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THE EFFECTS OF SOCIETAL AND CULTURAL CHANGES ON
THE HISTORICAL DEVELOPMENT OF THE ATHLETIC ASSOCIATION
AT THE STATE NORMAL AND INDUSTRIAL SCHOOL IN
GREENSBORO, NORTH CAROLINA FROM 1900 TO 1920

A Thesis

by

GLORIA JEAN LOJKO

Submitted to the Graduate School
Appalachian State University
in partial fulfillment of the requirements for the degree of
MASTER OF ARTS

May 1983

Major Department: Health and Physical Education

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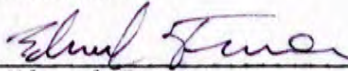
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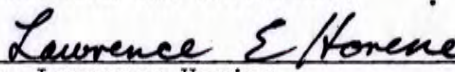
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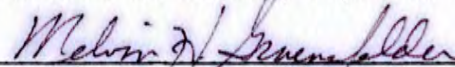
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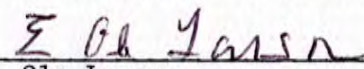
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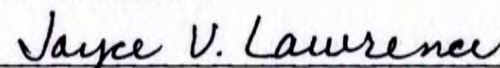
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ABSTRACT

THE EFFECTS OF SOCIETAL AND CULTURAL CHANGES ON
THE HISTORICAL DEVELOPMENT OF THE ATHLETIC ASSOCIATION
AT THE STATE NORMAL AND INDUSTRIAL SCHOOL IN
GREENSBORO, NORTH CAROLINA FROM 1900 TO 1920
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The basic purpose of this investigation was to trace the historical development of the Athletic Association at the State Normal and Industrial School in Greensboro, North Carolina, from 1900 to 1920. To accomplish this a brief overview of the effects of cultural changes upon physical activities for women was included. The researcher surmised that the overview of cultural changes was important in understanding the development of the Athletic Association. Also included were brief histories of the State Normal and Industrial School in Greensboro, North Carolina, and the Physical Culture Department of the same Institution. Both area reviews were needed to better understand the school, the students, and student life all of

which interrelated with the Athletic Association. The following sub-problems were also investigated:

1. The major reasons and rationale for the establishment of the Athletic Association.
2. The cultural changes which had a direct bearing on the Athletic Association.
3. The types of activities which were offered by the Athletic Association.

Available information employed in the research included primary sources of annual catalogues, students' handbooks, the State Normal Magazine, annual yearbooks, the Spainhour Scrapbooks, and interviews with alumni from the time period covered in the investigation. Secondary sources included a Master's Thesis, A History of the Physical Education Department at the Woman's College of the University of North Carolina; published histories of the State Normal and Industrial School, intramurals, and physical education. The researcher employed logical interpretation in the analysis of these data.

Conclusions based on the given sub-problems were as follows:

1. The Athletic Association developed and increased in importance because of an apparent student satisfaction for those activities offered through the Association.
2. The health benefits of physical activities for the students were deemed important by the administration at the State Normal and Industrial School.

3. The types of activities offered by the Athletic Association followed the national trends in other colleges' athletic associations.
4. Approval of the Athletic Association by the faculty and administration motivated membership in the Athletic Association.
5. The Athletic Association was a major influence on student life at the State Normal and Industrial College.

The Athletic Association at the State Normal and Industrial College was founded by its female students in 1900 in response to needs for physical exercise, competitive fun, and social exposure. The social and political changes which dated back to the pre-Victorian Era intensified as women gained more equality. The Athletic Association met with little resistance; rather it was supported and encouraged by the faculty and administration. The Athletic Association assumed a major role in the development of student life at the State Normal and Industrial College from 1900 to 1920. The Athletic Association supported the development of student physical fitness, class and school spirit, recreational activities on campus, and sportsmanship of the students. The Athletic Association has grown in membership and importance to the State Normal and Industrial College during the 1900's to 1920's. The activities offered at the State Normal and Industrial College were consistent with similar college offerings across the nation, such as camping, basketball, golf, tennis, field hockey, track and field events, hiking, volleyball, and gymnastics. The Athletic Association entered into the 1920's with a strong base and continued to grow and to be an inspiration to the State Normal and Industrial College.

ACKNOWLEDGMENTS

Thanks must be given to Dr. Ed Turner who spent many hours on the phone and during his vacation editing this thesis. Thanks to Dr. Richard Bardolph who helped the author find reference materials. To my parents I give special thanks for their support and threats! One person receives my deepest appreciation, Mrs. Patsy Sellers. Without her knowledge, guidance, and drive this thesis would never have been completed.

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Chapter I

INTRODUCTION

Social, political and economic changes during the period of 1860 to 1920 had a significant affect on the types and amount of physical activities in which women could participate. The notions that women were too delicate to participate in sports and that women belonged in the home disallowed any sports activities that were too strenuous. By 1880 colleges which were established for females were mandating physical culture classes. In the 1890's cultural attitudes began to change as women made gains in their fight for equality. By 1900 the Athletic Association at the State Normal and Industrial College was supplementing the athletic needs of its female members and developing even more sports activities for the students and campus.

Athletic associations, especially in women's colleges, were an answer to the physical and social needs of many students. The athletic associations offered activities that were fun, competitive, and social in nature. The students also established and supervised their own athletic associations. With the colleges' support, both financially and administratively, the athletic associations became major organizations in the institutions. The purpose of this study was to trace the development of the Athletic Association at the State Normal and Industrial School, Greensboro, North Carolina, from 1900 to 1920.

Statement of the Problem

The basic purpose of this investigation was to trace the historical development of the Athletic Association at the State Normal and Industrial School in Greensboro, North Carolina, from 1900 to 1920. To do this a brief overview of the effects of cultural changes upon physical activities for women was included. The researcher surmised that the overview was important in understanding the development of the Athletic Association. Also included were brief histories of the State Normal and Industrial School in Greensboro, North Carolina, and the Physical Culture Department of the Institution. Both area reviews were needed to better understand the school, the students, and student life which interrelated with the Athletic Association. The following sub-problems were also investigated:

(1) The major reasons and rationale for the establishment of the Athletic Association.

(2) The cultural changes which had a direct bearing on the Athletic Association.

(3) The types of activities which were offered by the Athletic Association.

Limitations

The study of the problem was limited due to the lack of some information from primary sources, which no longer existed or was inaccessible, such as the minutes of the Athletic Association's meetings and interviews with alumni. The researcher employed taped interviews conducted by Dr. Richard Bardolph, History Professor Emeritus at University of North Carolina at Greensboro. Dr. Bardolph had received a grant in 1981 from the Hillsdale Fund in order to supplement the

historical archives of the University of North Carolina at Greensboro. The grant was awarded to Dr. Bardolph to conduct interviews with selected alumni for the purpose of establishing historical data about the college for future research endeavors. The information in these interviews basically coincided with other written material analyzed by the researcher. Secondary sources were substituted minimally to maintain a logical progression of the material.

Sources of Data

Primary sources of data were found in the annual catalogues, students' handbooks, the State Normal Magazine, annual yearbooks, the Spainhour Scrapbooks, and with interviews with alumni from the period covered. Secondary sources included a Master's Thesis, A History of the Physical Education Department at the Woman's College of the University of North Carolina; published histories of the State Normal and Industrial School, intramurals, and physical education. The researcher employed logical interpretation in the analysis of the data.

Scope of the Study

The study traced the development of the Athletic Association at the State Normal and Industrial School from 1900 to 1920 and included activities, cultural change, and rationale for the development of the Athletic Association.

Definitions of Terms

Physical Activity - Any type of bodily exertion relating to physical culture, intramural athletics, and everyday activity.

Physical Culture - Academic courses offered by colleges which included physical activities that were designed to improve the health of

the students. Those academic courses were referred to as "curricular", which was an abbreviated term for curricular physical culture. Physical culture classes at the State Normal and Industrial School were part of the basic curricular requirements.

Intramural Athletics - Intramural programs in the early stages of existence were referred to by many different names: intramural sports, intramural activities, and intramural athletics. Since most activities were primarily athletic in nature, most programs employed the term athletics. For the first twenty years of the Athletic Association at the State Normal and Industrial School, intramurals were called athletics and included the following activities: basketball, tennis, baseball, field hockey, camping, track and field events, volleyball, hiking, and community games.

Extramural - A program of athletics conducted by schools where two teams from different schools competed. Competition between schools was not an approved form of physical activity by the State Normal and Industrial School Officials.

Cultural Changes - Events that occurred which were related to society, such as the Civil War, the Victorian Era, the Industrial Revolution, World War I, and the Women's Suffrage Movement.

Athletic Association - Organizations that offered sports programs to students at colleges and universities. Generally, athletic associations were established and maintained by students with support from the administration at their schools. The Athletic Association at the State Normal and Industrial College was established in 1900 and will be referred to as the AA during the study.

State Normal and Industrial School - The State Normal and Industrial School was founded February 18, 1891, when the North Carolina General Assembly passed a bill for the establishment of the State's first female school of higher learning. The State Normal and Industrial School was built in Greensboro, North Carolina, and was opened to students in 1892. In 1897, the General Assembly voted to change the name of the school to the State Normal and Industrial College. The name again changed in 1919 to the North Carolina College for Women. The name of the school will periodically be referred to in this study as the Normal.

Basketball - The spelling of the word basketball had three different forms during this study: basket ball, basket-ball, and basketball. All three spelling forms referred to the same activity.

Chapter II

THE EFFECTS OF CULTURAL CHANGES UPON PHYSICAL ACTIVITY FOR WOMEN DURING THE PERIOD 1860 TO 1920

The effects of cultural changes upon physical activities for women during the period of 1860 to 1920 were characterized by social, political and economic disruptions. Resulting cause and effect does not allow for the total segregation of social, political and economic implications; however, these areas can be characterized by some historical events. The Victorian image of women as being the weaker sex both physically and mentally restricted their growth in society including the acceptance of physical activities. Major political and economic disruptions were characterized by wars, the Industrial Revolution, and a demand for women's suffrage. Female participation in sports increased significantly as the variety of culturally accepted activities increased and was further promoted by educational programs in schools and colleges.

Social Disruptions

The imagery and attitudes of England's Queen Victoria, whose reign lasted from 1837 to 1901, had a pervasive influence on female behavior throughout the world. Queen Victoria's "attitudes about women, the family and other social institutions, including sports, had a distinctive character that was fairly consistent throughout society" (221: 9). The ideal of a woman was one of a delicate, spiritualized,

ethereal person to be placed on a pedestal (221: 9, 10). For a female to behave in any other manner was unwomanly. Passiveness, obedience to husband, and attractiveness were necessary to maintain the Victorian image of womanhood.

Women's bodies were made to appear smaller, therefore, more delicate, by the wearing of a corset. Women would "purchase corsets which were from three to ten inches smaller than their waists, and then lace them so as to reduce their waists from two to eight inches" (221: 14). The practice of lacing resulted in a major medical problem. Physicians reported that over "half their professional business came from displacement of pelvic viscera which resulted from the lacing" (221: 14).

