smith's big objectives appeared to be the elevation of woman's role in society. It could be said she did much for the University and the City of Grand Forks. On May 30, 1964, a women's dormitory on the University of North Dakota campus was dedicated to Cora Smith. The structure, known as Smith Hall, was located on the east side of the English Coulee.

These words were spoken by Lillian Leith Witmer at the dedication of Smith Hall:

In the annals of the University of North Dakota one who made her place is Cora Smith whose name this building bears; of her it is my privilege to speak briefly this Memorial Day afternoon.²⁰

Cora Smith was a member of this University's first graduating class, composed of six members, the class of 1889.²¹ She had been

¹⁹Geiger, op. cit., p. 9.

²⁰Lillian Leith Witmer, "Cora Smith," Address read before the dedication of Cora Smith Hall, University of North Dakota, Grand Forks, North Dakota, May 30, 1964.

²¹Geiger, loc. cit., p. 123.

born in Rockford, Illinois, in 1867,²² and was the only daughter of Colonel and Mrs. Eliphaz Smith.²³ By the time Cora entered the University in the mid-1880's she and her family had become residents of Grand Forks.²⁴ Colonel and Mrs. Smith saw their five children and two nieces educated. All but one graduated.²⁵ The University of North Dakota was in its very earliest years when they graduated. Those years saw Cora and her brothers ride out from town in a buggy, horse drawn along the prairie road. Once in awhile they came to the campus on the Great Northern train.²⁶

University records showed that, in addition to being a student in the college department's course of science,²⁷ Cora Smith was a teacher as well. She assisted a University instructor, Mrs. E. S. Mott, in teaching classes in some elementary subjects²⁸ and conducted classes in calisthenics.²⁹ By this time she had graduated from the National School of Elocution and Oratory in Philadelphia.³⁰ Before

²²Who's Who in America, 1897-1942.

²³Ibid.

²⁴Letter from Jean Gardiner Smith, Cora Smith's niece, 1962.

²⁵Ibid.

²⁶Letter, Cora Smith King to Grand Forks Herald, May 23, 1958, University of North Dakota, Chester Fritz Library, Dakota Room File.

²⁷University of North Dakota Catalog, 1889-1890, p. 9.

²⁸Geiger, loc. cit., p. 39.

²⁹Ibid.

³⁰Who's Who in America, loc. cit.

she left the University of North Dakota, Miss Smith frequently shared her reading and speaking abilities in public programs.

Cora Smith was a believer in women's rights all her life.³¹ She was not interested in woman's rights for nothing. Her high hope was manifested by her eager self-committment to this cause. From 1887, midway in her course on the campus, she was an active worker and speaker for woman suffrage.³² Her graduation speech was on the subject of woman suffrage. Immediately following her 1889 graduation, Cora Smith was in Bismarck, lobbying for woman suffrage in the new State of North Dakota. The Constitutional Convention was being held at this time.³³ Miss Smith and her colleague's efforts were but partly successful. Women in North Dakota were granted the franchise in school matters only.³⁴ Cora Smith appeared on programs and was said to have been a powerful lecturer. She trained workers and marched in parades to give support and advancement to the cause in which she so firmly believed.³⁵ She served as chairman of the congressional committee of the National Council of Women Voters at one time.³⁶ It was remarkable that the wording of the 19th Amendment, as adopted, and as it still stands, was the exact wording of the

³¹Letter from Jean Gardiner Smith, loc. cit.

³²Who's Who in America, loc. cit.

³³Letter from Jean Gardiner Smith, loc. cit.

³⁴North Dakota, Constitution (1889), Art. 5, sec. 128, or North Dakota Blue Book (Bismarck: Bismarck Tribune Co., 1919), p. 96.

³⁵Who's Who in America, loc. cit.

³⁶Ibid.

proposed constitutional amendment drawn up by her mentor, Susan B. Anthony. The year was 1875; forty-five years before it finally became an amendment to the constitution of the United States.³⁷

When Cora Smith attended the University of North Dakota, "the northeast seaboard was a land of colleges so old and well established that they had lost flexibility, and recoiled at the thought of admitting women."³⁸ Women were admitted to institutions for professional training at a slow rate. The practice of admitting women did not become general until later on in the twentieth century.

It was, then, very unusual for any woman to elect to study medicine. Cora Smith did and entered the Medical School of Boston University. For Cora, this was consistent and in advance of her times. She graduated from Boston University School of Medicine in 1892.³⁹ She returned to Grand Forks, where, as Dr. Cora Smith Eaton,⁴⁰ she practiced medicine.

According to record, she was the first woman licensed in the State of North Dakota to practice medicine. Her license, dated October, 1892, was the twenty-seventh issued.⁴¹ By some, she was

³⁷40 Years of a Great Idea, League of Women Voters of the United States, pamphlet 1960, p. 7.

³⁸Lynn White Jr., Educating Our Daughters (New York: Harper and Bros., 1950), p. 7.

³⁹Who's Who in America, loc. cit.

⁴⁰Cora Smith was married twice. With her first marriage she became Cora Smith Eaton. Cora Smith King was her name after her second marriage.

⁴¹James E. Grassick, M.D., North Dakota Medicine Abstracts and Sketches, N. D. Medical Association, 1926, p. 317.

believed to be the first woman to perform abdominal surgery in either the Dakotas or Minnesota.⁴²

It was while practicing in Grand Forks that Cora Smith Eaton directed a student variety show. It was presented in 1895 at the old Metropolitan Opera House on South Third Street. The show was to help raise funds "to keep the University of North Dakota open."⁴³ It centered around music, calisthenics and comedy. The act featured a freak show, shadow pantomimes, selections by the Guitar⁴⁴ and Mandolin Clubs,⁴⁵ and a farce entitled, "Throw Him Out."⁴⁶

Aside from her profession, and her life-long interest in woman's rights, Cora Smith had a number of hobbies. She won an award for mountain climbing and published an article on mountaineering.⁴⁷

It is a fact that far more men than women are memorialized at their Almae Matres,⁴⁸ but that this fine hall for women at her Alma Mater bears the name of a life-long advocate of equal rights for women seems particularly appropriate.

The name of Cora Smith adds strength and stature to this building. May inspiration and encouragement drawn from the life of her for whom Cora Smith Hall is named . . . and from those who reared her and taught her . . . constructively influence, not only those who through the years use and enjoy this hall, but their University contemporaries as well.⁴⁹

⁴²Henry Irving Weitzel, "Women Graduates: Dr. Cora Smith King, '89," University of North Dakota Alumni Magazine, III (July, 1927), p. 11.

⁴³Geiger, loc. cit., p. 124.

⁴⁴Dacotah Annual, 1904, p. 133.

⁴⁵Ibid.

⁴⁶Geiger, loc. cit., p. 124.

⁴⁷President's Files, University of North Dakota, Grand Forks, North Dakota, December 10, 1962.

⁴⁸White, op. cit., p. 38.

⁴⁹Witmer, op. cit.

The department of women's physical education was a result of Cora Smith's efforts. Her work was done under trying conditions and she was paid very little. "It first became a department in 1893."⁵⁰

The department of women's physical education had more success than some of the other departments introduced in 1893. This was largely because the teacher, none other than Cora Smith, a physician in Grand Forks, undertook the work for a nominal salary. The course was required of all women students after 1893. It was patterned on the Sargent system in use at Harvard and included the best features of the Swedish, German, and French or Delsarte systems. These features included drills, calisthenics, marching accompanied by piano music, breathing exercises, "Swedish movements," "aesthetic movements," and exercises with wands, dumbbells, and Indian clubs.⁵¹

Cora Smith taught the "physical culture" class by herself in 1893 but she had a teaching assistant in 1894. The assistant was her cousin, Emma C. Crans.⁵² Besides working together teaching calisthenics, Cora and her cousin Emma had their own forms of recreational activity. They rode horseback from Grand Forks to Devils Lake to visit relatives.⁵³ This was no small feat considering the distance was close to ninety miles.

⁵⁰Geiger, loc. cit.

⁵¹Ibid.

⁵²University of North Dakota Catalog, 1893-1894, p. 86.

⁵³Wilma N. Gimmetstad, "The Department of Physical Education for Women," The College of Education Record, ed. Linnea M. Anderson, and Elinor Olson (Grand Forks: University of North Dakota Press, May, 1965), Vol. L., No. 8, p. 115.

There was no proper gymnasium for the first classes who took physical culture. A makeshift gymnasium was set up for the girls. It consisted of a large room in the Ladies' Hall which doubled for a parlor and an exercise room.

The physical culture department is for the young women. The drill is held in the parlor of Ladies' Hall every school day, immediately after the last recitation period. The apparatus is furnished by the state. The object of the drill is two-fold: First, to promote the health of the young women; second, to enable them to lead similar classes elsewhere. The value of systematic drill of this character as "preventive medicine" is proved by the fact that never before in the history of the University has the Ladies' Dormitory been so free from sickness as it has been since the introduction of this drill.

The work given is that taught by Dr. D. A. Sargent, Director of the Hemenway Gymnasium at Harvard University. It embraces the best features of the Swedish, German and French (Delsarte) systems. Only the light apparatus is used as yet, since the work must be done in the dormitory parlor. Piano music accompanies the drills. The subjects covered by the drills in the course of a year are as follows:

1. Breathing exercises
2. Marching
3. Calisthenics and free-hand gymnastics
4. Swedish movements
5. Aesthetic movements
6. Wands
7. Wooden dumb-bells
8. Iron dumb-bells
9. Indian clubs.⁵⁴

Facilities

W. N. Roach, President of the Board of Trustees, made a report to the Governor of North Dakota, in October, 1892. Mr. Roach spoke of the good general health of the students and of the athletic exercise all students received.

We attribute the general good health of the students for the past year, in a great degree, to the encouragement given to athletic exercise and out-of-door sports and the daily use

⁵⁴University of North Dakota Catalog, 1898-1899, pp. 69-70.

of the gymnasium by male students, as well as the military drill, and the classes in calisthenics formed for the benefit of the female students and participated in by all every day, under the supervision of a physician and a competent instructor.⁵⁵

All the physical exercise for girls was not done indoors. A skating rink was built during the winter months. However, the rink was made for free skating rather than instruction. The following statement came from the Second Biennial Report of the University to the Governor of North Dakota:

For out-of-door exercise, a skating rink is maintained on the university grounds during the winter months, which is largely patronized by the young ladies, as well as the young men. For indoor exercises, the young ladies are well provided with dumb-bells, wands, rings, and bean bags. There are also frequent marches and other calisthenic exercises, to the accompaniment of music, in the spacious parlor of the University.⁵⁶

Although the foregoing reports sounded as if the conditions were good and the facilities were adequate, in actual fact, the heating and lighting were poor. It was difficult to carry on good classes with poor heating and inadequate lighting. These facts were brought to light in the fourth and sixth Biennial Reports of the University to the Governor of North Dakota. It appeared that the buildings used a mixture of soft and hard wood for fuel. It was obtained from the banks of the Red River near Grand Forks. This wood cost about \$3.00 a cord delivered at the University.⁵⁷ The report also made mention of the lighting. The

⁵⁵W. N. Roach, University of North Dakota Second Biennial Report, A Report to the Governor of North Dakota, October 31, 1892, (Bismarck: 1892), p. 16.

⁵⁶Ibid.

⁵⁷Melvin A. Brannon, University of North Dakota Fourth Biennial Report, A Report to the Governor of North Dakota, September 15, 1896, (Jamestown: 1896), p. 10.

institution had thus far been lighted by kerosene. This method of lighting, although comparatively cheap, was attended by far too great a risk from fire. The buildings were all equipped with fire hose and couplings. The military companies were given a sufficient number of fire drills each year to render them fairly efficient as fire companies. The danger from fire with nearly one hundred kerosene lamps burning five hours each evening was too great a risk for the state to assume. The trustees carried a reasonable amount of insurance on buildings, furniture and apparatus. However, a very great loss to the state and a very serious interruption of the work of the University would have resulted in the case of fire. "It is urgently recommended that an appropriation be made by the next legislature for lighting the University by electricity."⁵⁸

An entirely new heating system was installed the following year, 1900. The Sixth Biennial Report stated that all buildings of the institution were heated according to the most improved methods and much more economically than ever before.

The new furnaces have been specially treated for the burning of North Dakota coal. The buildings are at present lighted by electricity which affords a much better light at less expense than the old system of lighting by kerosene lamps.⁵⁹

Officials no sooner solved one problem than there was another problem to take its place during the early years of the University.

⁵⁸Ibid.

⁵⁹David Bartlett, University of North Dakota Sixth Biennial Report, A Report to the Governor of North Dakota, October 31, 1900, (Grand Forks: 1900), pp. 16-17.

This was apparent in the 1902 report of the President of the Board of Trustees, David Bartlett, to the Governor of North Dakota. David Bartlett included a signed statement and plea made by President Webster Merrifield for the money to build a new gymnasium.

Perhaps the most urgent need of all is for a university gymnasium. The small gymnasium which was maintained in the attic of the "cottage" has been rendered unavailable by the recent occupancy of that building by young women students. At present there is no room in the University available for gymnasium purposes. I greatly doubt whether any other institution in the country of the size and resources of the University of North Dakota has such an entire lack of facilities for physical exercise as has the university. Without a gymnasium, it is practically impossible for an institution to accomplish anything in general athletics or to develop such physique and general physical-well being on the part of the student body as is fundamental, not only to future success in life, but also to ordinary physical health. In many of our universities, the gymnasium is the most expensive building connected with the institution. While I am not prepared to urge the expenditure of a considerable sum of money for a gymnasium here at present, I would most urgently recommend that, say, \$3,000.00 be expended next summer in the erection of a plain frame or brick building of suitable dimensions and arrangement for the purpose of physical culture. Another crying need of the university, but one which it is believed can be filled in connection with the military department, is a physical director. The need of a new gymnasium under the charge of a competent physical director is so imperative that it cannot longer be disregarded. It is believed that a building costing not to exceed \$3,000.00 could be erected which would serve the purpose of a gymnasium for ten years to come and would then be available for other university purposes.⁶⁰

President Merrifield made suggestions for the construction of new tennis courts and better ball fields in the same report. His ideas were received and accepted. Merrifield made the following statement concerning their construction:

⁶⁰Webster Merrifield, University of North Dakota Seventh Biennial Report, October 7, 1902, (Bismarck: 1902), p. 20.

Following the suggestion made in my last annual report, the tennis courts and ball fields have been removed from the main campus to the plot of ground north of the Mechanic Arts building. Excellent tennis courts and an excellent ball field have been laid out there at the expense of the university. It is proposed to convert their old site into campus lawn.⁶¹

Merrifield was not the first president to take an active part in encouraging physical education. Homer B. Sprague did in 1887. He was the second president of the University of North Dakota. Sprague took office on October 3, 1887, at a salary of \$3,000. The first organized athletics were introduced by Sprague. Thoroughly convinced of the physical benefits derived from sports, he looked upon them as a factor in good discipline. Sprague believed that well-exercised students were not so likely to give way to the "baser passions," to riot, or to cause destruction. In the winter of 1887-1888 the space in the basement of the main building was put to use as a gymnasium. It had formerly been occupied by the dining room and kitchen. Later, the gym was moved to the attic in the main building. Equipped with dumbbells, Indian clubs, trapezes, and bars, the attic-gym was described by a newspaper reporter as, "one of the grandest gymnasium rooms to be found in any educational institution in the Northwest."⁶² Webster Merrifield, however, found it to be entirely unsuitable. It was dark and low ceilinged. The floor was so thin, that a student exercising on the horizontal bar broke through into the room below. This happened more than once. Thus, Webster Merrifield was the one who obtained a finer gymnasium for the university.

⁶¹Ibid.

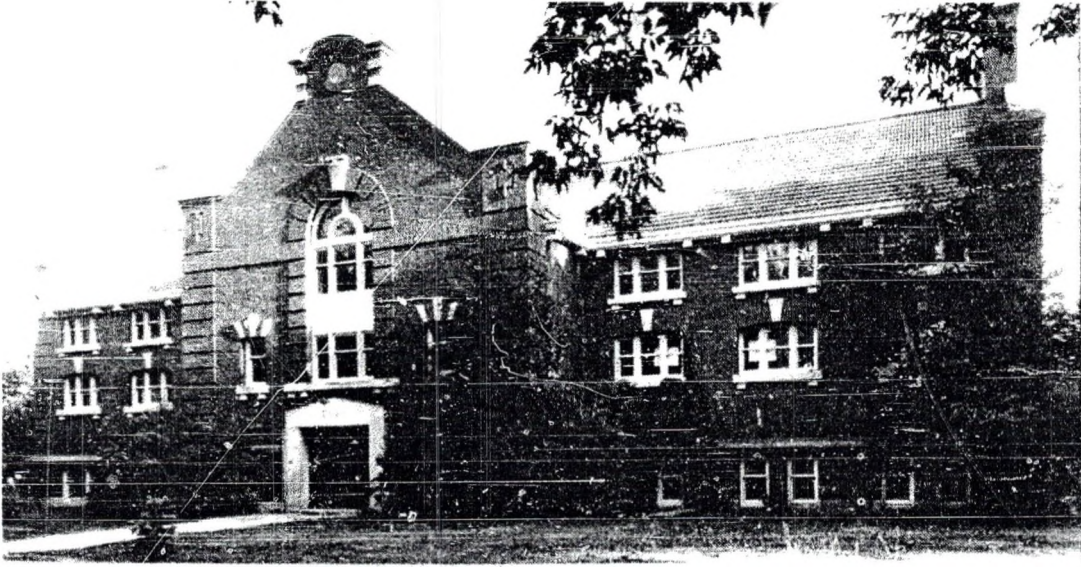
⁶²Geiger, op. cit., p. 76.

It took Merrifield nine years to get a new gymnasium. It was after one of his biennial reports to the Governor of North Dakota that he finally got action. The report was written in 1906.

There is no work to which educational institutions throughout the civilized world have devoted more careful attention at the present time than to providing for the adequate physical training of the young people under their charge. No better definition of the proper aim of education has ever been given than that given by the poet Horace, nearly 2,000 years ago, namely, "Mens sana in corpore sano"⁶³--A Sound Mind in a Sound Body. One thing is sure, without a sound body there can be no such thing as a sound mind or sound morals. It is a mistake to suppose that young people reared on the farm and used to hard manual labor at home do not need systematic physical exercise in school. It is these very young persons who need such exercise the most. A very large part of all the sickness which we have at the University is directly attributable to the cessation of physical exercise on the part of young people who have been used to such exercise on the farm. Young people reared in town and most accustomed to systematic physical exercise suffer far less on the whole from a sedentary life than do young people who come from the farm. The University in common with every reputable institution of learning in the country, employs a special director of physical exercise both for the young men and the young women. These directors are as much entitled to adequate rooms and appliances for the efficient carrying on of their work as are the instructors in any other departments of the institution. It is a mistake to suppose that the athletic contests which occupy the public attention for three or four weeks in the fall term of each school year constitute the whole or any part of the systematic work in physical culture, or are in any sense representative of the benefits accruing therefrom. North Dakota wants her coming citizens to be not only morally sound and intellectually well balanced but to be physically vigorous and robust, to have, in short, in the aphorism of Horace, "sound minds in sound bodies."⁶⁴

⁶³Webster Merrifield, University of North Dakota Report, A Report to the Governor of North Dakota, October 31, 1906, (Bismarck: Ninth Biennial Report, 1906), p. 20.

⁶⁴Ibid.



Gymnasium - 1907

Gymnasium

The first gymnasium building was a combination gymnasium and assembly hall. It was added to the campus in 1907 and made from red brick and trimmed with stone. This style was not officially adopted until 1909.⁶⁵ Even though the first account of the proposed gymnasium appeared in the 1903 University Catalog, actual construction did not take place until 1907:

The gymnasium, fifty by one hundred and twenty feet, will be built this summer. It will contain an office for the Men's Physical Director, lockers, shower baths, a running track and other appliances of a well equipped, modern gymnasium⁶⁶

⁶⁵Geiger, op. cit., p. 147.

⁶⁶University of North Dakota Catalog, 1903-1904, p. 13.

Another account described the gymnasium and the facilities:

The new gymnasium to be erected this summer, will have a floor space of fifty by one-hundred feet, clear of all obstructions, and will be supplied with the necessary apparatus of the most approved pattern, sufficient in quantity to enable a large number of students to take part in the various exercises at the same time. It will contain a running track of nineteen laps to the mile, while a straight dash of 35 yards can be run from corner to corner.

The gymnasium will open to the students at stated hours when the Director will be present and personally supervise the work of the students. The office of the Director, dressing rooms, lockers and shower baths will occupy one end of the building.⁶⁷

The gymnasium was completed in 1907. Its finished dimensions were 110 feet by 53 feet. It consisted of a basement and a high first floor that opened onto the roof. Its outer walls were built of a handsome, dark red, vitrified brick which proved to be very durable. Bedford stone was used for the entrance casement, window sills, gable cornices and the narrow belt course between the basement and the upper floor. It was necessary to build a smaller building than was desired because of the inadequate appropriation of funds. "\$25,000.00 was appropriated for its construction."⁶⁸ School officials knew that the University would outgrow the gymnasium within a few years, but lack of funds put a limit on its size. It was adequate for that period of time.⁶⁹

The new gymnasium served as an assembly hall as well. The commodious brick and stone structure was well adapted for the dual

⁶⁷Ibid.

⁶⁸University of North Dakota Catalog, 1907-1908, p. 19.

⁶⁹Webster Merrifield, University of North Dakota Report, A Report to the Governor of North Dakota, November 5, 1908, (Bismarck: Tenth Biennial Report, 1908), p. 28.

purpose for which it was constructed. It afforded the men abundant opportunity for gymnastic and indoor athletic work which consisted of basketball and baseball. As an assembly hall it held convocations, special meetings, dances and lectures.

The weekly convocations and various other meetings of University interest were held in the Assembly Hall. Students and faculty attended the convocations which were of a general nature. A speaker was sometimes included to give an address specifically designed for the occasion. The purpose of these weekly gatherings was to cultivate a feeling of institutional loyalty and solidarity of interest. This was thought to be necessary in college life. The students had the opportunity to listen to distinguished men from the state of North Dakota as well as other states. This was considered an important privilege of university life and contributed a great deal toward broadening the outlook of life for both students and faculty. One of the functions of the University was to provide the students with a more liberal view of life.⁷⁰

Occasionally, the speaker's topic was involved with physical education. On April 30, 1910, Mr. W. E. Stebbins, Principal of Grand Forks High School, spoke at a convocation in the gymnasium. Mr. Stebbins' topic was "The Place of the Gymnasium in Education."⁷¹ Over the next decade, other convocation speakers dealt with topics related to physical education. Dean Robert L. Henry lectured on the

⁷⁰University of North Dakota General Catalog, 1907-1908, Bulletin V, No. 2 (Grand Forks, North Dakota: The University of North Dakota), p. 37.

⁷¹University of North Dakota Catalog, 1909-1910, p. 61.

topic, "Athletics at Oxford" on January 11, 1913.⁷² Two convocations in November of 1913 dealt with personal hygiene. The first lecture on hygiene was given by Miss Alice L. Smith on November 1st. It was entitled, "A Matriculation Lecture For Women: Personal Hygiene." The second part of the topic was given on November 8th by Dean H. E. French.⁷³

The gymnasium was in constant demand due to its double role. It was used night and day. Formal dances were moved to the new gymnasium in 1908. The first senior prom took place there. The gymnasium was pressed into service for dances almost every weekend. Saturday evenings, informal, no-escort dance parties were held. Half-a-dozen semi-formals were usually held during the year. These dances were only for the students.⁷⁴

History-making episodes, such as a president's inauguration, took place in the gymnasium. Thomas F. Kane was inaugurated on June 18, 1918. Kane succeeded Frank L. McVey as President. The stately affair took place on the gymnasium floor.⁷⁵

A vocational training center was established in the gymnasium in 1918. This was brought about by the war in Europe. The United States government made arrangements with the University to provide an eight week vocational training program. The government paid the university a fee of \$1.70 per man per day. The first class of trainees

⁷²University of North Dakota Catalog, 1913-1914, p. 53.

⁷³Ibid.

⁷⁴Geiger, op. cit., p. 257.

⁷⁵Ibid., p. 292.

arrived in July and were quartered in the gymnasium, which promptly became a "barracks." Special work was done in physical education during this time because of the reports that an alarming number of draftees were physically unfit for military service.

A National Student Army Training Corps was set up on campus in late August. Four-hundred student soldiers arrived in September. When the fall semester began on October 1st, the campus was in the process of becoming an army camp. Only those courses which had some bearing on the training of officers and technicians were continued. The war ended in November so the crowded barracks living was discontinued.

A severe blow struck the campus before the end of the war. An influenza epidemic broke out and paralyzed the campus. Classes were suspended and a general quarantine was imposed on October 9th. Three hundred and twenty of the 470 army trainees became ill and 29 died. The women students not living in barracks and their conditions were not so crowded. Only one woman died from the outbreak. When the epidemic was curbed the quarantine was lifted. All the students, who could, went home as soon as this occurred. The students had been at home for about a week when the war ended. University officials dismissed school in November. Classes at the University did not resume until January of 1919. It appeared that the administration needed time to recover from chaotic events of those last three months.⁷⁶

⁷⁶Ibid., pp. 296-299.

In 1919 the Armory was erected. It had been intended for a drill hall, but the war ended before it was completed. Unfloored, and practically unusable as it stood, it was fitted up as a men's gymnasium. Accounts are vague as to when the women and the men stopped sharing the same gymnasium. The women's department did move around a great deal. It appeared that they shared the gymnasium with the men from 1907 until 1913. In 1913 the women's department moved to the basement of Woodworth Hall. They stayed there until 1919 at which time the men's physical education department took over the Armory and the women moved back to the gymnasium.

An article in the 1919 Dakota Student stated that the women's physical education department was larger than ever before. In 1917 the enrollment was 28, in 1919 the enrollment jumped up to 381. As the enrollment figures showed, the women's department had completely outgrown the small facility located in Woodworth Hall. The girls moved into their own gymnasium Wednesday, December 3, 1919.⁷⁷ Woodworth Hall gymnasium was dismantled.

Woodworth Hall

Woodworth Hall was erected in 1910. It housed the School of Education, the Model High School, and associated work. Woodworth Hall was named after a philosophy and history professor, Horace B. Woodworth. It was a four story building that boasted an auditorium, a gymnasium and classrooms. A 1913 description of the Hall was written:

⁷⁷Dakota Student, November 21, 1919, p. 1

The building is of the collegiate gothic type, four stories high including a basement, and is 130 feet long and 56 feet wide. It contains a well appointed auditorium with a seating capacity of over 300, the women's gymnasium, laboratories and classrooms. It has been named Woodworth Hall in honor of Horace B. Woodworth who for nineteen years was Professor of Philosophy and History.⁷⁸

Woodworth Hall was destroyed by fire March 10, 1949.

