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CHARLIE HAYSE FOSTER: HIS LIFE AND CONTRIBUTIONS
TO PHYSICAL EDUCATION, ATHLETICS, AND STUDENTS

DISSERTATION
Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

by
Charles H. Hircock, B.A., M.S.

* * * * * *

The Ohio State University
1971

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PLEASE NOTE:

Some Pages have indistinct print. Filmed as received.

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Appreciation is expressed to Dr. Bruce L. Bennett, advisor, for his guidance and suggestions throughout the study; to the members of the reading committee, Dr. Robert L. Bartels and Dr. James M. Sweeney; to the subject of this writing, Charlie Hayse Foster, for his utmost cooperation; and to the many friends, colleagues, and former students of Charlie Foster who gave of their time through letters, interviews, and response to questionnaires.

Special acknowledgment is due my wife, Bonnie, for without her understanding, devotion, and dedication this dissertation would never have been completed.
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Major Field: Physical Education
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CHAPTER I

INTRODUCTION

There are those individuals in every walk of life who must be classified as the unsung heroes of their profession. These people must be said to make up the backbone of their profession. There are those who accomplish a great deal of the work that is performed by physical education without ever receiving much acclaim or notoriety. Such a man was Charlie Hayse Foster.

Perhaps too often in physical education a man's worth is judged by the amount of national acclaim he has received, or his achievements as a ranking officer of the American Association of Health, Physical Education, and Recreation, or by the number of his publications. The writer does not wish to intimate that these factors are not important but merely to indicate that the subject of this work did not contribute in this manner. It should be pointed out that Charlie Hayse Foster has gained national recognition only as a track coach. He has not served as an officer in the national organization or as a chairman of association committees, nor has he written extensively. Rather, his accomplishments can be measured in other important ways.
The contributions he has made are numerous and significant. He was outstanding in the area of high school teaching, coaching, and administration. He was active in college administration, both as an athletic director and division chairman, and was a fine teacher and coach on the college level. In addition, he made many professional contributions in the state of Nebraska.

Foster worked diligently in the business of education throughout his entire lifetime. It was Ruskin who said of education:

"Education does not mean teaching people what they do not know. . . . It is a painful, continual and difficult work to be done by kindness, by watching, by warning, by precept, and by praise, but above all — by example."

Few have set a better example than Charlie Hayse Foster. As an educator he touched the lives of numerous young men in the forty-three years of his teaching and coaching career. He was a man who understood, helped, and truly cared for the individual.

It shall be the purpose of this study to examine Mr. Foster's early life and education; service rendered during his high school teaching, administrative, and coaching career; his qualities as a physical educator, administrator, and coach on the college level; his contributions to

the growth and development of the department of physical education at Kearney State College; his influence upon students and colleagues; and his contributions to physical education and athletics in the state of Nebraska and throughout the nation.

In search of primary sources of data, the author traveled to the family home near Doniphan, Nebraska, in order to gain insight into Foster's family background and to gain knowledge of the general area where he lived the early years of his life. This same trip provided an opportunity to talk with Foster's younger brother Wayne and his family and to collect various Foster family records. In addition, the biographer traveled to Grand Island, Nebraska for a visit with Mr. Foster's mother where she resided in a rest home until her death and to talk with one of Foster's early country school teachers and to interview his former college football coach. The next visit was made to Ansley, Nebraska where it was possible to spend a pleasant day interviewing some of Foster's friends, former school board members, and previous fellow teachers. The writer also journeyed to Kearney, Nebraska to the Kearney State College campus on several different occasions to meet and interview members of the administration and faculty; to interview Mr. Foster and his charming wife Mary; and to collect Mr. Foster's personal files, numerous scrapbooks,
photographs, athletic records, Nebraska College Conference records, and State Normal Board records which were necessary for the completion of this study. Many personal interviews were conducted and recorded on tape. The author has received several personal letters from Mr. Foster's friends and colleagues. Selected excerpts from letters contained in Mr. Foster's personal files were included in the work. In addition, the writer constructed a questionnaire which was sent to 157 of Foster's former high school and college students and athletes. Approximately fifty came back stamped incorrect address or unclaimed. One hundred and seven questionnaires evidently reached the correct destination. Of these fifty-one were returned to the writer and they added valuable material to the study.

Secondary sources included the examination of books, high school and college yearbooks, articles and periodicals, and various unpublished materials. Appreciation is expressed to the director of the Stuhr Museum in Grand Island, Nebraska for his provision of several issues of the Grand Island College newspaper. Lastly, the writer spent many days in Lincoln, Nebraska at the Nebraska State Historical Society reviewing newspapers spanning Mr. Foster's entire professional career.

This biography will discuss Mr. Foster's life, professional career, and contributions to physical education,
athletics, and students. It is the hope of the biographer that others might benefit from a knowledge of Charlie Hayse Foster and his accomplishments. There are aspects of Foster's life which may serve as an example to others in the profession. Also, this work is intended as a recognition of him and his achievements. Finally, it is hoped that this research will provide a form of historical record for Nebraska and the surrounding area.
CHAPTER II

EARLY LIFE IN NEBRASKA

The state of Nebraska took its place in the federal union just two years after the end of the Civil War. Growth had been slow during the territorial period, but the early years of statehood brought with them tremendous development. In one generation, the pioneers of Nebraska brought homes, farms, towns, schools, and government to the empty plains stretching westward from the Missouri River.¹ The Foster family, which settled in central Nebraska near Doniphan, became a part of this growth and development approximately two decades prior to the turn of the twentieth century.

To this family Charlie Hayse Foster was born on June 20, 1905. He was a descendent of English ancestors who immigrated to the American colonies and settled in Chelmsford, Massachusetts.² There was not much record of the

¹James C. Olson and Vera Farrington Olson, This Is Nebraska (Lincoln: The University Publishing Company, 1968), p. 90.

²Foster Family Genealogy done by Mrs. Ida Porter, p. 1. (carbon copy)
Fosters with the exception of their births and deaths until the generations immediately preceding Charlie Hayse Foster. (See Appendix A).

Charlie's grandfather, Ozro Blanding Foster, is recalled by his family as a Civil War veteran. He was a lieutenant in Grant's army where he had charge of a black unit. At the close of the war he and several other officers stayed on a year to help with reconstruction work in the South. He was stationed in the Mississippi-Louisiana area near Vicksburg. His major duty was to visit plantations in the area and see that the slaves were given their opportunity to be free. The sword he carried during the Civil War is still a prized possession of the Foster family.  

Following the war years, O. B. Foster moved to Iowa and taught school. Then, in 1879 he came to Hall County, Nebraska where he bought land and began to farm.

William H. Foster, the father of Charlie Hayse Foster, was born at New London, Iowa, but moved with his father Orzo to the farm near Doniphan, Nebraska in 1879. He grew to young manhood working on this family farm which is located in the heart of the Platte Valley. A history of


4Personal interview with Charlie Hayse Foster, August 18, 1970.
Nebraska entitled *This Is Nebraska* described the area thusly:

The broad, fertile valley of the Platte River is better known to more people than any other part of Nebraska. In this valley, so important as a road across the state, lie the finest alluvial lowlands.

As the Platte pushes downward through eastern Colorado and Wyoming and western Nebraska, it carries sand and soil with it. And when it reaches the flat broad area of central Nebraska, the water spreads out over the land and deposits much of this sand and soil. This area, covered with rich deposits from the river, is called alluvial lowland. It is good farmland without the water problem so well known in other parts of Nebraska.\(^5\)

A small segment of history entitled the Homestead Act was to have a certain amount of influence on the Foster family. Under the provisions of this act, passed in 1862, the government gave 160 acres of land free to the head of every family who improved the tract upon which he filed and lived for five years.\(^6\)

In the late 1880's William took advantage of this act and homesteaded a tract of 160 acres on an island located where all the channels of the Platte River came together. Those first years of farming were hard times for William. He farmed and shelled corn for the neighbors with a two horse corn sheller. When he began, he had nothing to eat but ground corn with which to make bread. He started with

\(^5\) Olson and Olson, *op. cit.*, p. 12.

nothing but eventually developed quite a large estate. He bought what is known by the Foster family as the homeplace from his father O. B. Foster and O. B. then moved to Ansley, Nebraska where he owned and operated a hardware store for many years.

The land homesteaded by William and the original homeplace are still part of the Foster family estate.⁷

On May 20, 1900, William Foster married Nancy Belle Hayse, who was a school teacher in nearby district number forty.⁸ Her father, John Sylvester Hayse, came from Ohio to Hall County, Nebraska in the 1880's. At the time he had only fifty dollars with which he bought railroad land. He later became a leading Hall County agriculturalist, earnest, steady, and industrious.⁹

The marriage of Nancy Belle and William produced six children. Earl was born in 1903, with Charlie, Fay, and Wayne following at two year intervals. Carl was born in 1915, while Cecil, who died when he was very young, was the last child born to the William Fosters.¹⁰

⁷Foster family records provided by Mrs. Wayne Foster.
⁸Foster family records provided by Mrs. Wayne Foster.
¹⁰Foster family records provided by Mrs. Wayne Foster.
The name Charlie Hayse Foster is somewhat unique, so an attempt will be made to indicate how that name came about. His mother gave this account of that incident:

It was sometime after the baby was born. I was standing at the sink bathing him. I turned to Earl and asked, "What should we name the baby?" Earl immediately snapped back "Charlie." Charlie himself related this additional information:

I think we had a horse about that time that was named Charlie. This is probably where my brother Earl got that name. My name is recorded on my birth certificate as Charlie, however, and not Charles. Now, my middle name Hayse comes from my mother's maiden name. Charlie Hayse Foster grew up in a home with a typical Nebraska farm setting. Foster said of those early years:

We worked hard on the farm. At one time we farmed nearly 1000 acres with hay land and everything. We always had one hired man and sometimes two, but we boys did most of the work when we were older. The work was done with horses. I learned to drive four and six horses. Everyone had to.

The location of the Foster farm near the river made the land highly productive. The grain and hay which were produced was used to feed cattle, and this provided the principle income for the Foster family. Wayne Foster recalled that his father was quite a cattle buyer:

11Personal interview with Nancy Belle Foster, December 16, 1970.

12Personal interview with Foster, December 28, 1970.

13Personal interview with Foster, August 18, 1970.
He would go to the sales several times during the week and buy cattle. On Saturdays we would get up very early and go to the sale barns to drive them home. Sometimes it would take all day and into the night for us to make the drive.  

Charlie's mother remembered this additional information about her husband:

He was quite a progressive farmer. . . . he always wanted the latest things. We had one of the very first tractors in the area. He was a good organizer. . . . he had a knack of organizing his work so that the men would get a lot done.  

William Foster was much more than just a farmer, as is indicated by the following newspaper article:

Mr. Foster was active in community affairs, serving on school and township boards, the AAA, Farmers Elevator Board and as a Methodist Church trustee.  

It can be seen that W. H. Foster was a prominent and well-respected member of the Doniphan rural community, as well as a very successful agriculturalist.

The rich farm land and the river also provided an abundance of wild game such as pheasants, quail, ducks, geese, and fish. As a boy Charlie developed a love for hunting and fishing, and he has enjoyed these pastimes throughout his lifetime. Dr. Curt McCallister, a long-time  

14Personal interview with Wayne Foster, December 16, 1970.  
15Personal interview with Nancy Belle Foster, December 16, 1970.  
16Undated clipping in unidentified newspaper.
friend of Charlie's, shared one of Charlie's most cherished boyhood hunting experiences:

He used to tell about one time when he was out hunting with his dad's ten-gauge shotgun. In order to sneak up on a flock of geese, he followed a herd of cows as they made their way through a patch of corn stalks. He sighted down a corn row and fired one shot from that old ten-gauge. He killed so many geese that he was unable to carry them all home. He had to run back and get the hayrack in order to get them to the house. We've deviled him about that story so much that we've spoiled it for him.17

Because of the proximity of the river, the Foster children learned how to swim at a young age, and Charlie not only has continued this activity himself, but he also taught hundreds of youngsters how to swim throughout his lifetime.

The Foster's were very strict with regard to the religious upbringing of their children. Both the Foster and Hayse families were well-grounded in the Methodist religion. William and Nancy Belle continued serving the Methodist church and required their children to do the same. When the boys were young they were not allowed to play baseball or go fishing on Sunday. Their parents, with some reluctance, did allow them to participate in town team baseball games on Sunday only after they reached the upper grades in school.18

17Personal interview with Dr. Curt McCallister, December 19, 1970.

18Letter from Foster to author, March 29, 1971.
The early years on the farm provided a sound basis and background for things which Charlie Hayse Foster was to accomplish in later life. It is probable that he learned something of organization from his father who had to plan the proceedings to keep a large farm operational, and from his mother, who had to run a household for the family as well as cook for the hired men. Most assuredly, Charlie had to work hard on the farm, and the fact that he was a hard worker throughout his professional career was one of his most mentioned characteristics as indicated during personal interviews and on responses to questionnaires.

EARLY EDUCATION - COUNTRY SCHOOL

James C. and Vera Farrington Olson paint a vivid portrait of what life in the early country schools in Nebraska was like:

Most of the early schools were conducted in one-room frame or sod buildings. They were frequently over-crowded, and there was little equipment aside from a few books and a few crude desks.

Many times the teacher was a young girl from a nearby homestead who walked across the prairie from her home to the schoolhouse. Usually she served as janitor as well as teacher, and on cold winter mornings she had the unpleasant job, assisted by some of the older boys, of trying to coax heat out of the little wood stove with which the building was warmed. Her responsibilities were particularly great during the violent blizzards which frequently swept over the plains.19

19Olson and Olson, op. cit., pp. 109-110.
Charlie Hayse Foster attended school district number nineteen for the first nine years of his school career. The one-room frame schoolhouse was located on the Foster farm, exactly one mile from the family home. Charlie was in the same grade as his older brother Earl, and the two walked the mile to school every day. Wayne Foster recalled a family story about some of those early treks to school:

They used to tell that the first few times Charlie and Earl went to school that dad would follow behind them on horseback with a switch in order to make sure that they made it.20

Even though it appears that the boys began by disliking school, they soon became adjusted and got along well.

Miss Urah Cunningham, who taught Charlie and Earl in the ninth grade, reminisced about the 1919-1920 school year:

I was just a year out of high school so I wasn't much older than Charlie and Earl. I'd had normal school training and two summers at Kearney when I got that job.

I remember Charlie as a good student... he worked hard. He was good about helping out with chores about the school, but he also liked to play.

I was young enough that I used to play with them. We played basketball and baseball... we could hear the one o'clock whistle blow in Grand Island, and sometimes we would keep right on playing. I don't think there's anything quite like athletics for a kid.

20Personal interview with Wayne Foster, December 16, 1970.
Charlie was a headstrong young man. He didn't like to be reprimanded. I remember once that he and Earl had slopped some mud up along the side of the schoolhouse. I made them clean it off. Charlie was real reluctant, but finally he gave in.

I tried to encourage the boys to go on to school. Their family did send them into Grand Island High School, which was the best school in the area.21

This early country school experience represented the beginnings of a zest for athletics. Interest created by participation in those activities in the country school yard were to broaden into a real love for athletics which Charlie has maintained throughout his life.

He also learned something of discipline here, and the work he chose necessitated an understanding of and insistence on discipline. Not just discipline in the small sense of following rules and regulations, but discipline of oneself to make sacrifices to pay a price in order to be successful.

GRAND ISLAND HIGH SCHOOL

In the fall of 1920, when it came time for the children to enter their sophomore year, it was decided to send them nine miles away to Grand Island instead of to Doniphan, which was much closer. Charlie and his brother stayed in a rented room during the week, and made the short trip to the farm on weekends.

21Personal interview with Miss Urah Cunningham, December 16, 1970.
It is apparent that as parents, the Fosters were willing to make some sacrifices in order for their children to get an education. Wayne Foster commented:

"Dad didn't have much of an education, and I think he wanted his children to have better than he had. My mother had been a former school teacher and she believed that we could get a much better education at the larger school."

Charlie Foster recalls that going from the small country school to a large high school was quite an adjustment. He did not do well in school that first year but he did become accustomed to the larger school setting. Later, Charlie did well in the classroom, with science and mathematics his favorite subjects. (See Appendix B).

Both Charlie and Earl went out for athletics on their entrance into high school. They got their introduction to football as tenth graders. Charlie played football for three years, mostly as guard and end, but did not make the team until his senior year. His junior year he was invited to participate in a pre-season football camp. Around the first of August the boys reported to Camp Augustine, an old Boy Scout camp, located on the Loup River. This is where Charlie really became interested in football. Here he also discovered that he had a little track ability. Coach Paul Bliss Springer used to require everyone to run

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22Personal interview with Wayne Foster, December 16, 1970.
out to the entrance gate and back, a distance of approximately one mile. Charlie found that he could beat everybody on the squad at this run. When track season arrived, Coach P. B. Springer indicated that Charlie should run the mile and the half-mile. Foster developed into a better than average half-miler, with a best time of around 2:08, which was respectable for that era. Young Charlie also pole vaulted and was a 5'10\frac{1}{2}" tall, 165 pound discus thrower.

Success in basketball was not so readily achieved, however. Basketball at Grand Island High School was practiced at the YMCA and games were played in Liederkranz Auditorium because the high school had no gym. The lack of facilities necessitated the coach's cutting the team after very little practice. Since Charlie was a farm youth he had had only a little basketball experience and as a result he was cut early. His determination was displayed by the fact that he went out each year, but got cut each time.23

This occurrence was somewhat responsible for Foster's developing a no-cut policy in his coaching. When questioned about the matter, Foster replied:

I suppose it did affect my philosophy. I know I didn't like getting cut. I didn't feel like I got much of a chance. In my own coaching I've tried to give a kid every opportunity to show what he is capable of doing.24

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23Personal interview with Foster, August 18, 1970.
24Personal interview with Foster, December 20, 1970.
EDUCATION AT GRAND ISLAND COLLEGE

In the fall of 1923, after graduating from high school the previous spring, Charlie Hayse Foster enrolled at Grand Island College. He remembered the decision to go to school:

My parents said to go on to college right away. I went with the idea of taking a pre-med course. I had been interested in mathematics and the sciences in high school, and my parents were eager to have a doctor in the family.25

The interest in learning and education fostered by his parents is further evidenced by the fact that all of the Foster children are college graduates with a B.A. degree or higher.

Grand Island College was incorporated as a coeducational institution of learning on June 13, 1892, and opened its doors for the first classes on October 1, of that year.26 The college was founded through efforts made by the Nebraska Baptist Educational Association, and over the years it remained closely affiliated with the Baptist Church.27 Although the college was troubled financially

24Personal interview with Foster, December 20, 1970.
25Personal interview with Foster, August 18, 1970.
27Ibid., p. 10.
throughout most of its existence, it did experience good success under the leadership of Dr. George Sutherland who was president from 1893 to 1911, and during the presidency of Dr. John Mason Wells the years 1921-1929. Under Dr. Wells the enrollment reached a high of 289 students. The depression dealt a final staggering blow to Grand Island College. The school, which already had serious economic problems, was forced to merge with Sioux Falls College at Sioux Falls, South Dakota in 1931.

Herbert E. Hinton, in a publication entitled A Brief History of Grand Island College, wrote:

Grand Island College did a notable work during its existence. Its graduates and former students are still giving exceptional leadership wherever they are found.

Charlie Foster, who was to become one of Grand Island's graduates and later an educational leader in the state of Nebraska, attended the school from 1923 to 1927.

Much of Foster's life at college revolved around athletics. He was a four year letter winner in both

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29 Ibid., p. 27.
30 Ibid., p. 29.
31 Ibid.
football and track. In basketball he played two years of junior varsity and then gained varsity letters during his last two seasons.\textsuperscript{32}

Ernie Frank, Charlie's football coach during his freshman and sophomore years at the college, had this to say about his protege:

Charlie was a hard worker and very determined . . . his determination was his greatest asset.

He wasn't very heavy but he was very coachable. He followed instructions well . . . he wanted to learn all he could about the game.

Charlie was unselfish and highly regarded by his teammates.

He was a very conscientious, self-effacing young man.\textsuperscript{35}

During his first year of football, Charlie carried the nickname "Bixen." The managers were unable to find a pair of pants which were the right size for Charlie so he had to wear a pair that were much too large for him. The football squad, which included among its members a number who were taking German, labeled him "Bixen," which is the German word for pants.\textsuperscript{34}

Nineteen twenty-four proved to be the most successful

\textsuperscript{32}Grand Island College Islander, 1927, p. 20.
\textsuperscript{33}Personal interview with Ernie Frank, December 28, 1970.
\textsuperscript{34}Letter from Foster to author, February 1, 1971.
season enjoyed by Grand Island College while Charlie was in attendance there. This team finished with a 5-1-1 record, and had only a single field goal scored against them. Foster was a sophomore fullback on this team which finished well up in the collegiate ranks of the state that year.35

During his junior year Charlie served as business manager for the football team. In this job he was responsible for payment of all bills incurred by the football team, including such items as transportation, meals, and officials.36

During his collegiate football career, Foster played every backfield position. His senior year he played quarterback and his college yearbook recorded this bit of information about him:

Here is our veteran, a four year man and one of the few to gain that distinction. "Chick" was a hard hitting back and opponents feared his speed and ground gaining ability.37

Foster's greatest success as an athlete came in the area of track and field. He was an extremely versatile performer, and at one time or another competed in all of the following events: 100, 220, relays, 220 yard low

36Grand Island College Islander, 1926, n.p.
37Grand Island College Islander, 1927, p. 79.
PLATE NO. I

Charlie As A Collegiate Footballer
hurdles, pole vault, and discus. The pole vault and the half-mile relay proved to be two of his better events.

During his junior year he served as captain, coach, business manager, and participant in track. The president of the college, John Mason Wells, commissioned Foster to run the track and field program at the school that year because no coach was available. A faculty member supervised, but the athletes themselves did the work.

That Foster did his job well was recorded in a publication depicting some of the history of Grand Island College. Under a section entitled "calendar dates" was found the following statement:

1926 - The Grand Island College track season this year was one of the best in the history of the college. Headed by Captain Charlie Foster, we see that all five meets were won by Grand Island College.

That same spring Grand Island College finished fourth in the state conference meet which included all the colleges in the state. In this meet Foster was runner-up in the pole vault while the winner of the event set a new state record. The Grand Island College relay team, on which Foster ran the first leg, broke the previous state record

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38 Grand Island College Islander, 1924, p. 52.
39 Personal interview with Foster, August 18, 1970.
40 Otto A. Niess, Grand Island College 1893-1951 (Published by Former Students Association, Grand Island College), p. 7. n.d.
but had to settle for second place. The Zebras, which was the name carried by the college athletic teams, capped a highly successful track season with their performance in this meet.⁴¹

Although much of his college life was dominated by athletics, Charlie still participated in numerous extracurricular activities of quite a varied nature. He was a member of the Athenian Literary Society, a group which read and discussed great literary works in the hope of creating a greater interest for literature and art of a high standard.⁴² He played the trombone in the college orchestra which performed for many college events, church socials, and even participated in broadcasting a radio program.⁴³ The Grand Island College yearbook, the Islander, records that Foster was president of the student council as a senior, as well as a member of the chemistry and German clubs. He was also a member of the campus branch of the YMCA. In addition, Foster served as vice-president of the GIC lettermans club in 1926, and then became president of that organization during the 1927 school year.⁴⁴ Foster also found time to be a staff member of The Volante, the college

⁴¹The Volante, June 18, 1926.
⁴²The Volante, May 13, 1927.
⁴³The Volante, June 18, 1926.
⁴⁴Grand Island College Islander, 1927, p. 20.
newspaper, for which he served as a sports reporter.45

Another interest that Charlie developed which proved most rewarding was in the area of amateur radio operation. While in college he learned the code and passed the examination which enabled him to become a licensed radio operator. He learned to broadcast both in voice and code and remained an avid enthusiast over the years.46

Still another developing interest of Charlie's was stamp collecting. The release of certain commemorative stamps toward the end of Charlie's college days in 1927 prompted him to become interested in stamp collection as a hobby. Other people with whom he was acquainted had stamps and Charlie decided to pursue stamp collecting as an additional pastime.47

Grand Island College was also the place where Charlie became acquainted with Mary Goldenstein, who was to become his wife. The college newspaper, The Volante, recorded this information about Mary:

"Goldie," the blonde from Glenvil. Her activities are almost too numerous to mention, but we're going to start by saying she was the very efficient editor of the Volante last year, and vice-president of the Athenians this—that means she planned the programs, too. Besides that, she is president of Beta Alpha chapter of

45The Volante, June 18, 1926.
46Personal interview with Foster, August 21, 1970.
47Ibid.
Sigma Tau Delta, and a new member of Pi Kappa Delta, having achieved fame in intercollegiate debating this year. For four years she has accompanied the Glee Club as its reader and this year was leading lady in a play which was presented with the Glee Club programs. Not having anything else to do this year she has been secretary of her class, and also a member of the N.W. cabinet, as she was also two years ago. Way back, years ago (4) she was a member of the girls' basketball team, and the next year took part in dramatics. She is majoring in English and plans to teach it to the youths of some high school next year.

Mary was two years ahead of Charlie in school, graduating in 1925. Upon graduation she was hired by the college to work in the area of public relations. Her job consisted of recruiting money and students for Grand Island College. It was during this year of her work at the college that she really became acquainted with Charlie and the courtship blossomed.

During 1927, Charlie's senior year at the college, Mary accepted a teaching position, but they continued their relationship, as was noted in The Volante:

Miss Mary Goldenstein, '25, who is teaching at Palmyra, Nebraska, was recently given a pleasant surprise in the form of a social call by a member of the senior class, who participated in the track events at Lincoln last week-end.

48The Volante, May 22, 1925.

49Personal interview with Mary Goldenstein Foster, December 18, 1970.

50The Volante, February 18, 1927.
Graduation day was soon to arrive. This day was quite an occurrence as Charlie was the first of the Foster children to earn his college degree. The occasion prompted a letter and a word of advice from Charlie's grandfather, O. B. Foster:

Dear Grandson Charles,

I thought to write you a few lines and let you know that we got home safe and found all well.