By staying indoors, primarily in the home, the Victorian image of purity was maintained. By shunning exercise, avoiding the sun, thus cultivating a pale face, and appearing incapable of strenuous work, women presented the appearance of gentility which was always the desired image. A tanned face and muscular strength would have been an indicator of having to work for a living. Women's full attention was to be devoted to motherhood which was the ultimate Victorian ideal (221: 10).

The Victorian ideal was directly opposite to the demands of physical activities and sports: physical activities required vigorous and unrestricted freedom of body movement, and the activities were, many times, held outdoors. The most dangerous demands of physical activities required exposing the face and reproductive organs to possible injury, thereby, endangering the ultimate Victorian goals of attracting a man and bearing children (221: 12).

When the poor health of women began to be attributed to the practices considered fashionable in the Victorian Era, such as lacing and confinement indoors, physical activities began to be encouraged. When sports for women were considered a viable possibility for the improvement of women's health, some leaders in the field of physical education were encouraged but apprehensive, not wanting to transform the Victorian concepts without concrete evidence to support the idea that physical activities were beneficial. Catherine E. Beecher, founder of the Hartford Female Seminary in Connecticut, believed in physical activities for women. In her book Physiology and Calisthenics, Miss Beecher insisted that no program of education was complete without physical education (229: 173, 174).

How much and what types of activities in which women should participate became a controversial issue. The major medical issue focused on women endangering their bodies in competition during the menstrual period. In concurring with the above concept Gerber et. al. said, "Most important of all was the possibility that vigorous sport might cause the number, extent, and flow of menstruations to be reduced in the size of the uterus, (function makes the organ), which ultimately had a harmful effect on the all-important role of motherhood"* (221: 13). Mainly, activities requiring physical contact or endurance were not considered acceptable. After all, "...care had to be taken to avoid undue strain on the delicate female" (222: 158).

Political and Economic Changes

Prior to the Civil War, progress in women's physical activities,

*Parenthesis in the original quote.

work, and recreational pursuits outside the home was limited. With the advent of the war, women spent lengthy hours working on the farm or in factories; therefore the Victorian ideal began to fade. The Industrial Revolution, however, brought about the most significant change in society, an even greater demand for women working in the labor market. The occupations women assumed required more education than many of them had; as a consequence, a higher level of education became necessary for women (230: 158).

There were already some colleges and universities established for women. Those colleges, such as the Greensboro Female Institute, were considered to be "finishing schools" where the upper socioeconomic class women learned homemaking and social etiquette, which was still the Victorian ideal for a woman. By 1860, other colleges and universities, many of which were coeducational, began admitting women. Those institutions developed curricula of studies which not only included homemaking and social etiquette, domestic science, but also teacher training and business. Even with gains in educational levels, women still thought of themselves as second class citizens because they lacked equal rights.

There had been a movement by women advocating equal rights, politically, economically, socially, and educationally, prior to the Civil War. Both the war and the Industrial Revolution provided impetus for women to achieve progress in their attempts for equal rights. Women had clearly demonstrated that they could handle jobs with high physical and mental demands. Several states, including Utah, Colorado, Idaho, and Kansas, changed their states' constitutions to include political equality for women (230: 158). A new law allowing married women the right to collect and control their earnings, as well as being

held responsible for their own actions, was enacted by those states. The principle of equal pay for comparable work regardless of sex was adopted by the Federal Government and by many boards of education (230: 160). However, the 1920 passage of the nineteenth amendment which gave women the right to vote was the most significant event to occur in women's struggle for equal rights. Society's attitudes towards women had changed, consequently, attitudes towards sports participation were altered. The right to vote, to control wages, and to receive equal pay led to an increase in sports participation by women (230: 158, 159).

The increase in leisure time due to technological advancements in industry and in household appliances, and the decline in the work week freed both sexes from time consuming chores. The average work week in 1850 was 72 hours; in 1900 it was 60 hours; and in 1910 it was 51.3 hours. The decline in the work week was accompanied by a greater flexibility in scheduling work hours; therefore, more leisure time was available for women (224: 10).

World War I produced one of the more notable effects on physical culture in the schools.

First, the draft statistics revealed the rather deplorable physical condition of the American male. Second, there was a return to the more formal type program during the war, but afterwards the sports and games interest boomed more widely than ever. Third, the interest in physical education plus the revelation of the draft statistics prompted state level efforts for more physical education in the schools. The state compulsory laws created many job opportunities and immediately placed the onus on teacher-training institutions to train more and better leadership (217: 65).

Early Physical Activity

Prior to the Civil War physical activities for women were limited to the home, a result of Victorian era influences. Those activities

that were acceptable were expected to be pursued in a graceful and elegant manner, such as horseback riding. Roller skating, introduced in 1863 by James L. Pimpton, and ice skating, introduced in the mid-nineteenth century, became acceptable activities for both sexes. The ball bearing skate made roller skating a fashionable pastime. Women were encouraged to hold on to the coattails of their gentlemen partners, thereby relieving the women of any fatigue. However, both ice skating and roller skating were frowned upon by some people because the woman chanced exposing part of her legs if she fell (230: 157).

Bicycling was a popular sport during the mid-nineteenth century. Prior to this date women were limited to riding a tricycle, but the invention of new safety tires allowed women to enjoy bicycling. An estimated four million men and women were riding bicycles by 1896 (221: 24).

In 1874, Mary E. Outerbridge introduced lawn tennis to the Staten Island Cricket and Baseball Club as a sport for both men and women. Tennis soon became one of the most popular sports with numerous clubs opening their facilities to females. "The abundance of opportunities for women marked quite a change from the early part of that decade when ladies were generally not admitted to membership in clubs with open tournaments" (221: 127). By 1889, the United States National Lawn Tennis Association had moved to include women in the association (230: 158).

The National Bowling League was founded in 1875. Bowling was first introduced as an amusement for the affluent upper-class, but by 1892 industries had begun to sponsor leagues for both men and women (221: 93). "By 1916 the women were ready to strike out on their own;

the Women's International Bowling Congress (WIBC), then called the Women's National Bowling Association, was founded in St. Louis with a roster of forty women" (221: 95). Women's interest in golf began slowly because "it was said that the early male golfers preferred women to decorate the clubhouse instead of the links"; nevertheless, its female participation increased yearly (221: 105). In 1895 the United States Golf Association had sanctioned golf tournaments for women (230: 158).

Participation in healthy physical activity was the primary benefit of early physical activities and sports for women. Increased participation by women, regardless of socioeconomic status, helped to dispel the earlier notions of confinement; thereby, physical activities encouraging women to be outdoors increased. The advent of women's sports organization also fostered the development and equalization of social contacts with both sexes. Typically male oriented athletic groups now provided for female admission into such organizations as the National Lawn Tennis Association and the United States Golf Association.

Physical Activities and Sports in Colleges

That the founders of colleges and universities saw the need for physical activities and included physical culture classes in the curriculum was a contributing factor to collegiate female physical activities. Governed by the professional advocates of women's culture from various institutions of higher learning, such as Mt. Holyoke, Vassar, Smith, Oberlin, and Wellesley, collegiate physical activities for women developed in a relatively unified pattern across the United

States. Physical culture classes, however, were mainly restricted to gymnastic exercise, walking, and calisthenics. All physical activities were considered lady-like or feminine in accordance with the then prevailing Victorian image. Three classifications of physical activities were involved: curricular, intramural, and extramural, each of which in the thinking of physical educators were interrelated (221: 48). Several factors contributed to the interrelationship; the fundamental movement skills required in one area could be used in the other two areas, and the actual sports activities in one area were the same in the other two areas. Fundamental movement skills, such as running, jumping, and throwing, were physical activities basic for curricular physical culture, intramurals, and extramurals. Sports activities such as basketball, tennis, and gymnastics were played in curricular classes, intramurals, and extramurals.

Sports in the curriculum were really not initiated until 1892 when Senda Berensen, a teacher at Smith College, introduced women's basketball. Miss Berensen realized the value of physical activity for women and the following quotation expressed many of her ideas and policies.

The value of athletic sports for men is not questioned. It is a different matter, however, when we speak of athletics for women. Until very recent years, the so-called ideal woman was a small brained damsel who prided herself on her delicate health, who thought fainting interesting, and hysterics fascinating. The fainting, hysterical maiden is now treated as a nervous patient, and in her place is that glowing, happy creature who advocates "mens sana in corpore sano". She does not go into athletics to outdo nor imitate her brother as some would have us believe. She does not run the danger of having professionalism creep into her athletics. She realizes more and more that by developing her body by as

scientific and thorough means as her mind--making the former a means for the latter--she reaches the highest development of true womanhood (222: 158).

As sports became an adopted form of exercise, a shift from gymnastics exercise towards sport participation occurred in the physical culture curricula. Sports, which provided social values of sportsmanship and cooperation that could be utilized after college, became an alternative to gymnastics. "A full program of sports skills were taught with the idea of fulfilling each of these purposes. Usually college students were required to learn one team sport (social values) and one individual sport (carry-over values)" (221: 54).

Intramurals were the first form of organized sports in the colleges for men and for women. Athletic associations in colleges, managed by students, were established in the late 1890's and early 1900's. Competition was inter-class in scope. Basketball and tennis were usually the first sports introduced by the athletic associations with an increasing number of sports being sponsored in the 1900's by athletic associations. Field hockey was introduced at Harvard during the 1901 summer session by Constance Applebee. Boating, fencing, track, and swimming were first introduced at Brooklyn in 1886. Golf at Westchester in 1895, lacrosse at Wellesley in 1895, volleyball at Mt. Holyoke in 1897, archery at Wellesley in 1900, baseball at Wisconsin in 1906, and cricket at Smith in 1908 were other available female activities among the college athletic associations. Basketball provided for the greatest participation of women (221: 51).

Inter-class competitions in women's colleges were encouraged and conducted, but many women wanted to compete against other colleges. Extramurals were not considered to be a good form of physical activity

for women because of possible injury to the female anatomy. The intense competitiveness of extramurals was a contradiction to the sportsmanship and cooperation values that were considered to be a benefit of sports. "The selection, training, and coaching of a single group of highly skilled players was inconsistent with the philosophy of women physical educators" (221: 66). "The years of Victorian ideals had left women with an antipathy to physical activity; a desire to play had to be instilled and competitive sport was an excellent motivator" (221: 65). Opposition to competitive sports lasted past the 1920's, due to the lack of promotion by physical educators.

Summary

The acquisition of sports activities for women was not an overnight process: a combination of social, political and economic adversities and their outcomes, spanning a period of seventy years, produced needed alterations in the feminine life-role. The Civil War, the Industrial Revolution, women's suffrage, and World War I were major factors in changing social attitudes concerning physical activities for women. "It was and still is true that the types of activities in which women engage are basically influenced by the standards, values, and attitudes of the contemporary society" (230: 165).