At about 11:30 p.m. a raging fire broke through the walls of Woodworth. The building was demolished, equipment lost and music burned. It was catastrophic. More people were on campus than in many a moon, people in bathrobes, slippers and barefeet. This had been the home of the School of Education, the music department, commercial department and the Veteran's Administration.⁷⁹

The Dakota Student ran a special edition on the Woodworth fire.

It has this to say:

The most spectacular blaze in the history of the University of North Dakota destroyed Woodworth Hall, one of the oldest buildings on campus, with an estimated damage of \$400,000 early Friday morning. Replacement of the building and equipment necessary to house the functions of the University School of education and music and commercial departments will cost at least a half million dollars, according to President, John C. West.⁸⁰

Physical Culture

Physical culture was closely bound to military drill until 1904.

Emphasis was placed on good health habits, physical exercise, calisthenics and marching. The two departments appeared to have worked closely together. A miscellaneous program of bugle calls, band music,

⁷⁸University of North Dakota General Catalog, 1918-1919, Bulletin X, New Series No. 1, January, 1918 (Grand Forks, North Dakota: The University of North Dakota), p. 32.

⁷⁹Dacotah Annual, 1949, p. 10.

⁸⁰Dakota Student, March 11, 1949, p. 1.

sabre drills, bayonet exercises, club swinging, and tumbling was staged in the spring of 1897 by the military and physical education departments. The program proved to be highly popular. The next year it was performed at the Metropolitan Theatre and then went on the road to Grafton and Larimore. The program followed the lines of the first one staged by Cora Smith in 1897. It was hailed as a "brilliant and daring achievement" and as "the best advertisement the U has ever had in all its history."⁸¹

The military department was very popular with the boys. They had a uniform of "Baldwin Gray," which was adopted in June of 1891. The boys liked the uniforms so well that they frequently wore them home for holidays. Before the novelty wore off the girls organized their own military company. This was in 1889. It consisted mainly of doing physical drill. Military service drills for the girls did not last long and the course of instruction became divided. "The young men have military drill and the young women have physical culture."⁸²

Before the young women could take part in physical culture they were required to take a physical examination. An account of the examination was given in 1898. It stated that:

Every student is given a careful physical examination, including the heart, lungs and spine. Measurements are taken and recorded of the heights, depths, breadths, and girths of different parts of the body. From this a

⁸¹Geiger, op. cit., p. 124.

⁸²University of North Dakota Catalog, 1898-1899, p. 75.

prescription of special exercises can be made for each individual, to direct her how to develop where she is lacking.⁸³

The course in physical culture, after 1899, consisted of systematic exercises for promoting the freedom and development of all parts of the body. All young women were required to meet for training three times a week. Short talks on the value of physical culture, and methods of teaching it were frequently given throughout the year. A description was recorded on the purpose of the course:

Often students have some muscles over-developed while others are weakened through disuse, thus causing awkward movements and attitudes, as well as impairing the health. The purpose of this course is to overcome these defects by developing a physique which has strength and symmetry, with a graceful, easy carriage.⁸⁴

A description of physical culture in 1900 inferred that:

All young women residing in the dormitories are required, unless specially excused by the Faculty, to attend regularly for two years the class in physical culture and take part in its exercises. Those who, at the end of two years, fail to pass a satisfactory examination, are required to continue the work another year.⁸⁵

Ethelyn F. Wilcox taught girls' physical culture from 1889 until 1902.⁸⁶ The work of the classes consisted of systematic exercises designed to promote freedom and development of all parts of the body. It included calisthenics, light and heavy gymnastics, games and such other work as was done in the best conducted gymnasiums in the country. The

⁸³Ibid., pp. 70-71.

⁸⁴University of North Dakota Catalog, 1899-1900, p. 69.

⁸⁵University of North Dakota Catalog, 1900-1901, p. 19.

⁸⁶E. F. Chandler, "University of North Dakota Roster 1884-1942," (Dakota Room, Chester Fritz Library, University of North Dakota, May, 1944), p. 491. (Mimeographed.)

director's aim was to give the girls a sufficient amount of systematic exercise along physiological lines. She wanted the work to be profitable and pleasurable to the students. Ethelyn Wilcox believed the students should leave the floor of the gymnasium with a feeling of having spent a pleasant hour.

There was not a wide variation of sports taught. Girls participated in just two at this time. Tennis was all important during the spring term. It took place on the outdoor dirt courts. The other sport was basketball. The team was coached by a man and they played a series of games with like teams of neighboring schools. Basketball lasted throughout the winter term.⁸⁷

Ethelyn Wilcox taught at the University of North Dakota for two years. She was paid a \$600.00 salary each year.⁸⁸ Following the departure of Miss Wilcox, there was no woman physical education director for a period of years. The lapse occurred between 1902 and the fall of 1906. Even though a woman director was absent, the program continued. Some important changes were made during the four years. John Sweetland, a medical doctor, and professor of hygiene, became the athletic director for both men and women. He persuaded the faculty to drop military training for a course in physical culture. He did this in 1904. He recommended that physical culture be made an elective course taken for credit. The girls had to petition for drill instruction. Sweetland goaded the faculty and Board of Trustees into making

⁸⁷University of North Dakota Catalog, 1903-1904, p. 98.

⁸⁸Bartlett, op. cit., Sixth Biennial Report, p. 32.

the uniform a daily article of dressing during the gymnasium class.⁸⁹



Early Gymnasium Uniform

Gymnasium Uniform

The prescribed uniform, described as, "simple, artistic, and inexpensive,"⁹⁰ had a full-skirt, pleated to the waistband, and gathered above the knee into Turkish trousers.⁹¹ This garment was buttoned to the blouse at the waist and worn with a sash, black hose, and gymnasium shoes. No corset or other stiff garment was allowed. The young women usually wore their gymnasium suits all day, in order to be ready for the drill quickly. An ordinary dress skirt was worn over the top of the gymnasium suit.⁹²

⁸⁹Geiger, op. cit., p. 244.

⁹⁰Ibid., pp. 122-123.

⁹¹Ibid.

⁹²Ibid.

The purpose of the uniform and a description of it appeared in the University of North Dakota Catalog.

In order to have perfect freedom of movement and uniformity of appearance, the students wear the suit now used in most of the women's gymnasiums. It is simple, artistic, and inexpensive. It has a full divided skirt, plaited to the waist band, and gathered above the knees into Turkish trousers, with the fullness falling just below the knee. This garment is buttoned all around the waist line to a straight blouse waist with easy sleeves and a rolling collar. Black hose and gymnasium shoes with no heels complete the costume.⁹³

The gymnasium costume was used for regular classes and for competitive contests. During 1905 and 1906, competitive contests were added for the pleasure and enjoyment of girls interested in physical activity. Several accounts of the physical training programs were recorded during this time.

As pleasurable competitive contests add greatly to the enjoyment of all physical exercises, at the same time detracting nothing from their value from the standpoint of physical development, this line of work is encouraged. During the winter months much time is devoted to indoor baseball by the girls desiring it, daily contests being held between the different teams of the University. Basketball is extensively played by teams representing the different classes, and all caring for this game, and physically fit for it, are given opportunity to play. The young women's first and second teams play a series of games with like teams of neighboring schools during the year.

Tennis is an important part of their work during the spring and early autumn. The University has several courts thoroughly underdrained, with every provision made for their maintenance. These courts are free to all students desiring to use them. Classes for instruction are so arranged that beginners are given as much time as is needed to thoroughly learn the game. A tournament open to all girl students is held near the close of each spring term.

During the winter months the hockey rink will be given up a portion of each day for the girls' skating classes. The rink

⁹³University of North Dakota Catalog, 1903-1904, p. 70.

is constructed by flooding a portion of the campus so that absolute safety is insured. By means of skating when the weather is suitable all possible outdoor exercise is taken.

Exercise with dumb-bells, clubs, and wands together with fencing and calisthenics will be given those desiring it.

In the coming year special attention will be given by this department to those suffering postural deformities. Every effort will be made to develop erectness of carriage and proper attitudes in standing and sitting. For this purpose a class in corrective gymnastics will be formed, for the correction of those faults which if taken in time can be readily remedied.

All work in this department is elective. Upon successfully completing a year's course, one full credit is given the student, although as with the young men, not more than two credits will be allowed for physical culture in the Preparatory Department or in the College of Arts.⁹⁴

Following this report University officials hired a women's physical education director. A statement was issued early in 1906 to reassure students. "A competent woman instructor is to be secured to supervise the work of the women's physical education department."⁹⁵ True to their word, Esther M. Pike was added to the staff in 1907.⁹⁶ Miss Pike taught physical education at the University until 1917.⁹⁷

Esther Pike was fortunate in that she soon had an improved set of outdoor facilities with which to work. Records showed that the athletic field was revamped in 1908.

A great effort has been made to build up an athletic field at the University. The old park has been given up to the city, thus depriving the University of a place to hold athletic contests. The "U" has however, been fortunate enough to secure a field just west of the cottage. The field contains a football field, a running track, a baseball diamond, and tennis courts.

The running track is an oval, one-fifth of a mile in length, crowning a ridge throughout its entire course. The elevation gives it perfect drainage, which feature alone will be of the

⁹⁴University of North Dakota Catalog, 1905-1906, pp. 81-82.

⁹⁵University of North Dakota Catalog, 1906-1907, p. 99.

⁹⁶Chandler, op. cit., p. 485.

⁹⁷Ibid.

greatest aid in the early spring work, as wet tracks and fields are the most serious drawbacks in this region for spring practice.

Extending along the north side of the oval track is a one hundred yard straight-away for a high hurdle course. This will make it possible for this event to be run without turning corners. In order to construct this course, it was necessary to make an eight-foot filling for many yards along its western extremity. The manner in which the track is built will prevent any water from soaking into it from the sides.

Four tennis courts have also been laid out just south of the football field. These courts are well under-drained with tile, and provided with a cinder surface.⁹⁸

Miss Pike conducted girls' physical education in the gymnasium from 1907 until 1913. Both the men's and women's departments were housed in the gymnasium at that time. Crowded conditions in the gymnasium forced the women's department to move to Woodworth Hall in 1913. Miss Pike drew up the first schedule of physical education classes while the girls were still sharing the gymnasium. The first charted record of physical education classes taught, and their credit, appeared in the 1909 Catalog. Esther Pike taught all the women's classes. Most of the classes offered were requirements. Each course had a brief description and six courses were offered on the first class schedule.

1. Physical Training (Required) - Miss Pike
3/4 credit. Two hours a week. First semester.
Outdoor Work: games, captain ball and field hockey.
Indoor Work: calisthenics, corrective exercises, marching and fancy steps. Apparatus used will be dumb-bells, boms, and giant stride.
2. Physical Training (Required) - Miss Pike
3/4 credit. Two hours a week. Second semester.
Work will consist of calisthenics, jumping, tumbling, folk and class dances. Apparatus used will be bom, giant stride, wands, reeds, and spring board.

⁹⁸Dacotah Annual, 1908, p. 193.

3. Physical Training (Required) - Miss Pike
3/4 credit. Two hours a week. First semester.
Outdoor work: captain ball and field hockey.
Indoor work: calisthenics, rhythmical exercises,
jumping. Apparatus used will be the traveling rings,
buck, horse, and Indian clubs.
4. Physical Training (Required) - Miss Pike
3/4 credit. Two hours a week. Second semester.
Calisthenics, drills and class dances. Apparatus
used will be Indian clubs, buck, horse, and
parallel bars.
- 5 and 6. Physical Training - Miss Pike
2 credits. Two hours a week. First and second
semester.
Required of young women rooming in the dormitories;
elective for others.
Outdoor work: field hockey
Indoor work: calisthenics, rhythmical exercises and
folk dances. Advanced apparatus work on horse and
parallel bars.⁹⁹

Two new physical education classes were added to the women's program in 1910. "Playgrounds" was a course in games and playground activities. It was taken for three-quarters of a credit, two hours a week. "Theory and Practice of Teaching Physical Education in the Secondary Schools" was worth two credits and taken two hours a week. Pike introduced and taught the two courses.¹⁰⁰

The year 1910 saw Esther Pike conduct girls' physical education classes during the summer session. She was hired as an instructor in the Elementary Education section. Her job was to teach adults to become leaders in recreation programs.

An opportunity is given to teachers to acquire some fitness for leadership on children's playgrounds. On suitable evenings all persons interested are invited to assemble on the University Campus and take part in popular plays and

⁹⁹University of North Dakota Catalog, 1909-1910, p. 135.

¹⁰⁰University of North Dakota Catalog, 1910-1911, p. 160.

games under the direction of one of the instructors. In this way quite a number of games will be learned during the session with the idea of teaching them to the pupils in the schools later on. This has proved one of the most interesting and valuable features of the summer school.¹⁰¹

"Personal Hygiene" was added to the curriculum in 1911. It consisted of "a series of lectures on personal hygiene for young women, given during the year by the Director of the Course for Nurses. It is required of freshmen. No credit is given."¹⁰²

Miss Pike added several other classes to the curriculum in the course of the next few years. "Aesthetic Dancing" was offered for the first time as a separate course in 1912. It could be elected by juniors or seniors.¹⁰³ "The School Festival," a single hour course for two credits was added during the 1914 summer session. "Plays, Games and Folk Dances" was also added. It met five times a week for one credit.¹⁰⁴ In 1913 Esther Pike and the Women's Physical Education Department moved to the Woodworth Hall gymnasium.¹⁰⁵ Miss Pike was nominated to the Student Health Standing Committee during the same year.¹⁰⁶ She taught summer school every year from 1910 until 1917 and gained distinction during the 1915 summer session. She was asked to act in the capacity of Acting Dean of Women.¹⁰⁷

¹⁰¹University of North Dakota Catalog, 1911-1912, p. 373.

¹⁰²Ibid., p. 173.

¹⁰³University of North Dakota Catalog, 1913-1914, p. 164.

¹⁰⁴Ibid., p. 335.

¹⁰⁵University of North Dakota Catalog, 1914-1915, p. 27.

¹⁰⁶Ibid., p. 31.

¹⁰⁷Ibid., p. 311.

The last physical education course Esther Pike introduced, during her sojourn at the University, was basketball. It had been played competitively before this time, but it had always been coached by men. It was given three-quarters of a credit for two hours of instruction in 1915.¹⁰⁸

The Pike era was by no means ideal. There was a shortage of space, facilities and funds. The President of the University of North Dakota, Frank L. McVey, realized that the physical education department needed more space and more staff. He made his wishes known in a report to the Governor of North Dakota in 1912.

Looked at from an ideal point of view, every student in the University should be engaged in some out-of-door sport and during the winter months in active exercise in the gymnasium. Two or three things, however, prevent the realization of this ideal. One is the limited size of the gymnasium, another is lack of funds, and a third is insufficient provision for the conduct of student sports. Without question the erection of a building for the use of the different University teams would relieve the gymnasium from a great deal of pressure that is now put upon it and would result in material betterment of the athletic situation at the University. The Athletic Association finds itself hampered by lack of resources, though the University now provides for coaching, takes care of the field, and turns over to the Association the equivalent of \$1.50 for each student registered during the year. The heavy charge of football expenses has made it difficult for the Association to meet its obligation.

The University needs an adequate department of physical education, with a staff of four or five members, in order to secure the larger interest in athletics that should exist in a University. The return to military drill would be a step toward a more general participation in physical exercise that exists at present.¹⁰⁹

¹⁰⁸University of North Dakota Catalog, 1915-1916, p. 161.

¹⁰⁹Frank L. McVey, University of North Dakota Twelfth Biennial Report, A Report to the Governor of North Dakota, June 30, 1912, (Fargo: 1912), p. 25.

President McVey reported to the Governor again in 1914. His request was still for more and better facilities. McVey's main points stressed better outdoor facilities. A higher caliber track was especially needed. It also appeared that there was a vast shortage of lockers in the gymnasium.

Meantime it is hoped and expected that the Department of Physical Education with the assistance it now has, will be able to develop a larger interest in outdoor sports and to bring about results that will be satisfactory to the student body. However, no considerable number of students can take part in athletics at the University without better provision for them. At the present time the number of lockers is not sufficient to meet the needs of more than a part of the students. The Director of the gymnasium reports that 120 lockers would be required to satisfy the present demands, and in order to secure protection for clothing and other property these lockers should be of high grade. Besides this, the present athletic field is sadly in need of better provision in the way of bleachers and a running track than it has now.¹¹⁰

The women had used the men's athletic field for their sporting events and classes. Miss Pike realized that the girls should have their own athletic field and began to work for one. The enrollment of girls in physical education was such that it necessitated one. George E. Schlafer, the registrar, backed up McVey's report to the Governor with one of his own.

The work in physical education for women is in charge of Miss M. E. Pike who reports a satisfactory two years. 220 women were enrolled. The new quarters in Woodworth Hall have made possible more classes and a greater variety of work. The work is hampered, however, because the young women have no athletic field. The course in Playgrounds has received considerable attention, since an increasing

¹¹⁰Frank L. McVey, University of North Dakota Thirteenth Biennial Report, A Report to the Governor of North Dakota, June 30, 1914, (Devils Lake: 1914), p. 21.

number of schools in the State are using the school grounds for organized play, and this is creating a demand for trained teachers which must be met.¹¹¹

The importance of physical education in the curriculum had rapidly expanded since 1900. Physical education achieved status of both a one year requirement for all students and credit toward graduation before 1913. The requirement was increased to two years by 1917. Physical culture was given credit in the Preparatory Department¹¹² before it was in The Normal College.¹¹³ "A year's work in physical culture counts as one unit. A student may gain two units but not more, in physical culture."¹¹⁴ This statement was made in the 1905 University Catalog.

School of Education

The Normal College, or Department, was established by the Act of the Territorial Legislature. It was made a charter member of the University in 1883. The curriculum of this department, up to 1905, included, academically and professionally, the equivalent of two years of college work beyond the high school. Its primary aim was the preparation of teachers for the elementary schools and for the smaller grade and high schools of the state.

¹¹¹George E. Schlafer, University of North Dakota Thirteenth Biennial Report, A Report to the Governor of North Dakota, June 30, 1914, (Devils Lake: 1914), p. 37.

¹¹²The Preparatory Department offered high school students the chance to take their last year of high school at the University.

¹¹³The Normal College was established in 1883. Its aim was to train elementary and high school teachers.

¹¹⁴University of North Dakota Catalog, 1905-1906, p. 39.

In 1905 the Board of Trustees established a "Teachers College." It extended the previous normal curriculum to four years above the secondary school. This advanced curriculum aimed at preparing men and women to become high school teachers, principals and superintendents. In 1911, in conformity with reorganization, the name was changed to the School of Education. It was made a professional school requiring two years of college work for entrance. The School of Education occupied Woodworth Hall. The sole power of professional certification for teaching was delegated by the University to the School of Education.¹¹⁵

The Department of Physical Education for Women was placed under the jurisdiction of the School of Education in 1919.¹¹⁶ Physical education, before this time, was taught in the Preparatory Department, of the Normal School, and was part of the College of Liberal Arts. When the women's department was placed in the College of Education, the men's and women's physical education departments were separated. The reason for placing women's physical education in the College of Education was: "for no better reason than that women's physical education had occupied the basement of Woodworth Hall for a half dozen years."¹¹⁷

The separation of the School of Education and the College of Liberal Arts became formal in 1924. This meant that, as a two-year professional school, education was empowered to confer the Bachelor of Science in Education degree. It differed from the old Bachelor of

¹¹⁵University of North Dakota Catalog, 1918-1919, pp. 167-168.

¹¹⁶Geiger, op. cit., p. 354.

¹¹⁷Ibid.

Arts degree with Certificate in Teaching. Requirements for a foreign language were waived, and the requirements in science were "watered down." The academic departments were no longer counted as members of the education faculty. They were urged to organize their own majors in the academic teaching fields.

The growing demand for teachers of industrial arts and girls' physical education (required in high schools after 1920), and rising state requirements for professional training, that is, courses in education, all contributed to the school's rapid growth in importance as a degree granting division of the University.¹¹⁸

Martindale Era

Miss Nell Martindale followed Esther Pike as Girls Physical Education Director. Miss Martindale came in 1917. Women's Physical Education was expanded every year after 1919.

The gymnasium was somewhat redecorated when Nell Martindale took over as director.

Dainty white curtains, cretonne coverings on some of the furniture, a little white paint on the walls and ceiling, and a thorough scrubbing and polishing of the floor have transformed the office of the old gymnasium into a truly fitting office for the head of the department of physical education for women, Miss Nell Martindale.

Her "new" gymnasium thoroughly renovated, her equipment moved, and things almost entirely "settled," Miss Martindale is conducting her women's classes in the first really all-their-own gymnasium the University women have ever had. Members of her gym classes now "trot" around a real track, play their basketball and volleyball games in a real gymnasium, and appreciate the benefits which are theirs.

The women's gymnasium on the university campus is the finest in North Dakota, having such a large and up-to-date building for its women students. It is far ahead of many universities of its own size and rank in possessing this gymnasium for women.¹¹⁹

¹¹⁸Ibid., p. 356.

¹¹⁹Grand Forks Herald, January 28, 1920.

A description of the program was recorded in the University

Catalog:

Physical Education is required of all first and second year students throughout the college year. Young women rooming in residence halls are required to take an additional year. Two hours a week is specified, for which 3/4 of a credit is given. Students may elect an additional amount but can receive only five hours credit in all for the practical work.

Members of all classes in physical education must have a physical examination at the beginning of the college year or at the beginning of the semester in which the training begins.

The general health of the women is carefully looked after by the examining physician and the physical training director. Special corrective gymnastics are arranged for those whose health does not permit them to take general class work.

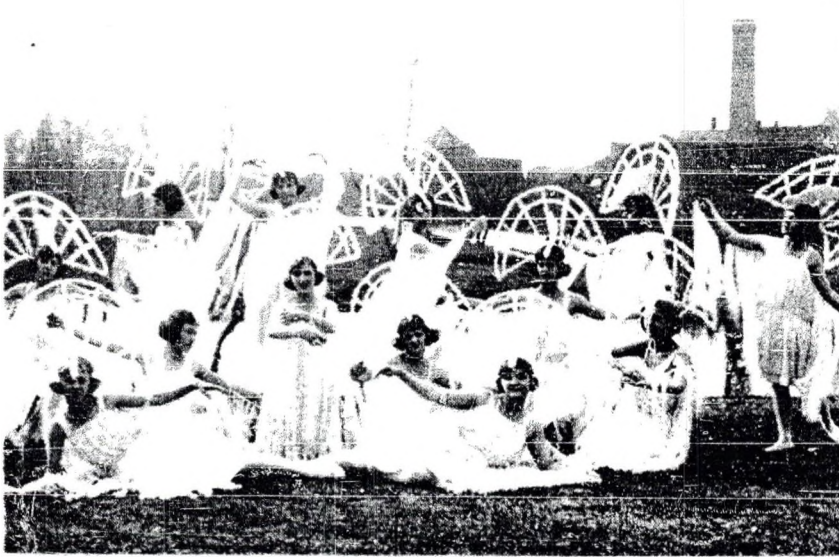
All requests for exemption must be approved by the physical training director and the University physician.

Women are required to wear uniform gymnasium suits which should under no condition be ordered before consulting the instructor.¹²⁰

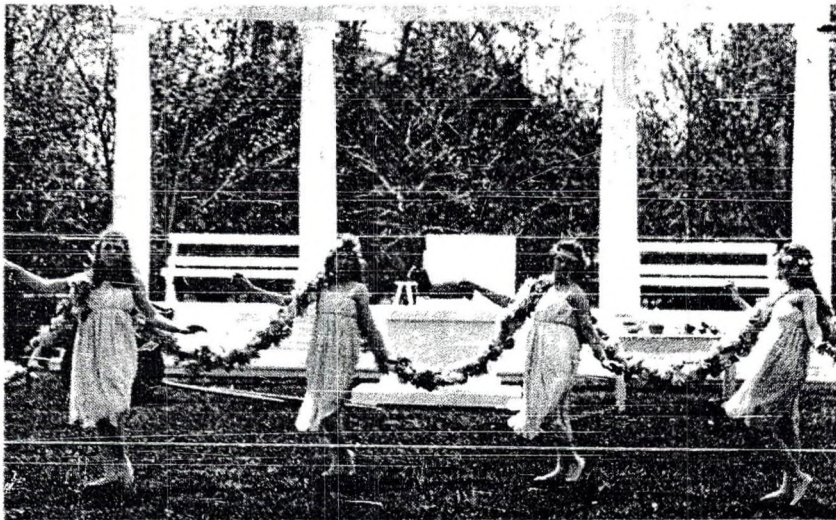
One of Miss Martindale's greatest contributions to physical education at the University of North Dakota was the annual pageant she presented. Pageants were given as early as 1907 under the direction of Esther Pike.¹²¹ However, they did not receive the fame or reach the heights of the Martindale pageants. The majority of the pageants were held at the Bankside Theatre and were called May Fetes.

¹²⁰University of North Dakota Catalog, 1918-1919, p. 147.

¹²¹Geiger, op. cit., p. 251.



May Fete



May Fete

The May Fete began as a modest and traditional event. It was presented in the gymnasium or on the lawn north of Merrifield Hall until it was placed in the hands of Nell Martindale. She quickly expanded the festival into a spectacular dance-drama. The affair had elaborate sets and as many as 500 performers. Weeks and months of

preparation were required. The presentation moved to the refurbished Bankside Theatre in 1923. An estimated 5,000 people attended the May Fete of 1926. It was hailed as "the most magnificent production ever given at the University."¹²² It was developed around the theme of "The Rubaiyat." The fetes ended abruptly when Miss Martindale resigned in 1927 to be married. Her successor looked upon them as luxuries of little use for purposes of physical education and turned to an annual dance or ballet performance in the gymnasium.¹²³

Professor Frederick H. Koch originated the idea of producing drama out in the open air. The setting was a natural theatre bordered by a stream. He built the Bankside Theatre from this idea. It was located on the banks of the English Coulee. "Bankside Theatre, despite the promise of its name, was no more than a plot of grass on the naturally sloping bank of the English Coulee."¹²⁴ The Coulee flowed through the University campus. The stage was an island in the middle of the coulee, while the auditorium was the banks along the stream. A natural bend of the water course rounded out the front of the stage. An amphitheatre was provided by the opposite bank. Nearly 3,000 spectators could be accommodated in the Bankside amphitheatre. This was the first theatre in the United States to utilize the curves of a stream to separate the stage from the auditorium. Picturesque entrances on stage could be made by water. Thus, through the cooperation of the University of North Dakota and the townspeople of Grand

¹²²Ibid., p. 329.