We surely enjoyed the good times there and appreciated the invitation to your graduation exercises...

I was going to write you something about that Sheepskin, but have something better that you will appreciate more. Read it and study it and comply with the request contained for it is good advice.

Now with love and best wishes to you and all the folks from your grandfather,

O. B. Foster

Enclosed with the letter was a short newspaper clipping which pointed out the values of a college education. It indicated that the diploma should be placed in a position of importance and revered by its holder.

During the spring of 1927, Charlie and a fellow student by the name of Bill McGrath had decided to teach one year

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51Letter from O. B. Foster to Charlie Hayse Foster, June 8, 1927.

52Undated clipping in unidentified newspaper.
in order to gain enough money to go on to med school at the Rush Medical School in Chicago. Bill McGrath's parents decided that he should enter medical school immediately, but Charlie continued with the original plan of teaching one year, so he signed a contract to teach science and coach athletics at Clay Center, Nebraska.53

53 The Volante, May 13, 1927.
CHAPTER III

THE CLAY CENTER EXPERIENCE

Clay Center is the seat of Clay County and is located on Highway 14, approximately eighty-five miles west and south of Lincoln, the state capitol. It is situated about thirty-five miles north of the Kansas state line.\(^1\)

Clay Center was, and remains, principally a rural community which serves as a trading center for area farmers.\(^2\)

During the time that Foster resided in the community the Johnson Company was a primary source of employment. This was a factory which manufactured incubators for hatching chickens. The local radio station, KMMJ, also provided many jobs for area citizens. In those years, Clay Center was a very active community with a population of approximately one thousand.\(^3\) Its residents were of an extremely varied national background.\(^4\)

The high school at Clay Center was relatively small,

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\(^1\)Letter from Harold F. Thomas to author, June 24, 1971.

\(^2\)Ibid.


\(^4\)Letter from Harold F. Thomas to author, June 24, 1971.
with an enrollment of approximately 120 students in the four grades. The number of boys enrolled during the years Foster taught there varied from a low of fifty-six in 1929 to a high of sixty-six in 1931. The school district employed a staff of twelve teachers to meet the needs of both the elementary and high school students.  

**TEACHING**

One year of teaching and coaching was enough to convince Foster that he had found his life's work, and he never did enter med school. It would seem that the medical world's loss was education's gain, as Charlie Hayse Foster was to demonstrate that he was an educator of some substance.

Foster's teaching assignments at Clay Center were in the areas of science, biology, and manual training.

The biology course developed by Mr. Foster seemingly was quite thorough. Not only did the course meet daily, but time was also set aside for laboratory work. The course included two laboratory periods of eighty minutes each, a total of one hundred sixty minutes of laboratory study per week, which represented an appropriate amount of time to accomplish a great deal.

Much of the course work dealt with the development of plant and animal life, the study of the various levels of

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5 Letter from Charles J. Sanderson to author, June 24, 1971.
life forms, and the classification of the many insects and animals obtained from the surrounding habitat.

Mr. Foster generated interest in biology through the liberal use of practical examples from the local environment, experimentation, and numerous field trips. Examples of various field trips taken were included in the following newspaper article:

Mr. Foster is our instructor and a very intelligent one, especially when he takes us out for a field trip to study life and nature. The first field trip we took was for the purpose of studying grasshoppers in their habitat. Grasshoppers... have a very low life history as one of the lowest forms of animal life studied in the lab.

The next field trip was for the purpose of studying insects. For about twenty minutes we were turned loose to catch insects. During that time the members of the class caught a collection of sixty-five different insects. When returning to the schoolhouse Mr. Foster encountered a snake. It was taken into captivity and chloroformed, then reserved /sic/ in CH₃OH.6

Mr. Foster also employed the format of experimentation in his physics classes. The activity of one particular class was noted in the Clay County Sun:

The physics class performed a rather interesting experiment last week, seeking to determine the height of the standpipe by dropping weights from the top and timing the fall with a stopwatch. Computation showed a height of one hundred and seven feet, only three feet

6Undated clipping in unidentified newspaper.
away from the known height of one hundred and ten feet.7

Mr. Foster did have the good fortune to teach and coach in a progressive community which provided good facilities and equipment for the education of their young people. This is demonstrated by the fact that the town dedicated a new school in 1929. The Clay County Sun had this to say about that particular event:

The dream of the Clay Center board of education and Clay Center's progressive citizens is finally realized in a modern, practically fire proof building complete with completely equipped and adequate auditorium, gymnasium, domestic science and equipment storage facilities. Well informed men who are familiar with other school properties erected in recent years are agreed that we have secured the utmost with our $100,000 and to one who is not familiar with such projects it seems that we have absolutely everything that we could wish for.8

A former pupil, Lester Nelson, pointed out that Mr. Foster used the occasion of the building of the new school in his classes. He utilized a portion of time in manual training for instruction concerning the reading of blue prints which, due to the construction, were plentiful at the time. This proved to be of great interest to the boys in that subject.9

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7Clay County Sun, April 17, 1930, p. 4.
8Clay County Sun, October 17, 1929, p. 1.
9Questionnaire from Lester Nelson to author, February, 1971.
Perusal by the writer of many notes recorded by Foster's students indicated that Mr. Foster was well-respected and highly regarded as an instructor. Most students seemed to enjoy his classes and felt that they had benefitted under his instruction.

Typical examples were included in the 1932 Clay Center Wildcat:

Mr. Foster:

... I have enjoyed your class very much, it was the most interesting class which I had.

Roberta Schatzley

Mr. Foster:

I don't believe I have ever had a subject I liked better than biology. ... I only wish you were coming back next year.

Roberta McFadden

Mr. Foster:

Even if I am the little boy you had to get after about back lab, I liked it and rather wish I had some more to get. ... to me you have been a fine coach and teacher ... as good as I ever had or hope to have. ...

Jimmie Atkins

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11 Ibid.
12 Ibid.
In essence, it can be said that Mr. Foster was innovative and interesting. He encouraged his pupils and always set a good example for them. In short, he was very dedicated and a fine teacher.\textsuperscript{13}

COACHING

In addition to his teaching load, Mr. Foster was head coach in football, basketball, and track, and he did not have the luxury of assistant coaches. Nevertheless, his teams did achieve some degree of success.

Mr. Foster was well prepared to coach. As an athlete he played almost every position in football during his career. This gave him a good understanding of the intricacies of each position. Coaching gave him an opportunity to utilize his knowledge and background for the benefit of the players. In track and field, Foster had competed in just about all the events and knew something about their techniques. This gave him an advantage when he started coaching.\textsuperscript{14}

His experience as a business manager in both football and track and field made him knowledgeable about such things as arranging for trips, transportation, scheduling, and payment of officials.

\textsuperscript{13}\textit{Letter from Willis Deines to author, February 19, 1971.}

\textsuperscript{14}\textit{Letter from Foster to author, March 29, 1971.}
Coach Foster's teams at Clay Center did achieve good records during his years at the school. (See Appendix C). Particular accomplishments worthy of mention include the following items.

**Football**

The 1928 football team had perhaps the best record of any developed by Coach Foster while at Clay Center. This team was undefeated in Nebraska play and won the Clay County Championship.

This team also received the distinction of being commended for their conduct and sportsmanship following their only loss that season. The mayor of Smith Center, Kansas wrote the following letter which was published in the county newspaper:

Honorables Mayor
Clay Center, Nebraska

Smith Center, Kansas
October 13, 1928

On behalf of this city and its citizens I desire to express to you and your citizens our appreciation of the fine manner in which your splendid football team, their coach and accompanying fans conducted themselves while in our city. The words of praise and commendation expressed freely by all who witnessed the game prompts this message, which I wish you would convey to your school superintendent, coach, and team. They are a fine bunch of sportsmen and gentlemen.

L. C. Uhl, Jr.
Mayor

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15Clay County Sun, October 18, 1928, p. 1.
This letter serves as a testimonial that the Clay Center players and fans displayed good sportsmanship even in defeat. This has to be a compliment to Coach Foster and the team and in many ways it is much more significant than the won-loss record which they fashioned.

**Night Football.** Coach Charlie Foster was responsible for the introduction of night football into southern Nebraska in 1931. This was a comparatively short time after the first night football games were played in this country during the 1928 season.16

Foster was eager to see night football become established for a number of reasons. He had seen the game played with some success at Hastings College in Hastings, Nebraska and he believed that night football was to become an important factor in football's future. Also, he felt that it would be a great deal cooler and more pleasant to play football at night. Finally, there was an opportunity to draw much larger crowds at night so that the school's athletic program would enjoy better support.17

As a result, Clay Center was the first high school in the area to initiate the playing of football games at night.

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17Telephone conversation with Foster, July 5, 1971.
This innovation was a direct result of efforts made by Mr. Foster in getting a new idea accepted, in gaining financial backing, and finally in the supervision of the construction of the finished product. An article in the Clay County Sun stated:

Coach Foster informs the Sun that arrangements have been completed for the presentation of football in Clay Center this season under the flood of lights from sixteen great lamps placed advantageously over the field on the fairgrounds. Experiments have been made with only a part of the lighting equipment in position and entirely pleasing results have been secured. Another feature of football in this city this season which will be enjoyed is a change in the location of the playing field. Instead of being on the east and west end of the field as in the past, the goals on the new lay-out will be on the north and south side of the field which may be located as to make the play easily seen from the fairground stands.18

A later issue read:

The first night game in football ever to be played in Clay County will be seen in Clay Center Friday night, October 9 when the husky Bladen team clashes with the local primadonnas under the big lamps. Coach Foster tells us that tests have demonstrated the perfection of the lighting system and spectators will be able to follow every play with all the ease they would experience at an afternoon game. Admission to the grounds and stands is fixed at the low price of thirty-five cents.19

A follow-up article recorded:

The first night game of football October 9,

18_Clay County Sun_, September 17, 1931, p. 1.

19_Clay County Sun_, October 1, 1931, p. 1.
proved to be quite an attraction. A record crowd, mainly from surrounding towns attended. . . . The flood lights were quite satisfactory to both spectators and players.20

Basketball

The Clay Center basketball teams under Foster's direction normally had very successful seasons, but it seemed that an element of disappointment crept into almost every campaign. Each of the 1927-28, 1928-29, and 1929-30 basketball teams went to the finals of the county tournament, but were never able to win a championship. The 1929-30 team did compile a 16-4 won-loss record, which stood up as the best record of any basketball team Foster coached.

Track

One very significant honor won by Coach Foster's athletes during those years at Clay Center was the state pentathlon championships. Clay Center won this award two of the five years Foster was at that school.

The state pentathlon was the brainchild of the late Henry F. Schulte, veteran University of Nebraska track coach. He instituted this event with the idea that interest in track and field in Nebraska would be enhanced and more boys would participate. Also, it gave the boy from a small school a chance to see what he could do against boys from larger

20Clay County Sun, October 15, 1931, p. 4.
PLATE NO. II

First Foster Coached Football Team
A bulletin announcing the Tenth Annual Selective Pentathlon, 1930 contained an explanation of the event. It read:

To the Superintendents, Coaches, Competitors:

Dear Friends - The time is here to begin lining up for the Nebraska Pentathlon. The nine past years have given all evidence that this unique Nebraska event is a success. Coaches whose men competed in the Pentathlon in past years are strong for the event. They assert:

(1) That it offers a means of getting more men out for track.
(2) That it helps to get men out earlier in the season by supplying an interest in early track season.
(3) That it offers an excellent tryout, and leads to the discovery of ability in individuals along lines where otherwise it might not be discovered. . .

Prizes

There will be a trophy for each group according to enrollment of schools. (Group I, under 150; Group II, between 150 and 300; Group III, above 300).

To the school, regardless of size, producing the four best men will go the "Nebraska Pentathlon Grand Championship" trophy. The other group winners will receive Group Championship trophies. The fifteen best individual performers will be awarded the "Pentathlon Medal."

Track is the great international athletic event. Our Selective Pentathlon is an interscholastic event that can proudly claim relationship with the great international parent.

The very best of good luck to all of you. I hope to hear from you April 24.

Henry F. Schulte


22 Henry F. Schulte, Circular: Tenth Annual Selective Pentathlon, 1930.
An athlete could choose any five events from the following:

- 120 yard high hurdles
- Pole Vault
- Shot Put-12 lb.
- 220 yard dash
- Running High Jump
- Discus
- 880 yard run
- Running Broad Jump
- Javelin

Each athlete received a certain amount of points, according to a provided table, for all of the five events the competitor selected. Team tables were derived by adding the number of points scored by the four best representatives of a particular school.

Clay Center won the Group One (one hundred fifty boys or less) division title in 1930 with a total of 15,090 points. They were able to successfully defend this title with a repeat championship in 1931. In 1932 they raised their point total to 15,934, but had to settle for second place in Group One. Their total ranked them fourth in the state when compared to schools of all sizes.

The 1932 team also won the Clay County track championships that spring, and thus what was to be Coach Foster's last coaching endeavor at Clay Center ended on a successful note.

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23 Undated clipping in unidentified newspaper.
24 *Omaha World Herald*, n.d.
26 *Clay County Sun*, April 28, 1932, p. 1.
It was at Clay Center that Coach Foster gained his first experience in organizing and running track meets. Several of the Clay County and Southern Nebraska Conference championships were held at the Clay County fairgrounds with Mr. Foster in charge. Foster went on from these early events to gain quite a great deal of renown and reputation for his ability to run track meets in an orderly fashion while strictly adhering to a rigid time schedule.

Coach Foster over the years was quite an innovative man with regard to track and field. As early as 1930 he sponsored a county track and field competition for girls.27 This initial attempt did not meet with much success. Foster received a great deal of criticism for sponsoring athletic activities for girls. Several women staff members of the schools involved and a few townspeople voiced their disapproval.28 This was in line with the trends of the times. Girls and womens sports, which had received a certain amount of acclaim during the early twenties had largely been replaced by the play day, and interschool competition for girls was frowned upon.29 The situation remained stable until the late

27Clay County Sun, April 24, 1930, p. 1.
28Letter from Foster to author, June 25, 1971.
29Rice, Hutchinson, and Lee, op. cit., p. 353.
nineteen-sixties when women in physical education began to develop competitive athletic programs. It must be viewed as a credit to Mr. Foster, however, that he realized the value of competition for girls even in the early years, and attempted to afford young women an opportunity to compete.

It was at Clay Center that Coach Foster began to develop the ability to deliver a very inspirational talk which brought his players to a psychological state conducive to playing to the best of their abilities. Wayne Foster commented on his brother's oratorical talents:

When Charlie was at Clay Center I used to ride down there with Dick Pulliam, who was an outstanding official in Nebraska in those years. I used to sit in the locker room before games and Charlie would really give some rousing talks. I think he got a lot of this from his old high school coach P. B. Springer, who was able to do the same thing.

The ability to give a motivating speech before an important athletic contest became a Foster trademark. He always seemed able to instill desire in a team to perform to their utmost.

Coach Foster was dedicated and willing to work hard to improve himself in coaching if he could. One method utilized by Mr. Foster was that of attending various coaching

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31 Personal interview with Wayne Foster, December 16, 1970.
schools in order to keep himself knowledgeable regarding new developments in the various sports for which he was responsible. Vivid in the memory of Coach Foster was his attendance of a football coaching clinic held at Hastings College in 1930, which was conducted by the famed Knute Rockne shortly before his death. During the summer of 1931 Foster attended for two weeks a coaching school, also held at Hastings College, which was under the direction of Coach Schissler of the Oregon Aggies in football, Coach Barry of the University of Southern California in basketball, and Coach Young of Hastings College in track and field.

It probably did not occur to him at that early time that he would one day be sought after to conduct coaching clinics himself.

FAMILY LIFE

Just preceding Mr. Foster's second year at Clay Center, on August 8, 1928, he and Mary Goldenstein were married. His wife Mary revealed some of the circumstances about this occasion:

> We didn't get married immediately after Charlie graduated from college. In those days a young man had to demonstrate that he was able to support a wife and family, so I

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32 Personal interview with Foster, December 28, 1970.
33 *Clay County Sun*, August 27, 1931, p. 1.
continued teaching at Palmyra and Charlie taught that first year at Clay Center. We then got married the following summer.34

The marriage began with a great deal of happiness and optimism, but during the second year of their marriage an event of some sadness occurred. The Foster family suffered a personal tragedy in that they had a son who was stillborn. This event had quite a deal of influence on this young married couple, particularly Mrs. Foster. There still remained a slight waver in her voice as she remembered this incident:

Something like that is always a great tragedy. I was greatly upset and depressed by the whole thing. I needed something to get me out of the house and busy again, so I applied for a teaching position there in town.35

The events surrounding her employment as a teacher in the Clay Center schools merits some discussion:

There was quite a prevalent attitude in those years that married women should not work. When we first went to Clay Center I applied at several country school districts. Even though I had a college degree and two years of successful teaching experience, they wouldn't hire me. I checked later and they had all hired young single girls, some that didn't have any college. When I applied at Clay Center, one of the board members was staunchly against married women as teachers. The superintendent liked me, so he waited until that

34Personal interview with Mary Goldenstein Foster, December 18, 1970.
35Ibid.
particular member was out of town before he submitted my name for approval by the board.

Now there is a great to-do about women's liberation, but I felt some of that discrimination years ago.\textsuperscript{36}

Even though it was difficult for Mrs. Foster to secure a teaching position in Clay Center, she did serve in the capacity of English and speech teacher for two years.

During this same time, Foster carried on his previous interest in amateur radio operation. He broadcast all over the world to other operators, and also shared his interest with several high school students.\textsuperscript{37}

The Foster's settled into the Clay Center community and were very content with their jobs and their life style. Everything seemed to be developing exceedingly well for them until the depression was to change their lives.

DEPRESSION

The great depression of the thirties actually began in October of 1929 when a panic of selling broke out on the New York Stock Exchange. The stock market crash, coupled with a number of other factors, gave rise to one of the most futile periods known in American history.

Banks all over the country were closing their doors. Businesses everywhere cut back production. The result was

\textsuperscript{36}Ibid.

\textsuperscript{37}Personal interview with Foster, August 19, 1970.
a chain reaction of economic events. Unemployment meant fewer customers; a decrease in customers brought on further cutbacks in production; these in turn, led to more unemployment.

The depression was felt by all socio-economic classes. Many well-to-do Americans saw their fortunes melt away. Industrial workers and farmers suffered severely. In every city thousands of unfortunate men and women stood in lines for free meals of bread and soup. Families forced out of their homes moved to huts that they built on the edges of cities, using scrap lumber and packing boxes.38

David A. Shannon, in his book entitled The Great Depression, included an article which described how the depression affected the public schools:

During the first two years of the depression the schools did business as usual. By September, 1931, the strain was beginning to tell. Salary cuts were appearing even in large towns, and the number of pupils per teacher had definitely increased. Building programs had been postponed. In a few communities school terms had been considerably shortened, and in others some of the departments and services were being lopped off.39

The Foster family did not escape the harshness of the depression. When Mr. Foster began at Clay Center he was


hired for a salary of $1440. After four years the salary had risen to $1600. However, after the 1931-32 school year, the school board began to take some action to reduce costs in the school system. It was the board's belief that they were spending too much money for staff, so Mr. Foster's salary was reduced to ninety dollars a month for nine months. Mrs. Foster was still teaching at the time and they let her go altogether. The Foster's felt that it was impossible for them to get along on this reduced amount of money, so they decided to leave Clay Center.

This decision was met with some sorrow by students, fellow staff members, and townspeople in Clay Center. An article in the Clay County Sun entitled "Coach Charles [sic] Foster to the Ansley Schools" gives an indication of the feeling in the community regarding the Fosters.

Fine young man and equally fine wife move from Clay Center. In making record of the removal of Charlie Foster and his inestimable wife from the city, we find ourselves grieving over their departure and rejoicing at their opportunity for advancement. The people of Ansley are adding two fine young people to their church, social, and educational circles at our expense. Mr. and Mrs. Foster came to Clay Center some five years ago and during that time have made themselves real residents of the community, taking an active part in all our affairs, buying home property and in every manner identifying themselves with us. Mr. Foster has been continuously connected with the schools in the capacity of coach of athletics and instructor in the sciences.
Mr. Foster has served us well as an instructor in our schools and as an energetic worker in any capacity wherever his services might be required. Wherever they may go or whatever they may elect to do, the Fosters will have at all times the very best wishes of this community.  

40Clay County Sun, July 28, 1932, p. 1.
CHAPTER IV

THE ANSLEY YEARS

Shortly after deciding not to return to Clay Center, Mr. Foster heard of jobs at Broken Bow and Ansley, Nebraska. Since the schools were located in fairly close proximity to one another, the Fosters took a Saturday and drove to Custer County where they applied at one school in the morning and the other in the afternoon. Mr. Foster was fortunate enough to receive offers from both schools. The salary at Broken Bow was to be $1200 and the salary at Ansley was to be $1400. Although money was not normally a determining factor in their decisions, it proved to be a great motivator in this case.

During the depression money was extremely scarce and every penny was very important. At the time they didn't have much to go on and they couldn't get money out of the bank because it had shut down. In addition, the Fosters were impressed by the congenial community of Ansley and by the enthusiasm of the people there. It was decided that they would take the Ansley job, a decision that Mr. Foster was never to regret.

Ansley is located in central Nebraska on Highway 2 ap-
approximately 160 miles north and west of Lincoln. The area surrounding Ansley is a good farming and ranching country. During Foster's years there it was a good small business community with fine stores which served the needs of local farmers and ranchers. Although the population was under one thousand, Ansley had a number of professional people such as bankers, lawyers, doctors, and dentists.¹

TEACHING

When Mr. Foster began at Ansley in 1932 his assignments were very similar to what they had been at Clay Center. His teaching assignments included biology, physics, and manual training.

After one year at Ansley Mr. Foster's salary was cut to $1350, but under the circumstances he was very pleased with even that. The depression was now being fully felt in Nebraska, and times were extremely hard for everyone. There were people applying for his job every day, and he felt very fortunate to be employed.

Mr. Foster continued with teaching at Ansley for three years. It was during this time that he became interested in graduate school. He decided that if he was going to stay in education he ought to obtain a master's degree.

¹Letter from Foster to author, June 25, 1971.
GRADUATE SCHOOL

Foster had also been encouraged by the board of education to enter graduate school and work on some hours in the field of administration. They foresaw an opening for the principalship at Ansley, and they were willing to work Mr. Foster into that position.

Although it was extremely hard to get away, Mr. Foster began work at the University of Denver during the summer of 1934 and then the following summer he attended both five week sessions. He chose to attend Denver because he was impressed with their program in educational administration. He also felt that the university possessed a strong chemistry department, and this was his minor field.

Mr. Foster was elevated to principal in 1935, but was to serve in that capacity for only one year. At that time the superintendent resigned and Mr. Foster replaced him. This was quite an advancement because Mr. Foster did not yet have his degree completed, but it does demonstrate that the school board and people of Ansley had considerable confidence in him.

Mr. Foster spread his graduate study out over a length of time because of a lack of funds. He was able to finish his degree during the summer of 1939 after completing his thesis.

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2Personal interview with Foster, August 18, 1970.
For his thesis, Mr. Foster did an interesting study comparing athletic and non-athletic injuries sustained by boys in small Nebraska high schools. Foster got the idea for the study because parents were sometimes reluctant to allow their boys to participate in a contact sport such as football for fear of serious injury to them. Mr. Foster had the idea that it was safer to participate in an organized and supervised activity than it was for children to be out on their own during that time. He conducted a survey, the results of which were published in the Scholastic Coach, and found that the injuries suffered by athletes in football and basketball were greater in number but of a less severe nature than those in the non-athletic group.3

ADMINISTRATION

Mr. Foster continued as superintendent at Ansley for nine years. During this time the school enrollment did not vary greatly from 100 students in the four grades in high school. There were also approximately 150 pupils in the elementary school.4

The school faced some very hard years while Mr. Foster was superintendent. He began as the country was recovering


from the depression. After a rise in prosperity and a leveling off period, the nation became involved in the Second World War, and many young men were called out of school in order to fight for their country. Through it all, Mr. Foster appears to have been able to run an efficient, well organized school operation.

As an administrator Mr. Foster was able to maintain good staff relationships. A person always knew where he stood with Mr. Foster and as a result of that he was an easy man for whom to work.5

In commenting on some of Mr. Foster's characteristics as an administrator, Mrs. Lydia Butler, a former staff member at Ansley had this to say:

He was always energetic, full of ideas, tenacious to his own opinions, of course, but had reasons which were valid. He was never lazy. He made decisions! He was fair. He did what had to be done at the proper time. He ran a good school as superintendent for little pay, I might add.6

Ival Gardner, who was president of the school board during many of Mr. Foster's years as superintendent related the following:

Charlie was a wonderful administrator. I can't help but believe that our school hit the high place both athletically and academically while he was here. . .

5Letter from Willis Deines to author, February 19, 1971.
In all dealings with the school board Charlie was extremely well organized. When he was superintendent our meetings never lasted any later than ten o'clock, and it was because Charlie had things outlined step by step and we went through the business in an orderly manner. In years past it had been one or two o'clock in the morning when we got out of there.

... He contributed a great deal while he was here. We got a new addition to our school and also a new football field and track was constructed.7

Dr. Curt McCallister recalled another of Mr. Foster's contributions to the Ansley system:

Charlie encouraged me to run for the school board, and after I got on we did a lot of work together on the Smith-Hughes Act to bring vocational education into our school system. This was a noteworthy achievement because the boys and girls could benefit greatly from the program.8

Many of Mr. Foster's former staff members indicated that he was a strict disciplinarian.

Wilbur Gard, who later became superintendent at Ansley, made this comment:

Yes, he very definitely was a staunch disciplinarian. He always had firm control of the situation.9

7Personal interview with Ival Gardner, December 18, 1970.
8Personal interview with Curt McCallister, December 18, 1970.
9Personal interview with Wilbur Gard, December 18, 1970.
Willis Deines, who served as Foster's assistant coach stated:

He was generally serious minded and held horseplay to a minimum.10

Mrs. Lydia Butler, who taught mathematics at the school related:

He once brought a boy, who had stolen junior class play money, before the class of juniors to make it right with them.11

Mrs. Butler also pointed out that although Mr. Foster was a firm disciplinarian he really was conscious of students' needs. She wrote:

Charlie was generous and really soft-hearted towards a student in need. He created jobs for some of them. He made it possible for a girl, who had no bath facilities at home, to use the shower facilities (supervised by me) at school every week. He was an example to students, giving all he had to the position as coach and superintendent.12

Mr. Foster completed his years as a public school administrator amid the throes of the Second World War. He received an occupational deferment in order to continue with the guidance of the Ansley schools as he and the principal were the only men on the entire staff during those difficult

10Questionnaire from Willis Deines to author, February 20, 1971.