Several primary features of physical activities for women were characterized in the 1860 and 1920 time period. The first was that sports offered a means for social encounter; sports provided a respectable opportunity for men and women to be together. The second feature was that physical activities were mainly held outdoors. Mainly the affluent participated in activities because the common

person did not have enough money to join clubs. The third feature was the individual nature of physical activities. Only when colleges began programs of physical activities for women did team sports develop. Colleges were also responsible for influencing a change from coeducational activities to separate activities for men and women (221: 3, 4). By the 1920's, the growth of organized sports activities was the most prominent feature. Private clubs, athletic associations, and physical culture classes were operated to help develop many highly organized activities for women.

Chapter III

A BRIEF HISTORY OF THE STATE NORMAL AND INDUSTRIAL SCHOOL FROM 1892 TO 1920

The Industrial Revolution brought a need for more women in the labor force. Women were employed in jobs requiring more education than many of them had; therefore, higher education became more acceptable for women. A need for more qualified teachers in the public schools brought about a change in the existing curricula for women in colleges and universities. Additional colleges and universities were also being founded to meet the need for providing qualified teachers (229: 199-201).

The period from 1860 to 1900 was the weak point in public education in the nation. Lack of revenue, pupils, and qualified teachers were just a few reasons for the deplorable conditions of the public schools. North Carolina's public schools were no exception. In fact, a report of the United States Commissioner of Education in 1891 stated that North Carolina had the poorest school system of any state or territory in the nation with the exception of South Carolina. The national average, on a per pupil expenditure, was \$17.62 with North Carolina spending only \$3.36 per pupil. The average length of the school term in the United States was 135.7 days; in North Carolina it was 60.3, the lowest in the country. The report contained no figures on the educational background of teachers, but speculation was that the

majority of teachers in the United States were poorly prepared and many had no training beyond that offered in the schools in which they taught (218: 4, 5).

The Establishment of the State
Normal and Industrial School

Dr. Charles Duncan McIver, a noted educator in North Carolina, who understood that North Carolina desperately needed teachers began to campaign for the development of a normal school for women in the state. Representing the Teachers' Assembly, Dr. McIver and Dr. Edwin A. Alderman, another noted educator in North Carolina, appeared before the North Carolina General Assembly in January of 1891 with a proposal for a normal school. The General Assembly passed a bill on February 18, 1891, to establish a State Normal and Industrial School (218: 6).

The State Normal and Industrial School had certain objectives as described in the bill:

1. To give to young women such an education as shall fit them for teaching.
2. To give instruction in the arts of drawing, telegraphy, typewriting, stenography and such other industrial arts as may be suitable to their sex and conducive to their support and usefulness. Tuition shall be free to those who signify their intention to teach upon such conditions as may be prescribed by the board of directors (37: 52).

In 1891, the Legislature elected a Board of Directors and appropriated \$10,000 for the first year of operation (218: 6). The first task for the Board of Directors was to find a suitable location for the school. Since the school would bring prestige and possible business to a community, several North Carolina towns vied for the school. Thomasville, Graham, and Durham citizens offered \$30,000. In addition to their offer of \$30,000, Greensboro citizens offered a site of ten

acres of land. After the Greensboro proposal was accepted, Dr. Charles Duncan McIver was elected the first president of the school.

On the ten acre site of land, the first two buildings, Main Building and Brick Dormitory, were erected. Main Building housed the administrative offices, eleven large recitation rooms, retiring rooms for teachers and pupils, a gymnasium, a chapel, and other smaller rooms. The dormitory consisted of three floors: the basement contained the kitchen; the first floor provided a dining area and fourteen rooms; the second floor, twenty-two rooms; the third floor, which was not completed for lack of funds until the next year, had space for twenty-two rooms.

From 1892 to 1920 many new buildings and grounds were acquired by the school. Curry training school, Students' building, Cornelia Phillips Spencer dormitory, Charles Duncan McIver science, Mechanical, Guilford dormitory, Andrew Carnegie Library, Sue May Kirkland dormitory, Barn and Stable, Dairy, Janitor's Dwelling, Ford house, a home for students on 1200 Walker Avenue, and Anna Howard Shaw dormitory were built on a portion of the 112 acres of land that was purchased.*

Requirements for admission in 1891 to the State Normal and Industrial School were as follows:

1. Students shall be able
 - a. to analyze any ordinary arithmetic problem;
 - b. to read an ordinary English page fluently at sight;
 - c. to express thoughts accurately in writing;
 - d. to answer fairly well questions on English Grammar, Geography, History of the United States, and History of North Carolina

* See Appendix A for a map of the campus in 1920.

2. Students should be sixteen years old and in good health.
3. Students should send with their applications, which they themselves should write, statements from their last teachers as to scholarship and character (1: 37).

Fees for the first year were as follows:

Tuition for entire course	\$ 40.00
Board in dormitories (not to exceed)	64.00
Laundry (not to exceed)	12.00
Physician's fee	5.00
Book fee	5.00
Contingent fee	2.00
	<u>\$128.00</u> (1: 40)

The Curriculum

The school curriculum was divided into three departments: Normal, Business, and Domestic Science. The Normal Department was designed to provide courses in English, history, mathematics, natural science, ancient and modern languages, art, vocal music, physical culture, and pedagogy. The Business Department taught stenography, typewriting, telegraphy, and bookkeeping. The Domestic Science Department included courses from the Normal and Business departments as well as theory and practice in cooking, sewing, cutting and fitting, care of the sick, and general household economy (218: 11).

Many underprepared students enrolled in the school; therefore, a preparatory department of two years was established. Students took classes that readied them for later entry into the degree programs. For many years the "prep" classes had the largest student enrollment on campus. In 1911 there were 91 first year "preps" and 71 second year "preps" in a student body of 568. In 1913, first year preparatory classes were deleted; but there were still 148 students in second year "preps". The final year for the prep class was in 1916 at which time the enrollment was 23 students (218: 99).

The total school curriculum experienced four stages of improvement during the period of 1892 to 1921. During the first stage, 1892 to 1902, the State Normal and Industrial School, which was not yet a college, awarded diplomas to students who had completed college preparatory courses. The course of study seemed rigid and limited. In actuality, some students who were graduates of other institutions were able to earn the diploma in a year or two. Other students who had limited education before entrance took five and six years to receive diplomas; many enrollees, however, who failed to satisfactorily complete the school requirement were not graduated (218: 93, 94).

With each succeeding year, the school raised its academic standards but never lost sight of the vision of a college "good enough for anybody" (218: 93). In 1897, the General Assembly voted to amend the act, which established the institution by changing the name from the State Normal and Industrial School to State Normal and Industrial College. The General Assembly had, thus, recognized the improvements in curriculum and scholarship of all the departments (218: 97).

In the next stage of development from 1903 to 1908, degrees for five years of completed study were awarded. In 1901 the General Assembly authorized the college to grant the usual degrees conferred by other colleges instead of the previously awarded diplomas, but Dr. McIver was not yet satisfied with the regular programs. He, therefore, designed degree programs, the Bachelor of Science and the Bachelor of Arts, each requiring an additional year of study. The two degrees included Latin in their prerequisites instead of science. Convinced that the caliber of the improved requirements were stringent

enough and that the courses of study could be completed in four years, Dr. McIver, in 1905, once again changed the degree programs. Under Dr. McIver's leadership, the Bachelor of Pedagogy, requiring education courses, was also added to the already existing degree programs of the Bachelor of Science and Bachelor of Arts.

The third stage from 1909 to 1920, marked the expansion of services offered by the school. New courses were designed to develop the curriculum into one worthy of accreditation. Admission standards continued to be raised because the quality of public school graduates improved, which was a direct result of employing better qualified teachers. By 1914, 12.5 high school course units were stipulated for admission to the State Normal and Industrial College. A Bachelor of Music was offered in 1907, and a Bachelor of Science in Home Economics in 1911. A Bachelor of Science in Nursing was offered in 1918. The Nursing Degree was a five year program of study requiring three years of academic courses at the college and two years of applied study at a hospital. Summer School courses were first offered in 1912, and extension work by faculty members was encouraged (218: 99-106).

During the 1909 to 1920 period, graduates of the State Normal and Industrial College began entering Masters Degree programs at other colleges and universities. Admission into other institutions was difficult, and many alumnae thought this was due to the name of the State Normal and Industrial College. The name of the school was not conducive to the recognition of the various degrees offered, such as nursing, music, and science. In 1916, the Alumnae Association petitioned for a new name; in 1919 the General Assembly approved the name North Carolina College for Women.

The fourth stage of the curriculum began in 1921 when the Association of Secondary Schools and Colleges of the Southern States accredited the college. Only three colleges and universities in North Carolina, Trinity, the University of North Carolina, and Davidson, had been accredited earlier. The accreditation recognition was a source of pride for the faculty, students and alumnae (218: 108).

Student Life

From the time of establishment, student life for the women on campus was very regimented by rules that included compulsory chapel attendance, a dress code, a sitting order at dinner, and not being allowed to dance with gentlemen. Miss Sue May Kirkland, the lady principal, served as "referee in matters social and domestic", which included giving written permission to the students to leave campus. Although there were many visiting lecturers and performers, the students had to rely on their own initiative for recreation. Almost any important day served as an excuse for a celebration, Halloween, Valentine's Day, Arbor Day, May Day, and North Carolina Day. Many of those celebrations resulted in student organizations, traditions, and customs. Arbor Day, for example, became the day when each class planted a tree on campus. May Day became a day of sports participation in the morning with the May Day Pageant in the afternoon. Commencement encompassed several days of activities including speeches by students and faculty, a demonstration by the physical culture department and activities for the parents (218: 27, 114, 115).

Societies and sororities were popular at most colleges; however, in 1896 the Board of Directors of the State Normal and Industrial School

opposed all Greek letter sororities and all secret societies except the two literary societies, Adelpgian and Cornelian. These two literary societies had major influences on student life, for each student who entered the Normal became a member of one society or the other. In addition to selecting marshals for commencement, publishing the State Normal Magazine, holding debates between societies, and monitoring the behavior of its members, the literary societies provided other forms of entertainment, such as dances, teas, and plays.

The Typhoid Epidemic and Dr. McIver's Death

The Typhoid Epidemic of 1899 resulted in a temporary school closure on November 15, 1899, and in substantial financial losses. When school officials realized the impact and extent of the epidemic, it took seven weeks to completely evacuate the student body because forty-eight students were too ill to travel. By the time the last student could leave, thirteen students and one staff member had died (218: 73, 123-125).

The reason for the epidemic was a defective sewer which had contaminated the main well. After extensive cleaning and disinfecting of the dorms, which took 75 days, the college was reopened January 30, 1900. Almost 75 percent of the students returned: some stayed away due to illness, others because they had enrolled in other schools. It was obvious from the number of students who returned that the students had not lost faith in the college authorities. Expenses incurred by the epidemic presented serious financial problems for the Normal. Nursing and medical expenses; cost of painting all the rooms; and buying new furniture, a new filtering system, and new plumbing cost a total of

\$8,000. The loss of income from the laundry, dairy, and barn was an additional \$4,500. In 1898, the North Carolina Legislature had appropriated \$5,000 for a new gymnasium to be built at the State Normal and Industrial School. That \$5,000 appropriation was deleted to help cover the aforementioned costs but still allowed a large deficit to exist. The regaining of financial stability after the typhoid tragedy took eight years.