¹²³Ibid.

¹²⁴Ibid., p. 230.

Forks a distinct contribution was made to American drama by the creation of an art known as "communal playmaking."¹²⁵

Zena Trinka¹²⁶ devoted a portion of her book, North Dakota of Today, to the Bankside Theatre.

The Bankside Theatre, as it is appropriately named, is an open air stage and auditorium, located on the two sides of a little stream that flows in graceful curves through the University grounds. A beautiful natural curve of the water course rounds out the front of the stage, and on the opposite bank is the amphitheatre, whose gentle slope accommodates an audience of three thousand.

The stage is fully a hundred feet long by forty feet deep. The stream is eighteen feet wide at this point, and is not only a most picturesque feature, with its beautiful reflections both in daylight and at night, but contributes effective acoustic properties. The natural stage presents a wonderful setting.¹²⁷

The thousands of people who turned out to watch the May Fetes were sometimes treated to the backdrop of a setting sun. Occasionally threatening clouds passed across the sky and acted as the backdrop.

¹²⁵Robert S. Anderson, "A Social History of Grand Forks 1880-1914" (unpublished Master's thesis, University of North Dakota, Grand Forks, North Dakota, 1951), p. 48.

¹²⁶Zena Trinka was best known for her several books about North Dakota. Her home was in Lidgerwood, North Dakota. The books she has written were entitled, Out Where the West Begins and North Dakota of Today, which she dedicated to Theodore Roosevelt. These books have been used in the North Dakota public schools. They also have supplied needed reference information in the state's libraries. The author attended Lidgerwood High School, a young ladies' finishing school in Europe, and Valley City State Teachers' College. She served as librarian at Lidgerwood and then at Dickinson. She later moved to Tulare County Free Library in California in 1925. Following this she resigned to accept a journalistic assignment in Europe which she stretched to two years. Zena Trinka traveled a great deal but she always returned to her home in Lidgerwood. An interesting sidelight of her life was that she ran for the United States Congress in 1944.

¹²⁷Zena Trinka, North Dakota of Today (Saint Paul: Louis F. Dow Company, 1920), pp. 116-119.

When the stars came into view in the fading light, with verdure of early summer everywhere and the lights of the campus twinkling through the trees onto the placid water of the glistening little stream, a more enchanting backdrop could not be found anywhere.¹²⁸

In its Bankside Theatre, the University of North Dakota has the distinction of having the first out-door theatre to utilize the curve of a stream to separate the stage from the auditorium. It fittingly separates the people of the auditorium from the people of the stage and casts a spell of enchantment over entire mystic effect.¹²⁹

The first pageant to be described in the records was the one presented in 1914.¹³⁰ It took place May 29th and 30th, in connection with the meeting of the Mississippi Valley Historical Association. The Bankside Theatre on the University campus was dedicated on this occasion. The students presented "A Pageant of the Northwest," and reproduced scenes connected with the discovery and conquest of the region. Professor Frederick Koch directed the Pageant and Miss Esther Pike directed the dances.¹³¹

Little was mentioned in the records about the May Fetes until the early twenties. Nell Martindale began turning the Fetes into magnificent productions. She described the schedule for the May Fete of 1922 to President Thomas Kane. She said:

Extra work is started on the May Fete six weeks before its production. All costuming and properties are in the direct hands of the physical education department. This year there are 347 costumes. Solo work and special practices are carried on outside of schedule hours. This is a typical Saturday during the May Fete season. It is an exact schedule for Saturday, May 6, 1922.

¹²⁸Ibid.

¹²⁹Ibid., p. 120.

¹³⁰Dacotah Annual, 1916, p. 144.

¹³¹Ibid.

- 9:00 - 10:00 - Consultation with carpenter and superintendent of grounds.
 10:00 - 11:30 - Egyptian Dolls Practice
 10:30 - 11:00 - Balloon
 11:00 - 11:30 - Rag Doll
 11:30 - 12:00 - Nursery Rhymes
 12:00 - 1:00 - Bears
 1:30 - 2:00 - Talking Dolls
 2:00 - 2:30 - French Dolls
 3:00 - 3:30 - Stick Candy
 3:30 - 4:00 - Jack-in-the-Box
 4:00 - 6:00 - Property and costumes at gymnasium
 7:00 - 8:00 - Property and costume plans with merchants

During this season while one member is conducting practices the other is in the sewing room supervising property and costume making by students in other classes.¹³²

Miss Martindale was the director of the department. She was assisted by Irene Tihen, who was an instructor.¹³³



May Fete - 1922

¹³²Nell Martindale, University of North Dakota Seventeenth Biennial Report, A Report to the Board of Administration, June 30, 1922, (Bismarck: 1922), p. 132.

¹³³University of North Dakota Catalog, 1921-1922, p. 19.

Descriptions of all May Fetes from 1924 to 1929 were found. The fourteenth Annual May Fete took place on May 19 and 20, 1922. It was the most successful yet produced. There was a more distinctive use of pantomime and the costumes were more ingenious. It was estimated that 8,000 people witnessed the performance.

The title of the entertainment was "The Wizard of Toyland." It brought to life characters of the mother goose book and many toys from toyland. Some of the performances, although merely dances, were exceedingly impressive. Two dances were singled out for praise. They were Elsie McHaffie as "Curly Locks" and Doris Payne doing a "Bat Dance." Some of the performers introduced a bit of acting. The selections: "Little Miss Muffet," "Mary Had a Little Lamb," and the "Queen and Knave of Hearts" all contained acting.

For pure fun the "Teddy Bears" carried off honors, although hard pressed by the "Raggedy-Ann-Andys" and the "Jack-in-the Boxes." Of the group dances that depend for their effect upon brilliancy of costume and grace of movement, the "Bubble" dancers, must be given first place.

Two features remain to be noted. The "Wooden Soldiers" keeping watch over the garden as the other performers emerged from the Book, were marvels of mechanical precision and expressionless devotion to discipline. And yet more amazing were the 104 "Stick Candy" dancers in their curious red and white-striped cylinders of paper; individually absurd, but in their mass evolutions the crowning spectacle of the Fete.

The whole exhibition showed, besides exceptional ingenuity in its conception, a remarkable finish and certainly in the training given the young women in the Department of Physical Education.¹³⁴

The fifteenth Annual May Fete, in 1923, was directed by Nell Martindale. She had assistance from Miss Tihen. It appeared to establish a new artistic standard. A comparison was made of this May Fete to the earlier performances:

¹³⁴Dacotah Annual, 1924, pp. 300-301.

Many persons recall the beginnings of the annual May Fete. In those first years these affairs were little more than class drills, exhibitions of dancing of the simplest sort, in which the performers appeared in "gym" suits or Grecian gowns made of cheese cloth. There was no continuity to the programs, which were selected from the best of the second semester gymnasium work.

With the coming of Miss Martindale, the May Fetes took on an entirely different character. They became productions of high artistic merit in which creative genius was evident in the building of the plot, the designing of the costumes, the skill and technique of the dances, and the unifying pantomime.¹³⁵

The theme for the 1923 May Fete was the old picture book story of "Cinderella and the Glass Slipper." The beautiful open air stage was cleverly transformed into the kitchen of Cinderella's home for the opening scene.

The two ugly sisters were preparing to leave for the Prince's ball. When Cinderella sought permission to accompany her sisters they slapped her, and departed, leaving her in tears. Her cat, attempting to cheer her young mistress, danced before her such as only a cat could, and Cinderella and the huge audience which watched, forgot all disappointment.

The brilliancy of the court scene would be hard to exceed. Gay courtiers and beautiful gowned women danced a gavotte. When Cinderella entered the Prince became the ardent lover and they danced in a maze of happiness. The great palace clock struck twelve and Cinderella ran from the scene. She dropped a glass slipper as she went.

The concluding act found Cinderella dreaming in her garden. The statues in the garden in accord with her mood, came down from their pedestals and danced in stately graceful measures. Two peacocks that had been sunning themselves did likewise. Both of these dances exhibited technique, grace, and skill far beyond the ordinary.

Cinderella was startled by the approach of the prince. He had the glass slipper and the ugly sisters came forward and tried to wedge their feet into it. Finally, the prince saw Cinderella, placed the slipper on her foot, and she was transformed into the beautiful princess. The prince led her away from the court wedding.

¹³⁵Dacotah Annual, 1925, p. 161.

The wedding was a very stately procession. The fairy god mother appeared in the background waving her wand in farewell.

The fifteenth annual May Fete was in the view of those who saw it one of the most exquisite of the many beautiful spectacles which Miss Martindale has given.¹³⁶

The 1924 May Fete was presented at the Bankside Theatre on May 21 and 24th. Approximately 250 students took part in the production. It was estimated that 5,000 people witnessed the performance.¹³⁷

Throughout the story of the "Magic Flute" runs the love affair of Jane and John. Jane was portrayed by Miss Marie Lysing, whose solo dances were the most enjoyable part of the May Fete. Meryl Griffiths, as John, danced the most difficult part that has ever been taken by a man in a North Dakota May Fete.

Jane's mother separated the lovers. John is condemned to die. He is securely bound to a stake while the first dance takes place. Jane's friends appear and dance for her. Gods from Mount Olympus arrive, the jury makes its appearance and finally the lovers are reunited. The Spirit of Happiness dances just before the wedding. Gowns, wedding bells and confetti figure in the dances which close the production.¹³⁸

The setting was a miniature French village. A tiny cottage was constructed in the background. A stone wall and climbing roses helped present an attractive picture. An elevated "home in the clouds" from which the gods made their entrance was among the most amusing features of the production.

The detail was nearly perfect. The snow white horse that drew the cart for Jane's four friends was as handsome as any story book horse. Every color, from the daintiest tint to the most vivid hue, was seen in the hundreds of costumes that made the scene impressive.¹³⁹

"The Triumph of the Prairie" was presented as the seventeenth annual May Fete. It took place May 21st and 22nd under the direction

¹³⁶Ibid., pp. 162-163.

¹³⁷Dacotah Annual, 1926, p. 147.

¹³⁸Ibid., p. 148.

¹³⁹Ibid., p. 149.

of Mary Nestor Moore. She was assisted by Miss Margaret Tool.¹⁴⁰

The scene and production was vividly described:

Half a century has passed since the golden Spirit of Wheat lured to the Dakota prairie the first brave pioneers. For thousands of years the sustainer of life, wheat, cast her vivid spell over the fertile plains and valleys until Dakota, clad in her rich sheen of harvest gold, came to be known as the source of bread for a hungry world.

John, a farmer's son, is weary of his toil. Returning from his day's labor in the harvest fields, his tired mind and dejected mood keep him from seeing the vision of the Spirit of Wheat that was wont to urge his father's wearied step. The Imp of Discontent finds him a ready victim. Driving Wheat from the scene, she calls on the Gnomes of Monotony to make him more disconsolate.

The Spirit of Wheat, undaunted, brings Jane from the farmhouse to cheer John. The Imp of Discontent casts her spell over Jane and she broods too. The Imp of Discontent calls up attractions from the city to draw the two away from the farm. First came the weird and fascinating dancers from Chinatown, followed by the gay Greenwich Villagers with their daring Apache dancers.

Unable to resist, they see the road to the city as the happy one for them, and they join the city folk.

John is still held by the influence of Wheat, and he turns back to the farm, while Jane joins the gay city throng. Dreaming by a haystack, he sees the beauties of the farm. He sees new beauty in the homely potato, and a bit of comedy in the potato bugs. He sees the chickens of the barnyard and the jolly young friends from the neighboring farms. Then the Wheat surrounds him with all the glories of the harvest evening, the unsurpassed beauties of North Dakota, the Sunset clouds, the Twilight, the stars and the golden Harvest Moon.

Awakening, John realizes that the beauties he has seen in his dream are a part of his own world which, until now, he has not seen. The Spirit of Wheat has recalled Jane, and she returns realizing her true happiness. This new realization finds expression in a joyous dance.

Jane and John turn toward their house of lasting contentment, while the Spirit of Wheat, breathing a benediction over the quiet scene, symbolizes the triumph of the prairie.¹⁴¹

Eighteen years had contributed a great deal in the evolution of the May Fete at the University of North Dakota. The May Fete of 1926

¹⁴⁰Dacotah Annual, 1927, p. 144.

¹⁴¹Ibid., pp. 146-147.

has an additional attraction of a 150 member chorus. The theme was the "Rubaiyat of Omar Khayyam." It had its setting in the garden of a Persian palace. Unlike previous fetes, it had very little narrative element. It was developed from the quatrains of the Rubaiyat and illustrated by dancing and the chorus singers. The color and the rhythm of movement of the dancers was extremely vivid. The dance selections included; "Light Dawn," "The Bird of Time," "The Blowing Rose," "The Potter and his Pots," "The Sultan," "The Sultana," "The Snake Charmer," "The Magic Charmer," "The Magic Shadows," "Mahmud's Whirlwind," and "Sword and Moon Dances."¹⁴² A review of the performance described it as: "possessing to the fullest extent the haunting melancholy and the georgeousness of the most fascinating poet."¹⁴³

The year 1927 saw the last production of a May Fete.

As a fitting climax to a series of annual May Fetes, "Peter Pan," that epic of story, drama and motion picture by James M. Barrie, given as the 9th offering under the direction of Nell M. Martindale in the spring of 1927, proved to be one of the biggest attractions ever offered here.¹⁴⁴

The fairy story of "Peter Pan" combined popular appeal with weird and fantastic costumes. Like all May Fetes planned since 1920, it had a plot that was not to be compared with any previous festival.

The colorful fantasies of "Jeanette's Garden," given in 1921; the storybook epics of "The Wizard of Toyland," the offering of 1922; the grace and beauty of "Cinderella" in

¹⁴²Dacotah Annual, 1928, p. 134.

¹⁴³Ibid.

¹⁴⁴Dacotah Annual, 1929, p. 118.

1923, and all the directiveness of "The Magic Flute" of 1924 were combined in "Peter Pan." Its pantomime held some of the quiet beauty of "The Triumph of the Prairie," given in 1925, while the fairy ring dance, the mermaids and the totem pole offering held all the elusiveness and the magnificence of "The Rubaiyat of Omar Khayyam," in 1926.¹⁴⁵

The growth of the University was marked by the transition from the old type of English May Day celebrations to the more dramatic and spectacular form of the later offerings.

Miss Nell Martindale was in charge of the productions.

Too much credit cannot be given to her for the remarkable work which she accomplished. Due to a combination of circumstances the May Fete will not be given this year, but it is sincerely hoped that the following year will find another production being given.¹⁴⁶

The Women's Physical Education Department, under Nell Martindale's tutelage, expanded in other areas besides pageantry. A women's physical education minor was introduced in 1919.¹⁴⁷ The minor included "Physiology," and "Hygiene and Sanitation." These two courses consisted of from four to five hours practical work a week, including freshman training. The theory courses included: "Festivals and Pageantry," "Playgrounds," "First Aid," and the "Theory and Practice of Teaching Physical Education." First Aid was taught through the Department of Home Economics. It was suggested to the girls that they take "Biology," "Comparative Anatomy," "Bacteriology" and "Child Study and Psychology."

Sports classes included field hockey, basketball, volleyball, tennis and hiking. Work was done on the heavy apparatus with special

¹⁴⁵Ibid.

¹⁴⁶Ibid.

¹⁴⁷University of North Dakota Catalog, 1918-1919, p. 176.

emphasis on the horse, bars, rings, ladders, and boms. A class was offered in restricted exercises. It was open to those recommended by the University physician. For correction of round shoulders, flat feet, and spinal curvatures, a corrective gymnastics class was offered.

The Playground course covered the aims and purposes of the playground, along with organization, equipment and management. This course was highly recommended for the elementary teacher because it taught games for the various ages.¹⁴⁸

President Kane, in his Biennial Report, had this to say about the Women's Physical Education Department:

Since the passage of the law making physical training compulsory in the schools of the state the demand for teachers of the subject has greatly increased. Because of this we are granting a special certificate in Physical Education for Women. In order to qualify our students for such a certificate, the course in Pageantry was given this year. This course is a continuation of the Theory and Practice course given the first semester.

In giving physical examinations the department receives fine cooperation from the university physician and nurse. One of the needs of the women of the university is a course in Hygiene lectures. We have asked the nurse if she will give such a course and she is willing if it seems advisable to the authorities.

Last year but three sports were offered. Baseball was added this spring and next fall hockey will be played. The introduction of the Women's Athletic Association system has resulted in a noticeably increased enrollment in sports. For the first time in the history of the department the enrollment of the second semester is greater than the first. The total enrollment in the department has shown an increase in spite of the fact that this is the first year that the junior residents in dormitories have not been required to take training.

¹⁴⁸Ibid.

We have been granted a student assistant for 1922-23 and we are asking for a regular instructor for 1923-24. We also need a swimming pool.¹⁴⁹

Summer school sessions were well advertised during the Martindale regime. Brief descriptions appeared advertising the University of North Dakota summer school.

The climate of North Dakota makes the location of the State University an ideal place for the holding of a summer session. The campus is then at its best, the days and nights are cool, and the entire equipment of buildings, apparatus, and libraries is at the service of the students.

An electric car line furnishes transportation to and from the city; and there are at the University a post-office, a book store, a railroad ticket and express office, gymnasium and tennis courts. Students have free use of the library.¹⁵⁰

Miss Martindale accepted the position of Acting Dean of Women during the summer of 1918-1919. She also instructed courses in "Principles of Physical Training," "Folk Dances," and "Games for the Playground and Gymnasium."¹⁵¹

Marion Gray acted as Nell Martindale's assistant in 1920 and 1921. She introduced and taught an advanced tennis course in the same year. The 1921 summer session was taught by Miss Gray.¹⁵²

Irene Tihen was hired as an instructor¹⁵³ in 1922. She helped with the May Fetes and taught classes during the year. She was also responsible for courses taught during the summer. The physical

¹⁴⁹Thomas F. Kane, University of North Dakota Seventeenth Biennial Report, A Report to the Board of Administration, June 30, 1922, (Bismarck: 1922), p. 133.

¹⁵⁰Ibid., p. 276.

¹⁵¹Ibid., p. 281.

¹⁵²University of North Dakota Catalog, 1920-1921, p. 282.

¹⁵³E. F. Chandler, op. cit., p. 489.

education instruction offered in 1921-1922 centered around the study of muscles, physical examinations, marching tactics, light and heavy apparatus, principles of coaching, dancing, and festivals and pageantry.¹⁵⁴

Nell Martindale was made an Associate Professor in 1922. This was the same year in which two-year certificates were no longer issued.

What has heretofore been known as the Teacher's Certificate and the two-year special certificate in art, commercial work, manual arts, music, and physical education will not be given by the School of Education after the close of the summer session of 1923 (August 3). After that date the only curricula in the School of Education will be those four years leading to the baccalaureate degree.¹⁵⁵

"The Women's Physical Education Department placed approximately twenty-four teachers in physical education throughout the state within the last two years," said Miss Martindale in a report to President Kane.

There has been a greater demand on the department for play day programs and May Fetes, not only from these teachers but from others teaching physical education.

In physical examinations the pedograph for determining physical deformities of the feet, was added in the fall of 1923. Greater stress for the correction of these deformities was put in the corrective classes.

There is a great demand for a Women's Athletic Field. With the introduction of a hockey field which is planned for the fall of 1924, it will be absolutely essential to have a field of some sort.¹⁵⁶

Gradually the number of teachers and assistants were increased in the Physical Education Department. Records showed four women teaching in 1924 and five teaching in 1925. There was also a large turnover

¹⁵⁴University of North Dakota Catalog, 1920-1921, pp. 165-167.

¹⁵⁵University of North Dakota Catalog, 1922-1923, p. 227.

¹⁵⁶Nell M. Martindale, University of North Dakota Eighteenth Biennial Report, A Report to President Thomas Kane, June 30, 1924, (Bismarck: 1924), p. 129.

of teachers during this time. Miss Martindale acted as the director. She had Miss Mary Nestor Moore as an instructor from 1923 until 1925. Misses Doris Lond and Dorothy McNeil were 1923 student assistants. Another instructor, Margaret Tool, was added in 1924.¹⁵⁷ 1924 student assistants were Ruth Hancock and Marion McMillan. Martindale took a leave of absence in 1924-1925. Mary Nestor Moore was acting director for that year.

Three new physical education courses were introduced in 1924. "Track and Field" events were taught in class. The events included: sprints, hurdles, jumps, relays and throws. "Riflery," the second new course, contained preliminary exercises, position, trigger and squeeze exercises, range practice, and match firing. Both track and riflery had been done on an intramural and extramural basis at the University for a number of years. The third class to be introduced was "Special Methods in Physical Education for Women." This course consisted of a consideration of the theory and practice of the teaching of physical education in elementary and secondary schools. The fundamentals of physical education, kinesiology, anthropometry, Swedish and German gymnastics, light and heavy apparatus, marching tactics, and folk dancing were included in the course.¹⁵⁸

Margaret Tool taught women's physical education at the 1925 summer session. She stayed on at the University until she resigned February 6, 1926. Mary Nestor Moore resigned January 1, 1926. A new instructor was employed to assist Martindale in 1925. Her name was

¹⁵⁷University of North Dakota Catalog, 1924-1925, pp. 24-25.

¹⁵⁸Ibid., pp. 90-91.

Helen Wheeler. She stayed until 1927. Ragna Peterson became a student assistant in 1925. She taught the women's physical education summer course for 1925-1926.

It appeared that not all the teachers of girls' physical education were women. Riflery was instructed by Captain Fowle of the R.O.T.C. Department. The class was held in the Armory.¹⁵⁹

The Martindale era ended in 1927. Helen Wheeler resigned at the same time. However, Ragna Peterson remained. Miss Martindale wrote an acknowledgment in the Dacotah Annual yearbook before she left the University of North Dakota. She said:

During my residence here, I have never seen such splendid Varsity spirit displayed by a group of girls, as has been shown by the co-eds of the University of North Dakota in athletic activities.

The girls have participated in all sports activities. Basketball, baseball, track, volleyball and tennis have, each in turn, made the old gymnasium vibrate with cheers and happy laughter. Like a panoramic procession of pageantry, they have come and gone. Another year has passed.

To my assistants in the department, without whose aid I never could have succeeded in accomplishing all that has to be done, I extend my sincere thanks.

And in parting, I wish to give a prophecy of hope for the future to the girls of the University of North Dakota. You have accomplished much in the past. You are doing many fine deeds today. And may you continue.

To serve, tho what you do be unrepaid,
To face tomorrow, trustful, unafraid.¹⁶⁰

Clark Era

Miss Della Marie Clark took over as head of the women's physical education department when Nell Martindale resigned. She joined the

¹⁵⁹University of North Dakota Catalog, 1925-1926, p. 201.

¹⁶⁰Dacotah Annual, 1925, p. 128.

University staff in 1927 as an associate professor. The physical education curriculum was vastly expanded under her direction. She directed the department until 1943.

The year 1927 marked the first construction of the Memorial Stadium. The University had not had a good track up until this time. Records revealed there had been two other tracks but both of them were only temporary. The Education Record contained an article on the proposed Memorial Stadium:

The Alumni Association of the University of North Dakota, under what is known as Flickertail Club, has decided to launch a movement and a drive among its membership and among all other friends of the University toward the erection of an athletic stadium as a memorial to the services of its members in the late war. Their objective would be securing, during the coming few years, \$500,000 for this purpose. Most of the alumni have a feeling of gratitude and of obligation to do something for their Alma Mater, and many of them are now, coming into good circumstances financially.

The movement is entirely voluntary on their part, the initial urge coming from their own membership under this feeling of love and obligation.

A stadium which will represent physical education in all its phases, was thought, as it was in Minnesota to be a proper and indeed ideal Memorial. It is one that will appeal to the voluntary free offerings of students, alumni, and friends of the University in general. The state through its Legislature feels in duty bound to furnish academic facilities and conveniences in the way of instruction, buildings; but few states, if any, have ever thought it wise to erect stadia from money collected by taxation. Consequently, such a stadium will be a free-will offering to the people of the state and to the State University.

At a recent Convocation at the University on November 12, President Thomas F. Kane, Professor Paul J. Davis of the Department of Physical Education for men, and Mr. Paul Samuelson of the class of 1923 presented the project to a full house.¹⁶¹

The project of raising one-half million dollars was inaugurated in 1926 by the Alumni and friends of the University. Their plan was to

¹⁶¹Education Record, op. cit., pp. 3-4.

develop a field suitable for football and field events, with a track encompassing the field area. A stadium was to be erected that would serve as a gymnasium. Twenty-six acres of land was purchased and half of the stadium was constructed through means of pledges. This portion was constructed in the summer of 1927. It was dedicated to the alumni and former students of the University who had made the supreme sacrifice for their country in the First World War. Accounts stated that:

The stadium is a strictly fireproof structure having a seating capacity of 6,000 in one stand, the space under which is used for locker rooms, dressing rooms for home and visiting teams, and various practice and public rooms.¹⁶²

Memorial Stadium was completely finished in 1928. It was in use a few hours after completion.

North Dakota has its Stadium. Working against time, contractors rushed the Memorial job to completion only hours before 7,000 spectators jammed its portals last October 8th for the impressive dedication ceremonies.

In its first season the Stadium handled 20,500 fans for home games. Its "vision line" seats, striking beauty, and modern improvements, found on its football field and training quarters, were other features of the Stadium which appealed to the average layman.

All subscribers did well in their payments during 1927-28, although some students fell by the wayside. A "pay up" campaign which netted \$3,159.00 on the campus in April brightened student interest, and led belief that many who are now delinquent will meet their obligations to the fund during this summer.

The stadium is built. Now, all subscribers must buckle in and pay for it.¹⁶³

Memorial Stadium was truly a public, student and University project. Its completion afford the young men and women at the University of North Dakota a very fine facility with which to work. The

¹⁶²University of North Dakota Catalog, 1927-1928, p. 40.

¹⁶³Dacotah Annual, 1929, p. 185.

girls established several school track and field records on the new track. They also participated in telegraphic track meets.

Della Marie kept up the tradition of teaching summer school classes. She taught summer classes until 1931. The 1928 summer session included: "Special Methods in Physical Education for Women," "Folk Dances," "Games for the Playground and Gymnasium" and "Tennis." Miss Clark taught them all.¹⁶⁴

The staff in the fall of 1928 was once again small. Miss Peterson married and became Ragna Peterson Toren. She was the only instructor. Barbara Register helped out as a student assistant.

One new physical education course was offered in 1929. It was a course in "Personal Health." Dr. Robbins taught the lecture class. The course was required of all freshmen girls. Its aim was to give a better knowledge of the body, preventives of ill health and sex hygiene.¹⁶⁵

The fall of 1929 saw the addition of one staff member and the loss of another. Mary Tree Watson was secured as an instructor and Ragna Peterson Toren resigned.¹⁶⁶ The year 1929-1930 marked an historical occasion for the Women's Physical Education department. The first major in physical education was offered.¹⁶⁷ Several new courses were offered to round out the major.