12Ibid.
years. The dark shroud of war made it most difficult to conduct school properly. There was a shortage of funds and a great deal of uncertainty, with many young men being called out of high school to fight for their country. Through it all, the Ansley schools were able to continue without a great deal of disturbance.

COACHING

Coach Foster was successful in his coaching endeavors at Ansley and had many teams which compiled commendable records during his years at that school. (See Appendix D).

Football

On arrival at Ansley, Mr. Foster immediately initiated the development of night football in central Nebraska. The town newspaper had this to say about the occasion:

As usual, Ansley is first again in establishing something new. This is to be night football. Coach Charlie Foster, who directed the building of the high school flood light system so successfully at Clay Center, Nebraska last year is to erect one here. The lighting system, he tells us will be one of the most efficient in the state, rivaling that of Hastings College, which is considered one of the finest, having been built at a cost of $25,000. The system will consist of twenty-four refractors with approximately four thousand to forty thousand watts output, making every part of the field entirely visible.

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13 Personal interview with Foster, August 18, 1970.
15 Ansley Herald, September 15, 1932, p. 1.
Orlin Shires, a former student, mentioned:

Coach Foster not only installed a set of lights on the Ansley football field, but he also did custom work for other schools in the area.  

Foster developed a lighting system for the football fields in the communities of Callaway, Sargent, and St. Edward. These towns were all in close proximity to Ansley and authorities there commissioned Foster to install lighting systems for their schools.  

It can be seen that Mr. Foster was largely responsible for the introduction of night football into the state of Nebraska, from its southern borders near Clay Center, to the north central regions surrounding Ansley.

In addition to the installation of lights on several football fields, Foster also installed lights on over thirty softball fields throughout the state of Nebraska during the nineteen thirties. He utilized the money he made on these projects to help finance his graduate studies.  

Coach Foster was also first in his area to utilize movies of high school football games in his coaching. He attempted to use night films at Ansley but proper film was not


17Letter from Foster to author, June 25, 1971.

18Ibid.
then available, so movies were taken of all day games played. The films were then studied and used as an educational tool for the benefit of the players. 19

Coach Foster's football teams at Ansley were perennially strong in the central Nebraska area. During his thirteen years at that school his teams were county champions six times and co-champions once. 20 In his coaching he utilized only a few plays, but was a stickler for perfection in execution.

To speak of Ansley football and make no mention of the rivalry between the Ansley Warriors and the Broken Bow Indians would be a case of gross neglect. Those two schools were traditional rivals and competition between the two remained fierce during all the years that Foster was at Ansley. In fact, when he accepted the job at Ansley he was informed that if he didn't beat Broken Bow, they didn't know how long they would keep him. 21 The importance of this game was also reflected in the fact that Mr. Foster wrote a letter to the members of the squad reminding them of the importance of the occasion. (See Appendix E).

This annual game was played on Thanksgiving Day, and

19 Questionnaire from Willis Deines to author, February, 1971.


21 Personal interview with Foster, August 18, 1970.
oftentimes the county championship was decided by the outcome of this contest. Ansley had a decided edge over Broken Bow during Foster's career, but Broken Bow was able to play spoiler on more than one occasion. The results of the contests played during Foster's years at Ansley are as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Ansley</th>
<th>Broken Bow</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>1933</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>1934</td>
<td>0</td>
<td>0</td>
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<tr>
<td>1935</td>
<td>18</td>
<td>2</td>
</tr>
<tr>
<td>1936</td>
<td>0</td>
<td>0*</td>
</tr>
<tr>
<td>1937</td>
<td>33</td>
<td>0</td>
</tr>
<tr>
<td>1938</td>
<td>21</td>
<td>12</td>
</tr>
<tr>
<td>1939</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>1940</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>1941</td>
<td>0</td>
<td>7**</td>
</tr>
<tr>
<td>1942</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>1943</td>
<td>0</td>
<td>21</td>
</tr>
<tr>
<td>1944</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

*This was the only blemish on Ansley's season record.
**This was the only loss suffered by Ansley that season.22

**Basketball**

It was Foster's task the first year at Ansley to revive the basketball program which had largely been neglected two years prior to his arrival at that school. One of the methods he utilized to rebuild the basketball program was the conduct of a basketball clinic early in the season. In

22Ansley High School Official Records, n.d.
these clinics, it was Mr. Foster's intention to make fans more familiar with the game and consequently he was able to generate greater interest in the sport. The local newspaper had this to say about one of the clinics:

Next Tuesday evening at 8:00 the Ansley high school will hold a basketball clinic at the city hall, in which they will take up the rules, different types of offense, demonstrations of fouls, violations, etcetera. . . .

A short scrimmage between two picked high school teams will follow.\(^2\)\(^3\)

Coach Foster was able to re-establish the basketball program and develop some fine teams, among which were included three district championship teams.

Track

Even though the depression was a horrible disaster there were still certain benefits and improvements which came about as a result of this national crisis. In order to create jobs to help relieve the problem of unemployment following the depression, Franklin D. Roosevelt established the Works Progress Administration on May 6, 1935. Following is a brief explanation of the WPA and its intent:

The purpose of the law was to give men work that would restore their self-respect. . . .

Projects had to be found that could meet

\(^{23}\)Ansley Herald, December 13, 1934, p. 1.
the needs of this great experiment in government job making. These projects had to have local sponsors and general public usefulness, and they had to be carried out on public property. Furthermore, they would not be permitted to interfere with private employment or make such excessive demands for materials that funds would go for supplies rather than wages. Finally, each project had to be completed within one year, because Congress made only annual appropriations.

... Hardly a town failed to show some improvement from the WPA; a new airport or playground, a new sewer or culvert, a swimming pool or highway, a dam or bridge.24

The community of Ansley benefitted from a WPA project in the form of a new track and football field. The construction of this new athletic facility was supervised by Mr. Foster and there is no doubt that it greatly enhanced the high school track program. After the new high school track was finished, Coach Foster was able to conduct large track meets on the Ansley field. The Custer County track championships were moved to Ansley and were under Foster’s direction.

Foster had previously initiated the Ansley invitation-al, the first night track and field meet ever to be held in the area. The new lights for the football field provided the illumination necessary for the conduct of this meet

which drew participation from nineteen schools and five hundred spectators.\textsuperscript{25} The track teams turned out by Foster were able to win several county championships and also added the titles of many other major meets in the area. The high school was able to place a number of men in the state meet over the years, and the 1938 team won the state pentathlon honors.\textsuperscript{26}

Coach Foster wrote an article on "Building Interest in Track in Small High Schools," which was published in the April issue of the 1941 \textit{Athletic Journal}. In the article he outlined several suggestions for enhancing interest in high school track.

His first recommendation was that good equipment was essential in the production of good track teams. He indicated that equipment could be built up from year to year with a little foresight, so that even small schools could afford essential items. Other guidelines for coaches which Foster listed included:

1. The coach must be so enthused about track that he will encourage every boy to try out.
2. He will put every boy on a definite schedule.
3. He will give every boy an opportunity to earn a

\textsuperscript{25}Undated clipping in unidentified newspaper.

\textsuperscript{26}Ansley High School \textit{Warrior}, 1938, n.p.
letter by not having too high standards and by providing plenty of competition through dual, invitation and conference meets.

4. Pictures and clippings concerning track, as well as school records, should be posted on the bulletin board in the locker room.

No doubt many of the ideas listed above were largely responsible for Foster's success as a track coach.27

Not only was Foster successful in coaching, but the students seemed to have a great deal of admiration and respect for their coach and superintendent.

They displayed their appreciation of him by dedicating their 1940 annual to him: The dedication read:

Eight years ago, in 1932, Charlie H. Foster joined the faculty of Ansley High School as Athletic Director. In all those eight years, which seem a short time to us now, he has insisted on good sportsmanship from both the team members and the student body, and through his efforts we have acquired the reputation of being good sports whether we win or lose.

"Coach" is now our superintendent, and through this medium he has helped us in innumerable ways. Without his advice ye editor would have had one terrific time to edit this Warrior.

So with the sincere wish that this edition will partially repay him for all he has rendered, the Senior Class of 1940, respectfully dedicate our Warrior to Coach Charlie H. Foster.28

27Charlie H. Foster, "Building Interest In Track In Small High Schools," Athletic Journal, XXI (April, 1941) 31-34.

The comments of many of Foster's former athletes at Ansley who were called upon to give their reactions to their coach indicated that they still maintained a warm respect for him.

Bill Gogan wrote:

Mr. Foster was always interested in the welfare of his "boys." He was constantly striving to make a "man" out of a "boy." Winning in athletics was important but the welfare of the young man came first...

He had high morals and principles and made his "boys" aware of these through example, discussion, and guidance.

I do not drink or smoke I'm sure because of the fine example set by my coach. He never used a swear word around the boys and for the record probably never did curse. Again, I feel this example has affected my life so very much.29

Orlin Shires remembered:

Coach Foster believed in good sportsmanship and fairness. He taught these along with the fundamentals of each sport. He commanded and received respect. He was a firm disciplinarian, but not disliked for his firmness. He emphasized good health habits and caused the athletes to want to practice such habits. I recall several of his recommendations relating to eating, sleeping, tobacco, alcohol, etc.30

Virgil Ferguson stated:

In my estimation, Coach Foster is one of the finest men I have ever met. He had a fierce

29Questionnaire from Bill Gogan to author, January, 1971.

desire to win but always through fair play. He expected his players to display the utmost in sportsmanship and would not tolerate anything otherwise.31

Donald Lee, a former student and athlete who has resided in Ansley these many years, indicated that Coach Foster was a stickler for good sportsmanship, and that this is still a subject of conversation in that community today.32

The preceding remarks would indicate that Foster did succeed in impressing the values of sportsmanship on his athletes.

Foster himself stated that he did consciously teach for and wanted his athletes to demonstrate good sportsmanship. One of the items which he stressed was for his teams to be humble when they won. It was always his desire for them to play their hardest to win but if defeat came he taught that they should accept it graciously. Also, it was his wish that his athletes show the greatest respect and toleration for officials. Finally, his competitors were to conduct themselves as gentlemen on and off the field.33

FAMILY LIFE

When Mr. Foster was first employed at Ansley his wife

31 Letter from Virgil Ferguson to author, February 13, 1971.
32 Questionnaire from Donald Lee to author, March, 1971.
33 Letter from Foster to author, June 25, 1971
was able to secure a teaching position there also. She taught for one year at Ansley and then interrupted her teaching career in order to raise a family.

On February 21, 1935, the Fosters became the proud parents of their only child, a daughter, whom they named Arlene. Mrs. Foster spent the next several years at home as a housewife caring for the new addition to their family.

Mrs. Foster did not return to teaching until the 1941-42 school year when she went back to the high school as teacher in the areas of speech, dramatics, and English. She continued in this capacity at Ansley until the Foster family was to leave that community. Mrs. Foster did not meet with the same prejudice against married women teaching that she had experienced in Clay Center. There was, however, some resentment to the fact that she and her husband were both drawing salaries.

It is somewhat interesting to note that during their years at Ansley, the Fosters had occasion to keep several boys in their home for a time. By Foster's own admission, it was perhaps with a somewhat selfish motive because in each case the boys they kept were outstanding athletes.

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34 Foster family records provided by Mrs. Wayne Foster.
35 Ansley High School *Warrior*, 1942, p. 5.
36 Letter from Foster to author, June 25, 1971.
Nevertheless, these young men did wish to stay in Ansley and complete their school career there. There is every indication that they benefitted considerably from their year with the Fosters. The following are remarks by two men who shared the Foster home for one year.

Harry Kerr, now a successful businessman living in Washington state remembered:

Coach Foster was a father to me for one year—he had a moral code beyond reproach. I saw it in practice from day to day—I haven't forgotten it in thirty-five years.

In the short time that I lived with Coach and his wife (Mary), I learned moderation, temperance, candor, modesty, gratitude to God and generosity to our fellow man.

Another thing I remember about him, he was never idle—always interested in many things. The old saying "idleness is the burial of a living man" is Coach Foster's philosophy.

O. H. Shires, now President of Porterville College in Porterville, California recalled:

During my junior year of high school, I dropped school at the end of the first semester to operate the family farm when my father accepted a non-farming job in town (Sargent), twenty-five miles north of Ansley. The farm was ten miles south of Ansley.

Although I planned on transferring from Ansley High School to Sargent High School the following fall, I did not wish to leave my friends and the school at Ansley. Charlie invited me to spend the year at his home so

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37 Questionnaire from Harry Kerr to author, January, 1971.
that I could continue my education (and athletics) at Ansley.

He and Mrs. Foster really assumed the responsibilities of parents. I know that I inconvenienced them, but neither ever complained of such and made me feel welcome and wanted at all times. I cannot recall any disagreement or conflict, but easily recall the family warmth, good humor, and pleasant year with the Fosters.

Even though the Fosters had just purchased a new car (which was uncommon in those years), Charlie would suggest and let me use it if I had a need. Although I never mentioned money, Charlie must have sensed that this was an item which I did not have. He made an appointment for me with a banker for employment possibilities. I was employed and worked part-time as a teller-bookkeeper during the year.38

Even though Foster was extremely busy running a school and coaching three sports, he still found time to participate in many hobbies of quite a varied nature.

Foster continued his interest in amateur radio operation while at Ansley. He and others with similar interests formed a club which met and talked with other operators all over the world. Foster taught many young men the International Morse Code involved in broadcasting, and their mutual concern served as a rewarding hobby for all.39

At Ansley Mr. Foster and Dr. Curt McCallister shared an interest in stamp collecting. Dr. McCallister had been

38 Questionnaire from O. H. Shires to author, February, 1971.
39 Personal interview with Foster, August 21, 1970.
a stamp collector for many years and he shared his enthusiasm for this hobby with Foster. Mr. Foster has maintained an interest in stamps since his college years and now has a sizable collection at his home.\textsuperscript{40}

It was also at Ansley that Foster began the unusual hobby of bee farming. His father had raised bees on the farm when Foster was young, but he was somewhat leary of them. At Ansley, however, he bought several hives and has kept his family and friends well supplied with honey. Even though he later moved to Kearney, he still has several colonies in Custer County.\textsuperscript{41}

It seemed that Mr. Foster had an aversion to idleness. Along with his hobbies, he still found time to contribute to the community through service in various organizations. He joined the Rotary Club at Ansley in 1934, and served as president of the group two different times while residing in that town.

Foster also became a member of the Masonic lodge and has been through all their chairs, including grand master. Although he left Ansley over twenty-five years ago, he has since maintained membership there in the Masonic Temple.\textsuperscript{42}

\textsuperscript{40}Personal interview with Curt McCallister, December 17, 1970.

\textsuperscript{41}Personal interview with Foster, August 19, 1970.

\textsuperscript{42}Ibid.
It would seem that there cannot be life without some sadness. World War II was largely responsible for the infliction of a great deal of sadness into the lives of many Americans. There were many former Ansley students involved in the war effort as well as a few who were taken directly from the school. Mr. Foster kept in touch with many of these young men during their tour of duty. Some letters are contained in various scrapbooks, and others pointed this out in correspondence with the writer.

Virgil Ferguson wrote:

Coach Foster corresponded with all of his former athletes during the Second World War. I recall getting several letters from him during my tour of overseas duty.43

Harry Kerr mentioned:

There were times during World War II that Coach Foster's letters and words of encouragement were most helpful to me—he never failed to answer me promptly at any one time.44

The eighteen years which Foster spent on the public school level served as a more than adequate apprenticeship period to provide him with a solid background for what was to come. As an administrator he had been responsible for the conduct of the business of an entire school system.


44Questionnaire from Harry Kerr to author, January, 1971.
He had become accustomed to making administrative decisions, and had practical experience in working with such facets as budgeting, personnel, and curriculum. In addition to his coaching ability, he had been called on out of necessity to perform such tasks as the scheduling of games, the hiring of officials, the planning of transportation, and the purchasing of equipment. This training was to serve him well in his future endeavors.
CHAPTER V

THE MOVE TO COLLEGE

In April of 1945 superintendent Foster had a visitor in his office. This was not an unusual occurrence, but this particular individual was destined to alter the Foster lifestyle considerably. The visitor was Herbert L. Cushing, president of what was then known as Nebraska State Teachers College at Kearney.

President Cushing informed Mr. Foster that L. F. "Pop" Klein had resigned at Kearney in order to take a job at the University of Nebraska. Cushing was in Ansley to offer Foster the job as athletic director and division chairman of the department of health and physical education at Kearney.¹

Cushing had become aware of Foster and his abilities in a number of different ways. Cushing preceded Foster as a Grand Island College graduate and had known about the latter when he was an athlete there. Also, since Cushing was an avid sports enthusiast he had no doubt seen Foster's

¹Personal interview with Foster, August 18, 1970.
Ansley teams play against Kearney High School. In addition, President Cushing was active in the Rotary at Kearney and had become acquainted with Foster when Foster was president of the Rotary Club in Ansley. Lastly, Cushing had previously spoken at Ansley commencement exercises and had visited with Foster on those occasions. Foster believed that all of these factors acted in his favor when the job at Kearney became available.²

After a brief visit in the superintendent's office, Cushing left Foster with some time in order to make a decision as to whether or not to accept the job. Foster was thus faced with somewhat of a dilemma. There were several factors of consideration. The Fosters were extremely happy at Ansley and enjoyed their relationships with the people of the community. This was a very close knit community and everyone got along well. In addition, Ansley had a very distinguished school board for a small town, with doctors, lawyers, and prominent businessmen all serving. Foster enjoyed a particularly good working relationship with the board and was quite solidified in his position as superintendent. With regard to coaching, he had turned out good athletic teams and had received excellent support from the students and fans. It was also easy to see that good teams were coming up through the younger grades. The students

²Letter from Foster to author, June 25, 1971.
seemed interested in school and most did well when they left, many becoming prominent professional people. Foster had previously turned down opportunities to go to much larger high schools because he was content at Ansley. He always asked himself the question, "Why move when everything is going so well?"³

At the same time, Foster had an interest in trying his hand at college teaching and coaching. Still another consideration was that at Kearney he would be required to work twelve months for the same salary he made at Ansley in nine. He was still very much undecided about the job when he received a phone call from the college.

In a telephone conversation with Dr. Cushing, Foster indicated that he wished to make a trip to Kearney to discuss the position more fully. When he arrived in Kearney Foster related to Cushing that he was still unsure as to whether to accept or decline. President Cushing immediately said that Mr. Foster had better hurry and decide because he had already given a news release to the papers saying that Mr. Foster had accepted. In this manner President Cushing essentially made Foster's decision for him, and Foster has since been very appreciative of this gentle

³Personal interview with Foster, August 18, 1970.
Upon accepting the new position at Kearney, Mr. Foster received many congratulatory letters in which well wishers sent their words of encouragement. Among those messages were included:

I was glad to read in this morning's Lincoln State Journal that you have been appointed to the position of athletic director and coach at the Nebraska State Teachers College at Kearney.

May I extend my congratulations along with the hope that you will enjoy your work in our city? I think you will find the people of Kearney, as well as the faculty and students of the college, congenial, friendly, and cooperative.

I am pleased to note that you are a past-president of Rotary, and wish to assure you that we shall be happy if you decide to join here.

Just a note to extend congratulations on your new position and to wish you the success I believe you'll enjoy. I was not too surprised to read of your election at Kearney, for your fine record certainly made you deserving of the spot. From the little I know about it, I believe you'll enjoy working in the college circle. It looks to me like college sports will really boom when this war ends, as it surely will before too long. You'll be missed in Custer County (whether or not the Broken Bow boys will admit it) but we will all have more interest in the happenings and events at Kearney.

4Personal interview with Foster, August 18, 1970.
5Letter from H. G. Stout to Foster, July 10, 1945.
6Letter from George Purcell to Foster, July 11, 1945.
Congratulations on the fine advancement you recently received. This is a splendid promotion and I am sure that you will enjoy the work. I feel that the college is fortunate to fill this vacancy with a man of your accomplishments and capabilities. While I regret to see you leave Custer County, I am glad to see you get a much deserved "break."

Good luck to you.7

I note with interest where you have signed to coach at Kearney State Teachers College. President Cushing is a fine gentleman and sportsman and I am sure you will enjoy working with him.

Congratulations and good luck.8

While listening to the WOW sports news the other night, I heard them say that you had been selected as coach for Kearney State Teachers College. I want to congratulate you and wish you all the success in the world. You have earned this promotion and again we can agree that it takes a lot of hard work and perseverance to get ahead in these times.9

I am very sorry that you and Mrs. Foster are leaving our school system and community. You have certainly built our school up to a very high standard. However, I am glad that Mr. Longfellow has been chosen to fill the vacancy. He knows how you have so successfully operated the system and will carry on. . .

I also wish to congratulate you on the new position. Kearney State Teachers College is very fortunate to get you. I am sure you will find Kearney a very pleasant place to live.10

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7Letter from Gerald Thurman to Foster, July 12, 1945.
8Letter from Gregg McBride to Foster, July 10, 1945.
9Letter from Merle A. Haynes to Foster, July 12, 1945.
10Letter from Ada Maulick to Foster, July 28, 1945.
Kearney, the seat of Buffalo County, is located in south-central Nebraska on Highway 30 about 135 miles west of Lincoln, the state capitol. The population in 1945 was approximately 12,000, but it has since increased to 19,181. Kearney is distinguished in that it is located geographically exactly half-way between the Atlantic and the Pacific coasts and is thus sometimes known as "the Midway City."

Location in the Platte Valley makes the primary business around Kearney farming and cattle feeding. In recent years several small factories have been established in the city. Kearney State College also represents a considerable income to the community.  

Foster found that the move to Kearney proved to be difficult. He discovered that there was absolutely no place in town to live. The Kearney air base was extremely active due to the war situation and men from the air base had all of the available living spaces. This forced Foster to commute the forty-five miles from Ansley to Kearney during much of the first summer that he worked at the college. When school began there was still no housing available, so Coach Foster had to move into Men's Hall, a campus dormitory. This was somewhat of a hardship but it did provide an opportunity for very close student contact, and Foster was

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able to get to know his students extremely well. In this manner certain benefits were derived from an otherwise difficult situation.

Foster was only able to move his family to Kearney after obtaining a room in a women’s club house in the city. This room was provided in exchange for his wife’s looking after the women during the week. Finally, after enduring unfavorable living conditions for some time, Foster was able to move to Kearney the house in which they had lived at Ansley. This house was rebuilt and provided the Foster’s with a comfortable home for many years.12

Charlie H. Foster thus moved to Kearney as athletic director, chairman of the department of health and physical education, and head coach of football, basketball, and track at Nebraska State Teachers College at Kearney. He was the sole male member of the department, and was thus responsible for teaching all the men’s physical education courses, including the major’s program as well as basic service classes.13

It can readily be seen that Foster was presented with a monumental task. The first year was utilized primarily as a year of reorganization and revitalization of a program

12Personal interview with Foster, December 20, 1970.
13Minutes of the Board of Education of State Normal Schools, August 1, 1945.
which had suffered as a result of the war years. The war was drawing to a close as the 1945 school year began, but there was still only a skeletal male population on campus out of a total enrollment of some 300 students. This made the revival of certain aspects of the program, particularly athletics, extremely difficult. A certain amount of progress was made, however, and the physical education and athletic programs at the college began to take on an atmosphere of liveliness and activity.\footnote{Personal interview with Foster, August 18, 1970.}

This first year represented the beginning of a quarter of a century's service to the college and the state of Nebraska. During those twenty-five years Charlie Hayse Foster remained a faithful servant who made several noteworthy contributions throughout his professional career.

HISTORY OF THE COLLEGE

It seems worthwhile at this point to inject a short history of Kearney State College. An understanding of the development of the college will facilitate the reading of this work, and will allow the reader an opportunity to grasp what preceded Charlie Hayse Foster, and how he fit into the picture when he arrived at the college.

Kearney State College was founded by the State Legislature of Nebraska in January of 1903. The legislative act
appropriated $50,000 to build a Normal School of the West in central or western Nebraska. On September 1, 1903, the city of Kearney was selected by the State Board of Education after one hundred and eleven ballots.\textsuperscript{15}

The city of Kearney delivered to the state twenty acres of land and a building called Green Terrace Hall. Green Terrace Hall was converted to a students dormitory and provided campus housing for many years.\textsuperscript{16}

Laying of the cornerstone of the first building was held on October 18, 1904, but first classes were not held until the summer of 1905. These first classes were held in Kearney public school facilities.\textsuperscript{17}

Dr. A. 0. Thomas, superintendent of the Kearney Public Schools, was selected as the first president in 1905 and served in that capacity until the summer of 1913. Upon his resignation he was replaced by Dr. George S. Dick.\textsuperscript{18}

President Dick served until November, 1918, when he resigned to accept a position with the United States Army.\textsuperscript{19}

Dr. George Martin, dean of the college, was selected

\textsuperscript{15}Material provided by Dr. Milton J. Hassel, President of Kearney State College, May 18, 1971.

\textsuperscript{16}Ibid.

\textsuperscript{17}Ibid.

\textsuperscript{18}Ibid.

\textsuperscript{19}Ibid.
as president and held the office until he passed away in October, 1936. During his tenure, the college was authorized to offer four-year degrees and three buildings were constructed.

Fourth president, and more important to the reader in an understanding of Foster's life, was Dr. Herbert L. Cushing. Cushing was deputy state superintendent at the time of his selection as president. During his twenty-five years as head, six residence halls and three classroom buildings were built. The post World War II population boom resulted in a doubling of the college's enrollment. During his administration the legislature authorized the granting of Liberal Arts Degrees (B.A.); and in 1956, the first Master's Degrees were granted.