Dr. McIver's death in 1906 was another major crisis, but of an emotional nature rather than financial. Dr. McIver was returning from a trip when he suffered a fatal heart attack. The academic community in North Carolina mourned his death because of his renowned leadership in the field of education. Dr. McIver had envisioned the Normal as becoming one of the great schools in North Carolina. In a speech he delivered in 1902, Dr. McIver presented what he thought were the ideals and principles of a good college, which was a reflection of the goals of the State Normal and Industrial College.

The Real Worth Of A College

The worth of a strong college to a student is not as some suppose, the mere fact that it gives the opportunity to a student to perform systematic literary tasks assigned by teachers, or that it gives opportunity to work in laboratories and libraries. These are necessary and important, but the student's greatest advantage at college is the spiritual and mental atmosphere of the place. It is intangible, but you can feel it. It can not be measured, but its effect is everywhere manifest.

The love of truth for truth's sake; the belief in equality before the law; the belief in fair play and the willingness to applaud an honest victor in every contest, whether on the athletic field or in the classroom or in social life; the feeling of a common responsibility; the habit of tolerance toward those with whom one does not entirely agree; the giving up of small rights for the sake of greater rights that are essential; the recognition of

authority and the dignified voluntary submission to it even when the reason for the policy adopted by the authority is not apparent; the spirit of overlooking the blunders of others and of helping those who are weak; the contempt for idlers and shirkers; the love of one's fellow-workers even though they be one's rivals; patient in toil; self-reliance; faith in human progress; confidence in right; and belief in God -- these are the characteristics of the atmosphere of a great and useful college. The young man or young woman who by association with faculty and fellow-students becomes imbued with these principles gains what never can be secured in the same degree in the best homes or small schools, or anywhere else except in a college (225: 111).

Dr. Julius Isaac Foust, who was Dean of the Normal, was elected president of the college and served in this capacity until his retirement in 1934. Dr. Foust proved to be as great an administrator as Dr. McIver, as witnessed by the continued growth of the college and by its accreditation by the Southern Association of Colleges and Universities in 1921.

Summary

The State Normal and Industrial School was established to meet the growing need for qualified teachers in North Carolina. The curriculum improved from that of a preparatory school to a fully accredited college, offering degrees by 1920. Growth was also seen in the number of buildings erected and the increase of student enrollment. By 1920, student life, although regimented by administrative guidelines, involved student organizations such as the literary societies. The Typhoid Epidemic in 1899 presented serious financial problems for eight years, and Dr. McIver's death in 1906 caused emotional upheaval; however, the college survived. By 1921, in addition to graduating students in nursing, science, and home economics, the Normal was also graduating qualified teachers who secured jobs in North Carolina.

This was very important since the original purpose for the establishment of the Normal was to graduate qualified teachers to teach in the North Carolina Public Schools.

Chapter IV

A BRIEF HISTORY OF THE DEPARTMENT OF PHYSICAL CULTURE AT THE STATE NORMAL AND INDUSTRIAL SCHOOL FROM 1892 TO 1920

During the 1892 to 1920 period, prevailing medical knowledge served as a basis for the physical culture classes throughout the nation. The medical society acknowledged the fact that physical activity, in moderation, was good for the health of women. The limitations placed on sports participation came from the lack of scientific evidence regarding the effects of physical activity upon the reproductive organs of women. The German system of gymnastics, which stressed the development of strength and vigor, and the Swedish system, which utilized more apparatus, best facilitated the American nature of physical culture. Because the main objective of the physical culture departments was the health of the student, the college physician administered these programs (217: 55, 56). In 1892, with Dr. Mimian Bitting, the college physician, serving as the director of physical culture, the Normal followed the national trend.

According to the First Annual Catalogue of the State Normal and Industrial School, Physical Culture (PC) was listed as a required course; every teacher was supposed to be able to give instruction in PC, drawing, and vocal music. The work in the PC department included gymnastics, calisthenics, and exercises that were to promote the individual's health and strength. Lectures were given by the college

physician on personal hygiene and physical culture (1: 19). A more detailed description was offered in the 1894 Second Annual Catalogue of the Normal.

The aim of the work in Physical Education is to correct careless physical habits, develop the body symmetrically, and give to the student that erect, strong, reliant, dignified, and graceful carriage and deportment, that always characterize the cultured woman. The purpose is not only to provide systematic, graded, healthful exercise for the class, but also to give to each student such exercises as her peculiar case demands, to straighten crooked shoulders, to strengthen weak lungs, to develop chest and arms, and to improve her general bearing. Students are encouraged to take a cold sponge bath after exercising. Work in the gymnasium was begun with very simple free movements, and, as gradually as possible, the difficulty and number of movements were increased, and work with the apparatus was introduced (2: 33).

The Normal officials, especially Dr. McIver, regarded the PC department with such importance that during commencement activities of 1892 an exhibition by PC classes was presented to lady visitors. The first exhibition was described in an article written for The Greensboro Record.

A large number of people went up yesterday afternoon at 4:30 to witness the physical culture, alias gymnastic, exercises.

Ladies only were admitted and as The Record man was unable to find a costume to fit him he was ejected. No males admitted, ruled him out, therefore, what was done we are unable to state. But of course it was fine; those who attended said so and they should know.

The "gym" as the young ladies call it is a huge success, affording excellent exercise, besides the fun attending it (196).

There were always a few students that did not care for PC. One student, Kathleen Hawkins told this story:

At the beginning of the school year I didn't go out to physical education. Lucy Carter and I walked from way downtown and figured we'd already had enough exercise without knocking a few Indian Clubs around and getting on a trapeze. That's all we did in physical education. Day

students had a dressing room, a little cubbyhole up under the eastern end of the building. It was all in the basement of South Spencer. There was a clay floor, and it was cold. We didn't want to dress and undress for gym classes down there with no heat. We just didn't go. We got notices in the town girls' boxes about attending physical education. Mary Taylor Moore put a little notice in my box, "Please come to my office at your first vacancy". I knew what she wanted so I just didn't pick up the card. Finally, Dr. Foust called about five of us up to his office and asked how many times each of us had been to physical education. I told him I guessed that I could count them on one hand. Each girl had a different story. He said that we'd either have to go to physical education or we'd have to drop out of school. As we walked out, Lucy Carter shrugged her shoulders as though she didn't care one way or the other. Dr. Foust called us all back and I was so humiliated. He lectured to us again about it and we did get to gym the rest of the year. I learned how to stand on my head a little bit and ride a trapeze (212).

Students' dislike for PC could have been caused by many reasons:

The lack of dressing and shower facilities; the atmosphere of the gymnasium, small and in the basement; a general dislike for physical activity; and the lack of offering interesting activities. Gymnastic exercises could not have been exciting twice a week for an entire academic year.

The PC department remained unchanged until 1900. Money had been appropriated for a new gymnasium, and the gymnasium in Main Building was converted into a library in 1900. However, the appropriation for the gymnasium was more urgently needed to defray part of the expenses incurred during the typhoid epidemic of 1899. That left no available gymnasium; thus other measures were adopted for physical exercise. In the 1900-1901 catalogue a description of PC read as follows: "..... owing to present lack of adequate provision for a gymnasium a systematic course of physical culture is not available, but each student is required to spend some time each day, if weather be suitable, in out-door exercise, walking or games (8: 36)."

This required time out of doors was called the "Walking Period" (WP) and was a time set aside in the afternoon when all students were required to leave the dorms and engage in some type of physical activity. Edith Haight, a student, described WP, ".....at 5:00 p.m. every student had to open all her windows, go out on campus and they could either walk or engage in a sport (211)." Ruby Sisk Gouge, another student, remembers WP, "Oh, yes, we had the walking period at 5:00. Everybody went to walk. It was a social occasion. A bell rang to signal us that it was walking period. Somebody went up and down the halls to see that everybody was out...You would have a date to go walking with other students (210)."

As was the case with PC, not all the girls liked WP. In The Carolinian of 1914, an article appeared which described WP, "Walking period bell rings at 4:30, you open your windows and doors, and set out resolutely to tramp the slowly drying walks for a perfectly good hour you might have spent making fudge or doing embroidery (38: 199)."

In 1917-1918 when the Student Government Association established rules and regulations for students to follow, those rules and regulations included WP. The regulations were as follows:

Outdoor Rules

- a. Walking period shall be observed by every student every day except Saturday. During walking period every student must be on the campus taking exercise unless excused by the College President or physician.
- b. Students who have permission to attend special meetings Monday afternoon are excused from walking at that time.
- c. No student shall walk further than McIver Statue or the road leading to Spring Garden Street, and shall not use Walker Avenue and Spring Garden Street as thoroughfares (185: 65, 66).

The students probably walked about one mile during walking period. The students were not allowed to leave campus so all walking took place on campus. The restrictions for WP typified the rules and regulations of other college activities for the girls, for example, not being able to leave campus except on Saturday and only with permission from the lady principal.

WP continued as the only form of required PC until 1907 when a room in the main dormitory, Spencer Hall, which was built in 1904, was selected for PC. The PC department once again was an instructional component of the college curriculum. Nationally, more colleges were including sports in their PC departments and the Normal PC department added supervised healthful out-of-door games, such as basketball and tennis, as part of the instruction. More emphasis was also placed on health instruction in anatomy and physiology because the administration was interested in the students understanding more about their bodies and why physical activities were healthy for them.

In 1911-1912, the PC department divided the course of study into five divisions: Swedish Drill, Theory of Gymnastics, Supervised Teaching of Games and Gymnastics, Esthetic Gymnastics, and Out of Door Sports (19: 64). Edith Haight who was a student during that period described what PC was like for her:

There was no school of physical education and I really didn't know anything about physical education until I went to college, because in the high schools where I had been, nobody knew anything. I didn't even know what a basketball was but I always liked activity. There were two members of the faculty that taught physical education when we were there, Miss McAlister and Miss Baxter. They had their hands full. During my junior and senior years they used me as an office

worker, because every student had to take physical education. There was no choice about it. You could choose what activity you took (211).

The five divisions of PC remained the same until 1917-1918 when the department again expanded its divisions to include Swedish Gymnastics, Theory of Gymnastics, Folk Dancing and Singing Games, Esthetic Dancing, Out-of-Doors Sport, Medical and Special Corrective Gymnastics (25: 98, 99). These divisions were established to incorporate more dance. A less restrictive form of dance was beginning to materialize in America. Isadora Duncan was a leader in this form of dance, which later was called Modern Dance (219: 436).