¹⁶⁴University of North Dakota Catalog, 1927-1928, pp. 334-33 .

¹⁶⁵University of North Dakota Catalog, 1928-1929, p. 174.

¹⁶⁶University of North Dakota Catalog, 1929-1930, p. 26.

¹⁶⁷Ibid.

"Music in Relation to the Dance" stressed a study of musical form in its relation to the dance. Original dance construction, the development of the pageant, and festival and ballet were other facets of the course. A scientific study of bodily movement entitled, "Applied Anatomy and Kinesiology" was begun. It was primarily involved with the principal types of muscular exercise, reactions of muscular exercise on the body, and special types of remedial skeletal defects. A class was offered in "Anthropometry and Physical Diagnosis" for the first time. It dealt with the measurement of the human body in its relation to persons of various age, race, tribe and occupation. Physical examinations were given during class and diagnoses were made. One last class was introduced at this time. It was entitled "History of Physical Education."¹⁶⁸

This course is to give those majoring and minoring in physical education an understanding of the history of the theory, and of the literature of the subject, as well as the history of the practice. It is open only to those majoring and minoring in physical education.¹⁶⁹

Physical education at this time was divided into a junior division and a senior division. Junior division courses were for freshmen and sophomores. Senior division classes were for juniors and seniors.

Two student assistants were added to the department in 1930. They were Evelyn Erickson and Edna Tetuska. They helped Clark and Watson with the production of the Enchanted Princess. The Enchanted Princess was a three act pantomime ballet. It was staged at the Metropolitan Theatre May 15th through the 17th, 1930. Mary Watson

¹⁶⁸Ibid.

¹⁶⁹Ibid.

instructed the dancing.¹⁷⁰ The production was described in the 1932

Dacotah Annual:

The Enchanted Princess, a Russian Ballet, was presented by the physical education department last year under the direction of Mary Tree Watson, dancing instructor, and Della Marie Clark, head of the department. The production which included a cast of over 100 persons replaced the once traditional May Fete at the University.

The Enchanted Princess is a lovely story and is worked out entirely in pantomime. The greater part of the story takes place in the Russian court where the princess observes her birthday. A witch arrives amid the festivities and tells of the curse laid upon the princess at the time of her birth. The princess, while doing some spinning, pricks herself and falls into a deep sleep. The final act reveals the princess lying asleep on the Island of Love surrounded by nymphs of the island. Here the prince finds her and awakens her.

Several special dances were given by students in the physical education department. Among these were the Blue Danube, an interpretive dance given by 12 girls dressed in blue and green chiffon representing the waves of the ocean; Grotesque, a futuristic dance; and some clog and tap dances.¹⁷¹

An addition of one student assistant was made in 1931-1932.

Her name was Thelma Rudser. Erickson and Tetuska graduated.¹⁷²

Golf was added at this time because a 9-hole golf course had been constructed. It was completed in time for the 1932 summer session.

A 9-hole golf course, located east of the university campus will be completed and ready for play during the summer session. Two courses will be offered, one for the women and one for the men. The instruction will take place at the University golf links under the tutorship of Walt Arneson, Grand Forks golf professional. The early part of the course will consist chiefly of exhibition shots and theory; the latter part will be devoted to the application of the theory. The method of

¹⁷⁰"The Enchanted Princess," Program prepared by the Women's Physical Education Department, (University of North Dakota, Grand Forks, North Dakota, May 15, 1930). (Mimeographed.)

¹⁷¹Dacotah Annual, 1933, p. 327.

¹⁷²Bulletin of the University of North Dakota Catalog, 1931-1932, p. 31.

instruction will be similar to that employed by Robert T. Jones. A nominal fee of \$3.00 will be charged.¹⁷³

No regular summer school courses were offered during 1932 for women in physical education.¹⁷⁴

Team sports had always been quite popular with the girls. However, for many years they were not mentioned in print except in connection with intramurals and extramurals. Field hockey was a relatively new game for the University girls in 1929, because they had lacked a playing field. The first hockey was played in the fall of 1927. An account and description of the game was recorded in the 1929 Dacotah Annual.

Hockey is a game of ancient origin, but modern hockey dates from the organization of the "Men's Hockey Association" in England in 1875. Hockey seemed to be destined to be the pioneer game for women and from the days of the full skirt and flannel shirtwaist of the first enthusiasts to the bloomers and the middies of these modern times, its popularity has continued to increase.

The fame of English field hockey had from time to time been wafted over the Atlantic to American women, but it was not until 1901 that the game was definitely started over here. That autumn the colleges of Bryn Mawr, Radcliffe, Wellesley, and Vassar, all started permanent hockey clubs.

Hockey was under the supervision of Miss Helen Wheeler, when it was first introduced. It quickly developed into one of the University of North Dakota's major sports. Although North Dakota fall rains and resulting mud have considerably shortened the season, the organization of a class in spring hockey has shown the game to be one in which an increasing interest is being taken.¹⁷⁵

Hockey is the initial sport of the fall season at North Dakota. Late last September, 1927, the familiar cry of "ground sticks" could be heard on the bully-off as the teams were warming into action.¹⁷⁶

¹⁷³Ibid., p. 331.

¹⁷⁴Ibid., p. 364.

¹⁷⁵Dacotah Annual, 1929, p. 222.

¹⁷⁶Dacotah Annual, 1928, p. 243.

Spring, saw the girls playing baseball. They played it on the field across the coulee.

When spring comes around it is no unusual sight to see a group of bloomer clad girls running across the coulee to the field for a good practice at swatting the pellet. Last Spring great interest was shown in the All American sport.¹⁷⁷

Track, tennis and volleyball were other sport classes taught during this time. The girls used the new stadium track for class sessions. Tennis was gaining popularity rapidly. All girls enrolled in tennis classes had to enter a tennis tournament that was held each spring. Every year the number entering the tournament increased. Volleyball had been one of the leading sports for girls for several years. It was particularly stressed on the intramural level.

Volleyball, probably the oldest of co-ed sports at the University of North Dakota, has always a number of interested participants. Class teams are coached by faculty men interested in the sport; and although basketball is taking a more prominent place, yet volleyball stands as one of the more popular games. It is one in which more can participate, since it calls for no strenuous exertion on the part of players. There are eleven members on a team so 44 girls are placed on first teams with as many for substitutes.¹⁷⁸

The Women's Physical Education department tried to carry out a program that would meet the needs of all the students. This meant they were receptive to new sports. In 1926, soccer and fencing were introduced to the girls' program.¹⁷⁹ Both sports were new to the University of North Dakota coeds.

Della Marie Clark's report to President Thomas F. Kane, in 1930, stated the aim of the women's physical education department. She stated:

¹⁷⁷Dacotah Annual, 1929, p. 222.

¹⁷⁸Ibid., p. 224.

¹⁷⁹Dacotah Annual, 1928, p. 238.

The aim of the department is 6-fold: (1) health, (2) develop strong muscles, and strong well-poised bodies; (3) to develop heart, lungs, stomach, and liver to help them function properly; (4) to develop good neuromuscular control; (5) to set standards of living, establish ideals, make every girl a finer, bigger, broader woman and not put a few on pedestals and worship them because of records in this and that sport or event; (6) to teach a wise use of leisure time, and to give them means for using it more by providing a suitable sport for every woman student.¹⁸⁰

Miss Clark initiated co-educational classes in "Folk Dance."

This became the first rhythmical activity requirement for men majors in 1933. "Applied Anatomy and Physiology" was the only other co-educational physical education class. It was taught by Clark.¹⁸¹

Reports or records on the women's physical education department were scarce from the years 1930 until 1945. The writer found a great deal had been written on organizations and clubs within the department, but little about the curriculum or the women who taught there.

Della Marie Clark had Mary Tree Watson as an instructor on her staff until 1936. The fall of 1934 saw two new student assistants added. They were Marcelle Carter and Mary Cave. Thelma Rudser continued on as student assistant until 1935, as did Marcelle Carter.¹⁸²

Mary Cave became an instructor in the department in 1936. She stayed on until 1944, with 2 years off between 1938 and 1941. She had a great influence upon the dance program. Milada Vavrina

¹⁸⁰Della Marie Clark, North Dakota University Report, A Report to President Thomas F. Kane, June 30, 1930. (Bismarck: Twenty-first Biennial Report, 1930), p. 163.

¹⁸¹Mary F. Cave, Chairman of Women's Physical Education Department, San Diego State College, response from questionnaire, April 3, 1968.

¹⁸²Bulletin of the University of North Dakota Catalog, 1935-1936, p. 27.

joined the staff in 1935. She introduced badminton into the women's physical education classes. "Badminton, an English game, becoming popular in this country, has been introduced to the women's physical education classes by Miss Milada Vavrina."¹⁸³ She stayed until the fall of 1937. The sports concentrated on by these teachers included soccer, basketball, volleyball and baseball. Archery and golf were taught as senior division courses.¹⁸⁴

The year 1936 marked the construction of a new building on campus. This was the winter sports building. Records described the building as:

Measuring 132 feet by 300 feet for hockey and general skating. The warming room section measures 23 feet by 132 feet. This building adds materially to the recreation and enjoyment of the entire student body in the winter months when there are few outdoor sports in which they can participate. It is also used for early spring track work and for football practice in inclement weather.¹⁸⁵

With the erection of the new ice arena, skating was included among the sports taught by the physical education department. However, it did not occur immediately because the department lacked a capable instructor.

Two new courses were added to the curriculum in 1938-1939. The first course entitled "Fundamentals and Practice in Rhythms" was involved with dance and rhythm at the elementary school level.

¹⁸³Dakota Student, December 1, 1935.

¹⁸⁴Bulletin of the University of North Dakota Catalog, 1936-1937, pp. 128-129.

¹⁸⁵Bulletin of the University of North Dakota Catalog, 1944-1945, p. 31.

"Physical Education Tests and Measurements" was the title of the second course.¹⁸⁶

Along with the two new courses in 1938 came two new instructors. They were Phyllis Jack and Maxine Munt. Jack came in 1937. The staff remained the same in 1939-1940.¹⁸⁷

Again, 1941, showed some marked changes. "Principles and Administration of Physical Education" was a theory course offered for the first time. Two instructors resigned and one signed during this year. Both Phyllis Jack and Maxine Munt terminated their contracts, while Rachel Schoenig signed a University of North Dakota contract.

Mary Cave took a leave of absence in 1943 to join the military service. She joined the Waves. Her leave of absence continued through 1944. She never did come back to the University. Della Marie Clark's reign ended in 1943 and she was replaced for one year by Rosemary Royce.¹⁸⁸

Correspondence from Della Marie (Clark) Cone revealed that she organized the first physical education major for men.

When I first went to North Dakota there was only a minor for women in physical education. I organized a major, a few years later. Still later, a group of faculty men came to my office and asked me to organize a Physical Education Major for men. This I did and on February 18, 1938 the Administrative Committee approved our new outline for a major in physical education for men. They also appointed me as faculty advisor

¹⁸⁶Bulletin of the University of North Dakota Catalog, 1938-1939, p. 134.

¹⁸⁷Ibid.

¹⁸⁸Bulletin of the University of North Dakota Catalog, 1943-1944, p. 20.

to the men physical education majors. One of my seniors was later put in charge of the men.¹⁸⁹

Rosemary Royce was chairman of the Women's Physical Education department at the University for the year, 1943-1944. An instructor, Alice Carter, assisted her for the one year. When these two instructors resigned a complete new slate of teachers were hired.

Heading the slate was Grace Osborne Rhonemus. Mrs. Rhonemus was chairman of the department until 1955. Hired along with Mrs. Rhonemus were instructors Josephine Hjalmaison and Judith Johnson. Hjalmaison stayed until 1945 and Johnson remained until 1947.

Mrs. Rhonemus attended the University of North Dakota as an undergraduate student and as a graduate student. She was then Grace Osborne. A freshman in 1923-1924, Grace Osborne excelled in all sports but appeared to be most noted for her feats in track and field.

The writer found several accounts written of "Osborne's basketball talents."

Four forwards, Hazel Jack, Josephine Hanson, Ethel Kenyan and Osborne are about equal in ability. Kenyan and Osborne are the fastest forwards on the floor but at times they go to pieces.¹⁹⁰

The interclass final basketball game of 1924 saw the junior team defeat the freshman team by a score of 13 to 9. Grace Osborne played on the freshman team and scored all the field goals for her squad. "Osborne who played right forward on the freshman team played a spectacular game. She tossed through 4 field goals, all that was made by the

¹⁸⁹Della Marie (Clark) Cone, Retired, Sacramento, California, response to questionnaire, April 16, 1968.

¹⁹⁰Dakota Student, December 20, 1923.

first year quint."¹⁹¹ During the 1924 basketball season she was named to the second all-star team. "Grace Osborne, a freshman, was almost a first string man. Her ability to shoot several goals in rapid succession was phenomenal."¹⁹²

Grace Osborne's talents did not stop with basketball. She was a strong volleyball contender as well. She was picked on the all-varsity number one volleyball team in 1924. "Osborne played well, has a swift return, and was easily the best server in the freshman class."¹⁹³ She was class volleyball captain in 1924 as well.

The freshmen, led by Grace Osborne, show some fine material in regular practice. The freshmen have two girls who are good in returns, Grace Osborne and Viola Strimax.¹⁹⁴

Osborne's name appeared regularly as being a part of the foundation for the interclass baseball team.

Miss Osborne is an all-round baseball player. Her leadership shows up in all sports. She was recently elected as baseball manager. The officers were installed by the retiring president.¹⁹⁵

Even though Grace Osborne was a skilled competitor in basketball, volleyball and baseball her real talent lay in her track and field ability. The Grand Forks Herald carried an account of her first track championship at the University of North Dakota. It read:

¹⁹¹Grand Forks Herald, January 27, 1924.

¹⁹²Dakota Student, February 7, 1924.

¹⁹³Ibid., April 1, 1924.

¹⁹⁴Ibid., March 15, 1924.

¹⁹⁵Ibid., April 26, 1924.

Grace Osborne of Emerado, North Dakota, won the women's individual track championship of the University of North Dakota with a total of 24.5 points yesterday afternoon when the co-eds of the Flickertail school took part in the National telegraphic tournament on University Field. Miss Osborne is a freshman and is expected to develop into one of the star athletes in the middle west before she finishes school. In piling up her 24.5 points she captured four firsts, a tie for second place and a third. She won the 50 and 100 yd. dashes, the 60 yd. hurdles, and the running broad jump, tied for second in the standing high jump and won third in the basketball throw.¹⁹⁶

Regulation track suits were worn for the first time during this year. The gymnasium was used as a practice track. Records showed that the girls began practice early.

Jonnie McMaster and Grace Osborne are tied for the girls high jump record. Osborne leads in the broad jump. The gymnasium is being used as a track field every day now as the girls practice for spring track.¹⁹⁷

A newspaper article on the University Women's Track Meet stated that several national marks were threatened.

At least two university records will be bettered. Grace Osborne has bettered the running broad jump mark several times, while a fifth of a second has been clipped off the 50 yard dash by Miss Osborne.¹⁹⁸

The 1924 track meet shattered all former university marks and tied one college national meet record.

Miss Jonnie McMaster tied the intercollegiate and American record in the standing high jump, the record being 3 feet 8 inches. Miss Grace Osborne was the individual winner of the meet and gave one of the most brilliant field exhibits ever seen on the local track field.¹⁹⁹

¹⁹⁶Grand Forks Herald, May 4, 1924.

¹⁹⁷Dakota Student, March 17, 1924.

¹⁹⁸Grand Forks Herald, May 3, 1924.

¹⁹⁹Dakota Student, May 6, 1924.

Osborne was picked as the most athletic girl in track and field at an election held in the women's gymnasium in 1925. She was voted the most representative track girl on campus. She won awards in other sports too.

Osborne, the sophomore honored on the all-star volleyball team, is another exception when it comes to being both a good basketball and a good volleyball player. This player is outstanding in all co-ed sports and she is naturally expected to make good in all of them. Miss Osborne plays exceptionally well most of the time, but at times she is caught by the "jinx" and her work is not so good. When she is going speedy, her serve in volleyball is almost unreturnable, and her return is good.²⁰⁰

A Membership Board of Control ran the girls' athletics at the University during the period around 1925. Each sport had a manager. The managers made up the Board of Control and the Board was responsible to the Women's Athletic Association. Grace Osborne acted as control board member for softball.²⁰¹

Girls' track dominated the sports season during the spring of 1925, and Osborne was again the individual meet winner. "She tied the 50 yard dash, established a record of 29 and 2/5 seconds in the 220 yard dash and bettered the former record in the 60 yard hurdles."²⁰² Grace Osborne discontinued her schooling at the University of North Dakota in 1925. She went to Mayville until 1926 and finished her degree there. While she was at Mayville she helped teach a class and got her standard teaching certificate. The course she helped teach was entitled "Plays and Games."

²⁰⁰Dakota Student, April 3, 1925.

²⁰¹Ibid., April 4, 1925.

²⁰²Ibid., May 12, 1925.

Grace Osborne went back to school in the summers of 1936 and 1937 to do graduate work. She did her work at the University of Wisconsin. She completed her Master's degree at the University of North Dakota in 1947. Her teaching career at the University began in 1944, after she received the chairmanship from Rosemary Royce, who held it for a single year. Grace Osborne Rhonemus was chairman of the Women's Physical Education department until 1955.²⁰³



Grace Osborne Rhonemus

²⁰³Interview with Grace O. Rhonemus, Associate Professor of Physical Education, June 26, 1968.

Rhonemus Era

A new physical education schedule for major students and for service class students was drawn up by Mrs. Rhonemus. The schedule stated that physical education was required of all first and second year women students in all colleges. One hour of credit was earned each semester. Freshmen women enrolled in physical education 101 and 102 first and second semesters. Sophomore women enrolled in 201 and 202 first and second semesters.

Students were permitted to select one activity from three groups of sports, provided they selected one of each group each semester. The first group included the team sports of basketball, volleyball, soccer, speedball and softball. The second group consisted of modern dance, folk dance, square dance, or rhythmic fundamentals. Special conditioning exercises for physical fitness were a part of every class period.

Girls majoring in physical education took a "Physical Education Techniques" class. It was a general orientation course, stressing posture, gymnastics, personal health, physical fitness and recreational games. Another "Physical Education Techniques" class was offered during the sophomore year. It involved folk, square and social dancing, stunts, tumbling and tennis.²⁰⁴

Mrs. Rhonemus, who was made an associate professor in 1947, had two additions to her staff in 1946. Eunice Way was hired as an

²⁰⁴Bulletin of the University of North Dakota Catalog, 1944-1945, pp. 141-142.

instructor and Judy Graham took over from Judith Johnson. Way was a sports instructor and Graham was a dance specialist.²⁰⁵



Eunice Way

A course called "Camping and Outing Activities" was added to the curriculum at this time. It dwelt on problems of health and safety, nutrition, shelters, and equipment needed for a large camp to carry on a program. Students were taught how to be responsible counselors and how to be responsible for a small group.²⁰⁶

The first correspondence courses in physical education were offered this year. The three Mrs. Rhonemus offered were, "Playgrounds," "Principles and Administration of Physical Education," and "History of Physical Education." She instructed all three classes.²⁰⁷

²⁰⁵Bulletin of the University of North Dakota Catalog, 1947-1948, p. 16.

²⁰⁶Ibid., p. 228.

²⁰⁷Ibid., p. 303.

Physical examinations were still required of women to partake in activity classes. All students enrolling for the first time were required to take physical examinations given by the University Health Service. The examination included:

A family and personal medical history, a general physical examination, and routine and special laboratory procedures as may be deemed necessary; appointments for the examinations are made at the time of registration. The results of the examinations are used in advising students as to their scholastic work and living programs, and in determining physical training.²⁰⁸

Ample evidence existed to show that Grace Rhonemus was active in physical education at all levels and not only the college level. She belonged to the North Dakota Health, Physical Education and Recreation Association. She helped to sponsor many programs in connection with this organization. A Co-Recreation day was sponsored for boys and girls from the Grand Forks schools on October 16, 1947. It was held in the Central High School Gymnasium. The display consisted of demonstrations from first through to twelfth graders. The University modern dance club and the University co-recreation group both performed. The modern dance demonstration was in charge of Miss Graham. Mr. Marti²⁰⁹ and Mrs. Rhonemus directed the co-recreation demonstration.²¹⁰

²⁰⁸Ibid., p. 39.

²⁰⁹Mr. Marti was Assistant Professor of Physical Education, and Acting Director of Physical Education at this time.

²¹⁰"Program of Co-Recreation, Prepared by M. L. Marti and Mrs. G. Rhonemus," (Department of Women's Physical Education, University of North Dakota, October, 1947). (Mimeographed.)

Maldean E. McLaughlin, an assistant professor, was added to the staff in the fall of 1946. She remained for one year. She helped to advise girl's athletics and instructed some of the new courses that were introduced.

Beginning and advanced swimming were both new courses in 1947. The beginning class included adjustment to water, floats, crawl and back strokes. Some elementary diving was taught. The class was primarily for non-swimmers. The advanced course devoted time to perfecting the elementary strokes and covered the side, and breast strokes, the back crawl, closed course turns and diving. It was taught at the Y.M.C.A. pool in downtown Grand Forks.

The fundamental skills of skating were introduced in a beginning skating class. The skills involved starting, stopping, skating forward and skating backward. According to records, this was the first time skating had been taught as a class as well as indoors.²¹¹

Eunice Way and Judy Graham left in 1948. Three new teachers were hired. Lee M. Abbott was hired as assistant professor, and Margaret H. Thorleifson and Mary Lou Keener were hired as instructors.²¹² Lee Abbott and Margaret Thorleifson both took part in the 1947-1948 Teacher's Convention. Miss Abbott directed the rope skipping session and the basketball session in the women's physical education section of the convention. The rope skipping session was devised for schools with limited activity. She used the University

²¹¹Bulletin of the University of North Dakota Catalog, 1948-1949, p. 186.

²¹²Bulletin of the University of North Dakota Catalog, 1949-1950, p. 164.

of North Dakota physical education majors to help her conduct the basketball clinic.

Marge Thorleifson presented a folk dance demonstration. The selections included "Waves of Tory," "Kola" and "Judeo."²¹³



Margaret (Thorleifson) Penn

Several new courses found their way into the curriculum in 1947-1948. "Intermediate Swimming" was offered for the first time, and "Bowling" became a subject. "Adaptive Activities" was introduced. It stressed individual handicaps and what activities of a physical nature might be adapted to these handicaps.

Mention was first made of the poor condition of the women's gymnasium in 1948. It was by then forty-one years old. The faculty realized it was too small to meet the needs of the students. Perhaps, it was thought by writing some poems about its poor condition some action would be taken toward building a more adequate women's gymnasium:

²¹³"North Dakota Teacher's Convention 1947," (in the files of the North Dakota Room, Chester Fritz Library, University of North Dakota).

Girls are prancing
 to and fro
 wondering where the ball did go.
 Floors are squeaking,
 roof is leaking----
 melting winter snow.
 Space is lacking
 in the basement. Dust
 is cracking
 through the casement.
 Oh, it's really not that
 bad.----
 Think of all the fun you've had.

The Women's Gym, if you please. It's okay, if you like that type. But the equipment would keep longer if there was a good place to store it. And, the girls wouldn't object to more space in the dressing rooms. Oh, it will last until the new one gets built. That will be the day.²¹⁵

The pleas for a new gym fell upon deaf ears. Twenty years later, in 1968, the women are still struggling with their inadequate facility.

One of the highlights of 1948 was the appearance of Gertrude Lippincott, a modern dancer. She gave a program of modern dances at the Central High School Auditorium. She was sponsored by the University Department of Women's Physical Education.²¹⁶

The organization of the Red River Valley Rating Board was another accomplishment of 1948. The rating board rated basketball and volleyball officials.²¹⁷ This organization was non-existent in 1968 and girls had to travel to Fargo to secure a rating.

²¹⁵Dacotah Annual, 1949, p. 7.

²¹⁶"Gertrude Lippincott, Modern Dancer," (in the files of the North Dakota Room, Chester Fritz Library, University of North Dakota).

²¹⁷Lee M. Abbott, Associate Professor of Physical Education, State University College, Oneonta, N. Y., response from questionnaire, April 15, 1968.

A statement appeared on the construction of a Fieldhouse. "The 1947 Legislature appropriated funds for a new gymnasium. It is anticipated that construction will begin in the summer of 1949."²¹⁸ A further statement occurred in 1949. "The gymnasium is scheduled for completion not later than July 1, 1951. This building will house the Men's Physical Education Department and sports events."²¹⁹

There were no staff changes in 1949 or 1950. However, there were some additions to the curriculum. "Applied Anatomy" was added to the course of study. It dealt with the anatomy of skeletal and muscular systems. "Kinesiology," too, became a requirement. It involved the principles of body mechanics, and the principles of underlying techniques on muscle action in skills.²²⁰ In 1950, "First Aid," and "Graded Rhythmic Activities" were introduced. The First Aid taught was the American Red Cross Standard Course. An American Red Cross Standard Certificate was given on completion of work and the passing of the Red Cross test. Graded rhythmic activities was a course designed for elementary school physical education supervisors. It was aimed at those desirous of gaining an understanding of basic rhythmic materials. Emphasis was placed on methods and materials, both traditional and creative, for grades one through six. Other experiences centered around discussion and practice.²²¹

²¹⁸Bulletin of the University of North Dakota Catalog, 1949-1950, p. 186.

²¹⁹Bulletin of the University of North Dakota Catalog, 1950-1951, p. 43.

²²⁰Ibid., p. 166.

²²¹Bulletin of the University of North Dakota Catalog, 1951-1952, pp. 140-141.

Mrs. Rhonemus was, by this time, in her sixth year as chairman of Women's Physical Education. The Dacotah Annual described Grace Rhonemus as, "knowing all women's sports . . . a good square dance caller . . . writes light poetry, chords by ear on the piano . . . came in '44."²²² Mrs. Rhonemus had two new instructors in 1951 to replace Abbott and Keener. They were Barbara Flebbe and Ada Letitia Loveless.²²³ Margaret Thorleifson remained.