Dr. Milton J. Hassel, current president, was inaugurated in 1961. He was a 1941 Kearney State graduate, and he is serving as the fifth president of the college. During his tenure, enrollment has more than tripled to the present figure of 5,870 and seven residence halls and three classroom buildings have been constructed.

The campus now consists of one hundred and ninety-five acres and twenty-eight buildings, and the college is looking forward to growth in the future.²⁰

Particularly important to the reader is a designation of the various name changes undergone by the college. Throughout the dissertation the college is referred to by a number of different names, depending on the chronological period being discussed. The reader thus needs to have an understanding of the many name changes so that confusion will be averted.

The various college name changes included:

1906 Normal School of the West
1908 Nebraska State Normal School at Kearney
1921 Nebraska State Normal and Teachers College
1925 Nebraska State Teachers College at Kearney
1949 Kearney State Teachers College
1963 Kearney State College

Foster's professional life at Kearney was so diversified that it seems feasible to digress somewhat from the chronological pattern which has been the format up to this point. It would appear more workable to divide the text so that it encompasses the contributions the man has made as an administrator, as a physical educator, and as a coach. One chapter will be devoted to each of these areas. In addition, one chapter will be consigned to a study of Foster's relationships with his students and athletes and

21Ibid.
his impact on them. Finally, an effort will be made to gain insight about Foster other than his professional life, delving into such things as his community service, club memberships, avocations and hobbies.

The study will still be chronological in nature but chronology will not be so strictly adhered to as formerly.
CHAPTER VI

THE PHYSICAL EDUCATOR

Foster's life as a physical educator, which was somewhat diversified, can best be divided into subsections covering his professional contributions, his philosophy of physical education, and his work as a teacher at the college.

PROFESSIONAL CONTRIBUTIONS

As an educator, Mr. Foster felt that it was his professional responsibility to remain affiliated with the organizations related to the field of education. Over the years he maintained membership in the local education association, the Nebraska Education Association, and the National Education Association. He indicated that since his business was education he wanted to keep his membership in the various education associations alive.\(^1\)

Foster was active in the educational organizations in the state and performed whatever services he could for them. He was called upon to speak on several occasions. In 1962 and 1963 Foster gave lectures at the district teachers

\(^1\)Letter from Foster to author, March 29, 1971.
conventions held in Kearney concerning several areas of track and field and these sessions gained wide attendance and acceptance by coaches from the area.2

Foster also retained professional memberships in the organizations governing his own field of interests. He maintained membership in the American Association of Health, Physical Education, and Recreation each year after his employment at the college. He was an avid reader of both the JOHPER and the Research Quarterly in an attempt to keep himself up to date on occurrences within the profession.

Mr. Foster was also a member of the Nebraska Association of Health, Physical Education, and Recreation. He was relatively active in the organization as he was contacted to speak at the state physical education convention a number of times. On one occasion he spoke about the undergraduate physical education program at Kearney and its requirements. Another time, shortly after the graduate program at Kearney had been added, Foster was contacted by the state association to speak on its requirements with the idea of encouraging graduate study on the part of the association members.3

2 Autobiographical data sheet on Charlie Hayse Foster, December 16, 1963. (carbon copy)

Foster did speak at other conventions, but records of his contributions were not available. Foster did receive a letter thanking him for his participation in another of the convention programs. It read:

May I take this opportunity to thank you for your fine contribution to the recent convention of the Nebraska Association for Health, Physical Education, and Recreation.

I assure you, from the fine comments received, that your part in the program was fully appreciated and added materially to the impact of the convention this year at the Westside Community Schools in Omaha, Nebraska.

Foster was recognized by the association for his contributions to physical education in the state of Nebraska through the presentation of a certificate in 1958. (See Appendix F).

In addition to his work through the various organizations, Foster was an individual who would not hesitate to write to an appropriate congressman or senator in order to express his opinions. In 1961, at the request of Roswell D. Merrick, assistant executive secretary of the AAHPER, Foster wrote to his congressman to protest the wording of the Academic Facilities and Scholarship Act. The wording of the bill discriminated against physical education, athletics, and recreational activities; and it

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4Letter from Steve Bindas to Foster, November 4, 1964.
was the desire of the association, supported by Foster, to delete the discriminatory phrasing of the bill.5

Since this was a matter which affected the entire profession, Foster not only wrote an initial letter, but followed up with others which served as reminders of his position.

Mr. Foster also took an opportunity to write to his senator regarding the much publicized dispute between the National Collegiate Athletic Association and the Amateur Athletic Union. He wished to express his support of the AAU in the fine job which they were doing for the small colleges in the United States.6

These letters are cited merely as examples that Foster was concerned with problems affecting his fields of interest on a national scale and that he was not content to sit back and let these matters take whatever course they might without action on his part.

Lastly, the young men with whom Foster has come in contact represent one of his greatest contributions to physical education in the state of Nebraska. His influence on them during his associations with them at the college has had


6Letter from Foster to Carl Curtis, August 12, 1965.
an impact on physical education in the state when they went out to their respective positions. Dr. Gene Beck, who succeeded Mr. Foster as department chairman, made this comment:

There are a number of young men who stayed in college and obtained their degree strictly because of direct efforts made by Mr. Foster. ... for the most part they were welcome additions to the profession.7

William E. Morris, a former staff member at Kearney, made additional comments about Foster's professional contributions:

In regard to his contributions to his profession I think his dedication to his work, whether it be in the classroom or on the athletic field, would need to be taken into consideration. Through this dedication I feel he has improved the image of physical education and athletics throughout the state.

Foster took great interest in each boy who came under his guidance. It was his desire to help him achieve the utmost of his potential. Extra effort on his part with regard to his students must be an important factor when mentioning the man's professional contributions.8

PHILOSOPHY OF PHYSICAL EDUCATION

Mr. Foster developed his philosophy of physical education through his work in the department at the college. He explained his philosophy as follows:

I think any major student who will be

7Personal interview with Gene Beck, December 18, 1970.
8Letter from William Morris to author, January 5, 1971.
going out to teach physical education in the public schools should be well founded in the many activities which are basically needed in Nebraska. Some of these things might not fit in California or New York, but as long as they are of a practical nature for Nebraska that's the important factor. In addition, each student should have some knowledge of the history of physical education and should follow a practical theory sequence in their preparation. I also think that a sports background is beneficial. I've always maintained that there shouldn't be a clash between athletics and physical education, but that they should be compatible. 9

When asked about the student in the regular service class program, Foster replied:

I would hope that each student would come away from the basic instruction classes with a desire for activity. If we can impress on students the importance of activity, then we've accomplished a lot.

Here at the college we have many individual and team sports. Of course, we can't overlook the carry-over activities. Recreational sports are very important because we can always participate in them.

If our students develop an appreciation of sport, then I'm satisfied. 10

It was interesting to note that a direct concern for students was reflected in Mr. Foster's philosophy of physical education. It seemed that the student was always uppermost in his mind.

9Personal interview with Foster, August 21, 1970.

10Ibid.
TEACHER

As a teacher at Kearney State College, Foster developed certain outstanding courses which truly merit recognition.

The sports officiating course that Foster developed may well rank as one of the best courses of this type in the nation. It came about as a direct result of early years which Foster spent officiating for high schools in the central Nebraska area. He and two other members of the physical education department at Kearney, Leland Copeland and William Morris, formed an officiating crew and worked a number of high school football and basketball games. They began to receive such a demand that it was impossible for them to work all of the games available. At first Foster contacted interested boys at the college to officiate the overflow games. An even greater demand for officials arose and it became evident that the college could do a tremendous service for high schools in the surrounding area. Foster had been teaching rules and officiating as a section of the coaching theory sequence, but it was decided that sports officiating should be developed into a separate course.\(^{11}\) This class was added and appeared in the college

\(^{11}\)Personal interview with Foster, August 18, 1970.
catalog the first time in 1956.\textsuperscript{12} This was not an innovation on the part of Foster, as sports officiating courses were common throughout the nation by that time.\textsuperscript{13} The manner in which Foster conducted the class does merit some discussion, however, as others might benefit from a knowledge of this. The course was divided into the following segments or areas of concentration:

1. General class time was spent on a systematic study of both football and basketball rules and regulations so that a fundamental knowledge of the laws governing each sport developed. Lectures, class discussions, periodic quizzes, films, and case studies of actual game situations were all teaching techniques utilized by Foster to help students gain a good understanding of the rules.

2. Each student in the class was directed to pass the state open book examination in order to become a registered official. Later, students were provided an opportunity to take the state's closed book test in order to become an approved or certified official if they so desired.

3. Foster then began organizing crews to officiate games in high schools in the surrounding area. Anyone

\textsuperscript{12}Catalog: Nebraska State Teachers College at Kearney, April, 1956, p. 98.

\textsuperscript{13}Conversation with Dr. Chalmers Hixson, The Ohio State University, July 7, 1971.
interested in officiating could become a member of a crew. Townspeople, coaches, faculty members, and students made up the officiating crews sponsored by Foster, but the bulk of the manpower was provided by the individuals from his sports officiating classes. Each student in the class was required to do some officiating in actual high school games. This kind of practical experience was responsible for impressing Foster's students with the importance of a sound knowledge of rules. Students seemingly gained a greater respect and more tolerance for officials after having participated in this course.

Foster thus ran an officials' placement service for high schools throughout the entire state of Nebraska. He did all the paper work, the signing and mailing of the contracts and other information. He was conscientious about placing inexperienced officials on crews with older, well-established individuals. Foster also attempted to keep officials together in the same crew game after game as he felt that a knowledge of one another made them better officials. Each Friday night crews organized by Foster worked in the neighborhood of twenty to thirty games, which required upwards of ninety men. After calling the games on Friday night, the officials met on Monday evening in a session conducted by Mr. Foster. All unusual occurrences were discussed
in this meeting, with Mr. Foster supplying the correct procedure to be followed if there was some question.\textsuperscript{14}

Foster's crews officiated upwards of two hundred games each season for the past several years, so it can be seen that this was an invaluable service rendered to high schools in the state. For the participants, officiating provided them with an opportunity to develop a good knowledge of the rules, as well as valuable experience preceding a teaching or coaching career. A related benefit enjoyed particularly by students in college was the spending money earned from game to game. Many individuals would carry over from year to year and work for Foster's crews for a considerable length of time.\textsuperscript{15}

Robert Hauver, a former student of Foster's who is now a faculty member in the physical education department at Kearney, indicated his feelings about Foster's abilities to teach rules:

Probably one of the things that helped me as a high school coach was a terrific background and understanding of rules. During my time at the college we didn't have the officiating course, but we covered the rules in a section of our coaching theory class. In fact, I credit winning two close basketball games and one or two football games to the rules section

\textsuperscript{14}Personal interview with Foster, August 18, 1970.

\textsuperscript{15}Ibid.
Les Livingston, also a member of the physical education staff at Kearney, made these comments:

Mr. Foster has made many contributions as a physical educator. His Red Cross course and the teaching of the water safety instructors course has been one aspect where he has done a good job. Most outstanding though, is his work with the sports officiating course and his track theory course. Many young men have benefitted greatly from his instruction in those two courses.

The track theory course mentioned by Mr. Livingston was another good course taught by Mr. Foster. In this particular course, emphasis was placed on a systematic study of all the different events in track and field so that each student became well versed in the teaching and coaching of track and field. Foster attempted to achieve the goal by utilizing the following teaching techniques:

1. Coach Foster used the lecture method in order to impart a portion of knowledge of track and field to his students.

2. Foster arranged for demonstrations by his track athletes as well as a study of films of track athletes of national prominence. Foster was at his best in analyzing techniques of individuals in order to point out errors.

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16 Personal interview with Robert Hauver, December 17, 1970.

17 Personal interview with Les Livingston, December 17, 1970.
which they made so that these were recognizable by the class.

(3) Mr. Foster supplemented the course through the requirement of one or two suitable textbooks regarding track and field. The text by Bresnahan and Tuttle proved to be his favorite.

(4) It was a course requirement that each man do an in depth study of one track and field event. Upon completion of the study each individual was required to mimeograph enough copies for every member of the class. In this fashion, every student left the course with a sizable notebook containing information on each event in track and field.

Another very valuable aspect of the course was a laboratory session set up by Foster in which all the members of the classes assisted in the administration of spring track meets at Kearney. The following procedures prevailed:

(1) Every member of the class received a bulletin which covered the number of men required to run off a track meet and their responsibilities.

(2) Each student was required to familiarize himself with this material since the track theory class supplied Foster with the manpower to run off an extensive schedule
of track meets, both indoor and outdoor, utilizing the college's facilities.

(3) Each student in the class was required to participate. They were responsible for performing the various functions necessary to conduct a track meet. Foster made certain that each and every crew formulated was well staffed and well informed as to their duties.

Yet another facet of Foster's life as a physical educator was the work he did for the American Red Cross in the teaching of life saving and water safety instructor's courses. Foster received his certification for teaching life saving in 1945 and became a water safety instructor trainer in 1960. In each case a representative from the Red Cross came to Kearney and conducted a course in the college pool which qualified Mr. Foster in the aforementioned areas. 18

A representative of the Red Cross later wrote a letter which expressed the appreciation of that organization for the work performed by Mr. Foster. The letter read:

. . . I sincerely hope that you will carry on as a Water Safety Instructor, and as a good friend of the Red Cross. Your knowledge and experience are still of great use and value to the many young instructors who are coming up in the future. Your long years of service have been of great value to the Red Cross in years past. . .

18 Letter from Foster to author, June 25, 1971.
I know it will be with great pride that you can look back on your many years of service, and the many people that you have come in contact with and taught your skill to. These people will for years to come be grateful for that which you have passed on to them.

Speaking as an official representative for the Red Cross and the Safety Program, we are grateful to you, and we thank you for your devoted service.19

Foster received an award from the organization in 1969 in recognition of his having provided leadership and training in swimming, water safety, and life saving for over two thousand youngsters during his years at the college.20

Foster also had as a part of his assignment over the years a certain amount of responsibility for teaching in the department's basic instruction program. The physical education department at Kearney offered all of the following activities for students in its service classes:

- archery
- badminton
- basketball
- dance
- social, folk, modern
- football
- golf
- gymnastics
- soccer
- softball
- speedball
- swimming
- table tennis
- tennis
- track and field
- tumbling
- volleyball

Each student had to take two semester hours of

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19Letter from Donald S. Allgood to Foster, January 10, 1969.
20Personal interview with Foster, August 19, 1970.
21Catalog: Nebraska State Teachers College at Kearney, April, 1961.
physical education in order to meet the requirements for graduation.\textsuperscript{22} For the most part, two activities would represent one semester hour of credit.

In his years of teaching at the college, Mr. Foster taught every activity previously listed with the exception of dance, golf, gymnastics, and tumbling.\textsuperscript{23}

Foster developed a course in organization and administration and taught the course a number of years. This course was designed to give students an understanding of the factors involved in organizing and administering a desirable physical education program.

When the graduate program came into existence, he then instituted a similar course in the graduate curriculum and served as its instructor. Foster's background in administration and his decided talents in organization made him particularly well qualified to teach a course of this nature.

Mr. Foster taught several courses on the graduate level. One course which he particularly enjoyed was a research and seminar class. In this course, the students picked an individual problem on which they did independent

\textsuperscript{22}Student Evaluation Form: Nebraska State Teachers College at Kearney, August 10, 1962.

\textsuperscript{23}Minutes of the Board of Education of State Normal Schools, 1945-1970.
research. A seminar session was also set aside so that the students involved could present their topics and report on the progress which they had made. Mr. Foster's wife, Mary, commented about this course:

I think this course was his favorite. He talked more about it than any other, and he was always enthused about what the students were doing.\(^{24}\)

The students who took this course chose a variety of topics on which to do research (See Appendix G), and the completion of these projects added considerably to the knowledge of the individuals involved.

Dr. Bruce L. Bennett, professor of physical education at The Ohio State University, who spent several summers teaching in Kearney gave his impressions of Mr. Foster as a physical educator:

I was impressed with his desire to have a good program of physical education. His conscientiousness in his own teaching and course work was outstanding. It was not a case of a coach who sloughed off on the teaching of course work. He was teaching a couple of graduate courses and these were certainly top level. He was very demanding of his students. He gave one hundred percent effort in whatever he did.

Some coaches are sticklers for detail in their coaching but when it comes to teaching a handball class or a class of major students, they goof off, but this was certainly not the case with him. He demanded care and attention and effort on the part of his students no matter what the course was. To me, this is the mark of a real

\(^{24}\)Personal interview with Mary Goldenstein Foster, December 18, 1970.
professional person, one who takes every responsibility that he has seriously...

Another thing that impressed me was that I never got the feeling that athletes ever got any big breaks or were catered to or pampered. In his courses he expected just as much of the three year varsity letterman in cross-country as somebody who was just a major student and was not competing in sports. He treated everyone the same and was just as demanding of athletes in their professional work as anybody else.  

It can be seen that Foster's twenty-five years as a physical educator were typified by a professional conscientiousness, a sincere dedication to students, and a high level of competency in his teaching. Others would do well to make note of his strong points so that they might benefit from them.

CHAPTER VII

THE ADMINISTRATOR

Foster's administrative career was divided into two distinct categories. These include his work as an athletic director and his responsibilities as chairman of the department of health and physical education.

ATHLETIC DIRECTOR

One of the first tasks that Mr. Foster undertook as an administrator at Kearney was that of initiating the re-establishment of a college conference.

Before Foster was hired at Kearney, President Cushing had mentioned to him that he would like to get Kearney back on its feet athletically, and this included getting a conference reorganized and functional again.

Previously there had been two conferences in the state of Nebraska. One was the Nebraska Intercollegiate Athletic Association, which included the state colleges as members. The other was the Nebraska College Athletic Conference, which included a majority of the church affiliated schools. As has been mentioned earlier, the war greatly hindered the nation's athletic programs, and the NIAA and the NCAC had become dormant during those years.

104
When Foster assumed his duties at the college, he made telephone calls to the state and church colleges to seek the feelings of others regarding the conference situation. What he found was that the other colleges also saw the need for reorganizing a conference. The result was a series of meetings and approvals, and on March 16, 1946 the members of the Nebraska Intercollegiate Athletic Association and the members of the Nebraska College Athletic Conference voted unanimously to refer a new constitution to the conference president, G. W. Buck, for final approval.¹ Thus, the Nebraska College Conference became official on March 18, 1946, and is still in operation in Nebraska today. The original members of the newly formed conference included the following schools:

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<tr>
<th>Name</th>
<th>Location</th>
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<tbody>
<tr>
<td>Chadron Teachers College</td>
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<tr>
<td>Doane College</td>
<td>Crete</td>
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<tr>
<td>Hastings College</td>
<td>Hastings</td>
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<tr>
<td>Kearney Teachers College</td>
<td>Kearney</td>
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<tr>
<td>Midland College</td>
<td>Fremont</td>
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<tr>
<td>Nebraska Wesleyan University</td>
<td>Lincoln</td>
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<tr>
<td>Peru Teachers College</td>
<td>Peru</td>
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<td>Wayne Teachers College</td>
<td>Wayne</td>
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<tr>
<td>York College</td>
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The Nebraska College Conference was organized so that

¹Minutes of the N. I. A. A. and N. C. A. C. Meeting, March 16, 1946.

²Minutes of the Nebraska College Conference Meeting, March 18, 1946.
it included among its members both faculty representatives and coaching personnel from each college.

The framework of the conference was such that at the beginning of each session everyone gathered for a general meeting. At its conclusion the coaches and faculty representatives met separately. The power structure included a president, vice-president, and secretary elected from the faculty representatives. This group served as the conference's governing body. In addition, the coaches elected a chairman, co-chairman, and secretary along with several standing committees from within its own ranks to carry on much of the business of the conference.

Mr. Foster continued to make many contributions to the conference after he initiated its reorganization. Some of these contributions are included in the following paragraphs.

In the conference's fetal stages and throughout the years, he was always one of the first to offer facilities in which to hold various conference activities. Needless to say, along with the facilities he offered came the assumption that most of the planning and organization of such activities would be handled by Foster himself.³

Originally, the Nebraska College Conference was af-

³Minutes of the Nebraska College Conference Meeting, December 7, 1946.
filiated with the National Association of Intercollegiate Basketball. Later, in 1952, the National Association of Intercollegiate Basketball was changed to the National Association of Intercollegiate Athletics, and national championships were added in several sports. That same year Foster served as 11th district chairman of the NAIA, and brought back to the Nebraska College Conference much first hand information and up to the minute facts regarding the NAIA. The Nebraska College Conference has continued over the years to be a firm supporter of the NAIA and its functions.

Foster's philosophy throughout his career was to allow as many athletes as possible the opportunity to participate. This philosophy was reflected in the minutes of the November 21, 1953 Nebraska College Conference meeting where Foster moved that they allow eight finalists in the 120 high hurdles, 220 low hurdles, 100 yard dash, and 220 yard dash. He felt that even though the seventh and eighth


5Minutes of the Nebraska College Conference Meeting, November 22, 1952.


7Minutes of the Nebraska College Conference Meeting, November 20-21, 1953.
runners would not place, they should be afforded an opportunity to run in the finals.

It is interesting to note that in 1955, Foster served on an investigating committee to see how conferences throughout the United States ruled on the number of entries per event. The findings showed a span of four-five-six entries per event. The Nebraska College Conference then voted "yes," with the exception of Kearney, to limiting the number of entries to five. Foster remained staunchly in favor of allowing an unlimited number of participants in each event.

The Nebraska College Conference benefitted greatly from Coach Foster's vast knowledge of officiating technique and rules. Many times he was called from the coaches' meetings to the N.C.C. business meetings to explain some facet of officiating or to give his opinion on some officiating disagreement.

Continuing with his interest in officiating and having the foresight to see the importance of qualified and certified officials, Foster investigated the possibility of developing a position of Commissioner of Officials for the

8 Minutes of the Nebraska College Conference Meeting, November 18, 1955.

9 Ibid.
conference. This investigation resulted in the hiring of such a man who would work with the colleges and hold clinics for officials and coaches.\textsuperscript{10}

In 1956, Foster recommended to the N.C.C. that an official cross-country meet be held in the fall on a plan similar to that of the NAIA.\textsuperscript{11} This was an important recommendation as cross-country was just beginning to be accepted as a sport in the Nebraska area, and Foster had a great deal to do with its birth and development. The first cross-country meet involving the N.C.C. schools was held in November, 1957 at Wayne, Nebraska with the first conference cross-country meet being held in November, 1958.\textsuperscript{12}

As has been mentioned, the coaches' division of the N.C.C. had its own chairman, co-chairman, and secretary aside from the over-all president, vice-president, and secretary who were selected from the faculty representatives. Mr. Foster served for twenty consecutive years as secretary of the coaching division. While he was secretary, he also served on many standing committees. During the

\textsuperscript{10}Minutes of the Nebraska College Conference Meeting, January 12, 1957.

\textsuperscript{11}Minutes of the Nebraska College Conference Meeting, November 17, 1956.

\textsuperscript{12}Minutes of the Nebraska College Conference Meeting, November 22, 1957.
early years he served primarily on the championship, scheduling and track and field committees.\textsuperscript{13} The respect of fellow coaches toward Foster was reflected in the fact that he was chairman of three of the seven standing committees at the same time, while also serving in the capacity of secretary of the group.

After serving such a long duration as secretary, he contributed further by being elected chairman of the group in 1966 and 1967.\textsuperscript{14}

\textbf{Intramurals}

In 1945, Foster's first year at Kearney, the college had no intramural program as there was really no need for one. The athletic program easily met the activity needs of the sparse number of men on campus.

The following year, however, there was an entirely different situation. The war had come to an end and hundreds of men all over the nation were returning to colleges. Kearney was no exception as the male enrollment increased enormously in the fall of 1946. The return of these vast numbers of young men from the war necessitated the immediate development of an intramural program.

\textsuperscript{13}Minutes of the Nebraska College Conference Meeting, December 4, 1946.

\textsuperscript{14}Minutes of the Nebraska College Conference Meeting, November 18, 1966.
There were two primary reasons why Foster felt an intramural program should be initiated at the college. The first was that of these men returning to college a number were ex-lettermen who had a great need for physical activity. The second reason was that he felt every young man ought to have an opportunity to play or compete in a sport if he so desired. It was his feeling that a college should offer a boy a chance to participate even if he couldn't make a varsity team. ¹⁵

That same year Leland Copeland joined the physical education staff. Coach Foster assigned the intramural program to him and it remained under his supervision until 1970 when Mr. Copeland passed away. That first year they met their intramural needs with basketball. Needless to say, the program developed considerably over the years after its meager beginning in 1946. Copeland served as an able director and the program came to incorporate many activities and participants.

Although Foster did not personally supervise the intramural program, he did recognize the immediate need for one and made provisions for such.

**Varsity Sports**

While serving as athletic director, Foster increased

¹⁵Personal interview with Foster, August 18, 1970.
the number of varsity sports from three when he began, to include nine separate activities. When he went to Kearney the athletic program consisted of basketball, football, and track and field.

The college did field golf and tennis teams in the 1930's, but they were discontinued prior to the war years. Coach Foster started them again in the spring of 1947.16

As has been pointed out earlier, Foster was very instrumental in getting cross-country started in the state of Nebraska. It was officially added to the athletic offerings of the Nebraska College Conference and Kearney State College in 1956. Mr. Foster stated, however, that they had run some road races in the fall several years prior to that date.17

Wrestling came into the picture during the 1960-61 academic year. There were two main reasons why they felt it should be included in the program. First, the Nebraska College Conference had just added it, and second, wrestling was gaining a great deal of popularity in the state.18

Baseball was incorporated in the spring of 1961. The reason that it was offered was that the conference had

17Ibid.
18Ibid.
added it as an official sport and Kearney felt that they were large enough to support it. Also there was a great demand by the students that baseball be added to the athletic program.19

Swimming was counted as a varsity sport in 1962 when the field house was first opened. The N.C.C. had added it as an official sport earlier, and Kearney felt they should have it included in their sports program.20

Foster had vast experience in the scheduling of athletic contests. He performed this function in high schools for many years and later served on the Nebraska College Conference scheduling committee. He was always looking for good competitive non-conference games in all sports. As a result of his leadership, Kearney's teams have always played a very diversified schedule including teams from Colorado, Kansas, Missouri, Montana, Minnesota, Oklahoma, and South Dakota. The college fared well in almost all of their athletic endeavors while Foster was their athletic director and the program was sound.