Another national trend, prompted by World War I, was the placement of more emphasis on physical fitness and on educational objectives that were based on new research from the fields of psychology and social sciences. American citizens were concerned about the lack of physical fitness of the soldiers during World War I. The concern with poor fitness was converted into legislation forcing physical education into the public school curriculum (224: 312, 313). John Dewey's education objectives were based on the philosophy that learning a physical act was more than just physical, it also involved mental and social learning. The development of the total individual including the personality could be attributed partly to play. This was the first time physical activities had been looked upon as contributing directly to the educational processes (217: 62). The importance of a healthy body was recognized as a component of a healthy mind and vice versa. The learning of sports activities was viewed as a component of the total educational process for the whole individual, starting with children

and continuing throughout life. Mary Channing Coleman, who joined the Normal PC Department in the 1920's, agreed with the national trends and was instrumental in initiating a degree program which would graduate certified physical education teachers.

Major national trends in the area of medicine, in the growing concerns for physical fitness, and in the adoption of holistic educational objectives served as a basis for the further development and progress of the Department of Physical Culture at the Normal. When medical science acknowledged exercise as healthy, the Normal provided class activities to meet individual requirements and health instruction, which at a later time included the scientific study of anatomy and physiology. When the nation became more health conscious as a result of World War I, federal legislation enacted laws which mandated that physical education be taught in the public schools. The Normal began to develop a degree program which produced teachers specialized in physical education. These teachers were cognizant of the physiological, mental, social, and psychological benefits of physical education.

Chapter V

THE ATHLETIC ASSOCIATION AT THE STATE NORMAL AND INDUSTRIAL COLLEGE FROM 1900 TO 1920

Formation of the Athletic Association from 1898 to 1907

For a few students, Walking Period (WP) and Physical Culture (PC) classes were dreaded parts of the day. However, for the majority of enrollees, gymnastics and walking did not provide enough physical activity to satisfy their physical needs. A 1898 article in The State Normal Magazine appeared which expressed the need and desire of the students for more opportunity to exercise. The article read as follows:

Where do you play and what do you play? are [sic] questions which a Normal girl would find rather difficult to answer. The visitor to the Normal is shown our three well-equipped laboratories, our gymnasium, our reading, domestic science, art, music and typewriting rooms, and may even be carried over our elegantly appointed barn; but where! are [sic] our athletic grounds, for here it is that the most enjoyable, innocent and at the same time delightful play is indulged in. ...It seems to me that this ought not so be. [sic] It has been proven by many experiments that the people, male, or female, who keep themselves in the best physical condition by proper exercise, food, sleep, etc., are capable of doing the greatest amount and best mental work. Herewith I issue a call to the Normal girls of '98; Let us form an 'Athletic Association' which each and every girl is invited and urged to join. Let us elect our officers, make our plans and have everything in working order by the time the spring opens up. True, there is dancing Friday evenings for those who can, exercise of thirty-five minutes duration twice a week in a room with thirty other girls for those in the Freshmen and Sophomore classes, but a half-hour game of basketball, tennis or golf every afternoon, when we forgot that we even possess a head, could but be beneficial to the physical and mental well-being of all of us. Dr. McIver, where shall we lay out our grounds (46: 203)?

The students obviously felt a need for exercise and knew about the healthy benefits, both physically and mentally, that would occur from exercise. With the absence of an indoor facility, the request for outdoor athletic fields was made. Junior and Senior students were not required to enroll in PC classes; therefore, their only form of exercise was WP. The Athletic Association (referred to as AA) would provide a means for all students to enjoy physical activity every day.

The request for basketball, tennis, and golf was very innovative for the students at the Normal. Basketball for women had just been introduced earlier in 1892 at Smith College by Senda Berensen although an actual basketball rules guide was not published until 1901. Tennis and golf were also becoming major sports in the United States for women during the late 1890's and early 1900's (221: 105, 125).

At the Normal, an athletic association was not formed until 1900. A major reason for the formation of the AA was the closing of the gymnasium in 1899 because of the typhoid epidemic, thence leading to the elimination of PC classes. The class of 1900 convinced Dr. McIver that the students needed the AA and the athletic grounds. The Senior class of 1900, being the instigator, had to do most of the work involved in cleaning and preparing the fields and courts, which involved clearing the fields of brush and debris; marking the fields and installing nets on the four tennis courts and basketball goals. The lay-out of the fields and courts, when completed, were a credit to the Normal. Enthusiasm spread throughout the campus; the classes of 1901, 1902, 1903, and the "preps", were complimentary and excited about a growing athletic program. Until this time all sports competition had

been intraclass in nature. For their efforts the class of 1900 was called the "athletic class". The "athletic class" completed their work by donating a silver trophy cup to the AA which was to be presented in succeeding years to winning classes (55: 115).

With new athletic fields and tennis courts, the AA turned their attention to matters of organization and actions to be taken to improve the association. At the first meeting of the AA, officers were elected, committees were formed, and action was taken to maintain the fine, playable condition of the fields and courts. The AA also wanted to organize tennis and basketball tournaments; but before the tournaments could be formed, each class had to establish teams (54: 65).*

The AA at the Normal was similarly established to other colleges and universities, such as Ohio State University and University of Michigan. Intramural athletics were established and managed by student members. Competition was mainly among classes, and the schools generally provided no financial support for the athletic associations (226: 3).

The AA at the Normal was not a passive organization. Even in the first year, the AA was already advocating a need for a new gymnasium. The old gymnasium, which was a large room in the basement of South Spencer dormitory, was too small for athletic activities, such as basketball and tennis; so it was turned into a library. The plea for the new gymnasium was not met until several years later because the Normal was in a lingering debt, a result of the typhoid epidemic in 1899 (218: 73, 123-125).

*See Appendix B for a list of AA officers.

The AA undertook another cause: the plea for students to join the AA and for all classes to have teams. The following article expressed that cause.

To the class of 1900 we owe much for first introducing the Athletic Association into our college. That class also is the first and only one that has had its own basket ball team and its own private grounds. The object of this article is to beg other classes each as a class and all the students, as a college, to take more interest in the association. Join a tennis club or a basket ball team and this pleasantly, as well as beneficially, pass those hours from your studies which we all must take. By each girl lending her own personal interest and thus working together unitedly, at the close of the year we shall be astonished at the progress we shall have made.

Let class challenge class and remember that to the champion basket ball team the cup will be awarded. Practice all that is possible and employ every means to that end. The outlook for athletics, especially in basket ball, is very bright (57: 76).

As with the beginning of many organizations, the initial AA enrollment was small and slow in growth. Through published articles in the State Normal Magazine, the officers hoped to increase membership in the AA. As with PC, the health of the students was the main concern of the AA; and this interest served as their primary basis to gain membership. The plea for involvement was successful, and in February of 1901 another article appeared with enthusiastic details.

We are beginning the year with renewed spirit in the field of athletics. Basket ball has taken the lead, but tennis is not far behind.

The Seniors, Juniors, and Sophomores have basket ball teams and the courts are in order. The Senior class of last year presented its ball to the present Freshmen class and it is hoped that the latter class will organize, since we wish to do some systematic playing this spring.

At present, the Junior team takes the lead. They have their colors and their yell:

Hoopala! Hoopala!
Red and blue
We are the Class of 1902,
Hoopala! Hoopala!
Ri! ra! ru!
Hurrah!

The basket ball tournament to be given in May was a suggestion made by the Senior Class at a recent meeting of the Association and was received with enthusiastic approval. The need of something definite to play for has been felt. A tournament in which every class team can take part will furnish this stimulus.

The trophy cup given to the Association by last year's Senior Class is to be presented to the Champion team. The plan of the tournament is as follows: Five will be played by the Senior and Sophomore classes, the second by the Junior and Freshmen classes. That one winning two out of the three of these games will receive the trophy cup (59: 141, 142).

The AA organized interclass competition which created much spirit within and among classes. Class yells became an important part of the class enthusiasm. The Freshmen finally organized a team and the basketball tournament was an overwhelming success. The class of 1904 was victorious and boasted of the trophy cup for one year. (208: 76).

The AA had developed three important features during that first tournament. The first was the junior class cheer which was the impetus for the other classes to follow suit and develop yells and songs. The second feature was the organization of the single elimination tournament which was a beginning format for other tournaments to copy and follow. The third feature was the awarding of the trophy cup. More trophies, to be given as awards at tournaments, were added to the AA in following years. The AA had become firmly established with the development of the first basketball tournament, and by 1902 the AA had its own motto, "Athletics and active college work go hand and hand (67: 70)." That motto remained with the AA for many years.

The membership in the AA was substantial but enrollment was still not as large as the AA officers would have liked: there were one hundred fifty members in February of 1902. The AA officers thought there should be at least two hundred fifty members (64: 243). The

only requirement for membership was an admission fee in the amount of twenty-five cents per year, which remained constant for twenty years. With the membership fee the AA purchased its own sports equipment. The fee should not have stopped any student from joining because it was so nominal and everyone should have been able to pay that small price (185: 35).

When the membership did begin to grow, the AA took some drastic action. In February of 1902, the AA petitioned the board of directors for a certain amount of money each year for the purpose of encouraging athletics (64: 243). By April of 1902, the board of directors agreed and promised one hundred dollars each year for athletics, "provided the money was used properly", which meant more equipment was to be bought and the fields were to be maintained (65: 380). This monetary support was quite an accomplishment for the AA, proving that the Normal supported the efforts of this group.

In 1905, the AA organized a "College Team". The team, however, did not play anyone that year or the next; but in 1907 the first extramural event took place for the Normal and the AA. The college team played basketball and tennis against teams from Greensboro Female College. An article in the State Normal Magazine described the event:

For the first time in the history of the college the students have had the fun of striving in behalf of their Alma Mater against another institution in "the noble games" of Basket Ball and Tennis. Fine playing was done by both teams, and the Normal girls met a worthy rival in the team from the Greensboro Female College. Both the games of Basket Ball and of Tennis resulted in a victory for our teams (89: 311).

Although the basketball and tennis victories were quite an accomplishment for the AA and the organization of the AA had been en-

couraged by the administration, the Normal, in general, frowned upon competition between colleges. In fact, even in 1915 Edith Haight, who was a member of the class of 1915 and who taught in the PC department, remembered that competition between schools was looked upon as being pernicious for girls. She stated:

We were taught very strongly the evils that would come from interscholastic sports. This emphasis on winning at any cost was the worst, then, the fact that so often with girls in high schools, you would have a man coach and his inability to take care of the girls, putting them in when they shouldn't be in competition and so on...just looking at the kind of competition that males have...the things that will go on simply in order that they can be the winning team. I think unless you have a good coach, who cares more about the people than the game, I think you ruin a lot of the fellows (211).

Miss Haight was referring to the sentiments which many physical educators expressed about competition between schools. Intramurals were acceptable because there was little intense rivalry between the teams and class teams appeared to promote educational benefits of sportsmanship and cooperation. Male competition had produced unfair recruiting practices in the form of cheating and the "Victory at all cost" syndrome often overshadowed concerns for injured players. The adverse attitude towards competition was not a local one. Women all over the country were opposed to competition between schools. Women felt that competition ruined the fun of the sport and also caused people to break rules. That adverse attitude lasted for many years; therefore, extramurals at the Normal were not an important feature of the AA (221: 62-68).