Mrs. Rhonemus' Square Dance Class

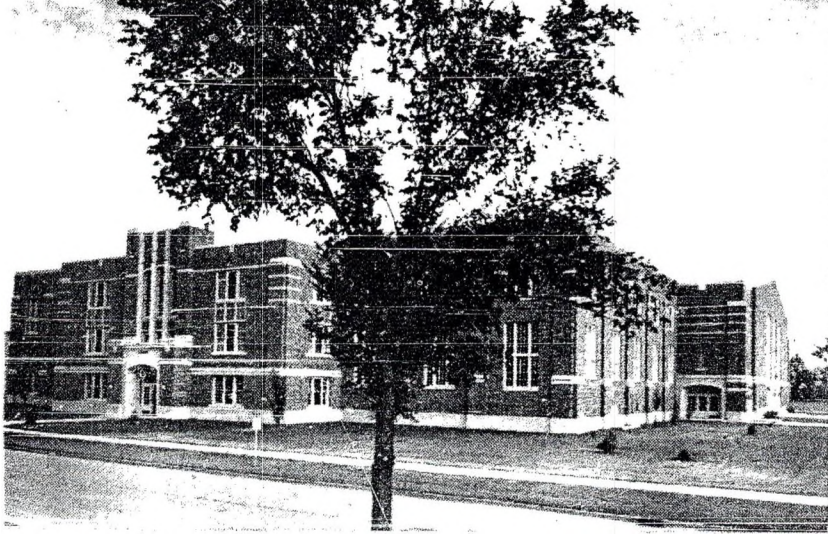
This was the year the men's gymnasium or the fieldhouse was completed. Before its completion it had been described as:

Another big improvement for U.N.D. This is our new \$875,000.00 fieldhouse gymnasium, seating 7,500. When completed it will boast among other things a portable basketball court, a one-twelfth mile running track, two gymnasiums, boxing, projection, game and classrooms, and a dance studio.

²²²Dacotah Annual, 1950, p. 35.

²²³Bulletin of the University of North Dakota Catalog, 1952-1953, p. 144.

The arena part will have a dirt floor to accommodate indoor football, track events, baseball, softball and golf practice.²²⁴



Fieldhouse

The fieldhouse was a long time coming, but in November, 1951, it was finally ready. The size of the brick and steel structure was 240 feet by 280 feet. The fieldhouse measured 240 by 160 feet.

The maple wood basketball court is 119 feet by 62 feet. The official playing surface is 86 feet by 50 feet. Filled to capacity the fieldhouse can seat 9,000 people. There are 3700 permanent seats in the balcony and 4,000 regular seats on the main floor. Specially constructed bleacher stands can increase the attendance to 9,000. Spectators are treated to an unobstructed view from any seat in the building as a result of modern planning which has eliminated all column supports.

Under the permanent balcony seats is found a huge concession bar, together with men's washroom, ladies' powder rooms, and a check room.

The gymnasium part of the building holds eight dressing rooms. Five are regular team rooms, one is a woman's room, another is the faculty room. There are four separate shower rooms and thirty-five shower heads.

²²⁴Dacotan Annual, 1951, p. 15.

The new gymnasium also includes a 1/12 mile running track, handball and badminton courts, a huge indoor swimming pool, classroom, office space, two intramural and class gymnasiums, a dance studio and a wrestling and game room. Indirect fluorescent lighting is a feature of all the classrooms.²²⁵

The women used the dance studio, the swimming pool, the gymnasiums and the fieldhouse floor for teaching stations. Swimming, diving and lifesaving were taught at the pool. Tumbling and apparatus were taught in the gymnastics room and basketball, volleyball and badminton have been taught in the gymnasium. The fieldhouse floor has been used for track and field, golf and softball. The women taught fencing in the fieldhouse concourse and in the dance studio. Modern, social, folk, and square dance were taught in the dance studio. It was also used for slimnastics instruction.

The only new course to enter the 1951 curriculum was "Officiating." This course was a study of rules and techniques of officiating major sports. Additional laboratory hours in officiating were required. The girls usually officiated at intramural games to gain credit in laboratory hours.²²⁶

A staff change occurred in 1952. Flebbe and Loveless resigned. Joyce Shamley and Bertha Weyrauch were added as instructors. Marge Thorleifson took a leave of absence in 1952-1953 and Hazel Braithwaite became a teaching assistant.

²²⁵"Department of Athletics and Physical Education" pamphlet, (in the files of the North Dakota Room, Chester Fritz Library, University of North Dakota).

²²⁶Bulletin of the University of North Dakota Catalog, 1952-1953, p. 142.



Hazel Braithwaite

The first graduate physical education course was taught in the women's department in 1952. It was called Supervision of Physical Education in the Elementary Schools. It was geared for superintendents, principals and teachers who often had to supervise elementary, junior and/or senior high school physical education.²²⁷

There was only one staff member change in 1953. Bertha Weyrauch resigned. Marge Thorleifson was back instructing in the fall of 1953.

Concentration in the women's physical education department centered on individual and dual sports during this time. Much stress was added to the team activities during the extra-curricular tournaments.

²²⁷Bulletin of the University of North Dakota Catalog, 1951-1952, p. 141.

Highlighting the new year was the figure skating course of eight weeks under Miss Hazel Braithwaite, the expert, whose keen work was shown in March when more than one hundred freshmen and sophomore women participated in the first W.N.D. women's ice show at the Winter Sports building. More than 3,000 spectators were on hand.²²⁸

The first Ice Show was sponsored by the Women's Physical Education Department. This was the first time that figure skating had been offered in the program. The figure skaters had less than eight weeks of instruction at the time of the show. The purpose of the show was to give the public an opportunity to view the progress that could be made in such a limited amount of time. The show was directed by Hazel Braithwaite. Joyce Shamley was stage manager and Delta Psi Kappa²²⁹ produced the publicity. One of the features from the first ice show was an exhibition hockey game between the "Bottoms Up" and the "Flapper Fannies."²³⁰



Ice Review

²²⁸Dacotah Annual, 1953, p. 85.

²²⁹Delta Psi Kappa was a women's professional honorary fraternity in physical education.

²³⁰"Ice Show," (program in the files of the North Dakota Room, Chester Fritz Library, University of North Dakota).

The ice shows were held again in 1954 and 1955. Faculty personnel remained the same in 1954 except for a name change. Marge Thorleifson married and became Marge Penn.

A new piece of equipment appeared in the women's gymnasium in 1954. It was a trampoline and it resulted in a new class.

Freshmen females entering the University last fall were bounced around--literally--in the women's physical education department, all as the result of the inclusion of trampoline exercises in the required curriculum of the unit.

Trampolining is just another instance of the progress being made in the female physical education department here.

Freshmen and sophomore women spend three hours a week in physical education classes. The frosh are hustled through a curriculum including body mechanics, co-recreational dance, and skating. Sophomores are under the elective program giving them a choice of modern dance, tennis, golf and archery.²³¹

The second ice review took place in 1954. It was again sponsored by Delta Psi Kappa and directed by Hazel Braithwaite. Miss Braithwaite gave the aims of the show and described some of the skating routines. These comments appeared on the program:

In the dancing girls number you will notice that we have fellows taking part in the show. They are members of a co-recreational course now offered in skating. There were also scene shifters employed and the ice was colorfully painted for the different scenes. The scenery for the show was made possible by the generosity of Buildings and Grounds.

We do not intend to give you the idea that our show is along a professional basis in production. That is not the aim we have in mind. What we are doing here at the University is taking part of the year and devoting it to teaching skating, the fundamentals, and then introducing our students to the beginning of figure skating in its elementary form. It is a compulsory class for freshmen girls. In their sophomore year it is an elective and those interested in going further in figure skating come out of their own accord.

In the freshmen classes there were varying abilities in skating. Some had a great deal of skating, some had figure

²³¹Dacotah Annual, 1954, p. 177.

skating, and others had never been on ice before. The program is a demonstration to show just what can be accomplished in a short time, with the variety of skaters we have in our classes.

The costumes were under the capable management of Miss Joyce Shamley. Delta Psi Kappa members and physical education majors did the sewing under her direction.²³²

The last ice revue took place in 1955. It was entitled "Festival Time." Delta Psi Kappa was in charge of publicity and advertisement; painting the ice and making scenery; supervising and sewing costumes; make-up; conveners in charge of various numbers; assisting with music, and participating in the show. The lighting facilities were borrowed from the Drama Department. Mrs. Rhonemus, Mrs. Penn and Miss Shamley were all in charge of costuming.



Ice Review

Miss Braithwaite had this to say about the production:

In the three years that we have been trying to revive the interest in figure skating in Grand Forks, it is indeed interesting to watch the strides that have been made by our members. Learning various jumps and spins takes dogged persistence and hours of practice before mastery can be achieved. However,

²³²"Ice Revue 1954," (program in the files of the North Dakota Room, Chester Fritz Library, University of North Dakota).

having watched these students, we have the feeling that figure skating will be receiving wider acknowledgement and interest. Each year the enrollment has increased, and the desire to improve has grown with it. If any of you folks have watched these skaters for the past two years, I am sure that you will agree that they are improving very quickly. Consider that they can practice at the University rink only on Saturdays throughout the regular skating season, and that any additional time must be spent on park rinks or rinks of their own. It is wonderful to think that they have accomplished this much.

Our main aim in the skating classes in physical education is to enable the students to learn to skate, or if they already know how to plain skate, we like to give them a very generalized introductory course to figure skating. It is amazing to realize how many people do not know how to skate in a climate such as we have here. Since we have such long winter months, what more healthful and invigorating past time can there be than skating.²³³

The spring of 1955 saw Hazel Braithwaite, Joyce Shamley, and Marge Penn all resign. Thus, the ice shows came to an end and a new era began. The women's physical education department had been very desirous of obtaining a graduate program for women. This was made possible in the fall of 1955 when Dr. Phebe Scott joined the staff. Dr. Scott took over the chairmanship from Mrs. Rhonemus. Mrs. Rhonemus had made the recommendation that someone else be employed to become head of the department. A letter from Dean M. L. Cushman to Mrs. Rhonemus stated:

Subsequent action on your part has resulted in the recommendation and the employment of Dr. Phebe Scott. In order to enable us to secure a person with Dr. Scott's qualifications it was necessary for you to relinquish your position as head of the department, and I am using this means to state that I think this is about as magnanimous an action as I have ever seen anyone in any college or university department voluntarily assume. I certainly want to use this means to accord

²³³"Festival Time--Ice Show 1955," (program in the files of the North Dakota Room, Chester Fritz Library, University of North Dakota).

more permanently than I have told you verbally, that your action is most appreciated.²³⁴

Scott was put in charge of the women's graduate program. Along with Dr. Scott came two new instructors, Martha Patterson and Dorothy Wendt.



Dr. Phebe Scott

Scott Era

Four graduate courses were quickly introduced to the graduate program. These four courses were taught in the women's department. "Advanced Administration in Physical Education for Women" centered around the practices, problems, and policies in administration of the program in women's physical education at the secondary and college level. It also involved interrelationships with the general curriculum. The second course, "Health Education Curriculum," looked at the organization of the school health curriculum and the sources of materials designed for health instruction for all grade levels. A course in "Advanced Kinesiology" was introduced. It involved advanced kinesiological study with emphasis on application to teaching methods and

²³⁴M. L. Cushman, Dean, College of Education, University of North Dakota, Grand Forks, North Dakota, letter to Grace O. Rhonemus, July 6, 1955.

problems in sports, dance, body mechanics, swimming and conditioning. "Adapted Physical Education" was the last course included in 1955. It dwelt with modified physical education activities adapted to needs, capacities, and abilities of the atypical child. It provided practice in exercise prescription writing and techniques of relaxation.

Swimming, up until this time had always been taught in the Y.M.C.A. pool in downtown Grand Forks. The fieldhouse swimming pool was not opened as quickly as the rest of the building. It was not completed until the fall of 1954. Therefore, some swimming classes were added in 1954 and some in 1955 and 1956. "Life Saving and Water Safety" was added in 1954 and "Synchronized Swimming" was added the following year. Records acclaimed good use was made of the pool. Recreational swimming, physical education classes and intramural competition were crowded into its schedule.²³⁵

Martha Patterson resigned in the spring of 1957. Wendt stayed on the staff. Two new instructors were hired. They were Grace E. Frederick and Natalie D. Ross. This marked the first time five full time instructors taught in the women's physical education department.²³⁶

One new undergraduate class was added to the curriculum. It was "Tumbling and Apparatus." It met in the fieldhouse gymnasium and involved methods, instruction, and participation in apparatus, trampoline, stunts, and tumbling.²³⁷

²³⁵Dacotah Annual, 1955, p. 188.

²³⁶Bulletin of the University of North Dakota Catalog, 1958-1960, p. 288.

²³⁷Ibid., p. 289.

The women in the department constantly strived to better themselves and better the department. Phebe Scott held offices in several professional organizations. She was president of the North Dakota Health, Physical Education, Recreation and Coaches Association. She was chairman of the Women's Section and State Membership Chairman of the North Dakota Health, Physical Education, Recreation and Coaches Association. She acted as chairman for the Red River Valley Board of Women's Officials and chairman for the State Course of Study for Health Instruction. Phebe Scott held all these positions within a four year period. She also had two articles published. One was entitled "Problem of Fitness." The other one was "Professional Organizations--Their Need and Value."²³⁸

Mrs. Rhonemus spent many of her summers conducting workshops. She conducted her first Colorado workshop at Lookout Mountain in 1956. The workshop was for kindergarten, primary and intermediate grade teachers. It involved both physical education and elementary music.

At the workshops, Mrs. Rhonemus helped teachers gain confidence in guiding creative rhythmic experiences. Mrs. Rhonemus stated that:

All teachers possess some degree of creativeness, though many of them may not have learned to make use of it. Intermediate grades think of rhythm in terms of folk dancing, teenage in terms of social dancing and the younger boys and girls in terms of galloping like horses.²³⁹

²³⁸Phebe M. Scott, Chairman, Illinois State University Women's Physical Education Department, Normal, Illinois, response from questionnaire, April 15, 1968.

²³⁹"Third Annual Rocky Mountain Rhythm Workshop," (program in the files of the North Dakota Room, Chester Fritz Library, University of North Dakota).

Mrs. Rhonemus demonstrated the relationship of folk dance to studies of cultural, national or geographical backgrounds. She taught techniques of ball bouncing, rope jumping, and rhythms with sticks.

The staff remained the same until 1958. The first graduate teaching assistant was hired in 1956-1957. Her name was Florence Shornhorst. Marlo Powers was the next graduate assistant. She began in 1957-1958. The typical load for a graduate assistant to carry was teaching half-time and taking ten hours of graduate class work a semester. Maylu Erickson also had an assistantship in 1957-58 and graduated in the summer of 1958.²⁴⁰ Theresa Malumphy instructed in 1958-59.



Dr. Laura Kratz

There was almost a complete staff turnover in 1959. Dr. Scott resigned, as did Natalie Ross, Dorothy Wendt, and Grace Frederick. A

²⁴⁰Dorothy M. Wendt, Instructor, Contra Costa College, San Pablo, California, response from questionnaire, May 3, 1968.

new chairman was hired in the person of Dr. Laura E. Kratz. Gaydena Brown and Maylu Erickson Einess were hired as instructors. Marlo Powers stayed on as an instructor. Dr. Kratz remained at the University for one year.²⁴¹ She has since done a great deal of work with the blind. She published an article on "Physical Education at the Ohio State School for the Blind."

Dr. Kratz conducted a Workshop in Recreation for the Handicapped. The workshop was designed for teachers, recreation leaders, nurses and mothers concerned with the various therapeutic disciplines contingent upon the rehabilitation and socialization of the handicapped. The workshop included recreational activities for the orthopedically handicapped, the mentally retarded, the mentally ill, the emotionally disturbed, and those with speech, visual and hearing defects. Methods and procedures for the effective adaptation of various games, sports, swimming, camping, rhythmic activities and special events were discussed. They were demonstrated in accordance with the individual needs and interests of those enrolled in the workshop. Special emphasis was placed upon the status of the handicapped individuals in today's society. The psychological, social, and economic factors involved were examined. Concentration was placed on recreation as a significant medium for the mastery of new skills.

Dr. Kratz was involved with education in many aspects of the handicapped individuals' life. She served as a Recreation Therapist at a Receiving Hospital in Columbus, Ohio. She worked as a recreation

²⁴¹"Department Records," (on file in the office of the director, Women's Physical Education Department, University of North Dakota, Grand Forks).

therapist overseas with the American Red Cross, and as Recreation Therapist and Consultant for various private agencies concerned with the handicapped.²⁴²

When Dr. Kratz resigned in 1960, Mrs. Wilma Gimmestad was hired.



Wilma Gimmestad

Gimmestad Era

Prominent in national activities in her field, Mrs. Gimmestad holds several honors and offices in professional organizations. She is president-elect of the National Association for Physical Education of College Women and will serve for two years, beginning in 1961. She was a member of the organization's board of directors, 1957-59, at the same time serving as president of the Central Association for Physical Education for College Women.

Also active in the American Association for Health, Physical Education and Recreation, she served on the board of directors, and has been associate editor of the organization's journal. She is past president of both the Nebraska and Central

²⁴²"Summer Workshop--Denton, Texas--1961," (brochure in the files of the North Dakota Room, Chester Fritz Library, University of North Dakota).

District Units of the group and has been cited an honor award fellowship by the national, Nebraska and Central district organizations.

She is a member of the American Association of University Women, she is listed in Who's Who in the Midwest and Who's Who of American Women.²⁴³

Mrs. Gimmestad was one of the seventy-five leaders in physical education to be invited by Abraham Ribicoff, U.S. Health Education and Welfare Secretary, to Washington, to discuss physical fitness with President John F. Kennedy. The delegates attempted to develop workable ideas to help achieve a high level of physical fitness in American youth. They also discussed ways to strengthen services and facilities of the federal government and ways in which the government can cooperate with state and local agencies to achieve this goal.²⁴⁴

The graduate assistant in 1960 was Ardyth Archer. She taught classes in bowling and softball. A 1959-60 graduate assistant, Barbara Bowman, joined the staff in 1960-61, along with Mrs. Mimi Marr. Mrs. Bowman's area of speciality was swimming while Mrs. Marr was a dance specialist. Esther Jeffrey was a graduate assistant during this year.

Miss Pat Mauch received her Master's degree in 1961-62. During the same year Marlo Powers was made an assistant professor. They both continued to teach.²⁴⁵

²⁴³Grand Forks Herald, July 10, 1960.

²⁴⁴Grand Forks Herald, February 24, 1961.

²⁴⁵"Graduate Record File," (in the files of the Women's Physical Education Department, University of North Dakota, Grand Forks).



Marlo (Powers) Gade Instructing a Golf Class

Several new courses were introduced in 1961-62. "Movement and Ideas" was a course involving dance.

It was an appreciation and history of movement in relationship to other arts, audio-visual and practical demonstrations of movement forms, designed to contribute to the preparation of the University graduate for his role as an active member of a cultural society.²⁴⁶

A second dance course, "Dance Composition" was also placed on the curriculum. Group and individual experience in movement composition, practical application of technical aspects of staging, costuming and lighting were all covered in this class. Mrs. Marr was responsible for the increased interest in dance. During her four years at the University Mrs. Marr exhibited profound and exciting dance concerts and brought in top notch talent to work with her. Mrs. Marr brought several honors to herself and to the University while she was teaching. She directed the Grand Forks Ballet Company at the Honors Day Program at

²⁴⁶Bulletin of the University of North Dakota Catalog, 1962-1964, p. 309.

Burtness Theatre in 1964. The featured work was "Graduation Ball," a comic ballet in one act with music by Johann Strauss.

An account of the performance appeared in the Grand Forks Herald.

The Grand Forks Ballet Company, directed by Mimi Marr, has a membership of Grand Forks area residents and University of North Dakota students and faculty. The story of "Graduation Ball" deals with a girl's finishing school in 1840. Cadets from a nearby military academy are invited to the girl's graduation party which results in a mad romp for the students and a mild flirtation for the head mistress of the girls' school and the general from the academy.

Choreography is done by Mrs. Marr. In addition to being director of the Company, Mrs. Marr is director of dances at the University of North Dakota and a member of the University of North Dakota Honors Program colloquium faculty.²⁴⁷

Mrs. Marr was featured as one of the dance instructors at the First Annual School of Dance held at the International Peace Garden in 1962. It was sponsored by the International Music Camp. The camp took place from July 15 to July 22. It drew girls and boys interested in dance from all parts of the United States and Canada. Mimi Marr was in charge of the modern dance program.²⁴⁸

Mrs. Marr was elected to associate membership on the board of directors of the International Music Camp in 1964.

The Camp, near Dunseith, is conducted each summer at the International Peace Gardens on the North Dakota-Manitoba border. Last year at the Fifth Annual Music Camp more than 1,500 Canadians and Americans were enrolled.

Mrs. Marr was also named to serve on the committee for arts and culture for the Economic Development Commission of North Dakota.²⁴⁹

²⁴⁷Grand Forks Herald, March 29, 1964, p. 9.

²⁴⁸"First Annual School of Dance-July 15-22," (program in the files of the North Dakota Room, Chester Fritz Library, University of North Dakota).

²⁴⁹Grand Forks Herald, January 28, 1964.

Along with the two undergraduate dance courses added to the curriculum, Marr introduced a graduate course. The title of this course was "Origins and Developments of Dance in Eastern and Western Cultures." It involved the major contributions in dance philosophy and their effect on subsequent developments of contemporary dance forms.

Dance was not the only activity to receive renewed stress in the early 1960's. Fencing also received a greater impetus. The revived interest in fencing occurred mainly because of the graduate assistant who instructed it. She was Julie Moore, the city's first candidate for the United States Olympic fencing team. Miss Moore came to the University of North Dakota in 1962 to do graduate work. She remained until 1964. She was perhaps the first local woman to contend seriously for a spot in Olympic competition.

A participant in the last two annual fencing tournaments she currently is preparing for 1964 nationals in July at Atlantic City, New Jersey. If Miss Moore can win a top birth in the nationals, she will be eligible for Olympic tryouts in New York City in July.

Olympic fencers this year are being determined by a point system. Competitors collect points from their performance in division, sectional, state and national tournaments.

Miss Moore won ten marks late in December when she finished first in the foil fencing division of Midwest Olympic tryouts at Milwaukee. She won over entrants from seven states and twice defeated the Midwest champion fencer.

She began collecting points for possible 1964 Olympic participation last year when she traveled to Los Angeles to compete in the national tourneys. Her appearance in national competition again assured, Miss Moore will launch a "crash training program" this month.

She will run five miles daily, diet to lose five pounds and establish more regular sleeping habits. In addition, she will travel 450 miles each week to practice with other fencers and her instructor, Charles Selberg, at Fargo.

More mental than physical, it's one sport which can be continued to a later age, she contends, pointing out the average age of national fencing champions to be around 43.

She claims fencers get better with age and they develop quick hands and minds.

Miss Moore began fencing two and one-half years ago. With only nine months experience, she qualified for the nationals but barely managed to get out of the preliminary rounds. She remained undefeated through the first round of play during the second year at the nationals.

Fencers in North Dakota have one special advantage. Founded three years ago, the North Dakota division of Amateur Fencers League of America is small and young, allowing ample opportunity for the novice to battle his way into national competition by ranking among the top four or five competitors in his division.

But lack of "tough competitors" and fencing opponents for practice is a severe disadvantage here. Miss Moore solves the problem by fencing as many men as possible because they are more aggressive than women and stiffer opponents. She also travels to out-of-state competitions. Her strategy is to build endurance, develop technique and accumulate experience. She stated that older players have technique and experience, but let endurance slip; young players have endurance but usually lack experience and technique.²⁵⁰

Miss Moore noted that when she began to teach fencing there was very limited equipment and a lack of practice space. Practice space was still lacking in 1968.



Fencing

²⁵⁰Ibid., January 19, 1964, p. 10.

There were several faculty changes in the early 1960's. Joann White was the 1962 graduate assistant. She was the daughter of Milada Vavrina, who had taught in the department from 1935 until 1937. Joann (White) Johnson graduated with a Master's degree in 1964. Julie Moore was a graduate assistant during the same period. Miss Moore was made a half-time instructor in 1963-64. She took the place of Mrs. Barbara Bowman who resigned. Marlo (Powers) Gade also resigned in 1963-64.²⁵¹

Dr. LaVernia Jorgensen, an associate professor in physical education, came to the University in the fall of 1963. She was placed in charge of the women's physical education graduate program. Dr. Jorgensen was the third woman to teach in the women's physical education department with a doctorate degree. She has been listed in Who's Who of American Women and Who's Who in American Education.²⁵² Dr. Jorgensen was the North Dakota State Reporter for CAPECW from 1964 to 1966. She was President of NDAPECW during the same years. She was North Dakota's official delegate to the Representative Assembly of AAHPER in 1967 and 1968. Dr. Jorgensen has had two articles published in the Foil and one in The College of Education Record. Her memberships in professional organizations included those which related to health, physical education and recreation.

Mrs. Audrey Featheringham was also hired in 1963. In 1964 Mrs. Featheringham accepted the position of Acting Dean of Women. She remained in this capacity until the spring of 1965.²⁵³

²⁵¹Graduate Record File, op. cit.

²⁵²Interview with Dr. LaVernia Jorgensen, May 4, 1968.

²⁵³Grand Forks Herald, January 19, 1964.

Miss MoDean McCullough became a graduate assistant in 1963-64. She was an instructor the following year and remained with the department until 1965. McCullough was married during her University of North Dakota teaching career. She became Mrs. Trautman.

Two new graduate assistants began in 1964-65. They were Gail Leary and Maxine Miller. Leary received her Master's in 1966. Miller received hers in 1965. Mrs. Miller instructed at the University half time until 1967.²⁵⁴

Mrs. Gimmetstad took a leave of absence in 1963-64. Mrs. Rhonemus replaced her as acting chairman of women's physical education. The highlight of 1963 occurred when the University of North Dakota Women's Physical Education Department hosted a playday. It took place on November 17. College girls from throughout the state flocked to attend. The last time the University had hosted such an affair was in 1956. Approximately 230 girls attended. Many of the students arrived Friday night and were bedded down in the Panhellenic Room at Fulton Hall. The women faculty stayed in guest rooms in Fulton-Smith halls.

Activities began with registration and coffee. The girls, many of them physical education majors, competed as teams Saturday morning in volleyball, cageball, fencing, bowling, apparatus skills and track and field events. Small prizes were awarded to winning teams.

After lunch in the Colonial Room of Smith Hall, the girls attended demonstrations and participated in modern ballroom dancing and ice skating programs. The final event of the day was a meeting

²⁵⁴Graduate Record File, op. cit.

of the Athletic and Recreation Federation of College Women. Miss Elsie Raer of North Dakota State University presided over the meeting. Beulah Gregoire of the State University described her trip to Oklahoma for the first national gymnastic meeting for women. Pat Mauch presented a research paper on "Physical Education Requirements for Women." Dr. LaVernia Jorgensen and Mrs. Audrey Featheringham were in charge of the playday. The schools which attended were Jamestown, Dickinson, Valley City, Minot, Mayville, Ellendale and North Dakota State University.²⁵⁵

During the time Mrs. Rhonemus was acting chairman in 1963 she was recording children's records. She began by cutting children's rhythm records. She started in 1960 and had cut nine records by 1963.