Athletic Facilities

Along with the addition of varsity sports came the ad-

19Ibid.

20Ibid.
dition of athletic facilities, and Coach Foster as athletic director had a direct influence on this. When he began there the athletic facilities were represented by an outdated gymnasium, a football field surrounded by wooden bleachers, and a track which was in poor condition.21

One of the first recorded athletic facility improvements that Mr. Foster made at Kearney was in 1950 to strengthen and improve the wooden bleachers at the athletic field. These bleachers were very old and it was felt that they must be repaired in order to avoid possible accidents. He petitioned the services of President Cushing in order to get board approval for these repairs.22

Prior to Foster's arrival on campus, a track had been constructed around the football field. When the track was laid, an error was made in the laying of the curb so that the track was twelve yards over the usual quarter mile. In 1953 the decision was made to employ a local contractor to remove and replace approximately one hundred seventy-five yards of the curb so that the track would be exactly a quarter mile in length.23

21Letter from Foster to author, June 25, 1971.

22Minutes of the Board of Education of State Normal Schools, September 23, 1950.

23Minutes of the Board of Education of State Normal Schools, October 24, 1953.
The next athletic facility that the college acquired were two new tennis courts that were finished and ready for use for the opening of the 1957 academic year. In years past the college had been using public facilities for classes and the tennis team.

The following year, in 1958, there arose a concern regarding the outmoded seating arrangement at the athletic field. The state board was asked to approve the proposal to replace the old wooden bleachers. President Cushing, after consultation with Mr. Foster, presented the matter to the board stating:

... I feel it is absolutely imperative that they be replaced at the earliest possible moment.

At this same meeting Dr. Cushing presented a little history of the old bleachers which helped the board decide in favor of the proposal. This history included the fact that during the WPA period, around 1938, these seats were dismantled at the old field and moved to their present location. These wooden seats have been in use for twenty years since they were moved, a total of twenty-seven years in all. The bleachers had been an item of concern for near-

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24 Minutes of the Board of Education of State Normal Schools, June 19, 1957.

ly ten years. They had been repaired continually and now interest in public safety demanded that they be repaired.

Dr. Cushing added further that the college had need for five thousand permanent seats. They were willing, however, to settle for three thousand permanent seats immediately; with the others added the following September when more money would be available. The board approved this request and Kearney began the building of a new steel stadium.26

Aside from these athletic improvements, Mr. Foster kept the athletic plant in good repair. He supervised maintenance of existing facilities and he also added lesser items when they became needed. New electric scoreboards and commercial laundry equipment were among those things which were added in this fashion.27

Athletic Philosophy

Mr. Foster's philosophy toward athletics was very stable and as athletic director he was largely able to carry out his beliefs. For example, he always stressed athletics which were educational in nature. He believed that the athletes should benefit from their participation in a sport and he felt that athletics taught valuable lessons which

26Ibid.

27Minutes of the Board of Education of State Normal Schools, October 24, 1953.
could be applied later in life. In addition, it was imperative that his athletes knew the game rules and were sportsmen at all times. The objective of the game was to win, but to win fairly and as gentlemen. Foster also stressed that every athlete was in school first and foremost to get an education. Priority was placed on getting an education, and whatever extracurricular activities a young man was involved in were secondary in importance.

Al Zikmund, successor to Mr. Foster, commented:

The students are here to go to school first. It was this way under his leadership and it remains so. I would say that we have a greater number of athletes graduating than most.28

Mr. Foster not only stressed educational athletics and the value of getting an education, but he also felt that as many individuals as possible should be involved in the various athletic activities. This belief was very beneficial to the college as many boys turned out for the numerous sports and they were given the opportunity to be active. This consequently gave most of the teams a great deal of depth which helped in making them champions in many varsity sports.

There appears to have been a few hard feelings created because of Foster's belief in letting as many as possible

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28Personal interview with Al Zikmund, December 17, 1970.
participate. For instance, Al Wheeler of Peru State College, stated:

Somewhat, some of the coaches in track objected to his ideas in a dual track meet such as scoring five places and entering ten to twenty men in an event.29

Ross Armstrong, retired athletic director of Chadron State College, mentioned:

... I am sure it was his desire to let a great number compete but it did not set well over the years with the other coaches who could not match the talent he had.30

Although this part of his philosophy did create a few hard feelings, they were directed toward Foster as an individual and not the school or athletes he represented. Needless to say, because of Mr. Foster, many athletes benefitted who might not otherwise have been given an opportunity to be a member of a team.

For a number of years, the athletic scholarship program has been a point of contention throughout the nation. Foster was not an advocate of athletic scholarships, and while he was athletic director Kearney never officially granted an athletic scholarship. However, during the period of 1953-1955 the football coach at Kearney granted two boys in football athletic scholarships without the proper author-

30 Letter from Ross Armstrong to author, April 21, 1971.
ization. The backing of Kearney businessmen was secured to pay the tuition of these two scholarships. This was done without the consent or knowledge of Dr. Cushing and Mr. Foster. Not only did this act cause administrative stress it also created a great deal of unrest among the athletes. It was only natural that they, too, would want financial assistance. The problem was rectified, and these two athletic scholarships represent the only ones issued by Kearney State College while the athletic department was under Mr. Foster's leadership.\(^{31}\)

An interview with Mr. Foster revealed his feelings regarding scholarships:

> Someone's got to prove to me when I'm the administrator of the college athletics who's going to pay for these scholarships.

> I'm not necessarily against them, but I think there are some things wrong and we have done real well here at the college without them. The thing that's wrong is that you can't pay them all, you can't give everyone a scholarship.

> The right philosophy of scholarships would be to give everyone who wants to try out and stay out for the sport the same scholarship.

> It's getting more and more difficult to go out and talk to kids because I can't offer them a thousand dollars. All we can offer is a work job. We have to sell them on our program. We have a better program, good schedule, fine equipment, and a very fine physical plant.

\(^{31}\)Personal interview with Foster, August 19, 1970.
to compete in, and we have to sell them on that . . . we lose some boys. 32

Many individuals indicated a feeling that Foster has been an outstanding individual in his role as athletic di­rector. Alex Francis of Fort Hays State College in Kansas, wrote:

As an administrator he is without doubt the best that I deal with. He doesn’t wait until tomorrow to answer my letters, he does it today. 33

Milton J. Hassel, President of Kearney State College, pointed out:

When he began here Coach Foster “was” the department of physical education and athletics. . . . Kearney has grown to prominence in athletics largely because of the work done by Mr. Foster. 34

Mr. Al Zikmund, who succeeded Coach Foster as athletic director, more or less finalized the man’s contributions:

He was certainly not afraid to make a decision. He would make a decision and then stand behind it, and he was usually right.

He was an extremely good organizer. . .

His record keeping was phenomenal. He had a method of double entry bookkeeping and he can check back for years and tell you exactly what was spent for what. It’s

32Personal interview with Foster, August 21, 1970.

33Letter from Alex Francis to author, March 30, 1971.

34Personal interview with Milton J. Hassel, December 16, 1970.
amazing to me. His ledgers and journals for years have pinpointed everything. It's written down so you can go to them. . . .

In discussing Foster's relationships with representatives of the various sister schools, Zikmund commented:

I think tact could have been executed a little better to create a little more genuine feeling of comradeship. . . . when you win all the time it makes jealousy grow considerably.

All in all, he's been a wonderful asset to the college and has done an outstanding job.

DIVISION CHAIRMAN

As chairman of the division of health and physical education, Foster had many responsibilities. His duties were principally divided into the areas of personnel, budget, curriculum, and facilities.

Personnel

As chairman of the division of health and physical education, Foster's duties were very diversified. To begin with, he was in charge of personnel. He always attempted to maintain an excellent teaching and coaching staff. During his years at Kearney as division chairman many staff members came and left. Others, however, stayed a considerable length of time and helped carry out the physical education and coaching objectives of the college.

35Personal interview with Al Zikmund, December 17, 1970.

36Ibid.
The first to join the staff was Leland Copeland, who was teaching at Kearney High School when he was hired by the college. Copeland became a part of the staff in 1946 to fulfill the need for another male faculty member which was necessitated by the great increase in the male population due to the end of the war. Mr. Foster and Mr. Copeland previously had been opposing coaches in the Custer County area for many years while Foster was at Ansley, Nebraska and Copeland was at Sargent, Nebraska. Through this association Foster had grown to know Mr. Copeland and respect his abilities so that he was eager to hire him to fill the position. The two thus began a working and personal relationship which lasted nearly twenty-five years.

Three years later in 1949 William E. Morris came to the college. He had been at Holdrege High School (Nebraska) where he taught and coached basketball.

Kearney has been fortunate for a good number of years to secure men who were good teachers as well as fine coaches. This combination of skills made for an outstanding arrangement as they were able to keep both the areas of teaching and coaching staffed by the same exceptional personnel. Two examples of such men are Al Zikmund, who was added in 1955, and Les Livingston, who came to Kearney State in 1957. Zikmund had been an outstanding athlete at the Uni-

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Minutes of the Board of Education of State Noraml Schools, October 15, 1949.
PLATE NO. III
Charlie Foster and Leland Copeland
They Built the Department Together
versity of Nebraska and had developed good high school teams while coaching at Alliance and Grand Island, Nebraska. Livingston was also a University of Nebraska graduate and had coaching experience at Gothenburg and Alliance, Nebraska before coming to the college. Zikmund was hired to teach and coach football, whereas Livingston taught and coached basketball. Both men had their master's degree from the University of Nebraska.

Harriet Yingling was already on the staff when Foster arrived and Dorothy Orcutt came to the college in 1953. Both women served capably on the women's faculty for several years before going on to larger institutions.

Dr. Bruce Bennett, professor of physical education at The Ohio State University, indicated a high regard for the staff at Kearney. He stated:

... another thing which reflects on Foster is that I was very much impressed with the members of the staff at Kearney—Copeland, Al Zikmund, Les Livingston, Bill Giles, Dorothy Orcutt, Harriet Yingling. I was very favorably impressed with all of them; they were just excellent people.

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38 Minutes of the Board of Education of State Normal Schools, March 21, 1955.

39 Catalog: Nebraska State Teachers College at Kearney, April, 1957.

40 Catalogs: Nebraska State Teachers College at Kearney, January, 1944 and April, 1953.

41 Personal interview with Bruce Bennett, May 4, 1971.
When hiring individuals, Mr. Foster looked primarily for someone who had the personality to get along with others. While looking over credentials, he was not that impressed with great academic achievement. He was more concerned about the individual's ability to get along well and whether or not they could do the job. In the beginning he admitted, however, that he did hire somewhat on grades, but found that individuals with good grades did not necessarily make the best teachers.\(^\text{42}\)

Foster was able to maintain a good relationship with the personnel which made up the physical education staff at the college. William Morris commented:

> I was with Charlie from 1949-1956 and the years were very enjoyable. Charlie was a very easy person to work with and I can think of very few occasions where there were any disagreements between him and his staff. Of course, there were some honest and progressive disagreements on certain issues but none ever got to the place where unkind words were passed. This, I think, shows that Charlie was able to get along with most anybody and still maintain that position of leadership. I think this was one of his greatest assets; the ability to communicate with both the students and staff.\(^\text{43}\)

\textbf{Budget}

During his first years at Kearney, Mr. Foster did not
have a real budget with which to work. He did, however, have an idea of how much money he was allotted to spend. Whatever he wanted for physical education regardless of whether it was a large piece of equipment or a dozen balls, he had to have the requisition approved and signed by the chairman of the education department. All athletic supplies had to be sought directly through the president's office.

This type of arrangement did not appeal to Mr. Foster. He had a high demand for organization and a personal characteristic of wanting to know exactly what was being spent and where. This motivated him to talk to the president about the situation.

Foster requested a change in the manner of handling the physical education and athletic budget. He proposed that he and his staff construct an outline of their needs for the coming year. This was presented to the president for his approval. It commonly required some revisions and omissions, but this was a much more agreeable situation than had previously existed.

It was in 1950 that Foster procured this permission. Since that time the physical education and athletic budgets have been drawn up by the staff in conjunction with the business office. Of course, the president's authorization was the final requirement. Thus, much unnecessary effort was eliminated by foregoing the soliciting of approval from
The elimination of this extra step proved to be a much more workable arrangement for Mr. Foster. He was able to keep a running account of all expenditures and thus know at all times what the financial status was in his department.

**Curriculum**

The physical education program at Kearney is perhaps one of the most respected in the state of Nebraska. This kind of reputation did not occur overnight, as many years of study and continual revision went into the program's development.

For seventeen years Mr. Foster was at the helm guiding the program to its maturation. He attempted to keep abreast of the changing times by soliciting and studying catalogs of many colleges from throughout the nation. Upon receiving such catalogs he would spend much time scrutinizing the programs for possible ways to improve Kearney's offerings.

The procedure involved in the proposal of curriculum changes at Kearney was probably similar to that invoked at other schools. The physical education staff as a whole approved any additions, deletions, or revisions they felt were necessary or desirable. Mr. Foster then presented the

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44 Personal interview with Foster, August 19, 1970.
45 Ibid.
proposal to the chairman of the education department for his endorsement. After this was secured, the changes were written up and presented to the Academic Affairs Committee which was headed by the Dean of Instruction and consisted of all the college's division chairmen. This committee then passed the final approval, requiring that the course change be in the catalog one year prior to its being taught.

At one time or another during his seventeen years as division chairman, Mr. Foster assisted with the revamping of every undergraduate physical education course which appeared in the catalog.\footnote{Ibid.} In addition to the revamping of the courses offered there have been a number of new selections added. These include: Life Saving and Water Safety Instructors; Rhythmics and Modern Dance; Curriculum; Advanced Kinesiology and Correctives;\footnote{Catalog: Nebraska State Teachers College at Kearney, April, 1946, p. 82.} Techniques in Apparatus; Co-ed Recreation;\footnote{Catalog: Nebraska State Teachers College at Kearney, January, 1947, p. 80.} Scouting and Camping;\footnote{Catalog: Nebraska State Teachers College at Kearney, April, 1951, p. 74.} Physical Education for Elementary Schools;\footnote{Catalog: Nebraska State Teachers College at Kearney, April, 1952, p. 104.} Prevention,
Diagnosis and Treatment of Athletic Injuries; Organization and Administration of Physical Education; Recreational Leadership;\textsuperscript{51} Separation of basketball and track into two distinct coaching theory courses; Sports Officiating; Social Dancing;\textsuperscript{52} Curriculum Organization and Methods of Teaching Physical Education;\textsuperscript{53} Coaching of Wrestling;\textsuperscript{54} and Coaching of Baseball.\textsuperscript{55}

All these changes and revisions represented a great deal of work and consideration, but as a result the physical education curriculum at Kearney was continually expanding into a well-rounded program.

\textbf{Graduate Program}

In 1955 the state colleges were authorized by the board to offer the master's degree program.\textsuperscript{56} At this time Dr. Cushing called Mr. Foster into his office and asked him if he would begin working on a master's program in physical education.

\textsuperscript{51}\textit{Catalog: Nebraska State Teachers College at Kearney, April, 1954, p. 109.}

\textsuperscript{52}\textit{Catalog: Nebraska State Teachers College at Kearney, April, 1956, p. 98.}

\textsuperscript{53}\textit{Catalog: Nebraska State Teachers College at Kearney, April, 1960, p. 107.}

\textsuperscript{54}\textit{Ibid., p. 108.}

\textsuperscript{55}\textit{Catalog: Nebraska State Teachers College at Kearney, April, 1961, p. 96.}

\textsuperscript{56}\textit{Minutes of the Board of Education of State Normal Schools, September 23, 1955.}
education.

Mr. Foster started by talking with his staff members and again looking at various college catalogs for guidance. This resulted in the first graduate courses in physical education being offered during the summer of 1956. Also in 1956 Dr. Delbert Oberteuffer of The Ohio State University spoke in Kearney at a state convention. Foster was impressed with Dr. Oberteuffer’s speech and afterwards made arrangements to talk with him for a short time.

Later Mr. Foster corresponded with Dr. Oberteuffer regarding the possibility of him coming to Kearney and teaching some of the new graduate courses in physical education. Oberteuffer was unable to accept the offer due to other commitments. He did, however, recommend three men whom he felt would do an exceptional job for Kearney. One of these men was Bruce L. Bennett of The Ohio State University.

After corresponding with each other, Bennett accepted the offer to teach in Kearney’s summer school program in 1957. He returned again in 1960 and once more in the summer of 1962; this time for a two week workshop on physical

57 Personal interview with Foster, August 19, 1970.
58 Letter from Foster to Delbert Oberteuffer, October 11, 1956.
59 Letter from Delbert Oberteuffer to Foster, October 17, 1956.
Dr. Bennett recalled the reason for his being hired:

Kearney was starting their graduate program and they were interested in bringing someone with the Ph.D. in to help teach in the graduate program. 60

Mr. Foster granted much credit to Dr. Bennett in helping to establish Kearney's graduate physical education program. He valued highly the advice and ideas of Dr. Bennett regarding the new courses at the college. 61

The first graduate physical education curriculum required a total of thirty-six hours. Nine of the thirty-six hours had to be in education, fifteen in physical education, and twelve hours were to be elected from approved graduate courses in related areas. (See Appendix H).

In order to initiate the program, Mr. Foster sent out letters to prospective physical education graduate students who might be interested in furthering their education at Kearney. (See Appendix H). Responses came mainly from teachers in the area who were able to attend graduate school only during the summer sessions, so that there were no graduates until the academic year 1959, when eight candidates received their degrees. 62

60 Personal interview with Bruce L. Bennett, May 4, 1971.
61 Personal interview with Foster, August 19, 1970.
62 Letter from Doyle Howitt to author, June 29, 1971.
Since the development of the graduate program at Kearney hundreds of candidates have taken hours toward their graduate degree in physical education. A total of eighty-five students have now received their master's degrees and the program grows larger each year.63

Physical Education Facilities

Any time an institution opens the doors of a new facility it closes behind it years of organization, planning, and construction. Cushing Coliseum at Kearney State College was no exception.

For years the college was in dire need of a new physical education plant. Mr. Foster had been thinking about this for some time and had in mind the type of building that would fit the needs and desires of Kearney's staff and program. It was interesting to trace the development of circumstances which resulted in the erection of Cushing Coliseum.

The building plan went way back into the 1950's. At two different times money was allotted to purchase an airplane hangar and have it moved onto the campus. It was Foster's belief that if they accepted a hangar as their facility, they would be saddled indefinitely with a poor building. Because of his disagreement he argued strenuously

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63Ibid.
against such action. He almost lost on the second occasion when money was appropriated, but the board finally abandoned the plan.  

The next proposal for a physical education facility was for a combination auditorium/gymnasium. This building was intended to provide facilities for college and city high school basketball events, public meetings, and conventions. The idea was presented by a Kearney Chamber of Commerce delegation and was examined by the board as to its feasibility, but nothing developed from the investigation. Foster again was staunchly against this proposal because he felt that the college would not get proper use of a building of this nature.

The following year in 1955, the physical education facility was brought up again. The idea on this occasion was to construct a student union/field house complex. The minutes of the May 4, 1955 Board of Education of State Normal Schools meeting indicated that:

The Alumni Association of Nebraska State Teachers College at Kearney owns United States government bonds which would liquidate for about $45,000. This money was raised for the purpose of building a student union. It is believed that since this is the golden anniversary of the col-

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64 Personal interview with Foster, August 19, 1970.
65 Ibid.
lege it would be possible to raise an additional amount of $55,000 among Kearney businessmen.

The college is desperately in need of a gymnasium or field house facility since there is not at the present time seating capacity in the gymnasium to accommodate our student body. Outsiders have actually been discouraged from attempting to attend basketball games. It has been many years since the college has been asked to play host to a regional basketball tournament in any classification.

We have asked local architects to draw up preliminary sketches and make an estimate as to the cost of a combined student union/field house, believing that this should be the next step in the building program at Kearney.66

This type of facility was not too acceptable as it provided little for the physical education curriculum. Classrooms, laboratories, and offices would have been eliminated if such a facility had been constructed. There was also doubt as to the credulity of a building which would have contained such diverse facets of student life, so Foster did not encourage further exploration of this possibility.

By 1956, the need for a facility was becoming more and more pressing, and Mr. Foster continued to discuss the issue with Dr. Cushing. It should be understood that Dr. Cushing and Mr. Foster had an exceptional working relationship, and they held each other's opinions in high regard. Thus, when board approval was sought for the new physical education fa-

cility, Cushing and Foster consulted at great lengths re-
garding the presentation that Dr. Cushing would make to the
board.

At the June 19, 1957 board meeting President Cushing re-
related:

Kearney's present situation is nothing
less than intolerable to attempt to carry out a
physical education program for more than eight
hundred men and approximately five hundred
women in a structure which was inadequate
twenty years ago.

During the basketball season, games were
shifted to Axtell, Woodriver, and Grand Island
because varsity teams objected to playing on a
non-regulation size basketball court.

At registration time each student received
a contingent ticket which entitled him to attend
all college events. At the present time only
fifty percent of the student body can be seated
in the college gymnasium with no provision for
faculty, townspeople, or people in the area who
wish to attend.

Each year we sponsor an invitational high
school track meet. In 1957 there were between
twelve and fifteen hundred athletes on our campus
for this event. Our dressing room facilities for
a group of this type are no less than disgraceful.

For a second consecutive year it was impos-
sible to accommodate all the people who were
present for our commencement program. It was
estimated that approximately fourteen hundred
people crowded into the auditorium with an ad-
ditional three hundred who were standing in
the corridor outside the auditorium; while
some who had driven many miles left when they
could find no place to sit or stand.67

67Minutes of the Board of Education of State Normal
Schools, June 19, 1957.
Thus ended Kearney’s pleas for a new physical education facility.

As the year developed the board finally set aside funds, and the preliminary plans for a new health and physical education building began. Foster was named chairman of the building committee and was primarily responsible for the building plan which developed. As is the case with most buildings, the original blue prints were somewhat optimistic for the funds which were allotted. Some revisions had to be made but this was accomplished and the final draft was completed. (See Appendix I).

A few years later, in 1961, a beautiful one million three hundred thousand dollar physical education facility opened its doors to the students. The building came complete with classrooms, many excellent teaching stations, gymnasium, Olympic size swimming pool, and indoor 220 yard clay composition track.

Mr. Foster at the dedication of the building explained why the new physical education facility should be named after Dr. Cushing:

Dr. Cushing has always shown great interest in physical education and athletics, because he realizes the value there is in a strong physical education program. His interest at all athletic events would indicate that he liked to win; but win or lose he always supported the team and the coach. He was very loyal to all of us here in the department regardless
of the outcome of the contest. This is now, and always has been very much appreciated.68

He went on to point out a typical gesture on the part of Cushing:

One time in about 1949 when my team lost a very close football game, after going to the locker room with my boys, everyone was very silent, etcetera. I turned around and there was Mr. Cushing with his hand out.69

It is only fitting that the new building carry the name of Dr. Herbert L. Cushing. His many contributions to Kearney State College and the state of Nebraska certainly merited such action. The building must also stand as a tribute to Mr. Foster. He worked diligently for over a decade toward the realization of the completion of the structure. His role in this endeavor must be regarded as one of his more significant contributions to the college.

Women's Department

Mr. Foster had as a part of his responsibility the administration of the women's department. The writer found that there were mixed feelings with regard to Foster's management in this area.

Harriet E. Yingling, who is presently head of the women's department of physical education at Eastern Illinois

68 Address given by Charlie H. Foster in honor of Herbert L. Cushing, Cushing Coliseum, Kearney State College, n.d.

69 Ibid.
University, was on the staff at Kearney from 1944 to 1963. She was at Kearney all the years that Foster was division chairman, since he resigned that position in 1962. She made the following statements regarding Foster's relationship with the women's department:

... He had a good relationship with the women's department. We got along well.

... Foster turned the administration of the department over to me. I was the director of the women's department.

We had to cooperate in setting up class times and course schedules and there was never any problem.

... The facilities had to be shared and he was fair.

Almost all of the theory courses for majors were coeducational. I had men in many of my classes. The activities classes for women majors were separate.70

A survey of the college catalogs from 1944 to 1962 substantiated the fact that women were given the opportunity to teach in the majors program at the school. Theory courses such as History and Principles of Physical Education, Curriculum, Elementary and Advanced Kinesiology and Organization and Administration all had women instructors at one time or another. Also, courses such as Recreation Leadership, First Aid, and Life Saving and Water Safety were

70Telephone conversation with Harriet Yingling, July 12, 1971.
taught by women.\textsuperscript{71}

Dorothy Orcutt, who was on the staff from 1953 till 1962, made quite a different evaluation of Foster. She indicated that under Foster's direction athletics, particularly the coaching of track and field, took precedence over other aspects of the total program at Kearney. She said of his work in athletics:

His contributions to athletics were tremendous. He was a tireless worker at the school, coaching on the road, competing and was a tremendous force in the activities of the NAIA.\textsuperscript{72}

It was her feeling, however, that the women's physical education program was shortchanged for the betterment of men's athletics. She also added that Mr. Foster would have strengthened the total physical education picture had he contributed more to the women's department.\textsuperscript{73}

Joan Bailey, who joined the women's department in 1963, spoke of her relationship with Foster at the college:

I came here eight years ago so I was not here when Charlie was division chairman, but my relationship with him has been great. In all my dealings with him we've gotten along very well. . .

I went to him and asked if we could put some women majors in his track theory class.

\textsuperscript{71}Catalogs: Nebraska State Teachers College at Kearney, 1945-1962.

\textsuperscript{72}Letter from Dorothy Orcutt to author, February 8, 1971.

\textsuperscript{73}Ibid.
He said we might as well try it and the girls just loved it. He was the first one in the state to use girl track officials to help run meets.