Summary

The formation of the AA was a campus wide involvement which utilized the time and effort of the students, faculty, and

administration. The end product was the establishment of fields, courts, and tournaments. The AA changed little in the first seven years as far as activities offered, with basketball and tennis remaining the major sports. Financial support from the school itself helped to increase membership and buy new equipment for the AA. By 1907 the AA had become firmly established with support from all areas of campus life (64: 243).

New Activities and Development in the
Athletic Association from 1907 to 1920

More activities and tournaments were added to the AA during the period from 1907 to 1920. Some years, like 1909 and 1910, were more active than others; but in each year the AA gained in importance at the Normal. In 1907 the school opened the new gymnasium which was located in the basement of South Spencer Hall. The gymnasium had a clay floor, was not heated, and provided only a small dressing area for day students. With the opening of the gymnasium, every student was required to take the PC classes. These classes were still the only gymnastic and exercise sessions but did begin to include some sports activities like basketball and tennis. The combination of calisthenics and sports activities in PC instruction was probably a result of the work of the AA and a national trend toward sport-like physical activity (229: 249, 253).

Major accomplishments were achieved in 1909. Many new activities were introduced that were greeted with great enthusiasm by the students. The first was field hockey, which had been introduced nationally by Constance Applebee in 1901 at Harvard. The students at the Normal loved field hockey and immediately began to form class hockey

teams. A baseball* tournament and gymnastic meets were also new additions to the activity roster. A third addition in 1909 was camping. Camping** had become an activity much enjoyed by individuals all over the country. Many college intramural athletic programs had already adopted camping, which was considered to be "an extension of the academic curriculum into the out-of-doors to provide those learning experiences that can be accomplished best outside the classroom and away from the immediate school environment (221: 230)." With the founding of the Campfire Girls in 1910, the Girls Scouts in 1912, and the Camp Directors Association in 1910, institutions of higher learning, such as the State Normal and Industrial School, began offering camping classes in order to meet the national demand for camp leaders. Camp administration and staff personnel were often recruited from college camp courses and from the teaching profession (216: 710).

Camping at the Normal consisted of hiking to Lindley Park approximately at five o'clock in the afternoon. The students would cook bacon and cheese over an open fire as a snack; and Zeke, the Normal janitor, would ride out to the camp with the students' supper. After supper the students would gather around the fire and sing class songs. Around eight o'clock the students would leave to hike back to campus (107: 49-51). Camping became one of the most enjoyed and, therefore, one of the most popular activities the AA offered. In the 1920's, rules

*What was termed baseball at the State Normal and Industrial College in 1909 would currently be referred to as softball.

**What was termed camping in 1909 at the State Normal and Industrial College would currently be referred to as hiking.

had to be established to govern participation in camping: the group size, the group behavior, and the number of chaperones (192: 76-78).

The most significant event to be introduced by the AA was field day. Miss Bertha Bell, the director of PC, introduced this event in 1909 as a day in the spring when all classes were cancelled in order that every student and faculty member could participate. Field day was the climax of the school year. The final games in basketball, tennis, and baseball were played; and individual track and field events, running, broad jump, 100 yard dash, high jump, ball throwing, and relay races, were also part of the activities (35: 139).^{*} Field day remained a major activity of the AA for many years.

A new trend was developing nationally: college athletic associations were gaining more support from their schools. In 1913 the University of Michigan and Ohio State University inaugurated the first department of intramurals which were under the direction of one man whose responsibility was to administer to programs that the students requested (226: 3). The AA at the Normal was still administered by students, but aid was given by the director of PC. That remained constant until the 1920's (37: 311, 312).

By 1910 the AA had become one of the most active organizations at the Normal, just ten years after its formation and only eighteen years after the establishment of the Normal. The health and fun of the students were still the main goals of the AA. No indoor facilities forced the AA to hold its events, hockey, basketball, tennis, and camping, outdoors which was believed to have promoted health. The

^{*}See Appendix C for the results of the first field day.

participants enjoyed these activities and the environment in which they were held (35: 193).*

In 1912 the May Day Fete was introduced. The May Day Fete included drama plays, sports and parents' day in the morning, and the crowning of the Queen of the May in the afternoon (111: 109). A beginners' hockey tournament was included in the festivities in 1914. The purpose of the tournament was to give beginners a chance to learn the game and compete against other players of equal talent. Also, added that year was an Honorary Basketball Team composed of alumnae players. The rules of the tennis tournament were revised to allow individual winners to be members of their class team. In 1915 a student-faculty baseball game was played on field day. This game was not only fun for the participants, but it created interest among the non-participating students. Those students could cheer for either team, but especially to cheer against the faculty (228: 110).

The introduction of the Student Government Association in 1915 could be attributed to the women's suffrage movement. Women throughout the country were fighting for the right to vote. The students at the Normal decided to advocate their rights more forcefully by forming the Student Government Association. A new trend was created with the establishment of the Student Government Association: students became involved in the formation of rules and regulations governing student life (210). The AA also became an instrument of rules and regulations by which membership was determined for certain clubs of the AA.

*See Appendix D for a copy of an article giving a complete description of all activities offered by the AA in 1910.

The tennis club was the first segment of the AA to establish rules and regulations. All students who wished to join the tennis club had to earn a certain number of points to become members. Points were awarded for serving, net play, and strategy. Until this time any student could join any AA club. After the formation of the point system, any AA member could play on the courts but only the better and more serious members, those who earned points, could join the tennis club. Prior to the point system the "only requirement for membership was to assume a tennis-like pose for the "Carolinian" photographer (41: NP)."

The AA did not adopt a point system until 1920. That point system was adopted to provide a means of giving awards to AA members with

1. Monograms given to an all-college team
2. Arm bands given to championship teams
3. Monograms given to those who tie or break records
4. "H" with class numerals given to winners in hockey
5. College monogram given to individuals making highest scores in track, etc.
6. Each member of a hockey, basketball, or tennis team awarded ten points and five points extra if her class be champion
7. Each member of the Executive Board, consisting of President, Vice-President, Secretary, Treasurer, and managers awarded two points
8. Any girl receiving one hundred points awarded a sweater
9. Any girl receiving fifty points awarded a pin (228: 112).

During the 1920's the AA adopted new point systems and developed rules and regulations governing all AA activities.

A "Hut" was built in 1918 by the "Carpenterettes". The "Carpenterettes" were a group of students who organized themselves to build the "Hut". Many of the AA functions were held at the "Hut"; dinners,

*See Appendix E for a copy of the tennis club requirements for admission.

meetings, and the annual hockey banquet. The "Most Efficient Senior", chosen for her physical endurance and her physique, was announced at the hockey banquet (228: 111). More AA activities were added in 1919 with volleyball, hiking, and community games being included. These new activities increased the offerings of the AA, which seemed to grow every year.

As a result of societal attitudes after World War I, the national trend for the PC classes was more towards team sports and outdoor activities and away from the gymnastics exercises. The United States citizenry realized how unfit the American soldiers were and knew something had to be changed in order to avoid this condition in the future. Physical culture, which required sports activities, became mandatory in the public schools (224: 312, 313).

Summary

The AA at the State Normal and Industrial College was founded by its female students in 1900 in response to needs for physical exercise, competitive fun, and social exposure. The social and political changes which dated back to the pre-Victorian Era and which intensified as women gained equality were obstacles that the students had to overcome. The AA met with little resistance; rather it was supported and encouraged by the faculty and administration. The AA assumed a major role in the development of student life at the Normal from 1900 to 1920. The AA helped develop student physical fitness, class and school spirit, recreational activities on campus, and sportsmanship of the students. The AA had grown in membership and in importance to the Normal during 1900 to 1920. The activities offered were similar to those activities

offered throughout the nation, such as camping basketball, golf, tennis, field hockey, track and field events, hiking, volleyball, and gymnastics. The AA entered into the 1920's with a strong base and continued to grow and to be an inspiration to the Normal.

Chapter VI

SUMMARY, RESULTS, CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS FOR FURTHER STUDY

Summary

Social, political and economic changes during the period of 1860 to 1920 had a significant effect on the types of and amount of physical activities in which women could participate. The notions that women were too delicate to participate in sports and that women belonged in the home were ideas perpetuated by the image of Queen Victoria. Sports were not considered to be feminine activities because of the strenuous efforts involved. The Civil War, the Industrial Revolution, women's suffrage, and World War I were major factors in changing social attitudes concerning physical activities for women.

The Industrial Revolution brought a need for more women in the labor force. Women were taking jobs requiring more education than many of them had; therefore, higher education became more acceptable for women. The State Normal and Industrial School was established to meet the growing need for qualified teachers in North Carolina.

Physical Culture classes were a part of the required curriculum at the State Normal and Industrial School from 1892 to 1900 and again from 1907 to 1920. During this time period, school officials realized the benefits of exercise for the health of the students. Along with administrative concerns, some students insisted on more activities than were offered by the physical culture classes in order to enhance the

students' physical well-being.

Athletic associations, especially in women's colleges, were an answer to the physical and social needs of many students. The athletic associations offered activities that were fun, competitive, and social in nature. The students were responsible for the establishment and supervision of their own athletic associations. With the colleges' support, financially and administratively, the athletic associations became major organizations in the institutions.

In 1900, the students at the State Normal and Industrial College in Greensboro, North Carolina, established their own Athletic Association. The Athletic Association was founded by its female students in response to needs for physical exercise, competitive fun, and social exposure. The social and political changes which dated back to the pre-Victorian Era and which intensified as women gained equality were obstacles that the students had to overcome. The Athletic Association met with little resistance; rather, it was supported and encouraged by the faculty and administration. The Athletic Association assumed a major role in the development of student life at the State Normal and Industrial College from 1900 to 1920. The Athletic Association helped develop student physical fitness, class and school spirit, recreational activities on campus, and sportsmanship of the students. The Athletic Association grew in membership and in importance to the State Normal and Industrial College during 1900 to 1920. The activities offered were similar to those activities offered throughout the nation, such as camping, basketball, golf, tennis, field hockey, track and field events, hiking,

volleyball, and gymnastics. The Athletic Association entered into the 1920's with a strong base and continued to grow and to be an inspiration to the State Normal and Industrial College.

Results

The following results which are subdivided into the sub-problem areas were warranted within the scope of this investigation.

The Major Reasons and Rationale for the Establishment of the Athletic Association

1. In 1898 the students at the State Normal and Industrial School were cognizant that more healthy physical activities were needed.
2. In 1900 walking period was the only form of organized physical activity available because of the cancelling of physical culture.
3. Basketball and tennis were very popular at other colleges; therefore, the Normal students desired to participate in those sports.
4. The Senior Class of 1900 volunteered their time to ready the athletic fields for play.

The Cultural Changes Which Had A Direct Bearing on the Athletic Association

1. Societal acceptance of female participation in athletics was an encouragement for the organization of the Athletic Association at the State Normal and Industrial School.
2. The increasing interest for outdoor camping by many Americans led to the introduction of camping as an activity offered by the Athletic Association at the State Normal and Industrial College.
3. World War I led to new laws requiring physical culture classes in the public schools, thereby increasing support for the activities of the Athletic Association at the State Normal and Industrial College.