Singing for the records are Mrs. Rhonemus' nieces Nicki, Marcia and Jaye and her nephew Tom. Her brother, Colin B. Osborne, improvises piano melodies for the recordings. The most recent recording of Osborne Records is "Lummy Sticks." It was arranged by Mrs. Rhonemus last summer and has since caught the interest of children, teachers and adults throughout the country.

Mrs. Rhonemus, who spends her summers directing workshops in elementary rhythms for grade teachers, physical education teachers, and camp directors in Montana, Colorado, North Dakota, Minnesota, Oregon, Utah and Kansas said she found adults enjoy the game as much as children.²⁵⁶

Lummy sticks can be made from broom handles, cut into eighteen inch sections, or from dowels cut the same length. They may be colored or painted. Partners sit facing each other and move to the music of the record.

Not only does this provide children with exercise, she noted, but it also teaches them to appreciate rhythm, to follow directions and to coordinate their movements. In addition it becomes a game to them and serves as entertainment.

²⁵⁶Ibid., November 10, 1963, p. 16.

In 1961-62 Mrs. Rhonemus produced four additional records of basic folk dances including the schottische, polka, waltz and square dance, primarily designed for students in grades three through six respectively. Distribution of the records is nationwide.²⁵⁷

More staff changes occurred in 1964-1965. Mrs. Gimmetad resigned and Miss Patricia A. Warcup took up the duties as Director of Women's Physical Education. This marked the first time, since a minor in physical education began, that the head of the department had the official title of director. Miss Warcup attended the University of North Dakota as an undergraduate. She returned to the University after three years in the Air Force and received her Master's degree. This was in 1958.²⁵⁸



Patricia A. Warcup

²⁵⁷Ibid.

²⁵⁸Interview with Patricia A. Warcup, June 10, 1968.

Warcup Era

Several dramatic changes took place in the three years Miss Warcup directed the department. The Department of Physical Education for Men and Physical Education for Women were combined into one department in 1965. This was done for more efficient administration and use of staff, facilities, and equipment. "The Department of Health, Physical Education and Recreation formed by the merger is in the College of Education."²⁵⁹

An extramural program for girls was begun in 1964-65. There had not been any organized formal extramural program since the early 1920's. Both individual and team sports were stressed. The program grew each successive year. It provided an excellent opportunity for the highly skilled girl to compete and the lesser skilled girl to learn.

The third change involved course requirements for women majors. A system was developed whereby major students, who thought they were proficient in a sport, were allowed to take a test and try to pass it. If they passed the test they did not have to take that particular sport. They elected some other one in its place.

The era from 1964 to 1968 had several staff changes. Marilyn Ryden joined the department as a graduate assistant in 1964-1965. She received her Master's degree and stayed on in the department as the dance specialist. She succeeded Mimi Marr.²⁶⁰ Lilia Velasquez began

²⁵⁹Department Records, (in the files of the Women's Physical Education Department, University of North Dakota, Grand Forks).

²⁶⁰Graduate Record File, op. cit.

at the same time. She was a quarter time assistant in the women's department. She, too, was interested in the field of dance.²⁶¹

Mrs. Bernice Pavek joined the staff in 1965. She was the gymnastics specialist. She resigned in 1967. Two graduate assistants also began in the year 1965-66. They were Margaret Hallatt and Barbara Sanborn. Mrs. Hallatt joined the staff in 1966 as an instructor and Miss Sanborn became a faculty member in 1967.

Two new staff members came in 1966. They were Mrs. Joyce Clayton, who taught on a part time basis, and Miss Margaret O. Berven. Mrs. Clayton resigned in 1967.

Mary Ann Engen was a 1966-67 graduate assistant. Miss Engen became an instructor in 1967 and was put in charge of the girls extramural program. Miss Sanborn was also a graduate assistant in 1966-67. When she joined the faculty she became the swimming specialist and coach as well as gymnastics coach.²⁶²

The year 1966 was marked by several outstanding events. Dr. Phebe Scott led a track and field clinic at the University. It was open to all the college and university women in the state of North Dakota. High school girls were also invited.²⁶³

A gymnastics clinic was conducted in November of 1966. Group participation occurred in gymnastic exercises, basic ballet, free exercise, balance beam, uneven parallel bars, trampoline and vaulting. The Jamestown gymnastic team performed the AAU compulsory routines and

²⁶¹Ibid.

²⁶²Department Records, op. cit.

²⁶³Grand Forks Herald, April 7, 1966.

the highlight of the clinic was the performance of Judy Hutton. Miss Hutton, Minnesota's leading gymnast, performed on the balance beam, the uneven parallel bars, and did free exercise and vaulting routines.²⁶⁴

The physical education curriculum requirement was questioned in 1967. The proposal, instigated by Dean Margaret F. Heyse, was that physical education be required for only two semesters. Students would then elect to take physical education after their freshmen year, if they so wished. Dean Heyse was Dean of Nursing.

"Faculty Senate voted last week to retain the curriculum requirement that students take four credits in physical education."²⁶⁵

The Senate stated:

We support this decision on the premise that academic or mental development should not be isolated from physical development. Science has shown that physical fitness contributes greatly to one's learning capacity.

Some agree that time spent in "Mickey Mouse" physical education courses could be better spent studying aesthetics. They reason that appreciation of art, music, and the theatre contributes more to character development than does recreation or exercise.

True, the well-rounded or academic person should be equipped to converse in, and appreciate, the arts. But the well-rounded person should also be able to participate in the forms of recreation--evidence the athletic awareness and interest required of Rhodes candidates.

Furthermore, we are told a life of increased leisure is upon us. To participate in such a life, one must be versed in the varying forms of recreation.

And then there is the argument that students should have the freedom to choose their own direction of study--the responsibility for taking physical education should be the student's own. This argument is advanced to advocacy of no curriculum requirements.

²⁶⁴Ibid., November 8, 1966.

²⁶⁵Dakota Student, February 10, 1967.

Purely idealistic and unrealistic, such a plan would, we feel, see universities producing persons with more awareness of their field of interest and much less valuable to society.

We see no acceptable alternative to a curriculum of requirements, and we repeat our support of required physical education courses. In fact, we feel students in all learning institutions should be encouraged to participate in more recreation.²⁶⁶

The famed Eric Hawkins Dancers provided the finale to the Fine Arts Festival of 1967. The performance was held in Burtness Theatre. The dances presented were "Early Floating," a passion play titled "John Brown" and "Geography of Noon." Accompanying the dancers was Miss Lucia Dlugoszewski. Her music on percussion pieces was included in the tour repertoire.²⁶⁷

The University of North Dakota was well represented at the National Physical Education Convention in 1967. Four faculty members and nine students made the trip to Las Vegas. Mrs. Rhonemus presented a program on rhythmical activities for elementary children at one of the sessions. Youngsters from the Las Vegas schools participated. Dr. LaVernia Jorgensen was the official North Dakota delegate and attended meetings of the Representative Assembly.²⁶⁸

The year 1967-68 was marked by one distinction. The highest number of women staff members worked in the women's physical education department. There were ten full-time staff, three graduate assistants and one quarter time instructor. Mary Lou Wright was the

²⁶⁶Ibid.

²⁶⁷Ibid., March 17, 1967.

²⁶⁸Grand Forks Herald, March 13, 1967.

only new addition to the staff. She acted as tennis coach and gymnastics coach. The graduate assistants for 1967-68 were Jackie Linke, Margaret Milne, Karen Tomberlin and Kay Boyum. Mrs. Tomberlin was in the department until January. Miss Boyum took her place in January 1968.

Miss Patricia Warcup resigned as director of the women's department toward the end of the 1967-68 school year. Mr. Leonard R. Marti temporarily assumed duties as director for the women's physical education division in the Health, Physical Education and Recreation Department.

CHAPTER IV

THE DEVELOPMENT OF ORGANIZATIONS AND CLUBS IN THE WOMEN'S PHYSICAL EDUCATION DEPARTMENT

Extramurals

Basketball

Basketball was the first sport at the University in which the girls competed extramurally. The basketball game was played between the University of North Dakota coeds and the Fargo Agricultural College girls in 1904. An account of the game reported:

It was held during the University's first Founder's Day celebration, Saturday, February 27, 1904. The University girls played against the Fargo Agricultural College girls and beat them by a score of 15-4.¹

A 1910 account of girls' basketball stated that there was a girls' extramural basketball team before there was a men's team. In 1910 the girls played ten games. They had seven victories and three defeats.² Throughout the early 1900's girls' basketball seemed to dominate all other sports. The competitors came from as far away as Minot. "In 1905 the State University played two games against Minot High School and one against Grafton High School."³ The University

¹Geiger, op. cit., p. 117.

²Dacotah Annual, 1910, p. 191.

³Ibid., p. 178.

girls' basketball team played ten games in 1905 and won all ten. Their other opponents included Crystal, Drayton, Warren, Emerado, and Fargo Agricultural College.⁴ The girls' basketball team of 1908 met with success too. The University girls defeated Mayville twice and Fosston twice to have an undefeated season.⁵

Extramural basketball for girls at the University of North Dakota was a thing of the past by the 1920's. It was not re-established until 1965-1966. The schedule for that year showed that there was an A team and a B team. Unlike the basketball teams of the 1900's these teams were coached by women. Miss Warcup coached the basketball team from 1965 to 1968. An article which covered one encounter read: "Two extramural teams traveled to Fargo. Team A won by a score of 34-31. Team B was not so lucky in its attempt, and was defeated in overtime 32-31."⁶ The University girls also played the Grand Forks Air Base women cagers. They walloped them 41-17. "This time the game looked more like basketball and not so much like wrestling,"⁷ Miss Warcup said.

Over the three year season the team averaged approximately twenty-five games. They competed against Bemidji State, Concordia, Moorhead, North Dakota State, and Mayville. The team's best season was in 1965-1966 when they were undefeated.

⁴Ibid.

⁵Ibid., p. 248.

⁶Dakota Student, March 4, 1966.

⁷Ibid.

Track and Field

Extramural competition for women tracksters began in the spring of 1923. The University entered a national telegraphic meet in 1924. They placed thirteenth out of seventy-five school entries. The 1924 University track meet broke every record that had been set in 1923. A national record was tied in the standing broad jump.⁸ An account of the telegraphic meet was recorded:

The first telegraphic intercollegiate track meet in which North Dakota co-eds participated was one of the most successful athletic events ever held at the University. Interest was so high a preliminary meet was run off in order to eliminate some of the fifty odd girls anxious to participate in the events. The day of the meet was cold but the girls did not lose interest. Records that had stood the test of many university meets were broken. Jonnie McMaster tied the American intercollegiate record in the standing broad jump. The scores were telegraphed to Los Angeles. Two weeks later a wire announced that North Dakota had placed 13th out of 75 entrants. Grace Osborne was the individual point winner in the meet.⁹

At the University Intercollegiate meet in 1926, the intercollegiate record in the fifty yard dash was tied. The University of North Dakota's old broad jump record was broken by two feet. "The new jump established measured 15'10½". The old mark in the baseball throw was bettered to 195 feet while a new event, the javelin, established a new record of 98 feet."¹⁰

A triangular track meet was held in 1927. It was between Depauw, Dennison and the University of North Dakota. Several records were broken.

⁸Martindale, op. cit., p. 135.

⁹Dacotah Annual, 1926, p. 236.

¹⁰Dacotah Annual, 1928, p. 247.

Ione Haagensen is the new holder of the National Inter-collegiate record in the 60 yard hurdles with a time of 9 seconds, 1/5 of a second faster than the previous record.

University of North Dakota records were set in the high jump, 4'4", the javelin, the basketball throw, 73' and the 50 yard dash. U.N.D. amassed a total of 50 points against 27 made by Depauw and 32 made by Dennison.¹¹

Track and field for girls never regained the status at the University of North Dakota that it once held. It has been offered for extramural competition since 1965. However, few meets have been held and little interest exhibited by the women.

Riflery

A woman's rifle team was first introduced in 1922. Practice began early in the fall and Major Brown picked the members which would constitute the squad. Matches were conducted with the University of Tennessee, South Dakota University, South Dakota State College, the University of Missouri and the University of Nebraska.¹²

The rifle team of 1923 was coached by Captain Fowle. "They won the campus championship by defeating the R.O.T.C. championship team 449 to 446."¹³ They also defeated the regimental staff by a decisive score.

The first intercollegiate match of the year was fired against Vermont. They were considered the strongest girls' rifle team in the country. North Dakota was beaten by twelve points. North Dakota defeated the University of South Dakota in the second match of the year.

¹¹Dacotah Annual, 1929, p. 226.

¹²Dacotah Annual, 1924, p. 147.

¹³Dacotah Annual, 1925, p. 135.

The girls have done exceptionally well this year said Captain Fowle. There is a splendid future in store for them, as the girls who secured the highest points, are taking riflery for the first time, and are bound to improve with practice.¹⁴

Records were vague as to how long the extramural riflery lasted. It was stated that the girls fired from prone, kneeling, sitting, and standing positions.¹⁵ The girls' rifle team joined the National Rifle Association in 1924.¹⁶ The writer could find no mention of extramural riflery again until 1961.

A coed rifle team represented the University of North Dakota in 1961. There were twelve members on the team. Club activities included postal matches with other colleges, and shoulder to shoulder matches. The team was formed and coached by M/Sgt. Carl Maria von Olenburg. The girls team placed third in the 1962 intercollegiate meet in Fargo. Irene Stadnyk of the University of North Dakota was the girl's individual meet winner. The club became inactive in 1964.¹⁷

Tennis

Tennis intercollegiate competition apparently began the same year as riflery, 1922. Two matches were scheduled with the Fargo Agricultural College. One took place at Fargo and one at Grand Forks. "Although the University met with defeat in both conflicts the games

¹⁴Ibid.

¹⁵Dakota Student, March 1, 1924.

¹⁶Ibid., November 1, 1924.

¹⁷Dakota Student, December 8, 1961.

were hard fought and a good brand of tennis was displayed on both sides."¹⁸ Extramural tennis did not survive long.

There were no accounts of intercollegiate tennis after 1925. Tennis, again, became an extramural sport in 1967-1968. It was coached in 1968 by Mary Lou Wright. One meet was scheduled with Bemidji State College. Bemidji won four matches and the University won one match.¹⁹

Archery

Della Marie Clark was the first person to encourage archery postal meets. She had an archery team throughout the 1930's and into the early 40's. The University of North Dakota women entered their first Inter-Collegiate Telegraphic Archery Tournament May 14-21, 1934.²⁰

One other article on archery appeared in 1940:

The archery enthusiasts compete each year in the National Telegraphic Archery Meet. Every contesting school holds an individual contest for a week. Top scores are telegraphed to the national chairman.²¹

It was not known if the archery competition extended past 1940 due to the scarcity of records.

Volleyball

Volleyball was not played on an intercollegiate basis for girls at the University of North Dakota until 1965-1966. The girls

¹⁸Dacotah Annual, 1924, p. 148.

¹⁹Interview with Mary Lou Wright, July 8, 1968.

²⁰Dakota Student, March 18, 1934.

²¹Dacotah Annual, 1940, p. 101.

had a full schedule of games from 1965 through 1968. A full schedule referred to six or seven games.

The University of North Dakota coeds participated in a volleyball tournament on Saturday, November 19, 1966. Moorhead State, Valley City, Bemidji State and the University were represented. "The UND unit played polished ball, and the crowd comments ranged from grudgingly favorable to awed compliments. They lost only one match all day, to Moorhead State."²²

The 1968 volleyball teams played matches against Bemidji State, Moorhead State, North Dakota State, Mayville State and Concordia. There were two teams, both an A team and a B team. They had a 4-2 won and lost record. The teams were coached from 1965-1968 by Miss Patricia Mauch.²³

Field Hockey

Field hockey was another women's sport where extramural competition did not arise until 1966. Usually three or four matches have been scheduled per year. Since the team was first formed in 1966 the girls showed a great deal of improvement. An example of this was their play against the University of Manitoba. In 1966 the North Dakota girls were trounced by a score of 9-0. In 1967-68 they managed to hold Manitoba to a 4-0 score.

Other teams the girls have encountered in their two year existence are Bemidji, Concordia and Moorhead. The team had a 1-2 won-lost

²²Dakota Student, November 22, 1966.

²³Extramural Record Book, (in the files of the Women's Physical Education Department, University of North Dakota, Grand Forks).

record in 1967-68. Mrs. Joyce Clayton, was the 1966-67 field hockey coach and Dr. LaVernia Jorgensen coached the girls in the 1967-68 season.²⁴

Swimming

The year 1967-68 marked a historical event for extramural swimming at the University of North Dakota. Three swim meets were held. It was the first time the University had entered swimmers in any type of an intercollegiate meet. The University of North Dakota hosted its first swim meet December 6, 1968. The University defeated Bemidji. A triangular meet was held at Bemidji December 9. Manitoba was the other team which competed. The University defeated Bemidji and lost to Manitoba. The last meet involved the University of North Dakota and the University of Manitoba. Manitoba hosted the meet January 13, 1968 and was successful in defeating North Dakota. The girls' swim team was coached by Miss Barbara Sanborn.²⁵

Golf

An annual Intercollegiate Golf Tournament has been held every fall at the University of North Dakota since 1966-67. The tournament was initiated by Dr. Jorgensen. The first two tournaments were held at the River Bend Golf Club in East Grand Forks, Minnesota. It was decided to slate all future tournaments at the University Ray Richards Golf Course.²⁶ This course was officially opened in May of 1968. Its location was to the south of the women's gymnasium.

²⁴Ibid.

²⁵Ibid.

²⁶Interview with Dr. LaVernia Jorgensen, July 8, 1968.

Badminton

One badminton tournament was attended in 1967-68. This, too, was a first for the University girls' extramural badminton players. The meet was held at Concordia, March 28, 1968. The University of North Dakota faired well in the double elimination tournament. The University girls had the top singles player and the second highest doubles performers. The badminton squad was coached by Dr. Jorgensen.²⁷

Eligibility did not seem to be a factor in the early 1900's girls' competition. But by 1945 this had changed. A statement appeared saying:

No student may represent the University in any public performance as a member of any University organization, athletic team, musical or dramatic club, or debating or oratorical team, or as manager of such, who is on probation, "special observation" or "final trial," who is not carrying satisfactorily at least eleven hours of class work of college grade, and who has not passed in at least eleven hours of work of college grade during the last preceding semester of residence, and whose conduct is not satisfactory.²⁸

The 1967-68 eligibility rules did not deviate very much from the 1945 version. A student must not be on probation. "A regular student is placed on probation if he has not completed at least twelve semester hours of class work for which he was enrolled the previous semester."²⁹ A freshman student had to be passing in one-half of her work at the end of the semester or she was placed on probation. A

²⁷Ibid.

²⁸Bulletin of the University of North Dakota Catalog, 1946-47, pp. 67-68.

²⁹Eligibility Folder, (in the files of the Women's Physical Education Department, University of North Dakota, Grand Forks).

student was not eligible if she had an entrance condition, or if her conduct was not satisfactory.³⁰

Student regulations were set up for extramural competitors. Practice seasons were to begin three weeks prior to the first scheduled game. Everyone was to report on time for practices, games and trips. Prior to each game the white shorts and blouse should be clean and pressed and the girls should have clean white socks and tennis shoes. Regardless of where the game was played girls must not appear for the trip in shorts or slacks. It was stipulated that all players must travel to and from out-of-town games together. The girls were asked to give each game and each practice their very best. When they left the floor or field they were to leave as friends of their competitors regardless of the outcome.³¹

Intramurals

The girls' intramural program at the University of North Dakota began in the 1890's. It was, however, constantly overshadowed by extramural girls basketball until 1915. It then began gaining popularity. The Dakota Student reported in 1899: "The girls laid aside their hoops (known as skirts today) and bustled around the dirt court south of Old Main. Even the males were attracted as spectators."³²

Early intramural games were run on an inter-class system. An account of a 1910 inter-class basketball game stated:

³⁰Ibid.

³¹Student Regulations Folder, (in the files of the Women's Physical Education Department, University of North Dakota, Grand Forks).

³²Dakota Student, 1899.

The girls inter-class basketball team have met with great success. In the season of 1910 the junior class won the championship game against the seniors; thus becoming the first holders of the Sigma Chi cup, presented to the winning team by the Sigma Chi fraternity.³³

Beginning in 1919-1920, an award was given each year for the most athletic girl.³⁴

Womens Athletic Association

The final arrangements for the formation of a Woman's Athletic Association were made on December 7, 1921.³⁵ The election of the board of control and the ratification of the constitution, and the program begun by the Letter Girls' Club, nearly a year previous, was completed. The plan of a Woman's Athletic Association was taken up at the first meeting of the Letter Girls' Club. They examined the constitution of the Wisconsin and Kansas organizations. A committee was appointed to carry on the work during the summer months. A mass meeting of University women was called in October, 1921, at the Women's Gymnasium. Talks were given by Miss Martindale, Coach Davis, and Miss Tihen. The next day a membership campaign was held. Three hundred members were obtained by October 27. Following that, the organization, with the help of Miss Irene Tihen, was completed. Miss Tihen had formerly been a member of the Kansas chapter of WAA.

Under the new plan, awards of all sweaters and other athletic honors will be made by the board of control on the basis of the point system. Membership in a winning athletic team

³³Dacotah Annual, 1910, p. 178.

³⁴Geiger, op. cit., p. 332.

³⁵Dacotah Annual, 1923, p. 144.

no longer brings the varsity sweater, but rather all around athletic excellence is required.³⁶

Previous to 1920 a girl received a letter sweater for being on any winning intramural team.

With the formation of the Women's Athletic Association sports for girls have been given new emphasis. Intra-mural contests in these sports are now played as a preliminary training for the interclass games. Seven teams entered the 1921 intramural basketball games. After the close of the basketball season, the training for volleyball begins. Here too, following the new plan, both intra-mural and interclass games will be played.

Tennis playing in the past has been rather slighted, but this year greater emphasis will be placed upon it, and a feature of the University sports calendar this year will be the playing of a tennis tournament late in the spring.³⁷

Within one year WAA had made rapid progress.

The organization has made such rapid growth that a closed membership policy must be adopted. Under this arrangement only those girls who possess particular ability and who actively participate in athletics are admitted to the association.

The point system is the basis for qualification for membership. Points are granted to each girl who makes the squad, the second, or the first team of any of the major sports, namely: basketball, volleyball and baseball. That is, 25 points are granted for making the squad, 50 points for making the second team, providing one full game is played, and 100 points for making the first team. A proportionate number of points are also granted for special activity in tennis, riflery, and hiking. As a reward for athletic activity a girl, upon acquiring 350 points, is presented with a WAA bar pin, and further when 800 points are secured she is awarded a sweater with "N.D." upon it.³⁸

Softball was first offered as an intramural sport in 1922. An interclass tournament was held at the end of the year. "This year's

³⁶Ibid.

³⁷Ibid.

³⁸Dacotah Annual, 1924, p. 145.

tournament was a huge success considering that it was the result of only one season's practice."³⁹

Various awards were given through WAA and the point system changed every so often.

In 1925 a silver loving cup was awarded. This award was given for those who had won 400 points, half the number needed for a sweater. Gold basketballs were presented in 1928.⁴⁰

The point system had changed by 1937. The women's physical education department was in the Clark era. A girl had to earn 100 points to become a member of WAA.

For a sweater and letter a girl must have earned 1200 points in her four years. Major sports count 100 points each toward a sweater. The major sports are soccer, volleyball, basketball and baseball. To earn 100 points in any of these sports a girl must attend 2/3 of the class practices, 3/4 of the team games, and be on her class first team. Second team members are awarded 50 points and third team members 25 points.

Minor and individual sports are tennis, golf, horseshoe, archery, dancing, track, hiking, roller and ice skating, and bicycling. First team participation in practices and games earns 75 points, second team 50 points and third team 25 points. In one year 150 points are allowed in any individual sports. Hiking counts 5 points for five miles which is the minimum for one hike. Skating and bicycling count 5 points an hour.⁴¹

The official colors of the Women's Athletic Association were green and white. The association won the national distinction of being an honored member of three intercollegiate institutions. It was a member of the Athletic Conference of American Collegiate Women, the National Collegiate Track and Field Association and the National Rifle Association. A national distinction was gained when Miss Mary Nester

³⁹Ibid., p. 150.

⁴⁰Dacotah Annual, 1925, p. 129.

⁴¹Grand Forks Herald, July 2, 1937.

Moore was appointed to the district governorship of the National Rifle Association. The Association had supervisory powers over the states of North Dakota, South Dakota, Minnesota, Montana and Wisconsin.

The University of North Dakota WAA sponsored some very worthwhile programs in 1924. It had as its guests Miss Ruth St. Denis and Ted Shawn of the Denishawn Dancers. It sponsored a "Middy Party" for all new members. The purpose of the Middy Party was to initiate new members into WAA. A yearly banquet was also sponsored by WAA.

It was found that when WAA first began giving awards, they depended on the Men's Athletic Association for funds. Later a fifty cent fee paid by each WAA member financed the awards. The Men's Athletic Association gave WAA \$300 in 1922-23, and \$350 in 1923-24. After this the women supported themselves with their 50 cent dues.⁴²

WAA used many "gimmicks" to keep participation in athletics lively. A basketball color tournament was held in 1929-30. Fifteen teams entered the tournament, each representing a different color. "Light Green" and "Old Rose" played the final game. The "Light Green" team walked away with the game. Captains for the teams were picked by Della Marie Clark and Evelyn Erickson.⁴³

The color tournament was somewhat changed in 1930-31. It was used primarily for practice before the interclass and intramural games started. All the girls who were out for basketball intramurals were allowed to play. They were randomly placed on teams in order that they

⁴²Martindale, op. cit., p. 129.

⁴³Dacotah Annual, 1931, p. 330.

might get some practice in a tournament before the interclass season started.⁴⁴

The sport of tennis had begun an upsurge by the 1930's. A WAA tournament was run off every fall. John Hancock, a famed alumni of the University, annually donated the championship trophy to the victorious champion. Usually between thirty and thirty-two coeds entered the tournament.⁴⁵

Several other sports had been introduced to WAA by 1937. "WAA offers everything from playing Indian (Archery) to the greatest American sport (Kittenball)."⁴⁶ Shuffle board and ping pong were also added. "The University Women's Athletic Association has purchased for the gymnasium, the Y.W.C.A. ping pong table formerly used in the University library building."⁴⁷

Approximately 125 girls from high schools of great Grand Forks attended the playday sponsored by the Women's Athletic Association. The schools represented were Central, St. James, Sacred Heart, and South Junior High. Various athletic classes gave demonstrations to illustrate the types of courses offered at the University. There was also a poster parade, folk dancing and simple team games. A WAA orchestra was even one of the features of the playday.⁴⁸

⁴⁴Dacotah Annual, 1932, p. 325.