... Foster is the reason we have a budget for women's sports. He exerted his influence by calling the business manager and telling him we needed a budget, and we got it.74

It should be mentioned that since Miss Bailey's arrival at the college, intercollegiate competition for girls has been added in basketball, softball, swimming, and volleyball. The teams have been very successful and have maintained good records in all of the aforementioned activities.75

It can be seen that opinions regarding Mr. Foster's relationship with the women's department were somewhat diversified. This made it necessary to take several factors into consideration in an effort to determine Mr. Foster's effectiveness with reference to the women's department.

It is apparent that Miss Yingling's association with Foster was quite compatible. It must be assumed that she would not have stayed at the college for that length of time had there been major difficulties. Also, the bulk of the direction of the women's department was her responsibility, and there is no evidence that she was thwarted in any efforts she made in behalf of the women's programs.

74Telephone conversation with Joan Bailey, July 12, 1971.
75Ibid.
Still another consideration is that women did contribute substantially to the major's program. They were counted upon for their teaching abilities in many academic areas.

Although everyone was not satisfied with Foster's leadership it must be concluded that he did maintain a fairly good relationship with the women's department and that there were no major conflicts.

Resignation

After Foster resigned as division chairman in 1962, he was replaced by an outstanding physical educator, Dr. Gene Beck. It is significant to note that the college did hire a quality physical educator to replace Mr. Foster.
CHAPTER VIII

THE COACH

When Mr. Foster began at the college he was head coach in football, basketball, and track and field. This in itself was a huge undertaking, but the coaching duties in three sports were in addition to detailed administrative and teaching responsibilities. One has to be impressed by the load Foster was able to carry and that he was seemingly able to produce well in all fields of endeavor.

FOOTBALL

When Foster took over the job as head football coach he faced a difficult task. During the war years the football program at Kearney did not receive a great deal of attention and had become nearly inactive. During a two year period prior to Mr. Foster's arrival on campus the team had operated on a club basis and they had only played two or three games a year. Teams from Kearney High School, the Boys Training School, and the local air base served as opponents on these occasions.¹

Soon after Foster began work at the college he put

¹ Undated clipping in unidentified newspaper.
out notices that the college was going to re-establish the football program. He called all the major newspapers in the state and also put an announcement on the radio saying that interested candidates should contact him.

The college had an enrollment of about three hundred students at the time and most were women. There were only about fifty men enrolled in school, but Coach Foster was able to get almost every male on campus out for football.

After being assured that he would have enough men out to make up a football team, the next step was to get a schedule of games. Following numerous telephone calls, Foster was able to arrange an eight game schedule by playing Chadron and Midland twice during the season.²

The next task at hand was to mold this small group of young men into a team. This was far from easy since there was a great deal of uncertainty as to who would show up for practice on a given night. Some boys just out of high school were being inducted into the armed services, while the first veterans were being mustered out and sent home from the war. This made it very difficult to get to know personnel and to work as a team.³ This was accomplished, however, and a surprising record was compiled. They lost

²Personal interview with Foster, August 18, 1970.
³The Antelope, September 14, 1945, p. 4.
only to Doane College that year and finished with a seven and one record. Kearney was somewhat undermanned in their only loss. Their quarterback was hurt and a starting tackle was being discharged from active duty in the army that day.

Nevertheless, as a result of their fine season they were labeled as mythical state champions. They were referred to as mythical state champions because the organization of the conference did not progress rapidly enough for an official championship to be awarded. However, they did have the best record of any team in the state that year, and claimed the title on that basis. This initial effort set standards which succeeding teams were not quite able to match, but all of Foster's football teams at the college were able to amass quite respectable records. (See Appendix J). It must be said that Foster fielded strong contenders almost every year. Oftentimes one touchdown, an extra point, or a field goal was all that stood between some teams being champions or finishing second or third in the conference.

Foster's second year (1946) was marked by the return

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4Kearney State College Official Athletic Records, n.d.

5The Antelope, n.d.

6The Antelope, November 9, 1945, p. 4.
of veterans from the war, and the hiring of the first assistant coach. The end of the war resulted in an abundance of good athletes returning to college, and Kearney's football squad swelled to over one hundred participants. Foster, in keeping with his philosophy that many should participate, broke records that year in the number of men who suited up for home games (sixty-six), and in the number who played in a single afternoon (forty-three). Large squads have since remained a Kearney trademark and this has no doubt been a factor in the school's success on the gridiron.

Most of the plays which Foster utilized were run from the single wing, with a balanced line. In his later years at the college he began to use some tight T with a back in motion, but the single wing proved to be his best offense. Some of his favorite plays were:

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X X X X X X X
X X X X X X X
0 0 0 0 0 0 0
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Strong off tackle run

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X X X X X X X
X X X X X X X
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Reverse

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7The Antelope, n.d.
Most of the defenses which Foster-coached teams played were six and sometimes even seven man lines. This was prior to the era of the five and four man lines, and most of the defenses were standard with a minimum of stunting or blitzing.8

Foster continued as head coach at Kearney for eight seasons. At that time the board hired Marvin A. (Preacher) Franklin to assume the football coaching duties. Mr. Franklin came to Kearney with an illustrious set of playing and coaching credentials, and it was thought that he would continue to develop a high level football program similar to that established by Mr. Foster.9

This moved also afforded Mr. Foster an opportunity to spend more time with his administrative responsibilities. It should be noted that Mr. Franklin was not successful in

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8Letter from Foster to author, February 1, 1971.
9Undated clipping in unidentified newspaper.
his endeavors and he stayed only two years. At this time Mr. Al Zikmund was hired and he has since elevated Kearney's football fortunes to a level of national prominence.

BASKETBALL

Mr. Foster served as basketball coach at Kearney for four years, 1945-1949. Basketball represented Foster's least successful coaching endeavor, and thus was the first of the athletic duties which he relinquished.

The first year was particularly difficult, and the squad was able to win only four games. (See Appendix K). The armed forces continued to have an upsetting influence on athletics, as men were continually being inducted or discharged from the service. This forced coaches to rearrange their personnel and restyle their offenses almost every game, so it was not easy for teams to meet with success. Foster experienced this problem at the college, and adjustments proved difficult.10

The next year the basketball fortunes changed considerably. Kearney was able to gain the runner-up position in the York College holiday tournament by beating two strong teams to get into the finals. This same team later defeated a highly regarded basketball team from Hastings College, and The Antelope recorded:

10The Antelope, January 11, 1946, p. 4.
When the Antelopes tipped the state champion Hastings quintet 44-39, local fans were ready to acclaim the Kearney five as one of the finest in the history of the institution.11

The 1947-48 aggregation compiled the best collegiate record of a Foster coached team. The Kearney Daily Hub said of that team:

Many fans of that era rate the club as one of the college's greatest and writers of the time showered the team with such adjectives as "great," "best ever," and "colorful."

The Foster coached outfit was the first of the potent scoring machines. The Lopers passed the 50 mark in 21 or its 22 games, reached the 60's five times, the 70's twice and the 80's three times, all in an era when points weren't as prevalent as in today's racehorse brand of basketball.

The Antelopes great offensive hit its height in the Chadron series, the Lopers romping 81-60 one night and rolling 88-57 the following night. The 88 set an all time high for NCC teams (at this point). Most thrilling game was a 73-71 win over Doane and the best brand of ball was against Kansas Wesleyan in the finals of the Hastings College Tournament which the Antelopes won 63-53.12

Bob Korte was particularly impressive as he averaged nearly twenty points per game that year.13

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12Kearney Daily Hub, October 1, 1963, p. 19.
13The Antelope, February 6, 1948, p. 3.
In Foster's last year as basketball coach the team's record dipped again, so he decided to turn those duties over to another man. He did so with some reluctance, since he had actively coached basketball for twenty-two years. Foster realized, however, that his administrative and teaching duties coupled with coaching all three sports was a difficult task for one man to handle, so he decided to step down from the basketball coaching post.14

CROSS COUNTRY

After Foster gave up the football coaching duties in 1953 he did not stay idle long. As early as 1955 he and some of his distance runners participated in what they termed road races. In 1956 Foster initiated the adoption of cross-country as an official sport in the Nebraska College Conference and the first conference championship was held the following year.

Foster's teams developed an enviable record during his thirteen years as head coach of the sport. Kearney teams won the Nebraska College Conference championship for the first ten years after cross-country was introduced as an official activity. (See Appendix L). It was 1967 before another school could break the Antelope's domination of this sport.

14Personal interview with Foster, August 19, 1970
Foster outlined some of the more important factors of his program in a letter to an area high school coach:

1. Pre-season training - I ask our boys to do some running three of four times a week mostly at a slow pace over hills and pastures or down the road. This consists of distances of two to four miles.

2. Variations in training program - We go to the track at least once a week and run intervals of either three-quarters, 880's, 440's and sometimes even sprint work. All other training is on our golf course. We run parts of our course different days and practice running uphill and downhill. Skills that we try to develop here are to increase in stride downhill, and to shorten the stride uphill with proper body lean in both cases.

3. Squad workouts - Our practice is planned for squad workouts. However, we always have some boys who cannot meet at the same time; and we let them work out on their own. In the fall of the years our boys work out twice a day at 6:00 a.m. and 3:30 p.m.

4. Promotion angles - Have lots of dual meets. Give trophies and medals to boys that progress through the season. Letters for a certain number of men is also a big help.15

Foster's workout schedules were quite strenuous. He firmly believed that a distance runner progressed only through hard work and dedication. The following is a typical week's workout schedule in preparation for a meet:

Monday — Warm up good. Run eight 440's under seventy-five seconds with very little rest between them. Warm down good before taking a shower.

15Letter from Foster to Fred Lambley, June 15, 1965.
Tuesday — Meet at the course, we will run the outside which is a distance of two miles. Then practice running up and down hills until you have had enough. Warm down good.

Wednesday — Warm up; go to the track. Run two to four three-quarters of a mile. Run the three-quarters with as little rest between them as you can stand. Warm down good before going to the showers.

Thursday — Warm up good. Run four to six 880's under 2:35. Warm down good.

Friday — We will leave at 8:00 a.m. from the coliseum for the Air Academy.16

It can be seen that Foster required a fairly heavy workload with very little rest for his runners between repetitions. He was highly successful in getting his runners in good physical condition, and as a result they were able to score well in meets.

Foster was also able to promote exceptional team morale, especially for a sport as grueling as cross-country. He had exceptionally large squads, some that totaled as high as fifty boys working out. Coach Foster always attempted to get as many men as possible involved in meets, and this prompted a high level of interest that was an important factor in the teams' successes over the years.

Coach Foster served as national cross-country chairman of the NAIA and planned and organized the national meet held

in Omaha during 1963. A record number of runners and team entries could be credited largely to his efforts.\(^7\)

Foster's most important contributions to the sport of cross-country came about as a result of his position on the National Federation Track and Field Rules Committee. This committee also served as the rules governing body for cross-country. Paul E. Landis, fellow committee member, mentioned:

> Foster was instrumental in the adaption of the double chute to aid in the administration of a cross-country meet.\(^8\)

This double chute was devised by Foster to help eliminate chaos at the finish line at the end of a cross-country race in which there were a large number of runners.\(^9\) Originally there existed what was known as a single chute. It consisted of ropes placed so as to channel runners who had crossed the finish line into a lane thirty inches wide and one hundred feet long. It's purpose was to assure runners of their correct time and place in a large meet where the number of competitors would cause such congestion that there would be difficulty in

\(^7\)Kearney Daily Hub, December 2, 1963, p. 6.

\(^8\)Telephone conversation with Paul E. Landis, May 6, 1971.

\(^9\)Personal interview with Foster, August 21, 1970.
determining the finishing order. It was found, however, that in a very large meet such as the national championships the single chute was inadequate. Foster suggested that another lane be added to form a double chute that would be sufficient for an extremely large number of runners. When one lane became filled with competitors who had finished the race it was then closed off and the other lane was utilized. Foster's idea was accepted and printed in the National Federation Rule Book for the first time in 1966.20

TRACK AND FIELD

It was in the area of track and field that Foster enjoyed the greatest amount of success in coaching. He coached many outstanding teams and was fortunate to receive a number of honors which came about as a direct result of his coaching achievements.

Conference Championships

In the first official Nebraska College Conference championship in the spring of 1946, Kearney finished next to last. Dick Peterson won the half mile to provide the only conference championship for Kearney that year. Foster

decided at that time that his team would never be embarrassed again with a finish like that. 21

The next year, in 1947, the track squad finished undefeated in Nebraska competition and won the first ever conference title for the college. 22 The next spring after winning the championship the previous year, Foster printed up a bulletin to hand out to his boys. As a promotional gimmick, he entitled the bulletin "It's Fun to Run With the Champions." Of course his track athletes loved it and this immediately became a slogan for the squad. It has since become the single most publicized item connected with track and field at Kearney State College. It appears on all meet schedules, posters, brochures, and bulletins advertising meets held at the college. Newspapers picked it up and it has received quite a great deal of coverage. In 1970 Foster had the slogan printed on the squad's warm-up tee-shirts and it received more attention than ever before. 23

It remained fun to run with the champions during the years of 1947, 1948, and 1949. Doane College then fielded strong teams during 1950, 1951, and 1952, and Kearney had

21 Personal interview with Foster, August 19, 1970.
23 Personal interview with Foster, August 19, 1970.
to settle for the runner-up spot those years. During this span, Foster had to change the slogan to "It's Fun to Run With the Antelopes."

In 1953 Kearney again won the championship, and has since completely dominated the conference. Foster's teams won seventeen consecutive Nebraska College Conference championships. His teams were successful in twenty out of twenty-four attempts at conference titles.\textsuperscript{24}

While on the subject of conference championships, it should be made clear that Kearney was the largest school that competed in the conference. It's enrollment grew from a male population of forty-eight in 1945 to include 3,092 men in 1970.\textsuperscript{25} It has been said that Kearney's success in athletics was directly attributed to its larger size. There is no doubt some credence to this contention. It certainly was not a detriment to have a large male population from which to choose athletic teams.

In an effort to put things in proper perspective, however, it must be remembered that most of the other schools in the conference granted athletic scholarships and went to considerable effort in recruiting athletes. It would appear that this should have largely counterbalanced any

\textsuperscript{24}Kearney State College Official Athletic Records.

\textsuperscript{25}Letter from Doyle E. Howitt to author, June 29, 1971.
advantage that Kearney might have enjoyed because of its size.

**Relationship with NAIA**

Coach Foster has maintained a very close relationship with the National Association of Intercollegiate Athletics throughout his coaching career. He was one of the few coaches whose track and cross-country teams have participated in every track and cross-country championship since the formation of the NAIA.\(^{26}\)

His teams placed well up in the national championships on many occasions and he had the good fortune to coach several national champions and All-American performers.

In addition, he maintained a position of leadership in the organization for years. A. O. Duer commented regarding Foster's role in the NAIA:

> I have no hesitancy in stating that Charlie Foster has been one of the most loyal and dedicated leaders in the NAIA. This is evidenced by his receiving the two outstanding honors of Coach of the Year and being elected to the NAIA Hall of Fame. While his concentration of interest has been primarily in track and field, we have benefited greatly from his superior leadership in the over-all development of the NAIA over its entire history.\(^{27}\)

**Reasons for Success**

Coach Foster indeed fashioned enviable records in his

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\(^{27}\)Ibid.
coaching endeavors at Kearney. There were many factors which led to success of this nature.

Foster had a profound understanding of the techniques of the various track and field events. He had personally performed in almost every event himself, so he had a strong background which helped him become a better coach. In addition, he was able to pass this knowledge on to his athletes. His avid interest in track made him read many books and articles on track, so that he was continually up-to-date. He also encouraged his athletes to read and supplied them with books whenever they desired. They were able to increase their knowledge in this manner, and some bettered their performances as a result. 28

Foster was fortunate to maintain a good staff of assistant coaches which helped immensely with the track program. He organized practices so that there was normally a weight coach, a coach of the jumps, and someone working with the running events. If he had enough personnel on the staff he would break it down still further, so that every athlete received as much individual attention as possible. Managers also played an important role in the over-all track picture at the college. They performed functions

28Questionnaire from Ronald Wise to author, March, 1971.
PLATE NO. IV

Some of the Better Athletes of the Sixties

Steve Peratt Francis Hircock

Gary Mason Coach Foster Merlin Lawrence
"Beanie"

Ed Kester Ron Wise Martin "Tuck" Daryl Hylke
Mason Broberg Van der Wal
such as timing of runners, maintenance of the track, and care of equipment. Foster made sure his managers were well trained and did not hesitate to delegate responsibility to them. Coach Foster utilized as many as six managers and was able to keep them all busy contributing to the track program.

Another factor which led to Foster's success was that he was able to make track a team sport, and not an individual sport. Men in each event were the biggest boosters for competitors in other events. Everyone pulled together and supported one another. This created a great amount of pride and enthusiasm and led to the development of a win philosophy. As the string of championships got longer each team that came along vowed that their's would not be the team which allowed that win streak to be broken, and as it turned out, Foster was able to retire with the string of consecutive championships intact.

One thing which contributed to Foster's success as a coach was totally unplanned on his behalf. Gregg McBride commented:

I'm sure all of Charlie's former athletes fed him back good athletes after they went out to coach. I know that Charlie didn't plan it that way, but he got so wrapped up in his boys and it just happened. It worked out somewhat like a miniature farm system.29

The fact that his former athletes wanted others to attend Kearney can be construed as a compliment to Foster. They evidently had a great deal of respect for him and his programs and wanted others to have the same opportunity which they had. In his later years at the college Foster even had occasion to teach and coach some of the sons of his former students. This indicates that their regard for him did not diminish over the years.

The types of training which Foster utilized were also important factors which contributed to his success in working with runners.

In the late forties and early fifties Foster started using Fartlek training for distance runners. The term Fartlek, which is a Swedish word meaning speed play, came into existence in the 1930's when the Swedish coach Gosta Holmer wrote about his methods of training runners. The Fartlek method was carried out on a cross-country surface which was soft and springy. It utilized hard speed for approximately one mile, and was then broken down into jogging with intermittent bursts of sprints for fifty to seventy-five yards. It was Holmer's contention that running on the softer surface over a countryside passing refreshing scenery would leave the runner exhilarated and

30 Letter from Foster to author, June 25, 1971.
his attitude toward work-outs would be greatly improved.\textsuperscript{31} Foster found that the golf course and open fields surrounding Kearney were well suited for this type of training and he had good success with this system while he was coaching. It afforded an opportunity for a good work-out regardless of the weather, which can sometimes be a problem in Nebraska.

Foster began using interval training in his track program in 1957.\textsuperscript{32} This was only four years after it was introduced in the United States.\textsuperscript{33} As it is commonly used, there are five factors involved in interval training:

1. a measured flat running track
2. a distance to be repeated
3. the number of times it is run
4. the pace of the run
5. the recovery interval.\textsuperscript{34}

Foster did utilize a great deal of interval training in his work-outs. In the opinion of the writer, Foster's abilities to vary his training schedule using aspects of both Fartlek and interval training were major reasons for his development of good runners.


\textsuperscript{32}Letter from Foster to author, June 25, 1971.

\textsuperscript{33}Doherty, op. cit., p. 91.

\textsuperscript{34}Ibid., p. 87.
All of the aforementioned were factors which had an impact on the success of the track program at Kearney under Foster. They, however, are secondary to the single most important component in Foster's formula for success. The key to Foster's accomplishments in the area of track and field would have to be in his organizational abilities. He developed a detailed master practice schedule and posted on the bulletin board weekly workouts which corresponded to the master plan. (See Appendix M). All squad members were thus well informed. Each man knew exactly what his workout schedule was before he went out to practice each day, so there was no unnecessary delay for instructions. Whether the order of the day was a routine practice or the state track meet, one could be assured that Foster would be extremely organized and the event would run smoothly.

Organization of Track Meets

Perhaps one of the best examples of his organizational talents was his ability to run a large track meet. In fact, with the help of one of his graduate students, he developed a guide on the organization and administration of a track meet. (See Appendix N). Foster, in order to help promote track and field, staged almost every imaginable type of track meet. Included among the major meets which have been held at the college are the following:
In addition to those listed, Foster made the field and facilities available for duals and triangulars, as well as junior Olympic development meets.

Kearney State College, under the leadership of Foster, developed a great deal of renown and reputation for an ability to run a track meet on schedule with a minimum number of difficulties. One meet in particular, the Kearney State Invitational, developed into a spectacular two-day event which was attended annually by well over one hundred schools with upwards of sixteen hundred participants enlisted. The Kearney Daily Hub paid tribute to Foster in a discussion of his efforts on the invitational. It read:

It has grown rapidly in size and stature, thanks in large measure to the untiring efforts of Charlie Foster, Kearney State College Athletic Director and track coach.

Foster, without a peer in direction of a track meet, took over the invitational reins in 1945 and the event has grown from a list of forty-three schools to its present one hundred plus status. The success is a tribute to Foster's organizational ability and attests to his skillful handling of a major show.35

35Kearney Daily Hub, April 22, 1964.
Foster was responsible for several innovations which added to the color and the glamour of this event. Foster, in all probability borrowing from the idea of Henry F. Shulte, was responsible for the inclusion of a high school pentathlon. An invitational program included this explanation of the event:

The high school pentathlon in this meet can claim relationship with the international decathlon, held in the Olympic games. The rules concerning the high school pentathlon in the meet are as follows:

A high school boy may elect any five events from the list of track and field events. In the events selected, he must have one track event, one jump event, and one weight event. The events may be selected from the following. Track events -- 120 yard high hurdles; 220 yard dash; and 880 yard run. Field events -- discus; shot; broad jump; high jump; and pole vault.

All contestants entered in the pentathlon will wear special numbers. Each entry will compete in the meet just as he always participated. Each boy will be timed in the running events for his best effort, regardless of where he finishes in the preliminaries or finals. In all events his best effort will be recorded, regardless of where he finishes. Points for each contestant will be figured according to the "selective pentathlon" chart. Medals will be given for the first ten places. 36

Yet another unique event included on the agenda at the invitational in 1957 was the triple jump. Gregg McBride,

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36 Program: Kearney State College Invitational Track Meet, 1963.
veteran Nebraska sportswriter, commented on this event after it began to gain popularity in the state: He wrote:

... The triple jump, dignified name for the hop, step, and jump, could be the next addition to the official Nebraska prep agenda.

Charley [sic] Foster, athletic director and veteran builder of track champions at Kearney State, brought the triple jump to the attention of high school athletes when he inserted the event in the big Kearney Invitation.

Charley [sic] has seen the event added to several high school meets and also to the collegiate outdoor program.

Foster figured the hoppers, steppers, and jumpers, if they started young, might be of some help to Uncle Sam in the Olympics.37

Other promotional factors made the meet at Kearney a big success. Medals and trophies were given to individual and team winners in their respective classes. In addition, the boy with the best over all performance in each event regardless of class was presented a gold medal. Coaches of athletes who broke records at the meet were given attractive pen sets.

One innovation which Foster attempted with reference to the invitational meet failed to gain acceptance. In the early sixties Foster announced the addition of girls' events in the high jump, broad jump, and the eight pound shot put. After the announcement, Foster began to get

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criticism from throughout the country. The AAHPER and the DGWS both voiced dissatisfaction. He received several phone calls and letters which disagreed with the move. Foster thus decided to drop these events from the meet, since he did not relish being involved in the controversy.38

This experience did not change Foster's belief that girls should be allowed to compete in track and field if they so desired. In the middle sixties a few girls who were in attendance at Kearney State had an interest in track. Foster issued them equipment and allowed them to practice with the men's team. They had to pay their own way to meets they attended, but they were able to compete. Without Foster's help this would have been impossible.

Later, in 1971, the Nebraska High School Activities Association sponsored the first state track meet for girls. The director of the meet gave Foster a great deal of credit for answering a number of questions which arose concerning organization and procedure.39

The addition of a state track meet for girls was quite gratifying to Foster. He wrote of the meet:

This past spring we had the first state meet for girls held at Grand Island. It was

38Letter from Foster to author, June 25, 1971.
run on the same classification as the boys, four classes. I attended the meet and the times and marks in the field were outstanding. We have one Olympic person now in Nebraska in the discus, and I think by next year, some gal from a Nebraska high school will be on the team to Munich.40

**State Meet to Kearney.** In 1964, construction on the University of Nebraska's Memorial Stadium necessitated the shifting of the site of the state high school track and field championships. The Nebraska School Activities Association selected Kearney State College to conduct the meet. A state newspaper covered the development thusly:

> . . . Kearney State Athletic Director Charlie Foster has been selected by the NSAA as meet director and referee.

> The veteran track coach, recognized as one of the nation's top track authorities, offered the facilities of the Kearney State layout Thursday after it was announced that the state meet could not be held at the University of Nebraska.

> Kearney's success in handling major meets such as its annual high school invitational meet and the Big Ten Conference meet indicates that the state carnival can be handled there. Nearly fifteen hundred athletes competed in the two day, four class invitational meet there last weekend.41

Gregg McBride made the following observations:

> The selection of Kearney State as site of this year's Nebraska High School Track and

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40Letter from Foster to author, June 25, 1971.

41The Lincoln Star, April 27, 1964, p. 9.
Field Championships is a tribute to Charlie Foster, veteran athletic director and track coach at the school.

Foster's life has been closely associated with Nebraska track.

He has made the full cycle, successful high school athlete, college athlete, high school coach, college coach, and now supervisor of the state championships.

No living man has done more to promote track in Nebraska than Charlie Foster. Following the pattern set by the late Henry F. Shulite, Foster has preached the track gospel. His students have been missionaries spreading the word.

The annual Kearney Invitational which draws more than one hundred teams each spring is a Foster production surpassed only by the state meet in importance and attendance.

Selection of Kearney State for the meet is a wise move.

Outside of Lincoln, Kearney State has the only plant and machinery capable of running a big meet smoothly.

Most of the Kearney boys aspire to be coaches and Foster schools his helpers in the classroom. Track meets almost every weekend are the boys' laboratories.

Running track meets is old hat to Foster. He has been performing those chores for years.42

The meet staged in Kearney did draw a great deal of praise for the manner in which it was conducted. The local newspaper stated:

42Omaha World Herald, April 27, 1964.
The coaches, scribes, and officials also have naught but praise for the job meet director, Charlie Foster and his aids are doing.