4. The women's suffrage movement enhanced the students' awareness of their political rights; therefore, the State Normal and Industrial College students established rules and regulations that protected their membership privileges in the Athletic Association.

The Types of Activities Which Were Offered by the Athletic Association

1. In 1900 basketball and tennis were offered.
2. In 1907 a college team from the State Normal and Industrial College played the Greensboro Female College in basketball and tennis.
3. By 1914 basketball, tennis, field hockey, baseball, cricket, golf, camping, gymnastic meets, May Day Fete, field day, and tournaments in basketball, baseball, field hockey, and tennis were offered.
4. By 1920 volleyball, hiking, and community games were added to the existing list of Athletic Association offerings.

Conclusions

The following conclusions were warranted within the scope of this investigation.

1. The Athletic Association developed and increased in importance because of an apparent student satisfaction for those activities offered through the Association.
2. The health benefits of physical activities for the students were deemed important by the administration at the State Normal and Industrial School.
3. The types of activities offered by the Athletic Association followed the national trends in other colleges' athletic associations.
4. Approval of the Athletic Association by the faculty and administration motivated membership in the Athletic Association.

5. The Athletic Association was a major influence on student life at the State Normal and Industrial College.

Discussion

As with most organizations, external factors play a major role in their development and growth. The Athletic Association at the State Normal and Industrial College was no exception. From the beginning the students had to overcome the obstacle of social disapproval to female participation in athletics. This disapproval dated back to the 1870's when the public lacked knowledge dealing with how exercise affected the female anatomy. This lack of knowledge was partially due to misunderstandings caused by physicians publicizing misleading information. When society finally realized that exercise was good for the health of the female, athletic organizations and clubs for women began to flourish. Some students at the State Normal and Industrial College in Greensboro, North Carolina, seemed to understand the need for exercise more than others, so they organized the Athletic Association. The Athletic Association was organized only eight years after the college had been established. The students that organized the Athletic Association were very innovative since athletic associations were only beginning to flourish in colleges and universities. Overcoming the social disapproval that still existed in some of the minds of students, parents, and administration was a major accomplishment for the members of the Athletic Association. Overcoming this factor proved to strengthen the Athletic Association and help it endure other obstacles, such as lack of membership, monetary support, and facilities which it faced in future years. Each year the Athletic Association gained in

membership, activities, equipment and support. Activities offered by the Athletic Association paralleled the popular activities across the nation. The continued effort by the students in charge of the Athletic Association enabled the organization to be an intricate part of the social life of students at the State Normal and Industrial College.

Recommendations for Further Study

The following are suggestions for further investigations.

1. A study investigating the history of the Athletic Association at the State Normal and Industrial College in Greensboro, North Carolina, from 1920 to the present could be conducted.
2. A study investigating the leaders of the Athletic Association at the State Normal and Industrial College in Greensboro, North Carolina, and how the Athletic Association affected their lives could be conducted.
3. A study investigating the health benefits of the students through Athletic Associations participation could be conducted.
4. A study comparing and contrasting the physical culture department and the Athletic Association at the State Normal and Industrial College could be completed.
5. A study investigating the rules and regulations established by the Athletic Association and how these rules and regulations effected membership, participation, and growth of the Athletic Association could be conducted.

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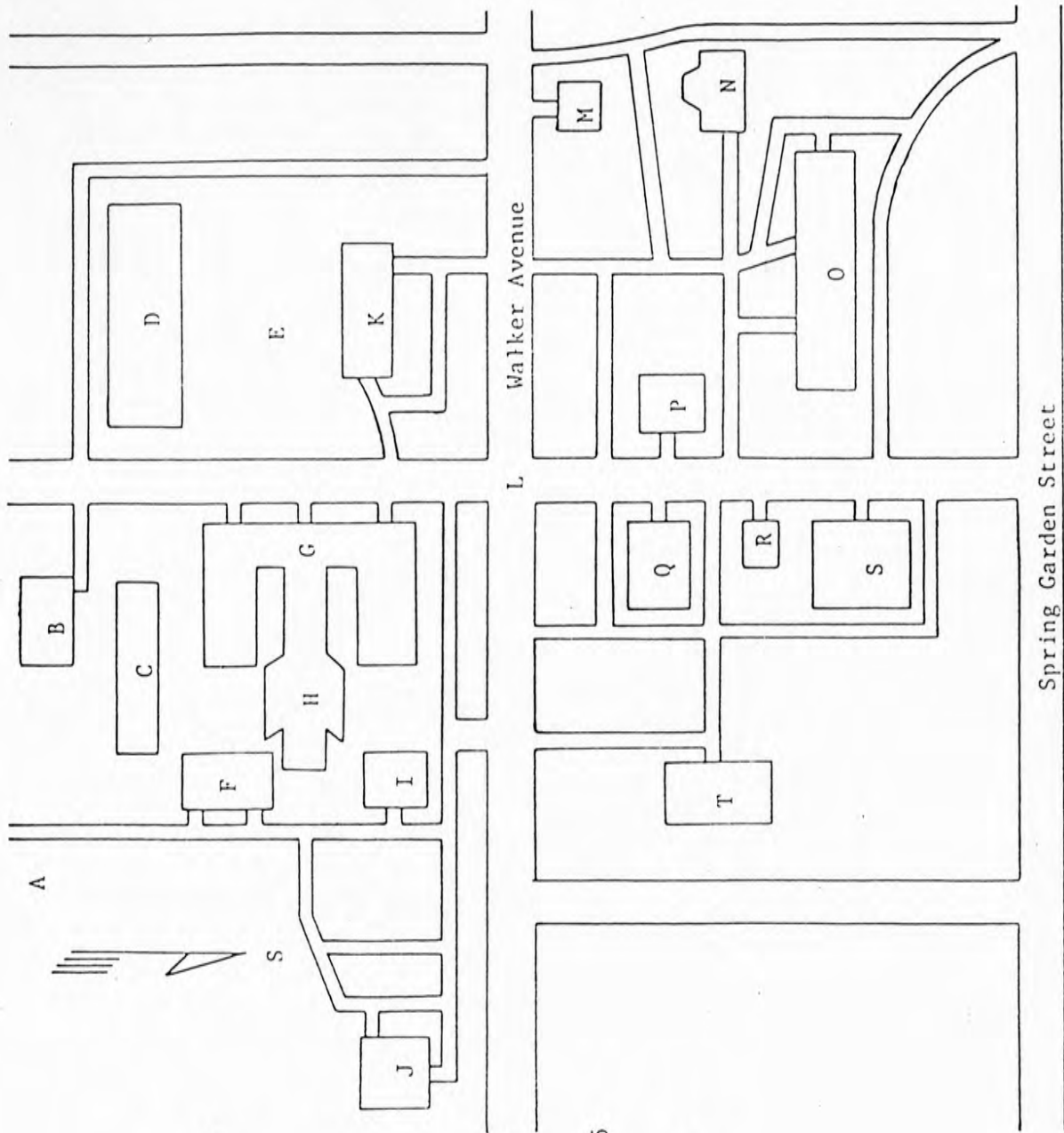
APPENDIX A

Map of the College, 1920

APPENDIX A
Legend

- A. Peabody Park 1901
- B. YMCA Hut 1918
- C. Tennis Courts 1900
- D. Tennis Courts 1900
- E. Athletic Fields 1900
- F. Kirkland Dorm 1914
- G. Spencer Dorm 1904
- H. Dining Rooms 1904
- I. Women's Dorm 1912
- J. Shaw Dorm 1919
- K. Curry Training School 1902
- L. Bridge 1891
- M. Laundry 1897
- N. McIver Building 1908
- O. Main Administration Building 1891
- P. Carnegie Library 1905
- Q. Students Building 1906
- R. Practice House 1892
- S. Guilford Hall 1891
- T. Infirmary 1911

Map of College Campus, 1920



APPENDIX B

The Athletic Association Officers From 1900 to 1920

APPENDIX B

The Athletic Association Officers From 1900 to 1920

1900-1901

President.....Annette Morton
Vice-President Senior.....Rosa Rowe
Vice-President Junior.....Daphine Carraway
Vice-President Sophomore.....Mary Ward
Vice-President Freshmen.....Selma Webb
Secretary.....Eliza Austin
Treasurer.....Annie Kizer (60: 233)

1901-1902

President.....Nettie Leete Parker
Vice-President Senior.....Eliza Booker Austin
Vice-President Junior.....Mary Horne Bridges
Vice-President Sophomore.....Katherine Nash
Vice-President Freshmen.....Margaret E. Caxtex
Secretary.....Nathalie Cocke Smith
Treasurer.....Susie Elmer Williams (63: 185)

1902-1903

President.....Catherine Nash
Vice-President Senior.....Eula Glenn
Vice-President Junior.....Bessie Crowell
Vice-President Sophomore.....Lelia Styron
Vice-President Freshmen.....Katherine Jenkins
Secretary.....Blanche C. Mayo
Treasurer.....Elizabeth Powell (69: 260)

1903-1904

President.....Selma C. Webb
Vice-President Senior.....Millie Archer
Vice-President Junior.....Josie Dameron
Vice-President Sophomore.....Jannet Austin
Secretary.....Sadie Davis
Treasurer.....Helen Hicks (72: 37)

1904-1905

President.....Hattie O'Berry
 Vice-President Senior.....Mary Davis
 Vice-President Junior.....Josie Doub
 Vice-President Sophomore.....Eleanor Murr
 Secretary.....Kate Finley
 Treasurer.....Jane Cates (77: 49)

1905-1906

President.....Vaughn White
 Vice-President Senior.....Jennie Todd
 Vice-President Junior.....Lillian Gray
 Vice-President Sophomore.....Nettie Brogden
 Secretary.....Eleanor Murr
 Treasurer.....Mary Reid (82: 30)

1906-1907

President.....Selma Webb
 Vice-President Senior.....Elinor Murr [sic]
 Vice-President Junior.....Mary Williams
 Vice-President Sophomore.....Edna Duke
 Vice-President Freshmen.....Clyde Stancill
 Secretary.....Martha Petty
 Treasurer.....Nettie Rudisill (87: 183)

1907-1908

President.....Mary Williams
 Vice-President Senior.....Nettie Rudisill
 Vice-President Junior.....Florence Landis
 Vice-President Sophomore.....Clyde Stancill
 Secretary.....Mary Mitchell
 Treasurer.....Hal Morrison (90: 45)

1908-1909

President.....Edna Duke
 Vice-President Senior.....Nettie Dixon
 Vice-President Junior.....Laura Weill
 Vice-President Sophomore.....Ada Viele
 Secretary.....Clyde Stancill
 Treasurer.....Belle Hicks (94: 47)

1909-1910 First Semester

President.....Belle Hicks
 Vice-President Senior.....Clara Lambe
 Vice-President Junior.....Annie Louise Wills
 Vice-President Sophomore.....Kate Styron
 Secretary.....Fay Davenport
 Treasurer.....Catharine Jones
 Critic.....Mellie Cotchett (98: 52)