⁴⁵Ibid., p. 326.

⁴⁶Kittenball was another name for softball.

⁴⁷Dakota Student, January 14, 1936.

⁴⁸Grand Forks Herald, May 15, 1936.

WAA formed a vital part of campus life by 1938. Each year a welcome party was sponsored for the new freshmen. The pledges from each campus sorority prepared a short act. The stunts were judged. Pi Beta Phi won the stunt skit in 1938.⁴⁹

A board of directors was instituted to govern the various sports in 1939. One new minor activity was added to the list in 1940. This was modern dance.⁵⁰

The WAA group allowed their membership in the National Athletic Federation of College Women to lapse for four years. Their membership was renewed in 1946. The aim of WAA at this time:

Is to provide a leisure time program which includes a wide variety of relaxation and amusement. The program emphasizes the advisability of selecting those activities which have a strong carry over value for a future of well balanced social life.⁵¹

The Women's Athletic Association sponsored a volleyball sports day in 1946. They invited teams from Mayville State Teacher's College and from North Dakota Agricultural College. The three schools entered into friendly competition.⁵²

The Women's Athletic Association had a name change in 1949. It was changed to Women's Recreation Association. Rosemary Royce had talked of changing the name to WRA in 1943-44 when she was department chairman. However, it did not materialize until 1949.

⁴⁹Dacotah Annual, 1940, p. 101.

⁵⁰Dacotah Annual, 1941, p. 88.

⁵¹Dacotah Annual, 1947, p. 70.

⁵²Ibid.

Every woman student who is registered and enrolled at UND is automatically eligible to become a member. In order to become an active member she must have participated in WRA activities and have earned 50 points. The clubs sponsored by WRA are Orchesis (modern dance), square dance club for men and women, archery club and the swimming club. Each club selects its own officers and is sponsored by the faculty members.⁵³

A new sport was added to WRA's long list in 1954. It was made possible by the cooperation of the R.O.T.C. Department. Equipment and men instructors were made available for the WRA Rifle Club.⁵⁴

WRA published a brochure during 1958-59. It described a new system of point scoring.

Each dormitory and sorority unit has a sports manager, whose duty it is to make up the teams as each tournament is announced.

The tournaments provide an opportunity for good competition in team and individual sports. Every woman who participates is eligible to receive points toward an award. These points must be recorded by each student and placed in the "Points Box" in the Women's Gym.

Bowling	10 points a line
Curling	20 points a game
Tennis	20 points a set
Badminton	20 points a match
Golf	25 points for 9 holes
Swimming	10 points an hour
Skating	10 points an hour

In addition each student participating in a tournament shall receive 25 points for each game won and 20 points for each game lost. The members of winning teams shall receive 50 points.

The awards consist of emblems, letter sweaters, plaques and cups.

100 points	Sioux emblem
1500 points	Sweater and letter
Plaque	Name of winning team
Cup	Name of winner in individual sport

There is a participation trophy for the housing unit which has the greatest number of points for the year.

⁵³Dakota Student, November 15, 1949.

⁵⁴Dacotah Annual, 1956, p. 112.

WRA sponsors such things as the Sioux Olympics, Co-Rec. Night, and a Christmas party. WRA maintains an executive board with a president, vice president, secretary, treasurer, publicity chairman and points chairman. The faculty sponsors are Miss Marlo Powers and Dr. Phebe Scott.⁵⁵

Once again WRA was revised between the years 1959 and 1966. A point system similar to the men's system was introduced in 1966.

WRA this year expanded to extramural competition with other schools. The University of North Dakota group sponsored a statewide track and field clinic in the spring with all WRA chapters from North Dakota participating in a mock track meet. Miss MoDean McCullough is the organization's advisor.⁵⁶

The first co-educational track meet was sponsored in 1967-68.

"Mrs. Margaret Hallatt directs a schedule of ten intramural activities for University Women, some of which are held in conjunction with the men's intramural activities."⁵⁷ Another first appeared in 1968 when a co-educational fencing tournament was held. The activities included softball, bowling, swimming, volleyball, billiards, gymnastics, basketball, badminton, track and field and archery.

Orchesis

The organization of a University of North Dakota Dance Club dates back to 1937. It was not given the name Orchesis immediately. It was simply called the dance club.

The physical education department is planning to organize a dance club under the direction of Mary Cave. Its purpose is to further the interest and knowledge of the dance as an art and the history of the dance will be studied as well as the lives of famous dancers and contemporary artists and their

⁵⁵"WRA," (brochure in the files of the Dakota Room, Chester Fritz Library, University of North Dakota).

⁵⁶Dacotah Annual, 1966, p. 241.

⁵⁷Dacotah Annual, 1967, p. 153.

work. Meetings will be held once a week in the evenings. Membership will not be limited to students in dancing class, any girl interested can join. Credit will be given in the form of WAA points.⁵⁸

The dance club concentrated mainly on "modern dance." However, when concerts or programs were staged they usually included other dance forms as well. The first program given by the dance club was performed in 1937.

University dance class under the direction of Miss Mary Cave and assisted by the University orchestra led by John E. Howard, will be presented in a program exemplifying the development of choreographic art at 8:15 p.m. Tuesday in the Central auditorium under the auspices of the Thursday Music Club.

Beginning with the Greek dances as a part of their religious observance and as training for the athletic contests participated by men and women, the program will include outstanding examples of each phase of development, to the jazz of today. Forty students will take part in the program which opens with "Dance of the Blessed Spirits," a Greek dance. "The Fragonard," a ballet number will be danced as a solo. The folk group contains four numbers, the highland fling, the Hopak, the coolie dance and the tango. By the use of pantomime and dance, the story of a dice game will be told, in the Japanese rickshaw coolie dance. The Spanish dancers will appear to strains of Albeniz's "Tango" played by the orchestra. To Chopin's Prelude, Opus 28, No. 20, nine girls will illustrate the pre-modern dance of German type. It will depict the struggle of the soul which has reached a turning point, and struggle to join old and new, finally in triumph turning to the new.

Miss Cave will explain the techniques of the modern dance, showing flexion and extension, elevation, contraction and release and leg swings. The program will close with a jazz study in blues tempo, danced to selections from Friml's "Vagabond King."⁵⁹

The dance club, by 1938, had a new instructor, in the person of Maxine Munt. The club was given the name Orchesis. Miss Munt gave her

⁵⁸Dakota Student, October 27, 1937.

⁵⁹Grand Forks Herald, April 20, 1937.

interpretation of modern dance to the Dakota Student in 1939. Miss Munt said:

It is not ballet, esthetic or yet interpretive, but does have some elements of each.

A dancer today does not try to interpret music and moods, nor is she a daffodil or swan. The purpose behind dancing is to create a mood which the audience responds to kinesthetically and emotionally.

Everything must have a theme or reason and continuity. Themes are taken from our present age such as war, politics, or Americanism.

The dancer attempts to create a feeling, response in the audience as does a musician. The musician uses the instrument, her piano; the dancer's instrument is her body. All the shades of music such as speed, largeness, softness, height and their opposite can be portrayed by the body and the dancer. She feels her moods and projects it to her audience by means of movement.⁶⁰

Orchesis worked with Madrigal Club and presented an artistic Christmas demonstration in 1939. During the spring of 1940 the spring recital climaxed their activities. Orchesis was referred to as a national dance sorority at this time. The second annual recital was entitled "American Saga."

The first number is entitled "Then They Came," and shows Pilgrims and Indians embodying authentic Indian dances. It shows the conquest of the Indians by the white man. "Westward Ho," is the second phase, and the third is a satire of economic conditions.⁶¹

Maxine Munt resigned in 1941 and Mary Cave came back to the University to lead Orchesis. The club toured the state with their 1941 program. They put on programs at Mayville, Jamestown, Minot, and Grafton. The club had changed advisors again by 1943. Miss Alice Carter was in charge of Orchesis and she formed two groups, a Junior

⁶⁰Dakota Student, November 13, 1939.

⁶¹Grand Forks Herald, May 5, 1940.

and a Senior Orchesis. Following the year 1942-43 Orchesis became extinct for two years. It was revived again in 1945 under the direction of Miss Judy Graham. The girls wore black leotards. Orchesis performed the "Perfume Suite" under the direction of Judy Graham in 1947. Listed on the program were such exotic titles as "Whisper," "Tabu," "Follow Me," "Lotus," "Blue Moon," "Frenzie" and "Non-chalant." Recordings of classical and popular composers were used to supply accompaniment to the recital. Themes were taken from the music of Tchaikovsky, Greig, Debussy, Frankie Carle and Artie Shaw.⁶²

Individual members of Orchesis received experience in dancing solos and paired dances at meetings and conventions in 1947. Orchesis members performed before the American Association of University Women's meeting, at Parent Teacher Association meetings in Grand Forks public schools and at the Northeast Teachers Convention held in Grand Forks.⁶³

Judy Graham presented her second big spring recital in 1948. "Campus Classics," was the title of the feature presented. Selections represented the daily life of the average college student.

Nothing but a "Dreary Dawn" could lead to an "Eight Thirty" "English Quiz" complete with a "Laggard Lecturer." After a "Nine thirty Nightmare" by the "Ardent Artist," the coed is destined for the "Laborious Library." Lighter is the "Evening Entertainment" when her "Corsage" is brought, and she goes to the "Belle Monte" and to the "Formal" brightened by "Guest Artists." That completes the day so the final number is "G'Nite." This is the evening's entertainment as outlined by Miss Graham.⁶⁴

⁶²Grand Forks Herald, April 27, 1947.

⁶³Ibid., October 24, 1947.

⁶⁴Grand Forks Herald, March 19, 1948.

This particular concert was performed at the Central High School Auditorium, Devils Lake, Grafton, Mayville and Larimore. Orchesis again had a new director in 1948. It was Mrs. Margaret Thorleifson. Orchesis joined with Wesley College voice department to present an opera ballet.

The short opera performed was entitled "LaServa Padrona." Orchesis prepared three short ballets, "The Magic Fire Ritual," "The Legend of the Three Bears and Goldilocks" and a "Spanish Dance."

Marge Thorleifson's Orchesis group put on a dance production at the University Armory in 1949. The production included members of junior and senior Orchesis, a high school contingent, a square dance group and a choral group.

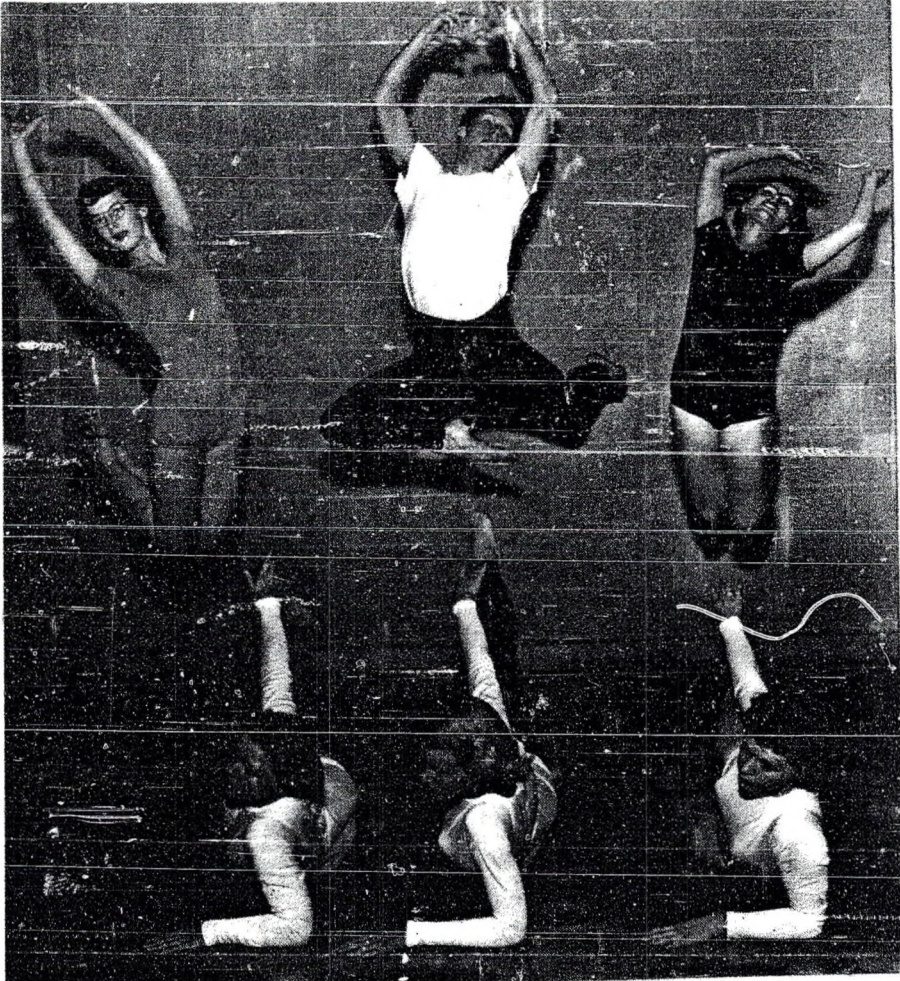
The square dance advisor was Mary Lou Keener. The selection "Spring Training" made use of the men's football uniforms. Members of Central High School Orchesis were directed by Maylu Erickson. Marge Thorleifson took part in some of the numbers herself. She was the composer at the piano for "Grotesquerie." She was part of the spoken accompaniment for the dance "This is Today."⁶⁵

One of the first big productions put on by Orchesis under Mrs. Thorleifson's direction was a joint effort by the University orchestra, the glee club, and Orchesis. It was entitled "Sleeping Beauty." An expressive account of the production was written in the Dacotah Annual.

It might be said that the University's modern dancers had been a kind of actual collectiv. "Sleeping Beauty" until this year, instead of just the performers of a pantomime to its its music. Because, until 1949 and 50, as proteges, under

⁶⁵Dakota Student, January 28, 1949.

inspired coaching of Mrs. Marge Thorleifson, Orchesis was alive. That Tchaikovsky production was the culmination of fifteen years of evolution and development. Orchesis astonished audiences with the artistic trained choral ballet. To most it was an introduction to a previously foreign art, the modern dance. Although every number presented was a show stealer itself, one of the most outstanding was a black-out number . . . dancers with luminous hands and heads gracefully rising and moving to the orchestra's "Alien Corn."⁶⁶



Orchesis

A "Program of Dances" took place on the banks of the English Coulee May 21, 1951. The dances came from many countries, America, Denmark, Sweden, Switzerland, Ireland, the Ukraine, the Phillipines,

⁶⁶Dacotah Annual, 1950, p. 85.

Mexico, Austria, Italy, Scotland, Yugoslavia, and Norway were all represented. Margaret Thorleifson directed the dances and performed a "Tango" with guest dancer Lloyd Besant.

The members of Orchesis and Mrs. Thorleifson choreographed the modern dances which were entitled, "Search," "Frolic," "Whim," "Color Moods" and "Release from Winter." The folk dances were not performed as demonstrations. The purpose was to enjoy participation as a group and to learn some of the folk ways and costumes of the other nations.⁶⁷

Orchesis sponsored Harriet Ann Gray in 1953-54. Gray and the dance troop performed at the Central High School Auditorium, February 15, 1954.⁶⁸ Orchesis changed directors in 1955-56.

Martha Patterson became the new Orchesis advisor. The first performance under her tutelage was done in front of the television cameras. The club presented a program of serious and humorous dance numbers. The choreography was done by Miss Patterson. The theme for the dance was the confusion that results when people are left without a leader.⁶⁹

The Dacotah Annual contained a description of the 1956 Orchesis dance club. It was found that Orchesis members performed in the music department operetta and in the Dakota Playmakers stage production. Concert tours were also held at high schools in Crookston and Grafton.

⁶⁷"Program of Dances," (program in the files of the Dakota Room, Chester Fritz Library, University of North Dakota).

⁶⁸"Harriet Ann Gray-Dance," (brochure in the files of the Dakota Room, Chester Fritz Library, University of North Dakota).

⁶⁹Dakota Student, March 27, 1957.

Barefootedness is not always a characteristic of ill-breeding, particularly when it is clothed in a tight leotard. Then it is culture.

The group appeared in bit parts for the music department's operetta "Carmen" and the Playmaker's stage production, "Hippolytus."

Back of public appearances are hours of practice and dance improvisation. Growing with the University, increased interest in modern dance swelled Orchesis to twenty-one members. They are selected at auditions before the fall and winter semesters.⁷⁰

Miss Natalie Ross took over the advisorship of Orchesis in 1957.

She planned a uniquely different program for Orchesis in the annual Christmas Convocation. A dance-drama, "Le Jongleur de Notre Dame" was presented.

The unusual ceremonial type production is patterned after the old Miracle Plays and is based on an original 14th century folk tale written by Anatole France. Artistic interpretations included "Street Scene," "Purple," and "Thumbelina." The club practices two hours a week to achieve the necessary finished perfection.⁷¹

Orchesis presented a four part recital in 1959. It was divided into "Jazz Suite," "Scaramouche," "Primitive" and "Dakota Fantasy." "Dakota Fantasy" was included as a tribute to the 75th Anniversary of the University of North Dakota.⁷²

Maylu (Erickson) Einess directed Orchesis in 1959-1960. The group took part in the women's Chorale Music program at Christmas and the Dakota Playmakers musical comedy, "The Boy Friend." Members practiced two hours a week.

⁷⁰Dacotah Annual, 1957, p. 52.

⁷¹Ibid., 1958, p. 160.

⁷²Dakota Student, January 9, 1959.

Margaret (Thorleifson) Penn came back to advise Orchesis during 1960-61. A program of dances was presented in the Student Union Ballroom, March 2. Twenty-eight members participated in the show.

Dances included "Alegria," a Spanish number; "Mark-down," a pantomime dance; "Lovely Evening," arranged and sung by members of Sigma Alpha Iota, women's music honorary; "We Are Her People" with music arranged and played by Phillip Cory, associate professor of music; "Incubus," "Fiddle Faddle" and "Fantasy" were others.⁷³

The fall of 1961 saw Orchesis receive a new director. This time it was Mrs. Mimi Marr. Several Orchesis members performed for the University of North Dakota's November Faculty Wives, Women and Associate's Tea.

Orchesis teamed up with the Grand Forks Ballet Company to give a program in 1962. Orchesis performed in the last half of the program. "Mrs. Marr did the choreography and the title of the program will be 'Mnemosyne.' Mrs. Marr will dance in the title role. The music is by Bartok."⁷⁴ The program will be held at St. James Academy.

Emphasis, in 1962, was switched away from one big recital. Orchesis eliminated the annual Spring recital, and made it possible for members

. . . to perform at the State Teacher's Convention at Fargo, to work with the Grand Forks Ballet Company in presenting a program for International Weekend and to assist the Opera Workshop with its opera. Between semesters, Orchesis is slated to go on tour with the U.N.D. Concert Band.

Another goal, males in modern dance, was achieved through the participation of three men who thought for themselves--and danced, especially after football season.⁷⁵

⁷³Ibid., February 24, 1961.

⁷⁴Grand Forks Herald, January 21, 1962.

⁷⁵Dacotah Annual, 1963, p. 249.

Mimi Marr danced at the Fine Arts Festival in 1962. Donald Pearce, head librarian at the Chester Fritz Library had this to say about it:

If at a faculty recital one expects a display of greater than usual ability and competence, then such an expectation was more than gratified by the dance concert presented as part of the Fine Arts Festival by Mrs. Mimi Marr. Mrs. Marr showed a versatility of performance and brilliance of imagination that not even a late curtain and long delays between items could dull.

Opening in a light vein with an interesting adaptation of a 17th century gigue, the program then moved to three contrasting portrayals of women; conventional with routine movement and set motion, coquette, in which Mrs. Marr gave first indication of her great mimic ability; and gypsy, which although expertly danced, somehow failed in full exploitation of flamenco vigor.

Audience reaction was immediate to the third part of the program, "Explorations," in which a witty delineation of an emotion was done through use of part of the body from behind a screen.

Mrs. Marr showed extraordinary body control in portraying timidity and greed with the feet, disdain with the hands, curiosity with the head, and impatience with the fingers.

Three folk tune variations followed, in two of which the dancer sang her own accompaniment. "Black is the Color," had the greatest emotional impact of the three.⁷⁶

Orchesis combined with the Grand Forks Ballet Company and the International Club to perform dances from around the world. This took place late in 1962.

Orchesis performed a group of three short solos. The dances were satires on some of the modern dances including the cha cha cha, and the continental, the charleston and Latin American dances.⁷⁷

A sacred masque, "Lot's Wife," was performed at the Fine Arts Festival of 1963. Mimi Marr was Lot's wife and she choreographed the masque. Members of Orchesis had some of the roles to play.

⁷⁶Dakota Student, March 30, 1962.

⁷⁷Ibid., November 16, 1962.

The masque was written to be presented in churches. Didier Graeffe wrote the play. In Graeffe's play the characters did not speak. They appeared in mask-like make-up and through stylized dance movements communicated the emotion of the drama.

The day following the performance, held at the First Presbyterian Church, Graeffe conducted a workshop in the religious dance drama. Graeffe was a lecturer on the Fine Arts Program of the American Association of Colleges for twelve years.⁷⁸

Orchesis went on tour in 1964. They performed in Billings and Bozeman, Montana, and Powell, Wyoming. Later on in 1964, Orchesis teamed up with the Grand Forks Ballet Company and individual performers to present "Graduation Ball."

The story of "Graduation Ball" deals with a girl's finishing school in 1840. Cadets from a nearby military academy are invited to the girls graduation party which results in a mad romp for the students and a mild flirtation for the head mistress of the girls school and the general from the academy.⁷⁹

Orchesis performed a "Contemporary Dance Concert" at the Fine Arts Festival. Mrs. Marr performed two solo works, "Where Have All the Flowers Gone?" and "Take Five."

Orchesis members will dance five group works choreographed by Mrs. Marr, ranging in style from traditional folk in the "Sailor's Hornpipe," to abstract modern in "Music for 3 Dancers."

A dramatic dance "Mooncalf," featured Ron Palmer. Other group dances are "Don Jose," "Anna Livia Plurabelle" and "Finnigan's Wake."⁸⁰

⁷⁸"Fine Arts Festival," (program in the files of the Women's Physical Education Department, University of North Dakota, Grand Forks).

⁷⁹Grand Forks Herald, March 29, 1964.

⁸⁰Ibid., April 12, 1964.

Donald J. Pearce made this comment about the performance: "The total performance was a satisfying one and the level of competence of the dancers was uniformly high. We look for Orchesis again and often."⁸¹

Mrs. Marr resigned in 1964 and was replaced by Miss Marilyn Ryden in 1965. Orchesis combined with the Triton Water Show in 1966 in a performance entitled "Showtime on Broadway." Miss Ryden recounted the enthusiasm of the Orchesis members:

They've taken awfully well to these numbers. Since the dances are from Broadway shows, its more like dancing seen on TV than normal modern dance routines. There's real gusto in a number like "Belly Up to the Bar, Boys," from the "Unsinkable Molly Brown," Miss Ryden noted.⁸²

The 1966-67 season for Orchesis brought a wide variety of talents into use. One-third of the Orchesis group was involved with dance roles for the drama department's "Threepenny Opera." Other members were at work choreographing numbers for "A Kristmas Koncert for Kids." It was designed for children of the community. Some Orchesis members attended the Martha Graham and Company Dance Concert in Minneapolis on November 15 of 1966.

The Beaux Arts Ball, featuring the John Davis Quartet, was one of the highpoints of the 1967 Fine Arts Festival. Orchesis helped sponsor the Ball. The Erick Hawkins dance company also gave two concerts in Burtness Theatre. "The world of modern dance as a creative art was included in the Fine Arts Festival through the appearance of the Eric Hawkins Dance Company of New York."⁸³

⁸¹Dakota Student, April 24, 1964.

⁸²Grand Forks Herald, February 13, 1966.

⁸³Dacotah Annual, 1967, p. 58.

Orchesis offered a series of free dance lessons in 1967-68. The classes were held Tuesday evenings throughout February and March and were open to the public of college age and older. Instruction was led by Orchesis members.⁸⁴

Delta Psi Kappa

Delta Psi Kappa, Womens Professional Honorary Fraternity in Physical Education, was installed February 26, 1949 at the University of North Dakota. Eighteen members were initiated. Lillian G. Rice was the officer in charge of the installation. Grace O. Rhonemus was initiated first and then assisted with installation.⁸⁵

Alpha Nu Chapter was installed at the University of North Dakota in accordance with the ritual of Delta Psi Kappa. The eighteen girls, charter members of Alpha Nu, passed their examination with high scores. The enthusiasm, the serious acceptance of the occasion and the exceptional preparedness which these girls displayed, is indicative of the valuable addition this chapter is to the fraternity.⁸⁶

Telegrams were received from sister chapters. Telegrams were also sent from the national officers. A telegram was received from Reva Ebert, national secretary. "May Delta Psi Kappa always be a source of personal satisfaction and an avenue of professional growth for each member. In the bonds. Reva Ebert, National Secretary."⁸⁷

⁸⁴Grand Forks Herald, January 22, 1967.

⁸⁵Report of Installation to the Grand Council of Delta Psi Kappa by Lillie G. Rice, University of North Dakota, February 26, 1949 (in the files of the Department of Womens Physical Education).

⁸⁶Ibid.

⁸⁷Telegram from Reva Ebert, National Secretary, Delta Psi Kappa, Denton, Texas, February 25, 1949.

Mrs. Grace Rhonemus was the woman responsible for the installation of a chapter of Delta Psi Kappa at the University of North Dakota. She has acted as the group's advisor since 1949.

The purpose of Delta Psi Kappa

. . . is to recognize merits in the fields of health, physical education and recreation; also to develop interest in these fields and promote fellowship among the women entering them.⁸⁸



Delta Psi Kappa

Membership was limited to women who are administrators, teachers, or prospective teachers of high standing in the field of health, physical education and recreation. These women must have achieved and maintained standards above average. Standards have been set up to follow. A pledge must have a 3.00 point average in

⁸⁸"Profession in Physical Education," (brochure in the files of the Women's Physical Education Department, University of North Dakota, Grand Forks).

physical education and a 2.00 point over-all average. A girl must be a second semester sophomore before she may become a member.⁸⁹

Alpha Nu began publishing "Pinfeathers," a department bulletin three times a year. By the year 1967-68 this bulletin was published yearly. It was sent to all the former alumnae of Alpha Nu Chapter of Delta Psi Kappa.