Perhaps lending most credence to the touted Foster and Company finesse was the comment by chief starter for the meet, Bill Hargiss—starter of many a major track meet around the nation. Hargiss and fellow gunner E. A. Thomas issued a joint tribute in saying they had never seen a meet organized like this one. "This is the best I've seen," said Hargiss.43

In the same article, one coach was quoted as saying:

This thing is all cut and dried, and very, very efficient. The events are on time and the track is in great shape. It's really nice to be here.44

Still another mentioned that an outstanding job had been done in getting ready for the meet. He also voiced approval of the "color and attractiveness of the meet."45

An even more positive testimonial to the abilities of Foster and the Kearney people involved was the fact that the state meet has been returned to Kearney in 1966, 1967, 1968, 1969, 1970, and 1971. Pressure of coaches from Omaha and Lincoln with regard to excess travel was largely responsible for the meet's absence during 1965.46

44Ibid.
45Ibid.
It should be noted that the track meets staged at the college were greatly welcomed and appreciated by the businessmen of the city. In a sense, Foster was performing a service to the community’s economy by staging track meets which attracted large crowds of spectators and participants.

**Awards and Outstanding Achievements in Track and Field**

Mr. Foster was accorded quite a few honors as a result of his success as a track coach. He had also made some significant contributions to the sport through his leadership in the NAIA and his service on the National Federation Rules Committee.

In 1957 Foster was named the Nebraska College Coach of the Year, an honor presented annually by the *Omaha World Herald* newspaper. Foster was the first track coach to be recognized for this award. In their recognition, the *World Herald* wrote of him:

> Success of a coach may be measured in statistics—numbers of victories and championships. It may also be measured in his impact on sports through the athletes he has taught.

> By either yardstick the World Herald’s College Coach of the Year for 1957 makes a high mark. He is Charlie Foster, the Kearney Teachers track coach, athletic director, organizer, producer of championships and friend of athletes.

> Foster’s contributions to Nebraska track is difficult to estimate — but nearly impossible to exaggerate.47

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Another reporter recorded the following in another section of the paper:

Charlie Foster, Kearney Teachers athletic director and track coach, might have enjoyed great success as a salesman.

While he technically makes his living heading the college athletic program and bossing the track team his salesmanship doesn't go to waste.

Foster... is an avid booster of all sports but his enthusiasm erupts into the spirit of a sophomore once track is mentioned...

Foster's enthusiasm for track is carried over into the student body — as evidenced by the turnout of some one hundred thirty athletes for track.

Foster's teams at that time had won four straight Nebraska College Conference titles in track and had just won the first conference cross-country meet. He was chosen for this honor on the basis of these accomplishments.

Foster received many congratulatory notes after being named as a recipient of the Coach of the Year award. It seemed Ivan Kaminski exemplified the sentiments of all when he wrote:

I would like to extend my sincere congratulations to you for your recent selection as "Coach of the Year." The Omaha World Herald was most justified in their selection.

Reading the award made me feel proud to have been associated with you in my college athletic career which has helped mold my life.

Ibid.
Without your sound guidance and aggressive athletic program at Kearney State Teachers College I am sure many men would have been left weak in character and vulnerable to failure in life's struggle toward success.

Coach Foster, congratulations for work "well done!"49

In 1960 Coach Foster was named by the NAIA national awards committee to the Helm's Hall of Fame in Los Angeles because of his accomplishments as a track and field coach. Foster received the award the night preceding the national track meet that year. Foster also received a congratulatory message from the foundation and a duplicate copy of his award for the trophy case at school.50

In explanation of this award A. O. Duer, executive secretary-treasurer for the NAIA, related:

Election to the NAIA Hall of Fame is the most outstanding honor possible in the NAIA. The honoree must be of outstanding character, have exerted positive leadership worthy of national recognition, and have been a superior leader in the area in which he is honored. Charlie was placed in the Hall of Fame in track and field for his achievements as a coach.51

Foster was extremely pleased with this award and expressed his appreciation to the selection committee, the

49Letter from Ivan Kaminski to Foster, January 8, 1958.
51Letter from A. O. Duer to Foster, April 8, 1960.
NAIA, and to all those who supported him in his nomination for the honor. It remains today one of his most remembered and cherished awards.

In 1961, in conjunction with a graduate student, Foster wrote a rule book for track and field and presented it for adoption by the NAIA. A newspaper article outlined the progress of the project:

Five years ago at a national association of intercollegiate athletics meeting, Kearney State athletic director Charlie Foster proposed the possibility of several changes in track and field rules and a more appropriate balance between NAIA and NCAA (National Collegiate Athletic Association) rules.

Two years later he was asked to start working on such a project and compose a new NAIA rules book.

Since that time Foster has been formulating ideas, making changes, doing research and working on what could be the NAIA track and field rules book for 1962-63.

At the NAIA meeting in Sioux Falls, South Dakota, last spring, Foster was appointed chairman of the rules committee by Alex Francis of Fort Hays State College (Hays, Kansas), chairman of the track and field committee. He has spent many hours on changing the rules standards and making deletions and changes where needed.

According to Foster, he has "tried to combine rules of the NCAA and the NAIA in the new book. If two rules differed radically, the

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52 Letter from Foster to A. O. Duer, April 11, 1960.
53 Personal interview with Foster, August 19, 1970.
PLATE NO. V

Foster After His Election to the Hall of Fame
The final decision will be made at the NAIA meeting in Sioux Falls on June 2.\textsuperscript{54}

Although the project received a great deal of praise from A. O. Duer at the NAIA national office and from Alex Francis, chairman of the national track and field committee, the rule book was not adopted by the track coaches. It was their feeling that the addition of another national rule book would lend more toward confusion than clarification. This was a grave disappointment to Foster, as he was convinced that his rule book would add much consistancy to the rules and that it would benefit track athletes considerably.\textsuperscript{55}

As a result of Foster's interest in rules he was selected as the official representative from the NAIA to serve on the National Alliance Track and Field Rules and Records Committee. This group is sponsored by the National Federation of State High School Athletics Associations which publishes and distributes the official rule book governing high school and NAIA college track and field.

Paul E. Landis, a fellow committee member, commented concerning Foster's contributions to the rules committee:

Charlie was the representative of the NAIA

\textsuperscript{54}Undated clipping in unidentified newspaper.

\textsuperscript{55}Personal interview with Foster, August 21, 1970.
and this sometimes placed him in a rather precarious position. The NAIA was closely aligned with the AAU and there was sometimes a conflict between the AAU and the National Federation. As a result, Foster was in a difficult position but he handled himself admirably. He always cooperated to the fullest extent.

Foster was instrumental in making sure that the federation rules would be fair to those on the high school level. In our discussions comparing one rule against another he always saw to it that it was worded so that it was compatible to both high school and college participation.

He was a good listener, but when he had something to say the committee respected his opinions. His suggestions were very influential in changing other members of the committee over to his way of thinking.

Charlie was a stickler for preciseness. He was always ready to compare National Federation Rules with the rules of the International Track and Field Federation so that they met world standards.

He made many suggestions for rules changes and improvements. I don't remember all of them but I definitely recall that he made the recommendation for the use of colored lines in marking the track.56

Foster, in his report of the work accomplished by the committee in 1967 included the recommendation for use of standardized color markings to denote alleys, starting lines, finishing lines and exchange zones to aid in the administration of a meet:

1 curve stagger starting line green
2 curve stagger starting line red

4 curve stagger starting line  
100, 220, high and low hurdles start and finish  
440 yard relay exchange zones  
880 yard relay exchange zones 1 to 2  
880 yard relay exchange zones 2 to 3  
880 yard relay exchange zones 3 to 4  
one mile relay exchange zone  

blue  
white  
red  
yellow  
red  
orange

For box alleys in starting, every other line should be colored to clearly outline the full width of the alley.57

There were other favorable comments concerning Foster's service to the rules committee. Clifford Fagan, executive secretary of the National Federation wrote:

I sincerely regret that I was unable to attend all the sessions of the Track and Field Rules and Records Committee meetings this year but I am pleased with the progress it is making. We have a dedicated group of men, of which you most certainly are one, on this committee. Our executive committee feels this group is making a very valuable and definite contribution to the administration of amateur athletics and for your great help and cooperation we are extremely grateful.58

Dave Arnold, assistant executive secretary for the National Federation, sent this message of appreciation to Foster:

We are very pleased that you are a member of the National Alliance Track and Field Rules and Records Committee. Your deep understanding of what the rules committee should do is very important. The excellent memory you have concerning what has happened down through the years, is most valuable to the rules committee because you have

58Letter from Clifford B. Fagan to Foster, July 9, 1963.
always been willing to share your knowledge with the rest of us when called upon. Your many outstanding contributions and services as a member of the rules committee have done much to upgrade the rules.

We are grateful to you for your willingness to be of service in track and field matters and we shall continue to call on you for your thinking on track. 59

Recorded in the minutes of one of the NAIA track coaches association meetings was the following:

Dr. Paul Pierce, Sam Houston State, expressed appreciation of the NAIA, the Executive Committee, and the NAIA coaches to Coach Foster for the superb work he has done on the rules committee. 60

A. O. Duer briefly summarized Foster's significance to the rules committee:

Mr. Foster has rendered great service to track and field by being named by the NAIA Track Coaches Association to the Alliance Track and Field Committee for the past nine years. He has exerted tremendous influence on this committee and there have been numerous expressions of appreciation both by our NAIA coaches and those of the Alliance body. 61

The aforementioned represents ample evidence that Foster has exerted considerable influence toward the betterment of the rules governing the sport of track and field. This

59 Letter from David Arnold to Foster, July 12, 1966.

60 Minutes of Track and Field Coaches Association Meeting, June 10, 1967, p. 6.

must be regarded as one of his more significant contributions to the field of athletics.

In 1964 Foster served as the Meet Referee for the National Association of Intercollegiate Athletics track and field championships held at Sioux Falls, South Dakota. He was directly responsible for the officiating of the entire meet. If any questions or disagreements arose, it was his duty to decide on the correct course of action.62

Also in 1964 the NAIA recommended Coach Foster for the honor of serving the Department of State as a coach of several fine track athletes who were sent on a tour of Europe. The trip was sponsored by the Amateur Athletic Union of the United States and it proved to be one of the highlights of Foster's career. He wrote of his trip:

It was my good fortune to be selected as coach for a two-week summer tour of Europe with some of the world's finest track and field men from the United States.

In fact, three of the six athletes went on to win gold medals in the Olympic games at Tokoyo. This was most thrilling to me to feel that I had been a part of the final training for these fine young men.

The group included Dallas Long in the shot-put, Fred Hansen in the pole vault, Mike Larrabee and Ollan Cassell in the 400 meters, Billy Hardin in the 400-meter hurdles and Ed Caruthers in the high jump.

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62 Program: NAIA Track and Field Championships, June 5 and 6, 1964, p. 3.
Our schedule included meets in Norway, Sweden and England, against some of the best athletes Europe could offer.

We opened at Oslo, Norway before a crowd of 25,000 where Hardin ran :50.7 in the hurdles and Caruthers cleared 6-10 3/4.

Next we flew to London for a meet at the Crystal Palace Stadium, then a second meet at White City Stadium. Hardin trimmed his time to :50.3 and Larrabee and Cassel turned in times of :46.2 and :46.7 for the 400 meters.

We also crossed paths with another touring group of U.S. athletes, headed by John Camien, Gary Weisinger and Morgan Groth. Camien turned in a 4:01.2 mile.

A few days later in Stockholm, Sweden, site of the 1912 Olympics, it was "Billy Hardin Day," honoring his father who set a world record in the 400-meter hurdles in 1934, then won the Olympic title at Berlin in 1936. Billy ran :50.9 in the rain as the city of Stockholm honored him with a turnout of 20,000 for the meet.

Later, we returned to Oslo where Larrabee ran a fine :45.5 and Long tossed the shot 65-10 1/2. Hansen gave Europe a new vault mark with a 16-5 1/2 effort and Hardin clicked off a :50.4 before a crowd of 25,000.

We visited the U.S. Embassy in Oslo, where Ambassador Clifton Warthon surprised us with his track interest.

Special mention should be made of the cinder tracks in Europe which were so smooth and well maintained that they were almost perfection.

The athletes representing the U.S., I am sure, made a very good impression and helped cement good international relations. The hospitality we received in all nations was warm and cordial.
This, together with the sightseeing, good meals, and friendly atmosphere created by our hosts made the trip a memorable one for all of us.63

Shortly after returning from the European tour Foster was named to the National AAU rules sub-committee. Foster believes this appointment came about as a result of his willingness to serve as a coach of the tour.64 Nevertheless, he has thus actively participated in two of the three major governing bodies for track and field rules in the United States.

Foster also performed many other duties for the Amateur Athletic Union. He served as chairman of track and field for the midwest AAU for many years. He has been responsible for the conduct of many midwest AAU meets, and his athletes have won many AAU titles.65 One year he received the distinction of being named Honorary Referee for the Midwest AAU track and field championships held at Midland College.66 He has also served on the Midwest AAU Board of Directors for a number of years.

63Charlie Hayse Foster, "Kearney State Coach Directs Top Stars on Tour of Europe." NAIA Newsletter, XIV (Winter, 1964-65), 27.

64Personal interview with Foster, August 19, 1970.

65Ibid.

66Omaha World Herald, n.d.
PLATE NO. VI

Foster Off to Europe
On a national level, Coach Foster has served the AAU as a member of their long distance running committee and has assisted with the planning of various AAU sponsored long distance runs which are held throughout the nation.67

In 1966 the track program at Kearney received a compliment through the visit of two track coaches from foreign countries. The visitors were William Yada, Chief Sports Officer and Secretary of the Sports Council of Kenya; and Julio Ponce, National Track Coach from El Salvador in Central America. Yada was then the coach of the popular star distance runner, Kipchoge Keino. Ponce, in addition to his coaching duties, was general director of physical education for the entire country of El Salvador. This trip was sponsored by the State Department and coordinated by the NAIA.

The two observed training procedures daily, saw how meets were organized and administered, and took back with them a copy of all of Foster's work-out schedules, as well as other facets of the track program at Kearney State.68

Mr. Ponce later wrote a letter to Mr. Foster in which he expressed his sincere thanks and appreciation for all that he taught him. He indicated that he applied some of

67 Personal interview with Foster, August 19, 1970.

68 Undated clipping in unidentified newspaper.
his new found knowledge in a meet against a team from the National College of Mexico and that his athletes were quite successful. He also asked Foster's advice about the technique of a particular relay exchange. He ended by stating that he was grateful for all generosities extended to him by Mr. Foster and Kearney State College.\(^6\)

Also in 1966 Foster served on the games committee which helped in the planning of the NAIA national track meet that year.\(^7\) He performed the same function in 1967, and in that same year was selected as chairman of the 1968 games committee.\(^8\) In this position he was primarily responsible for the planning for the administration of the NAIA championships held in Albuquerque, New Mexico in June of 1968.

After the completion of the meet Foster wrote a list of suggestions for improvement of the meet and sent them to the national office in Kansas City.\(^9\) Because of his interest in having a first rate track meet, the national organization commissioned him to write a set of guidelines

\(^{6}\)Letter from Julio Ponce to Foster, December 6, 1966.

\(^{7}\)Letter from Stanley V. Wright to Grant Teaff, March 17, 1966.

\(^{8}\)Minutes of Track and Field Coaches Association Meeting, June 10, 1967.

\(^{9}\)Letter from Foster to A. O. Duer, June 10, 1968.
for the conduction of the NAIA track and field championships. He wrote the entire set of guidelines and the other members of the designated committee voiced their unanimous approval of his efforts.

At relatively the same period of time, in 1967, Foster was selected as NAIA Coach of the Year in area number three. He lost out in the final balloting for National Coach of the Year on this occasion to Bob Cole of the University of Southwestern Louisiana. However, the very next year Foster again won in area three and was then selected as the NAIA National Coach of the Year on May 30, 1968. He was only the fourth person to receive this honor.

This is the most cherished of any honor ever received by Foster. In order to be selected, one must have the highest vote total after balloting by approximately five hundred track coaches in the NAIA ranks. Since the honor was bestowed on him by his fellow coaches, Foster holds this distinction most dear.

In 1970, Coach Foster served as referee for the college division of the Drake Relays, one of the most illustrious track and field meets in the United States. This in-


74 Personal interview with Foster, August 19, 1970.

PLATE NO. VII

Foster With the Bowl

Emblematic of Coach of the Year in 1968
vitation was bestowed as an honor to Foster for his previous achievements in track and field. It was again his responsibility to make all decisions regarding disagreements or disputes. Several unique situations developed at this meet, but they were all handled smoothly by Foster and the other officials. Foster received several notes of appreciation for his functions as referee.

Edgar Musgrave, an associate at the meet, related:

A personal note of appreciation for the wonderful services which you rendered as referee of the college section at the 61st Annual Drake Relays.

L. W. Mathews, a fellow official, said:

Just a short note to let you know that I appreciated the opportunity to work closely with you this last weekend at the Drake Relays. . . . I thank you for your good counsel and for the fine job you did as referee.

Frank Sevigne, University of Nebraska track coach, wrote:

A note to thank you most sincerely for your help over in Des Moines this past weekend. We sure appreciate it greatly.

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76 Letter from Bob Ehrhart to Foster, October 7, 1969.
77 Letter from Edgar Musgrave to Foster, April 28, 1970.
78 Letter from L. W. Mathews to Foster, April 29, 1970.
79 Letter from Frank Sevigne to Foster, April 28, 1970.
One final honor from the world of track and field was bestowed on Coach Foster. When his impending retirement was learned, he was named honorary referee for the 1970 National Track and Field Championships at Billings, Montana. He had no duties to perform at the track meet, but he was presented with a key to the city of Billings and given red carpet treatment during the attendance of his last national championship as a coach.

Innovations in Track and Field

Mr. Foster possessed a very inventive mind and he was always looking for ways to improve the sport of track and field. Some of his ideas and innovations were original and were introduced into the world of track and field for the first time by Mr. Foster. Other ideas Coach Foster derived from other schools in his travels with his teams, or from reading extensively about track and field. In any case, his innovations for the most part represented a first in Nebraska and greatly improved the sport in that state.

The first year that Foster coached, in 1927, he made starting blocks out of wood in his industrial arts classes. His opponents thought that he was taking advantage of them.

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80 Program: NAIA Track and Field Finals, June 5 and 6, 1970.

81 Personal interview with Foster, August 19, 1970.
and he did not get to use them much until they became accepted later.\textsuperscript{82}

That same year starting blocks were developed by Bresnahan and Tuttle in their laboratory.\textsuperscript{83} There remained quite a controversy over the use of starting blocks for a number of years until they became standard equipment for track and field.\textsuperscript{84}

Also in his early years of coaching Foster constructed pole vaulting boxes out of wood and sunk them in the ground. Previously the vault box had been nothing but a hole dug in the ground. In later years he progressed to the use of cement because even the wood boxes had a tendency to degenerate.\textsuperscript{85}

While coaching in high school Foster devised a score card for track and field which made it possible to keep a running score during a track meet. All previous score cards had the events already typed on the sheet, and since final results do not come in any specific order, it had

\textsuperscript{82}Letter from Foster to author, May 22, 1971.


\textsuperscript{85}Letter from Foster to author, May 22, 1971.
been impossible up to that time to keep an accurate cumulative score during the running of a meet. In order to alleviate this problem, Foster merely left the list of events blank, and they were filled in as final results were reported to the scorekeeper. This offered the opportunity to know exactly what the score was at any point during a track meet. Later when Foster was at the college, his idea was adopted by the Josten's Company of Minnesota and they now produce these score cards in mass. Foster could have copyrighted his idea and sold it, but instead he chose to have it shared throughout the nation. All he received in a material sense for his efforts was a lifetime supply of the score cards from the Josten's Company.

At the college, Foster's jumpers had traditionally been bothered by bruised heels which came about after repeatedly slamming down on a hard surface during their take-off. Foster tried to devise a form of protection for the heel. After many attempts, he decided on making a plaster cast of the person's foot, and then making a fiber glass cup for the performer's heel. This worked very effectively and the use of the fiber glass heel cup has since spread throughout the nation. Here again, Foster

86Official Scorecard, Josten's Company, n.d.
87Personal interview with Foster, August 21, 1970.
could probably have patented his idea, but he had no desire to make money from the project. His only interest was that his athletes be protected so that they could perform without an injury inhibiting them.  

In 1948-49 Coach Foster constructed a hurdle which was adjustable and could be moved up and down to different heights. These have since been replaced, but at the time they were among the finest hurdles in the state.  

In the early 1950's Foster began utilizing phones to aid in the organization and administration of a track meet. Since that time he found that the use of walkie talkies was even more convenient because they allowed the officials much more mobility.  

In the middle fifties Foster was able to devise a method of pole vaulting in the college gymnasium. He attached a regular pole vaulting box to a piece of four by eight plyboard. The weight of the box and the plyboard was sufficient to anchor the box solidly enough on the floor so that his vaulters could vault very effectively in the gymnasium. Regular tumbling mats interspersed with inner tubes served as pits for both the pole vault and

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89 Ibid.
90 Ibid.
high jump. 91

Foster laid one of the first all-weather run-ways for long jumpers and pole vaulters in the state of Nebraska. At the same time he put in an all-weather apron for the high jump. Prior to this, he had already put in cement platforms for the shot put and discus. 92

One of Foster's most ingenious creations was a marker which made it possible to lime the lane lines on all nine lanes of the college's cinder track at the same time. It was a large piece of metal equipment which he had cut to the exact dimensions of the track. Rollers were placed on the ends so that they would run along the cement curb of the track. Small line markers were attached and drawn behind this apparatus so that all lines were marked simultaneously with very straight, attractive lines. Other schools with cinder tracks would do well to build a similar marker since it greatly facilitated the liming of the track. 93

Coaching Clinics

As Foster's renown and reputation in the area of track and field mounted, he began to be called on to conduct numerous coaching clinics.

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91 Ibid. 92 Ibid. 93 Ibid.
Almost every year that a district teacher's convention was held in Kearney, Foster was asked to speak on some facet of track and field, which he did willingly.

In 1963, he was commissioned by Stan Wright, chairman of the NAIA track and field clinic, to address the national coaches' clinic that year.94 Foster said he would be glad to contribute and he delivered a talk on the subject of distance running.95 That he was well accepted was evidenced by the fact that he has since been on the annual clinic's agenda for the pole vault, the high jump, and the sprints.96

Foster has also served on the program at the University of Nebraska and has spoken on a variety of topics dealing with track and field.97

In 1966 Mr. Foster and Mr. Zikmund staged a clinic at the South Dakota coaches' convention. The executive secretary of the sponsoring South Dakota High School Activities Association wrote the following letter to Kearney State President, Milton J. Hassel:

Saturday, March 26, 1966, your Charlie Foster and Al Zikmund conducted a day long track

95Letter from Foster to Stan Wright, May 10, 1963.
96Personal interview with Foster, August 19, 1970.
97Ibid.
clinic for us at Mitchell, South Dakota.

In the past we have had "name" coaches such as Bill Easton of Kansas; Fran Welch of Emporia; Frank Sevigne of Nebraska and others, and I would like to report that our 1966 clinic was the best ever.

Thank you for allowing these two fine men to come to our clinic.98

In 1968 Foster was asked to conduct a day long clinic at Pueblo, Colorado and it must be assumed that he again made the day worthwhile for those in attendance.99

Charlie Hayse Foster has indeed had an illustrious career as a coach. He coached four different varsity sports on the college level and maintained respectable records in all of them.

Track and field in the state of Nebraska and throughout the midwest has grown in stature and importance due to his efforts.

His service to the rules committee and the NAIA has improved the sports of track and field and cross-country on a nationwide basis. Track coaches and athletes throughout the nation can be thankful for various changes and innovations authored by Foster.

Foster's work within the coaching ranks must stand as one of the most significant aspects of his career.

99Personal interview with Foster, August 19, 1970.
CHAPTER IX

FOSTER'S RELATIONSHIPS WITH STUDENTS

One of the intangibles with regard to Mr. Foster's work in the area of physical education and athletics was the amount of impact he has had on the young people with whom he has been associated. There is evidence, however, that he had a great influence on the lives of many students, and that his ability to work with students was one of his greatest assets. This conclusion was drawn primarily from personal interviews and the return of questionnaires (See Appendix 0) which were circulated by the writer to former students and athletes associated with Foster. The information compiled from these interviews and questionnaires indicate that those who have been associated with Mr. Foster throughout the years have the highest respect and regard for the man. Many have expressed the utmost appreciation for what he had done for them. This chapter will attempt to formulate this conglomerate of information into some form of order so that it can be meaningful for the reader.

Milton J. Hassel, President of Kearney State College, was one who was knowledgeable of the affinity between Mr. Foster and the young men with whom he worked. He expressed
his feelings as follows:

Of course you and everyone associated with Charlie Foster are well aware of his uniqueness in the field of athletics. I have been in the school business for thirty-five years; and ten of those years have been in association with Mr. Foster.

In all my experience, I have known no one who has had more of an impact on the lives of young men than Charlie Foster. Certainly he has had tremendous records in his athletic pursuits, but I think this is secondary to the impact that he has had on the personal lives of the boys that have worked with him. I'm sure there have been many incidents where he has helped a boy get over the hump and get started in the right direction.

He has been a tremendous public relations agent for Kearney State College. As far as I am concerned this has been his greatest contribution to the college. He has brought so many fine students to our campus just because of his presence here.¹

As stated previously, in the early years that Mr. Foster worked at the college, the male student body was largely made up of returned war veterans. Foster, who had been accustomed to working with high school age youth, was suddenly called upon to work with young men well into their twenties. These men were far removed from what one might consider a typical young man in his mid-twenties. They were individuals who had endured the savagery of war, but they were fortunate enough to survive and return to this

¹Personal interview with Milton J. Hassel, December 16, 1970.
country to start a new life. They brought back with them a unique maturity coupled with a certain coarseness and crudeness. Their language particularly was straight from the battlefront. Robert D. Hauver, now a member of the physical education department at Kearney, was one of these young men returning to life as a college student during that era. He recalled the situation:

One of Coach Foster's greatest achievements in my mind was his ability to work with service-men and to help them readjust to civilian life. His second year here he had well over one hundred men out for football, and over forty were letter-men. Some were lettermen from as far back as 1939. To cope with all those different ages and the independence of these ex-servicemen was a terrific burden. These guys had only been associated with men and sometimes they would cut loose with a blue streak. Coach Foster would stop and lecture us a little bit and then we would go again.