1909-1910 Second Semester

President.....Belle Hicks
 Vice-President Senior.....Clara Lambe
 Vice-President Junior.....Annie Louise Wills
 Vice-President Sophomore.....Kate Styron
 Vice-President Freshmen.....Gretchen Taylor
 Vice-President First Prep.....Carrie Exum
 Vice-President Second Prep.....Jessie Gainey
 Vice-President Special.....Annie P. Glenn
 Critic.....Mellie Cotchett (99: 122)

1910-1911 First Semester

President.....Catherine Jones
 Vice-President Senior.....Annie Louise Wills
 Vice-President Junior.....May Green
 Vice-President Sophomore.....Christian Rutledge
 Vice-President Freshmen.....Irene McConnell
 Secretary.....Ivor Aycock
 Treasurer.....Mattie Morgan
 Critic.....Margaret Wilson (102: 135)

1910-1911 Second Semester

President.....Catherine Jones
 Vice-President Senior.....Catherine Irwin
 Vice-President Junior.....Mary Van Pool
 Vice-President Sophomore.....Lura Brogden
 Vice-President Freshmen.....Margaret Smith
 Secretary.....Bessie Jordan
 Treasurer.....Mattie Morgan
 Critic.....Margaret Wilson (107: 329)

1911-1912 First Semester

President.....Alice Morrison
 Vice-President Senior.....Dora Coats
 Vice-President Sophomore.....Nine Garner
 Treasurer.....Jessie Gainey
 Critic.....Margaret Mann (110: 54)

1911-1912 Second Semester

President.....Alice Morrison
 Vice-President Senior.....Fay Davenport
 Vice-President Junior.....Mary Tennent
 Vice-President Sophomore.....Louise Bell
 Vice-President Freshmen.....Edith Haight
 Secretary.....Corinna Mial
 Treasurer.....Jessie Gainey
 Critic.....Margaret Mann (115: 325)

1912-1913 First Semester

President.....Lura Brogden
 Vice-President Senior.....Corinna Mial
 Vice-President Junior.....Fannie Robertson
 Vice-President Sophomore.....Louise Whitley
 Vice-President Freshmen.....Frances Summerell
 Secretary.....Anne Watkins
 Treasurer.....Edith Haight
 Critic.....Lizzie Roddick (119: 102)

1912-1913 Second Semester

President.....Lura Brogden
 Vice-President Senior.....Eva Jordan
 Vice-President Junior.....Winifred Turlington
 Vice-President Sophomore.....Julia Bryan
 Vice-President Freshmen.....Flora Garrett
 Secretary.....Cora John
 Treasurer.....Edith Haight
 Critic.....Lizzie Roddick (123: 344)

1913-1914 First Semester

President.....Effie Baynes
 Vice-President Senior.....Louise Alezander
 Vice-President Junior.....Hallie Beavers
 Vice-President Sophomore.....Esther Mitchell
 Vice-President Freshmen.....Frances Morris
 Secretary.....Mary Gwynn
 Treasurer.....Margaret Sparger
 Critic.....Frances Summerell (126: 63)

1913-1914 Second Semester

President.....Effie Baynes
 Vice-President Senior.....Anne Watkins
 Vice-President Junior.....Pauline Shaver
 Vice-President Sophomore.....Sarah Gwynn
 Vice-President Freshmen.....Isabelle McAllister
 Secretary.....Frances Morris
 Treasurer.....Margaret Sparger
 Critic.....Frances Summerell (130: 330)

1914-1915 First Semester

President.....Pauline Shaver
 Vice-President Senior.....Janie Stacy
 Vice-President Junior.....Caroline Robinson
 Vice-President Sophomore.....Annie Daniel
 Vice-President Freshmen.....Laura Lynn Wiley
 Secretary.....Elizabeth Masemore
 Treasurer.....Mabel Cooper
 Critic.....Sarah Gwynn (135: 64)

1914-1915 Second Semester

President.....Pauline Shaver
 Vice-President Senior.....Ethel Wells
 Vice-President Junior.....Mary Gwynn
 Vice-President Sophomore.....Elizabeth Evans
 Vice-President Freshmen.....Sue Johnston
 Secretary.....Elizabeth Masemore
 Treasurer.....Mabel Cooper
 Critic.....Sarah Gwynn (139: 224)

1915-1916 First Semester

President.....Jessie Gainey
 Vice-President Senior.....Janie Spock
 Vice-President Junior.....Marrienne Richards
 Vice-President Sophomore.....Louise Davis
 Vice-President Freshmen.....Mary Nesbitt
 Vice-President Special.....Georgia Hatch
 Vice-President Prep.....Janie Wright
 Secretary.....Madge Kennette
 Treasurer.....Eva McDonald
 Critic.....Ellen Rosa (142: 37)

1915-1916 Second Semester

President.....Jessie Gainey
 Vice-President Senior.....Jay McIver
 Vice-President Junior.....Gladys Emerson
 Vice-President Sophomore.....Frances Walker
 Vice-President Freshmen.....Jennie Kirkpatrick
 Vice-President Special.....Lois Anderson
 Vice-President Prep.....Lucy Crisp
 Secretary.....Madge Kennette
 Treasurer.....Eva McDonald
 Critic.....Ellen Rosa (146: 247)

1916-1917 First Semester

President.....Annie Daniel
 Vice-President Senior.....Gladys Emerson
 Vice-President Junior.....Mary Moyle
 Vice-President Sophomore.....Allene Reid
 Vice-President Freshmen.....Annie Mae Pharr
 Vice-President Special.....Clara Armstrong
 Secretary.....Gladys Murrill
 Treasurer.....Elizabeth Thames
 Critic.....Eliza Collins (148: 30)

1916-1917 Second Semester

President.....Annie Daniel
 Vice-President Senior.....Lois Campbell
 Vice-President Junior.....Annie Newton
 Vice-President Sophomore.....Kathleen Strickler
 Vice-President Freshmen.....Mary Dimmock Muny
 Vice-President Special.....Ruby Patterson
 Secretary.....Lucy C. Crisp
 Critic.....Nancy Yarborough (153: 181)

1917-1918 First Semester

President.....Vivian Draper
 Vice-President Senior.....Mabel Smith
 Vice-President Junior.....Martha Speas
 Vice-President Sophomore.....Lela Wade
 Vice-President Freshmen.....Elizabeth Jones
 Vice-President Special.....Ethel Lovett
 Secretary.....Mary Nell Hartman
 Treasurer.....Bessie Hoskins
 Critic.....Ruby Sisk (157: 62)

1917-1918 Second Semester

President.....Vivian Draper
 Vice-President Senior.....Blanche Howie
 Vice-President Junior.....Rebecca Symmes
 Vice-President Sophomore.....Elsie Swindell
 Vice-President Freshmen.....Josephine Clark
 Vice-President Special.....Irene Stacy
 Secretary.....Elsie Yarborough
 Treasurer.....Jessie Rankin
 Critic.....Ruby Sisk (163: 296)

1918-1919 First Semester

President.....Clarence Winder
 Vice-President Senior.....Alma Winslow
 Vice-President Junior.....Marie Richards
 Vice-President Special.....Evelyn Hodges
 Secretary.....Joe Clark
 Treasurer.....Mary Ellen Herring
 Critic.....Hattie Wilson (166: 66)

1918-1919 Second Semester

President.....Clarence Winder
 Vice-President Senior.....Alma Winslow
 Vice-President Junior.....Marie Richards
 Vice-President Sophomore.....Evelyn Hodges
 Vice-President Freshmen.....Charles McCorkle
 Secretary.....Joe Clark
 Treasurer.....Mary Ellen Herring
 Critic.....Hattie Wilson (167: 108)

1919-1920

President.....Marie Richards
 Vice-President Senior.....Hattie Wilson
 Vice-President Junior.....Evelyn Wilson
 Vice-President Sophomore.....Hazel Mizelle
 Secretary.....Caroline Sloan
 Treasurer.....Sarah Poole
 Critic.....Jessie Rose (189: 50)

APPENDIX C

Field Day Results, May 7, 1909

APPENDIX D

The Athletic Association: Offerings in 1910

One of the most active organizations in our college is the Athletic Association. There is scarcely a day during the term that students do not enjoy its privileges.

During the fall term a hockey tournament is held. Each class is required to play twenty games before being allowed to enter the tournament. To the winning team is awarded the Bell Trophy Cup, a beautiful silver cup presented by our former physical director, Miss Bertha May Bell.

During the spring are held both the basketball and tennis tournaments. To the champion basketball team is also awarded a silver cup with the numerals of the class engraved upon it. These tournaments are very exciting and create much class spirit.

All during the year camping trips to Lindley Park are made on Saturday afternoons. About thirty or forty girls make a party and each party is chaperoned by members of the faculty. The party leaves the college about four o'clock in the afternoon and returns about nine at night. Each girl carries her own tin plate, cup, etc., which property is owned by the Athletic Association.

The crowning event in athletics is Field Day, which is held during the month of May. This holiday is devoted entirely to Athletics. Badges of merit are awarded for running, high jumps, broad jumps, hundred-yard dash, relay race, ball throwing, tennis, and marching.

APPENDIX D (Cont)

The Athletic Association: Offerings in 1910

Each of these exercises counts a certain number of points, and the class which wins the most points wins the athletic banner.

The pleasures of the Athletic Association are so many and so varied that no student who enters the College can afford not to become a member (178: 30, 31).

APPENDIX E

Tennis Club Point System

APPENDIX E

Tennis Club Point System

- I. Service (total counting two points)
 1. Arm stroke
 2. Second serve
 3. Accuracy
 4. Speed
- II. Net-playing (one point)
- III. General efficiency (two points)
 1. Placing
 2. Backhand stroke
 3. Handling racquet
 4. Alertness
 5. Vigor of strokes
 6. Covering court
 7. Team work (in doubles)

Three units constitute a point. At least one point, in which I must be a constituent, shall come from group I. That person winning highest honors at fall and mid-year tournaments is the Head-of-Tennis, while she who wins second place is Secretary-Treasurer. The members of the club and the physical directors act as coaches to those who wish to make the club. At the end of each month entries for club membership hold a tournament. To the person holding highest honors three times, a racquet is awarded by the Athletic Association (41: NP).

VITA

Gloria Jean Lojko was born in Charlotte, North Carolina, on February 24, 1958. She attended Western Guilford High School in Greensboro, North Carolina, where she was graduated in June, 1976. She attended the University of North Carolina at Greensboro where she graduated in May, 1980, with a B. S. degree in the field of Physical Education.

In the fall of 1980, she accepted a coaching assistantship at Appalachian State University in Boone, North Carolina. After finishing class requirements for her degree in the Summer of 1981, she began work as an instructor/coach at Greensboro College in Greensboro, North Carolina. She continued to work on her thesis in order to finish requirements for her Master's degree. The degree was awarded in May of 1983 in the field of Health and Physical Education.

Miss Lojko's address is 5718 Southlake Drive, Greensboro, North Carolina. Her parents are Mr. and Mrs. Matthew A. Lojko of Greensboro, North Carolina. She has two brothers, Matt, and John, and one sister, Ann.