The official national journal, the Foil, published by Delta Psi Kappa has been published twice yearly. Mrs. Grace O. Rhonemus was elected editor of the Foil, and Shield, a newsletter published four times a year, in 1957. The appointment made Mrs. Rhonemus a member of the grand council of Delta Psi Kappa. Mrs. Rhonemus relinquished her position as editor in 1966. Dr. LaVernia Jorgensen, an associate professor in physical education at the University of North Dakota was elected to the position in 1966.⁹⁰ It has been a distinct honor to the University of North Dakota and to the two women, who edited the Foil, to have its editorship for such a long period of time.

Mrs. Rhonemus was given the highest honor a woman in Delta Psi Kappa can receive in 1959-60 when she was voted national Delta Psi Kappa alumna of the year. Mrs. Margaret Penn, a Grand Forks alumna, gave a brief biography of Grace O. Rhonemus in the 1960 Foil. She said:

⁸⁹Delta Psi Kappa Scrapbook, (in the files of the Women's Physical Education Department).

⁹⁰Ibid.

Mrs. Rhonemus has the drive and energy that makes one think of the word "jet." A tremendous amount of this energy is directed toward various phases of physical education and her beloved Delta Psi Kappa.

She was president of the State of North Dakota HPERCA in 1953, spent six years as secretary-treasurer and editor of their "News Letter," helped plan the State Course of Study for North Dakota published in 1953, compiled the rhythm and dance section in the State Course of Study in physical education for NDHPER in 1958, and wrote several articles for the "North Dakota Teacher" and "School Activities," organized State College Women's Physical Education in 1950, organized and aided countless folk and square dance clubs throughout the state, has been advisor for various recreation groups and has arranged "Learn to Dance" Records designed to help classroom teachers who lack training in teaching rhythms.

In 1958 Mrs. Rhonemus was made a Fellow in CAHPER" and is recently listed in "Who's Who of American Women."

I could continue listing achievements and contributions, but they do not tell the whole story of the far-reaching influence that Grace Rhonemus has imparted as teacher, advisor, consultant, colleague and friend over the years.⁹¹

Since the formation of Delta Psi Kappa in 1949, the fraternity's projects have been numerous and varied. They have worked as ushers, helped direct shows, sewed costumes, sold gym suits, apples and candy, worked at car washes, done babysitting, held parties for the under-privileged children, sponsored playdays, recreation nights, speakers, and panels. They have worked at the Blind School and at the Rehabilitation Center.

Any funds received for activities performed, went toward payment of expenses to the National AAHPER and Delta Psi Kappa conventions or toward scholarships. Alpha Nu set up a Grace O. Rhonemus scholarship of \$100 in 1960-61. This award was given to the outstanding junior girl in physical education. In addition to the scholarship, the "Psi Kap" award was given to the outstanding senior girl in physical

⁹¹Margaret Penn, "Grace O. Rhonemus," Foil, Fall, 1960, p. 27.

education.⁹² National honors have also been attained by Alpha Nu members. Mary Stepaniuk was runner up for the Reva Ebert award as "Psi Kap of the Year" in 1966. Kristi Bethke was runner up for the award in 1968.

Tritons

The University of North Dakota co-educational Swim Club originated February 8, 1955. It was through the efforts of Miss Martha Patterson that this group was organized. She began the club during her first year of teaching at the University. A swimming demonstration was held in April of 1956 to show the club's progress. Synchronized swimming, stunts, diving and competitive swimming were featured in the first exhibition.⁹³

Six members of the University swim club and their director traveled to Fort Lauderdale, Florida, in 1956, for the National Aquatic Forum. Miss Patterson presented a guest lecture at the Forum. Miss Patterson and her swimmers heard Florence Chadwick, three time English Channel swimmer, speak at the Forum.⁹⁴

The swim club put on its first big show in 1957.

Swim club mermaids and mermen made their first big campus splash this year with a two-night water show production, "Aqua Follies," in the spacious Fieldhouse swimming pool.

⁹²Delta Psi Kappa Scrapbook, op. cit.

⁹³Women's Physical Education Department Scrapbook, (in the files of the Women's Physical Education Department, University of North Dakota, Grand Forks).

⁹⁴Ibid.

The theme of the Swim Club's initial show was a portrayal of international travels, with participants decked out in appropriate foreign colors.

A fetching hula dance to open the show lured good sized crowds. Later a water clowning act created merriment. The final performance was viewed by a turn-away throng, indicating better interest in the future.

"Aqua Follies" was only one of several activities for the fast-growing club, in its second year of organization under Martha Patterson. The swimmers performed for the North Dakota State Teachers Convention and put on a show during University Open House festivities.⁹⁵

Miss Dorothy Wendt directed the 1957 Swim Club. The swimmers practiced two hours a week perfecting their routines.

Synchronized swimming is the specialty of this bevy of buoyant students when they present their annual Aqua Follies each spring.

Choosing their theme to coincide with the University's 75th Anniversary this year, the club presented "Songs Throughout the Years." Solos, duets and trios, as well as diving exhibitions, were incorporated in the extravaganza. Four members traveled to Stillwater, Minnesota to the 1957 Minnesota Open Synchronized Swimming Meet.

The forty club members must survive rigorous fall try-outs to become eligible for membership. Miss Dorothy Wendt, club director, implores strict standards and many aspirants fail to make the grade.⁹⁶

The Swim Club changed its name to Tritons in 1957. Miss Wendt inferred that, according to sea mythology, the tritons were sea deities who blew upon their shell trumpets to soothe the restless waves of the sea. They were represented as a kind of mermen, half man and half dolphin.⁹⁷

The second annual water show was built around the theme "An Artists Dream." The show included nine numbers of synchronized

⁹⁵Dacotah Annual, 1957, p. 51.

⁹⁶Ibid., p. 161.

⁹⁷Women's Physical Education Department Scrapbook, op. cit.

swimming and diving. Special lighting effects were planned and participants in the various routines wore matching costumes.⁹⁸

Miss Theresa Malumphy was faculty advisor in 1958. The production of "Tritons in Disneyland" ran March 5, 6 and 7. Twenty-five members portrayed characters such as Robinhood, Sleeping Beauty, Snow White, Davy Crockett, Donald Duck and others. In addition to the water show, Tritons sponsored a girl's competitive swim meet in cooperation with WRA.⁹⁹

Tritons presented "South Pacific" in 1959. Gaydena Brown was the club's advisor. Acts were presented both in and out of the water.¹⁰⁰

Iris Garland took over a faculty advisor of Tritons in 1960-61. "Continental Splash" was the water show theme for that year. It was scheduled April 6 through April 8. Eleven items appeared on the program.

Tritons again received a new advisor in 1962. It was Miss Patricia Mauch. "Splashes in Color" was the title of the water show. The show was based on emotional aspects of color. The members of the club presented different interpretations of color as they saw them. "'Dance of the Clouds' depicts white, while 'Violence' is used for red. 'Moods of the Sea' represents green with its calmness and jealousy."¹⁰¹ Several men divers performed in the show.

⁹⁸Ibid.

⁹⁹Dacotah Annual, 1959, p. 137.

¹⁰⁰Women's Physical Education Department scrapbook, op. cit.

¹⁰¹Ibid.

Seven Triton members traveled to Winnipeg on November 7, 1963 to attend a swimming clinic. The clinic was conducted by Mrs. Theresa Anderson. She was chairman of the U. S. Amateur Athletic Union Synchronized Swim Committee.

Twenty-two performers took part in the eighth annual water show in 1964. The theme for the show was "Ebb Tide Editions." Each of ten routines depicted a national magazine. The show was complete with special backdrops and lighting effects. It was directed by Mrs. Joann (White) Johnson. She was assisted by Julie Moore.

The water show of 1965-66 added a new feature. Tritons combined with Orchesis for a performance entitled, "Showtime on Broadway." Miss Barbara Sanborn was the Triton advisor. The show included twenty swimmers, thirteen dancers and three divers.¹⁰²

Miss Sanborn stated: "This year's show is second only to the aqua follies."¹⁰³ Miss Sanborn swam in the Aqua Follies which appeared in Minneapolis and Seattle and other cities in 1961. The year 1965-66 marked the last of the Tritons swim club and the water shows. In place of Tritons a competitive swim team was organized.

PEMM

A new club within the women's physical education department was officially formed by Dr. LaVernia Jorgensen in 1964. The club was open to all women physical education majors and minors. Each member must become affiliated with AAHPER in order to retain membership.

¹⁰²Ibid.

¹⁰³Ibid.

The club had previously begun in 1960. However, no officers were appointed. The extent of the club's functions at that time were social gatherings. The first advisors were Mrs. Rhonemus and Mrs. Gimmestad.

When Dr. Jorgensen took over the club, officers were appointed and monthly meetings were held. Beginning in 1964, the club became professional. Noted speakers were invited, and professional projects undertaken. Membership in the club stood at 60 during 1964. The girls attended a Danish gymnastic demonstration in Fargo and took part in gymnastics and track and field clinics. It was granted a national charter by the American Association of Health, Physical Education and Recreation in 1968.

The first annual spring banquet was held May 4, 1966 at the University Student Center. The program consisted of the Invocation given by the president and entertainment. The guest speaker was Dr. Leona Holbrook, who was national president of AAHPER and the chairman of the Department of Physical Education for Women at Brigham Young University.

The purpose of PEMM club was to

. . . foster a concern for progress in health education, physical education and recreation education, to advance standards of the profession, to cooperate with state and national associations and to use the special knowledges and skills of majors and minors to serve the total student body.¹⁰⁴

PEMM sponsored a toboggan party, a sports night, and a ski clinic in 1966. Speakers from Girls Scouts, Campfire Girls and the YWCA also spoke to the girls.

¹⁰⁴Ibid.

The second annual PEMM club banquet was held in 1967. The guest speaker for the event was Miss Sara M. Hope of Bloomington, Indiana. Miss Hope was the national president of Delta Psi Kappa.

Miss Lois Jacobson of Fargo spoke to PEMM club at the 1968 banquet. She taught physical education in the Fargo school system. New officers were initiated at the banquet.

PEMM club received an honor in 1964-65. It received a plaque in recognition of one hundred per cent membership in AAHPER. The plaque was signed by AAHPER President, Catherine L. Allen. PEMM club received another such plaque in 1967-68 for a perfect membership. It was signed by Mabel Locke, President of AAHPER.¹⁰⁵

¹⁰⁵Ibid.

CHAPTER V

DISCUSSION

Any study gains scope and direction when it is grounded in a well conceived framework. A framework is the setting in which ideas or events relate to one another. To be valid, a framework must reflect the history of a particular era, it must reflect ideas, attitudes and trends of the particular time and place. The leadership and professional contributions of the women faculty must be recorded against the history of the women's physical education department at the University of North Dakota. Only through the identification of the growth and development of the leaders is it possible to strengthen the validity of their contributions as leaders, in the development of the history of the women's physical education department.

When physical education first entered the curriculum at the University of North Dakota its prime aim was to keep bodies physically fit and to reduce sickness. The value of physical fitness to the human body and the important role physical education has played in this development has been accepted by fact.

Physical education traversed from the health aspect to aestheticism. Distinct importance was placed on the body, on movement and on gracefully flowing motion. This was the trend from 1915 until the late 1920's. During the same period other physical activity began to

make rapid gains. It was mainly in the area of individual, dual, and team sports. Gymnastics and swimming were largely ignored. They both took root at the University in the early 1950's. A steady and increased interest in swimming has been displayed by both students and teachers. Gymnastics has had ups and downs. It never has had the supported enthusiasm of teachers or students. Gymnastics had its greatest success from a student participation and learning point of view from 1965 until 1967. Could this have been because girls were able to compete against gymnastic teams of higher quality and found goals toward which to work?

The writer noticed, with glaring apparentness, the working hours of women in the 1920's through to the 1950's, as compared with the working hours of the 1960's. Prior to the '60's there always seemed to be a staff shortage. Perhaps this was the reason for the long work day, almost always in excess of nine hours. Weekends were no exceptions. Work continued. It was realized, too, that one of the reasons for the long working hours were the big "productions" that were produced by the women's physical education department. May Fetes, ice shows, dance concerts, swim shows, and play days were all in evidence. Big productions were made only in dance concerts and swim shows in the 1960's. They, too, ended in 1966-67. What was the reason for the cessation? Could it have been a more highly developed campus life? Were the students not able to handle their time satisfactorily, and thus gave up the organization? Could it have been that trends had changed away from big productions?

Working conditions were not ideal in 1967-68, and neither were they ideal at any other period throughout the history of the women's physical education department. Salaries and facilities were constantly referred to as being inadequate, especially in the early 1900's. Despite these conditions the pioneer physical educators appeared to work harmoniously with their colleagues. All hands appeared to work toward building up the women's physical education program and enriching the curriculum. Therefore, they must have been busy. The busyness and long working hours appeared to leave little time for petty griefs and thus the department appeared to be a happy place in which to learn and teach.

Mrs. Rhonemus stated in an interview that "teachers were not afraid of work. There were no complaints about heavy workloads. Every teacher worked for the good of the department."¹ This did not appear, to the writer, to be the case of many of the teachers from 1961 to 1968.

Evidence seemed to show that women in the department worked on joint projects and programs throughout the history of the department. There was written evidence of this. Teachers praised the work of each other and appeared to give credit where credit was due, until the 1960's. Since that time records appeared to have held little or no acknowledgment of outstanding service. Individuals have been awarded recognition by organizations outside the women's physical education department, however.

¹Interview with Grace Osborne Rhonemus, July 12, 1968.

Early leaders went out of their way to give students the best possible training. Some still do this. Teachers in the 1940's and 50's took their students on frequent sojourns to Fargo, North Dakota; Winnipeg, Manitoba; and to Minneapolis, Minnesota. One group went as far as Florida to observe, to learn and to participate. Travel was more freely advocated in the sixties than at any other time. The extramural teams, indeed, traveled a great deal. Delta Psi Kappa and PEMM Club did a great deal toward influencing girls to attend National AAHPER and Delta Psi Kappa conventions. There were few workshops, clinics or meetings attended by students and faculty together with the exception of the year 1966.

Facilities have, with the exception of a new building, vastly improved over the years. The women have asked for a new physical education plant since 1948. Twenty years later there was still no sign of it. Could it be the lack of publicity given to the girls' program? It took many letters from President Merrifield to the Governor of North Dakota before construction on the first gymnasium in 1907 took place. There has been no long sustained effort put forth by the women of the department to get a new building. No University officials have appeared to appeal on the women's behalf. It would appear that the money needed to build a new facility may perhaps, continue to be scarce until the girl's physical education program could be placed on an equal par, publicity wise, with the men's athletic program.

Many fine and capable women directed the program in physical education for women. Each influenced and accomplished in her own way and according to personal interests and abilities. The longest reign

was that of Della Marie Clark from 1927 until 1943. Esther Pike, Nell Martindale, Grace Rhonemus and Phebe Scott all directed the women's program for five years or more. All of the chairmen and directors encouraged professional growth and development.

In July, 1968, information was not available as to whom the new appointee as women's director would be. Mr. L. R. Marti had assumed the directorship temporarily when Miss Warcup resigned.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to carry out an historical research, primarily concerned with the history of the Women's Physical Education Department at the University of North Dakota. The study was conducted to allow for the identification and preservation of the contributions of all those people involved with the women's physical education department, to establish their positions within an historical perspective, and to allow for the establishment of a criterion for future studies relative to the evolution of the women's physical education department and aspects within it.

All data were collected from those primary and secondary sources made available through a survey of related research, professional publications of the eras, writings and speeches made by the dignitaries of the university, the women of the physical education department, and of identifiable contemporaries of women within the department, from writings and records found in the women's physical education files, from the files at the University of North Dakota Library, from a survey in the form of a questionnaire sent out to former women physical educators at the University of North Dakota, and from interviews. The writer also made use of scrapbooks that dated back to 1920. They were on file in the women's physical education department and at the home of Mrs. Grace O. Rhonemus.

Summary

Physical drill for girls was introduced by Cora Smith in 1888. It was called "calisthenics" and came about largely because it was thought that daily exercise periods for all students would mean less illness in the dormitories and an improvement in the all-round health of students. The first "physical drill" took place in "Ladies' Hall."

The department of women's physical education was introduced in 1893. After this date physical education was required of all women students.

President Webster Merrifield was instrumental in getting the first gymnasium built. It was constructed in 1907. Both the women and the men used this building until 1913. Woodworth Hall was the base for the women's physical education department until 1919. This was the year the Armory was constructed. The men's physical education classes were taught there and the women moved back to the gymnasium.

Ethelyn F. Wilcox taught girls "physical culture" from 1889 until 1902. Physical culture was closely bound to military training until 1904. John Sweetland, then took over as University Athletic Director. He taught both the men and the women until 1906. Sweetland introduced the first regulation gymnasium uniform for the girls and was able to get physical education accepted for credit.

Esther M. Pike taught girls physical education from 1907 until 1918. She drew up the first schedule of courses offered and was the first woman to teach physical education during the summer. By 1917, physical education had increased from a one year to a two year

requirement. The department of physical education for women was placed in the School of Education in 1919, primarily because women's physical education had occupied Woodworth Hall where the College of Education was housed.

Miss Nell Martindale followed Esther Pike. One of her greatest contributions to the physical education department was the annual pageant, or May Fete, she presented. The last one took place in 1927. Physical education for women, located in the School of Education, was made into a four year program in 1923. Previous to 1923, a teacher of physical education had been able to secure a special two year certificate. Two factors within the department were intensified under the Martindale administration. The sports program became larger and more varied, and more instructors were hired. The first minor was offered under the Martindale administration.

Della Marie Clark took over the chairmanship in 1927. She remained until 1943. During her reign an athletic stadium was built, a golf course was constructed, a winter sports building was erected and the scope of the girl's physical education program was very much expanded. The first major in girls physical education was offered in 1929-30. Miss Clark also introduced the first major for men in 1938.

Rosemary Royce headed the women's physical education department for one year before Grace O. Rhonemus took over in 1944. Mrs. Rhonemus introduced a good many of the women's physical education courses to the curriculum that still stand in 1968. She was the first chairman to offer any physical education courses by correspondence. While she was chairman, the Fieldhouse was erected, and Orchesis, Delta Psi Kappa and the Ice Shows originated.

Dr. Phebe Scott, the first woman doctorate, took over the chairmanship from 1955 until 1959. She was in charge of the women's graduate program. The first women's graduate physical education classes began in 1955-56. Tritons was organized in 1957.

The year 1960-61 had Dr. Laura Kratz for chairman of women's physical education. Mrs. Wilma Gimmetad took over from her in the fall of 1961. During this era PEMM club was organized.

Dr. LaVernia Jorgensen took over the women's physical education graduate program in 1963-64. The graduate program for women was built up under her direction. There were two women graduate students in 1963-64. In 1967-68 there were eight women graduate students.

The women's physical education department was given a new title in 1965, the same year Miss Patricia A. Warcup took over as director. It was named women's physical education division and was one of several included in the Department of Health, Physical Education, and Recreation. This department was placed in the College of Education. Five divisions were formed at this time: the Men's Division, the Women's Division, the Graduate Division, the Athletic Division, and the Intramural Division. Mr. L. R. Marti was chairman of the Department of Health, Physical Education and Recreation.

"Extramurals" for girls were begun on a full scale basis for the first time. A system was also devised whereby major students, who were tested and found to be proficient in an activity, could elect to take some other activity in its place.

The division of physical education for women was left without a woman director, when Miss Warcup resigned in March of 1968. Mr.

Marti assumed the position temporarily until a woman director could be appointed.

Conclusions

1. Physical education for women at the University of North Dakota was introduced in the late 1890's. It seemed the main objective was the maintenance of a good physical condition. Early leaders held the opinion that physical drill would keep the dormitories free from illness. Early publicity on the beginning of the physical education program centered around the health aspect of exercise and calisthenics.

2. The women who directed the physical education department held the position for various lengths of time. Each chairman and director made specific contributions. These contributions included the formation of a physical education program, a minor program, a major program, a graduate program, changes in curriculum, large productions sponsored by clubs or groups, the development of organizations and improved methods within the program.

3. The physical education department began with Cora Smith in 1893. It had expanded to ten full time instructors and three graduate assistants by 1967-68. Facilities also improved. The first exercise class was held in a dormitory. By 1967-68 the women taught classes on many parts of the campus as well as the Grand Forks area. These teaching stations were to be found in the Women's Gymnasium, the Fieldhouse, the tennis courts, the University Center, the English Coulee bank, Ray Richard's Golf Course, Grand Forks Curling Club, the playing fields, the Winter Sports building,

Memorial Stadium and Arvilla State Park. Records indicated that the major student enrollment had increased from less than twenty girls in 1929-30 to approximately 100 in 1967-68.

4. The writer stated in a hypothesis that the clubs and organizations that developed were usually the result of one woman's interest. This was true only in the case of Delta Psi Kappa and special events such as the Ice Shows and the May Fetes. The other organizations, developed within the women's physical education department, have had several advisors. The relative success of each was dependent upon the interest and inspiration of several women.

Recommendations

As a result of the analysis of the history of the women's physical education department, the following recommendations are proposed:

1. It is recommended that a study of the life and contributions of Grace Osborne Rhonemus, as it pertains to physical education in the State of North Dakota and at the University of North Dakota, be conducted.

2. It is recommended that a study of the national professional physical education fraternity for women, Delta Psi Kappa, be conducted.

3. It is recommended that a study of the history of the men's physical education department be conducted.

Dear Madame:

The attached questionnaire is concerned with the history of the Women's Physical Education Department at the University of North Dakota. The information obtained from this questionnaire will be used to complete an historical research of Women's Physical Education at the University.

We are particularly desirous of obtaining your responses because of your close association and experiences at the University. Your responses will contribute significantly toward answering some of the questions that exist. The enclosed questionnaire has been tested with a sampling of University women physical education teachers. It has been revised in order to make it possible for us to obtain all the necessary data while requiring a minimum of your time.

It will be appreciated if you will complete the questionnaire prior to _____ and return it in the self-addressed, stamped, special delivery envelope enclosed. Other phases of this research cannot be carried out until we complete analysis of the questionnaire data. We would welcome any comments that you may have concerning any historical aspect not covered in the questionnaire. We will be pleased to send you a summary of questionnaire results if you desire.

Thank you for your cooperation.

Sincerely yours,

LJ/sid
Encl. 2

LaVernia Jorgensen (Dr.)
Associate Professor
Women's Physical Education
Division

QUESTIONNAIRE FOR FORMER TEACHERS AT THE UNIVERSITY OF NORTH DAKOTA

PERSONAL DATA:

Name:

Address:

Present Occupation:

ASSOCIATION WITH THE UNIVERSITY OF NORTH DAKOTA WOMEN'S PHYSICAL
EDUCATION DEPARTMENT:

1. Capacity in which you were associated with the University.

2. Length of time you were associated with the University ____year(s).

3. Professional organizations involved in while at the University.

4. Offices held in organizations while at the University.

5. Papers, articles or books published.

DESCRIBE THE DEPARTMENT:

Check Facilities available while you were at the University:

angling	_____	ice skating	_____
archery	_____	judo	_____
badminton	_____	karate	_____
baseball	_____	life saving	_____
basketball	_____	riflery	_____
bowling	_____	skiing	_____
camping	_____	soccer	_____
canoeing	_____	softball	_____
curling	_____	speedball	_____
dancing	_____	swimming	_____
diving	_____	tennis	_____
fencing	_____	track & field	_____
field hockey	_____	tumbling	_____
golf	_____	volleyball	_____
gymnastics	_____		

Enrollment of majors while you were at the University.

1 - 10	_____	51 - 60	_____
11 - 20	_____	61 - 70	_____
21 - 30	_____	71 - 80	_____
31 - 40	_____	81 - 90	_____
41 - 50	_____	91 -100	_____

List staff members while you were at the University.

1.	6.
2.	7.
3.	8.
4.	9.
5.	10.

ORGANIZATIONS:

Please comment on -

1. Tritons:

2. Orchesis:

3. Pemm Club:

4. Delta Psi Kappa:

5. W.A.A. or W.R.A.

ADDITIONAL INFORMATION THAT MAY BE OF HELP TO THE STUDY:

ROSTER OF TEACHERS

Cora Smith	1888-89, 1893-1895
Ethyl Wilcox	1889-1902
John Sweetland	1902-06
Esther Pike	1907-17
Nell Martindale	1917-27
Marion Gray	1920-21
Irene Tihen	1922-24
Mary Nestor Moore	1923-26
Margaret Tool	1924-26
Helen Wheeler	1925-27
Ragna Peterson	1926-29
Della Marie Clark	1927-43
Mary Tree Watson	1929-36
Mary Cave	1942-44
Milada Vavrina	1935-37
Phyllis Jack	1937-41
Maxine Munt	1938-41
Rachel Schoenig	1941-42
Rosemary Royce	1943-44
Alice Carter	1943-44
Grace Rhonemus	1944-68
Josephine Hjalmaison	1944-45
Judith Johnson	1944-45
Eunice Way	1946-48
Judy Graham	1947-48

Maldean McLaughlin	1946-47
Leota Abbott	1948-51
Mary Lou Keener	1948-51
Margaret Thorleifson	1948-55
Barbara Flebbe	1951-52
Ada Loveless	1951-52
Joyce Shamley	1952-55
Bertha Weyrauch	1952-53
Hazel Braithwaite	1952-55
Phebe Scott	1955-59
Martha Patterson	1955-57
Dorothy Wendt	1955-58
Florence Shornhorst	1956-57
Grace Frederick	1957-59
Natalie Ross	1957-59
Marlo Powers	1957-63
Maylu Erickson	1957-58
Theresa Malumphy	1958-59
Laura Kratz	1959-60
Gaydena Brown	1959-60
Ardyth Archer	1959-60
Esther Jeffrey	1960-61
Iris Garland	1960-61
Wilma Gimmestad	1961-65
Barbara Bowman	1961-63
Patricia Mauch	1961-68

Mimi Marr	1961-65
Julie Moore	1962-64
Joann White	1962-64
LaVernia Jorgensen	1963-68
Audrey Featheringham	1963-64
MoDean McCullough	1963-65
Gail Leary	1964-66
Maxine Millar	1964-67
Marilyn Ryden	1964-68
Lilia Velasquez	1964-65
Patricia Warcup	1965-68
Bernice Pavek	1965-67
Margaret Hallatt	1965-68
Barbara Sanborn	1965-68
Joyce Clayton	1966-67
Margaret Berven	1966-68
Mary Ann Engen	1966-68
Mary Lou Wright	1967-68
Jackie Limke	1967-68
Margaret Milne	1967-68
Karen Tomberlin	1967-Jan. 68
Kay Boyum	1968

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