Mr. Foster was a stickler on training rules and no one flaunted the rules. He was an example of clean living; we knew it wasn't a sham or a put on, but that it was his way of life. Through his example Coach Foster was able to help many young men become productive citizens again.2

Sidney H. Snowden, one of the first veterans to return to college, had the distinction of playing football for Coach Foster while still an active sergeant in the United States Army.3 He recalled his association with Mr. Foster:

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2Personal interview with Robert D. Hauver, December 17, 1970.

I first met him in the old gym. I was still a sergeant in the United States Infantry on terminal leave. I was enrolled in my last semester as a senior. He talked me into coming out for football. I told him I was too near-sighted to play, but he furnished me with a special helmet and gas mask glasses.

He made me give up drinking and smoking, and using army profanity. I was also lazy and hated to practice -- it reminded me of obstical courses. Sometimes he would look at me and without saying a thing, he would curl his lip and demote me on the squad.

He helped me tremendously in getting back to civilian life after five war years. I ate pheasant at his home and he took me to football games at Ansley where he had been superintendent and head coach. He treated me more as a companion than as a college student.

It must be understood that when such a diversified group was drawn together there were bound to be some differences of opinion and conflicts. Occasionally tempers flared, but it seemed that Mr. Foster was able to handle such difficult situations with just the proper touch. Sid Snowden called attention to one incident:

Before the war I had won three district golden gloves championships in the 160 and 175 pound classes. Well, there was a center on the 1945 championship team who was a loud mouth and we had a run-in in the men's dressing room. I was going to clean his plow for him but Charlie told me that it might harm the team and that I should forget about it.

Ward C. Newcomb, who had earned his degree but was

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5Ibid.
serving as an assistant in several of Foster's classes recalled:

As a returning veteran in 1946 I mainly just got in his road... 

He was able to handle youngsters of many different interests. I recall one day I was helping him with a gym class and a couple of boys started to fight. I tried to enlist them in my outfit (the U.S.M.C.). Charlie just winked at me and let it go at that.6

Arlo Gard, still another student and athlete in school during the post war era, pointed out that this had to be one of the most trying times in Coach Foster's career. The return of a number of athletes from the service who were still celebrating their good fortune in getting back to civilian life had to work an immense hardship on him. Foster's leadership was essential in helping them to adjust so that they were able to get along quite well.7

Foster himself recalled:

I look back on those years and wonder how I stood it. I was not used to a lot of profanity, but I guess I either got used to it or they quit swearing so much... 

I do have a warm spot in my heart for those years and I enjoy reminiscing about them. That was a good group of young men and they have gone on to accomplish quite a lot.8

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6Questionnaire from Ward C. Newcomb to author, January, 1971.  
7Questionnaire from Arlo Gard to author, February, 1971.  
8Personal interview with Foster, August 18, 1970.
It was apparent from the responses on the questionnaires that Mr. Foster was responsible in many circumstances for students being able to attend college. He was willing to provide that bit of encouragement or a helping hand that was essential in the determination of their future. He helped some young men decide that they should go on to college. He provided many with part-time jobs which helped defray expenses so that they were able to continue in school. Included among the returns were:

I would say it was due to Mr. Foster's guidance and encouragement that I got into the coaching and teaching profession. When I graduated from Ansley, Nebraska High School, I did not have enough money to go on to college. At that time, a high school graduate who had taken a Normal Training course, could go out and teach in the rural schools with no college training. I remember one day Foster asked me if I had a teaching position, as they were very scarce and there were many applicants. I answered that I did not have a job and he said, "Meet me tomorrow morning and I will drive you around and see if we can get a job for you." As I had no automobile of my own, I jumped at the chance. We spent all the next day driving through the countryside, visiting with rural school boards and two or three county seats and talked with the County Superintendents of Schools, trying to get a job. When we came in that night, I asked how much I owed him and he said, "Nothing. If I helped you get a job, that is pay enough for me." This is the type of person that Charlie Foster was. I am happy to report that as a result of one of those interviews, I did get a teaching position in a rural school. With the money I earned, I was able to attend college.9

I have known Coach Foster since 1948 when I was a young lad living near the college. In my early years, Coach Foster showed many kindnesses to me. I was only twelve or thirteen and he invited me to take almost every football, basketball, and track trip with the college. At that time, Mr. Foster coached all sports. The association with that quality of men stimulated an extreme interest in athletics. Eventually I chose to become educated for a teaching and coaching career.10

Mr. Foster encouraged me to attend college so that my earning ability was increased by several thousand dollars a year. This is indeed something I am grateful for. While in college he went out of his way to help find work for me. I worked at the newspaper, helped with running the swimming pool, assisted him with his bees, etcetera.11

I was broke at mid-year as a sophomore and decided to drop out and work and then return. Coach Foster arranged for a loan at one of the local banks and I was able to continue in school. He was always providing a helping hand to me in many ways. He gave me confidence in myself which is the greatest benefit anyone can receive. He also provided me with jobs when I needed extra money. I even helped him with his bees at various times.12

I started school at Peru State and after two weeks I decided that I would not continue school there. I had talked to Mr. Foster a number of times about Kearney. When I decided to change I called Mr. Foster to ask if it was too late to transfer. His answer was "no" but that I had better hurry. I left Peru and

10Questionnaire from Jack Crowley to author, February, 1971.
11Questionnaire from Glen Troyer to author, January, 1971.
12Questionnaire from Charles A. Lindley to author, January, 1971.
a fine scholarship for Kearney with exactly $32.85, no job and no room or board. When I arrived in Kearney by bus, he had made arrangements for a job at the T.B. hospital which would pay for room and board, plus additional work with the evening swimming program — as well as taking care of the physical education and athletic towels. He was a continuous strength and encouragement throughout all my educational preparation.13

Charlie knew in 1955 that I wouldn't be able to attend college without some kind of support — either in the form of grant-in-aid or a job. He got in touch with me through my coach and father (both of whom had expressed a desire to see me attend Kearney) and saw to it that I had a job in the cafeteria to help defray expenses. This was almost like a grant, as it took care of all food costs during my three years at Kearney. A lot of people kidded the athletes who worked in the cafeteria for being on the athletic payroll; but the fact is that many of us started to work as early as 5:45 a.m.

Later, Mr. Foster was my boss when he hired me as a student assistant in the athletic department. I'm sure he realized that I needed the money when he offered me the position of student assistant to the athletic director. It was also a lift to me personally to have Mr. Foster place that much faith and trust in me. I honestly believe that this job uncovered what is turning out to be my life's work — public relations, promotion, and journalism.

He also kept me tucked in as to off-campus part-time work that helped line my pockets with a little extra green stuff.14

I worked at the state hospital and seemed to have problems with the hospital administration occasionally. Mr. Foster understood young men


14Questionnaire from Donald V. Eversoll to author, February, 1971.
and could get me out of trouble by just making a phone call. I did appreciate the job he provided at the hospital as it was necessary for me to be able to attend school.\textsuperscript{15}

While an undergraduate student in need of financial assistance, Coach Foster hired me and another student to take care of his garden.\textsuperscript{16}

I recall that it was necessary for me to work to attend college. Prior to my attending Kearney Coach Foster arranged a job for me at the cafeteria for meals and expenses.\textsuperscript{17}

He made it possible for my twin brother and I to go to college by arranging for waiver of the policy that first year students on campus must stay in the dorms. My parents could have never afforded to send us to college at the same time if it was not for Mr. Foster's personal attention to this problem.\textsuperscript{18}

He helped me to find work to keep me in school. He provided me with games to officiate and work in the cafeteria so that I might earn meals.\textsuperscript{19}

It was only by luck that I ever graduated from high school. Only three of my friends graduated, out of about forty-five in my neighborhood. Before attending Kearney I went to school at Fairbury and Hastings, but I had troubles with the coaches there and this caused me to quit school for two years.

\textsuperscript{15}Questionnaire from Merlin Bachman to author, February, 1971.

\textsuperscript{16}Questionnaire from Earl E. Rademacher to author, February, 1971.

\textsuperscript{17}Questionnaire from William E. Welte to author, February, 1971.

\textsuperscript{18}Questionnaire from Larry E. Sohrweid to author, February, 1971.

\textsuperscript{19}Questionnaire from Gary I. Mason to author, January, 1971.
When I returned to school at Kearney State College Mr. Foster put down a $25.00 deposit for a dorm room. If he had not done so I would not have had one. He helped me get a counselor's job and loaned me money when I needed it. I owe Mr. Foster a lot, if it were not for him I know I never would have graduated from college.²⁰

Mr. Foster was instrumental in getting me registered when I was late. He always seemed to be of help if a job were needed (towel boy, cafeteria, officiating, etc.)²¹

Mr. Foster tried to keep small carpenter projects pushed my way so that I could earn money and gain valuable experience.²²

Once, while a freshman at Kearney State College, Mr. Foster loaned me money for a meal ticket from his personal funds when I would have had to drop from school because of a lack of money. Many times he helped me with part-time employment around the college to help meet expenses for school.²³

Foster, in his personal contacts with students and athletes, oftentimes had the opportunity to act as a counselor. He was an informal, down-to-earth person and related well to students. His door was always open and he would sit down and talk with anyone who might have a problem. If the situation merited some advice on his behalf, he would not

²⁰Questionnaire from Ronald C. Wise to author, March, 1971.
²¹Questionnaire from Robert L. Whitehouse to author, February, 1971.
²²Questionnaire from Howard Hanson to author, March, 1971.
²³Questionnaire from John Curtis to author, April, 1971.
hesitate to offer his thoughts. All in all it must be stated that he was adept at working with young people, and in many cases his assistance was highly valued. His abilities in this area included:

He was always willing to discuss the advantages and disadvantages of entering various vocations. He was willing to provide the pat on the back when needed as a young man was trying to make a decision for a vocation.24

He always took the time to talk about my personal problems. He never forgot a student and was truly concerned about each one.25

Mr. Foster was very interested in young people. He was always willing to help with a problem you might have. He was always a friend of everyone and a counselor for many.26

In my visits with Coach Foster we would discuss at length such areas as religion, family and home philosophies, national politics, business ventures (stock market) and many others.27

I worked for Mr. Foster personally for an entire summer and he gave me some off the cuff counseling which was highly beneficial to me.28

I wanted to take this occasion to write and thank you for the many opportunities you have given our son, Bill, for valuable experience

24Questionnaire from Bill Gogan to author, January, 1971.
26Questionnaire from William Hasemeyer to author, January, 1971.
27Questionnaire from Jack Crowley to author, February, 1971.
during his college years.

To you I say, "Thank you very, very much." The fact that he has had the chance to announce your games, to travel with your teams, and the association thereof has broadened the lad in many ways and will make a better teacher out of him in the years to come.

So many times in this day and age such kindness on the part of another passes unnoticed, but I take this means to tell you that Mrs. Boyd and myself both appreciate so much the interest you have shown in our Bill.29

Mr. Foster treated everyone as an equal, yet he seemed to know when one of his students or athletes needed individual counseling or guidance, on or off the field.30

He never made a promise he couldn't keep. His door was always open when I needed to talk. Once he knew you he never forgot you.31

There was one specific instance where I can remember Coach Foster helping me more than others. I was having some trouble in history and I wanted to drop the course. He pointed out that giving up in this course would only lead to giving up in other instances without putting up a fight. He reminded me that nothing really means anything unless you have to work for it.32

Anytime I had a question, no matter what the subject, he had time to talk with me.33

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29Letter from James W. Boyd to Foster, February 11, 1953.

30Questionnaire from Donald Eversoll to author, February, 1971.

31Questionnaire from Gene Armstrong to author, February, 1971.

32Questionnaire from Daryl W. Broberg to author, January, 1971.

33Questionnaire from Lawrence Timmermans to author, March, 1971.
He asked about specific problems concerning coach-athlete disagreements in an activity that was not his direct responsibility. He asked for suggestions from me as squad captain as to how a difficult situation might be rectified.34

When I was a freshman, because of a mix-up, I was never assigned an advisor. This caused me considerable anxiety so I went to Charlie for advice. It turned out to be great advice... I was a senior before anyone realized I was acting as my own advisor.35

I thought I should write and thank you for the way you treated me this year. Even though I didn't gain any points for the squad you made me feel that I belonged. Also, on graduation day, when you spoke to me you gave me that extra encouragement I needed to try and better myself.36

Not only was Mr. Foster instrumental in getting young men jobs while they were on campus and involved in athletics, but he was also very influential in seeing that many obtained good jobs when they graduated. Foster was not one who merely maintained an interest in a person until his eligibility expired. He worked hard to help his former students in their professional pursuits long after they left the campus. Several expressed an appreciation for his efforts:

I graduated in February of 1946. Mr. Foster then got me a job at West Kearney High School as the athletic director. The next fall I went to

34Questionnaire from Gary I. Mason to author, January, 1971.

35Questionnaire from Gary Mierau to author, February, 1971.

36Letter from John Swonson to Foster, June, 1967.
Iowa as a coach and history teacher. I used to send to him for plays and advice and he always took the time to answer me -- not his secretary; he responded in his own handwriting.37

Mr. Foster was of greatest help to me when it came time to look for a coaching position. He helped me immensely when I was looking for a job at mid-year. This was before Kearney started offering graduate courses so you either transferred for graduate work or found a job. Through his guidance I was fortunate enough to secure a good coaching job.38

Coach Foster has helped me to secure any job I've ever had.39

I would like to thank you for all the help you gave me the past four years. If it hadn't been for you I wouldn't have finished school and I wouldn't have a teaching job. Thank you very much.40

His word probably enabled me to become the youngest head track coach in the class "A" ranks in Nebraska.41

It would seem difficult for a person to assess the effect an individual has had on his life. The return on the circulated questionnaires emphasized that those individuals who filled out the material have deep feelings about the

38Questionnaire from William Hasemeyer to author, January, 1971.
40Letter from Gerald King to Foster, n.d.
41Questionnaire from Robert L. Whitehouse to author, January, 1971.
influence Mr. Foster has had on their lives. Their responses include:

I have always used him as a model in exemplifying the great qualities that teachers must demonstrate if they are going to train children for our society.\(^{42}\)

I feel he has provided the incentive and guidance necessary to move up in this life. He definitely had a tremendous effect on my moral life. He taught me that one cannot live a good clean life unless principles are set up to guide his life.

As a result of this man and the influence that he has had on my life, I feel hundreds and hundreds of other boys have received guidance that has affected their lives tremendously.\(^{43}\)

In my many years in the field of teaching and coaching I have used countless methods which I acquired from Coach Foster.

Coach Foster would bend over backward to help any person who was trying to make progress. In my opinion the world needs more of his type of person.\(^{44}\)

I have known Coach Foster for more than twenty years and have been associated with him rather closely for fifteen of those years. He is a man of highest ideals, dedicated to athletics and the boys he coaches. I believe that the feeling of confidence which he instilled in me by a pat on the back now and then, a good "jawing" when it was needed, and a demonstration of interest

\(^{42}\)Questionnaire from Milan B. Dady to author, January, 1971.

\(^{43}\)Questionnaire from Bill Gogan to author, January, 1971.

\(^{44}\)Questionnaire from Glen Troyer to author, January, 1971.
in me made me realize that there is a great personal value in athletics, sports competition, and team play. His philosophy that competition builds men, that athletics are a fundamental part of a college program and not something apart from it, have been most impressive to me. He has had a most important effect on athletics in Nebraska and it has been a most constructive effect.45

Mr. Foster related sport situations to situations in life and therefore prepared many of us to go into the field and do an admirable job. He always believed in giving everyone a chance. I have admired the man for what he has done for so many young men. He possessed other attributes such as organization which have been most significant in my life. If I had learned only this one thing it would have been worthwhile. Organization has been extremely important to me, both when I was coaching and now that I am in administration.46

Only a few people have made a difference in my life and Mr. Foster is one of them. He made me believe in myself at a time when I wasn't so sure. My experiences since leaving college in 1952 have helped me put people like this man in their proper perspective. Maybe some of my successes, if I've had any, have helped in some small way to repay my debts to Coach Foster.47

Mr. Foster has to be one of the most unselfish persons I've ever met. At no time did his personal wants or desires ever exceed what he wished for his athletes and students. Through all of my formal education at Kearney High, Kearney State, and Ohio State (master's), I've never known a

45Questionnaire from Dayle G. Fitzke to author, January, 1971.

46Questionnaire from William Hasemeyer to author, January, 1971.

47Questionnaire from Charles A. Lindley to author, January, 1971.
finer educator, coach, or person. 48

I believe the main area in which Coach Foster has had an effect on my life is knowing that to excel in anything you do requires hard work, dedication, and the right attitude. Since graduating from college, I have put this into effect at home and on the job. 49

Coach Foster helped me to successes in athletics in college. Much more important, however, is the help he has given me in my sporting goods business by information and suggestion. He has been understanding with my shortcomings. If everyone had his strong points it would be a wonderful world to live in. He is a great individual. 50

Mr. Foster taught me to enjoy and appreciate the value of individual endeavor in sports. I appreciate the man in many ways. I especially liked the way in which he worked with all calibers of athletes, not simply the already excellent participants. I think he was concerned with his students as whole men and not just competitors. It is a shame that there are not more like him. 51

Mr. Foster is a unique personality in all fields of endeavor. His guiding force of complete fairness and honesty is a remarkable characteristic that many of his students and colleagues attempt to duplicate in their private and professional lives. It has been my great pleasure to know and love this man for a number of different reasons, and one is continually amazed at his great insight and deep understanding of human relations and human

48 Questionnaire from Jack Crowley to author, February, 1971.


50 Questionnaire from Merlin Bachman to author, February, 1971.

51 Questionnaire from Darrel Lloyd to author, February, 1971.
interactions. Mr. Foster is still today as widely sought for his opinions and advice as he was twenty years ago. One of his greatest strengths is being able to meet and communicate with people of all ages and positions.

Mr. Foster taught that athletics cannot be separated from daily living, and that there are no shortcuts to success. Athletics require a great amount of dedication and time (both of which he gave most freely) and that if a boy is willing to pay a price there is nothing that is impossible for him. Mr. Foster was a master teacher, mostly through personal example. Even though his health has not permitted him to be a skill demonstrator, he demonstrated real values by the type of life he lived.

No man has effected my personal life more than Mr. Foster (never called Charlie by most of his former students as you will notice). Mr. Foster has been a tremendous strength to me. His moral and ethical conduct have always been of the very highest, and a young coach could not fail if he ever came close to reaching Mr. Foster's expectations.52

Charlie Foster was about ninety-five per cent responsible to seeing to it that I was able to attend college. I will never be able to thank that man enough for the many opportunities he provided me while at Kearney. Next to my father and priest, I respect him more than anyone.

He taught his athletes to endure; this I believe I have learned. He taught patience; I knew little of it prior to meeting him. He believed in ATHLETICS FOR FUN. Life isn't worthwhile unless you can enjoy it.53

Mr. Foster always made you feel that you

52Questionnaire from Doyle E. Fyfe to author, March, 1971.

53Questionnaire from Donald Eversoll to author, February, 1971.
were worth something. If you would put forth effort in what you were doing, you could be assured Mr. Foster would recognize it and help you develop further. I found through his coaching that I responded to encouragement much more readily than to criticism, and as a result I have tried to treat all my athletes the same way. I have found that boys I coach also respond much faster and positively to encouragement. 

Coach Foster, outside of my parents, has been the most influential person in my life. He taught me the value of discipline and hard work and what it can do for a person. He also taught me the value of fair play which I have passed on to others. Foster's major emphasis was whatever you do, do it well.

Although I disagreed with him on many issues, I have tried to emulate him in my coaching and teaching -- the dedication to every young man I come in contact with.

Charlie is bull-headed and very close-minded but he works at his job more conscientiously than any man I've ever known.

He is proud of the job he does and he is proud of the profession he represents. His dissatisfaction with less than the best efforts of his students and athletes is indicative of his love for the game, the competition, and the profession.

He doesn't gloat over his accomplishments because he knows that he is only an instrument of a far greater intangible force that makes for success.

I can't begin to express the influence he has had on me. I only hope that my teaching and

54Questionnaire from Gene Armstrong to author, February, 1971.

55Questionnaire from Daryl Broberg to author, February, 1971.
coaching reflect that positive influence and that others after me might pass it on as I have tried to do. 56

It's hard to sit down and evaluate a four year relationship as a student with a coach and a long relationship with the same man as a counselor, friend, and advisor. I know he watched out for me, expected something of me and I hated to disappoint him. For no other single person do I have quite so much respect. 57

Coach Foster has done more to influence me and my coaching ideas than any other person. Words really can't express my sincere feelings for the man, and I am truly appreciative for the things he's done. 58

Foster has effected my life as few others have. . . . He once made a special effort to find me and then made this comment "Get your chin off the floor Mierau, there's another race next Saturday." This caught me on the verge of quitting and was enough to help me through what turned out to be only a slump in my performance. . . .

He convinced me of the fact that if you are particular about how a job gets done you had better do it yourself. When supervising personnel I always try to keep this in mind. It prevents me from becoming disappointed with others when I have them do a job that I should have done myself. . . .

Mr. Foster even provided the inspiration for me to write an essay reflecting back on my earlier life. No one else can claim that

56 Questionnaire from Gary I. Mason to author, January, 1971.

57 Questionnaire from John Curtis to author, February, 1971.

58 Questionnaire from Robert L. Whitehouse to author, February, 1971.
It can readily be seen from the preceding information that Mr. Foster performed tasks above and beyond normal expectations in his relationships with his students and athletes. Each individual story is meaningful and adds a certain amount of insight into the man's life.

Foster was definitely a force in the lives of many with whom he came in contact throughout his professional life as an educator and coach. His proteges have in turn influenced multitudes of young men who have come under their tutelage. In this way, a small part of Foster has touched the lives of thousands of individuals.

There is really no way to judge the effect a man has had on a life. It would be accurate, however, to say that the man has done a great service for others. This can best be summed up by a quotation from one of the questionnaires:

He was truly a servant of his fellow man, for if he were paid according to the service he rendered, he would indeed be a very wealthy man.60

It was worthwhile to note that Mr. Foster's students recognized his efforts on their behalf and sought to repay him for his dedication to them. The rewards allotted him have taken a number of different forms, but each gesture

59 Questionnaire from Gary Mierau to author, February, 1971.
60 Questionnaire from Gene Armstrong to author, February, 1971.
was a highlight in Mr. Foster's life and was deeply appreciated by him.]

ROME TRIP

Nineteen-sixty proved to be a rewarding year for Mr. Foster as far as the delegation of tributes from his students for services previously performed.

The "K" club, the college's varsity letterman's club, decided upon sending Mr. Foster to the 1960 Olympics in Rome, Italy. Bill Welte, the K-club president during that year recalled the development of the project:

The Rome trip as near as I can remember was the idea of Ivan Kaminski, a former K-stater. Ivan approached me with the idea and as president of the K-club I sought the opinion of the club and other staff members and teachers as far as the backing of the program was concerned.

The opinion of all was that it was an excellent idea. We all felt that it was an expression of our appreciation for what Coach Foster had done for us.

We mailed form letters to all K-club alumni asking for donations. The reply and contributions were overwhelming. Contributions then began coming in from other than K-club members. Prior to the Olympic games we had the necessary trip fare and gave the rest of the money to Mr. Foster for expenses.]

The Kearney Daily Hub recorded Foster's reaction when the announcement of the trip was made. The article read:

61Personal interview with Foster, August 19, 1970.
62Questionnaire from Bill Welte to author, February, 1971.
Charlie Foster, athletic director and track coach for Kearney State Teachers College, received the "thrill of his life" Wednesday when informed that the college letterman's club plans to send him to the Olympic games in Rome, Italy this summer as its guest.

Will such an outstanding gesture, unique in the world of sports, repay a coach for all the hours he has spent working with boys and young men in a coaching career than spans thirty years at Nebraska high schools and Kearney State Teachers College?

Although the lettermen at the college don't believe that it would be a complete repayment, they do hope to raise enough money to send Foster to the games.

Foster, however, believes it is "a wonderful gesture and the most exciting event of my career." The K.S.T.C. athletic director said, "just the thought of going would be a thrill but the realization -- well, that is still hard to believe." He termed the announcement "a complete surprise" and said the action of the boys in arranging the trip was "something I'll never forget." . . .

No goal for the drive has been set, K-club officers emphasize, but the total cost of the trip, they believe, will be approximately $1300.

The K-club will keep a record of all donations and place a copy of the donors' names in the new field house gymnasium to be built on the Kearney campus by September, 1961. A duplicate copy will be awarded Foster.

Those individuals responsible for spearheading the drive were K-club officers Bill Welte, Larry Snell, Jim Jacobs, and George Haun. K-club sponsor Bob Hauver directed the entire program.

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63Kearney Daily Hub, February 18, 1960, p. 9.
Mr. and Mrs. Foster were thus able to make the trip abroad and take in the splendor of the Rome Olympics. It proved an exciting experience for them. It also provided Mr. Foster with an abundance of films and slides which he later utilized in teaching his classes, in his coaching, and in delivering speeches about this experience throughout the state.

FOSTER FIELD

It has been previously stated that for the most part Foster's former students have been cognizant of his worth, and they have graciously sought to repay him for his efforts. It was largely at the request of many men who had previously been associated with Foster that the college took some action to recognize the man for his contributions. The avenue which was decided upon was the naming of the track and field at Kearney in his honor.

Al Zikmund, a member of the faculty at Kearney, gave some background information about this project:

The college developed the policy under Dr. Cushing that it would be better to name something for people while they were still living. It seemed ridiculous to name something after an individual after he had passed away without ever having known the honor. It is much wiser to name buildings and areas for people while they are alive to enjoy them.65

The action of the naming of the athletic field on the

65Personal interview with Al Zikmund, December 17, 1970.
Kearney College campus as the Charlie Foster Field was taken by the Board of Education of the State Normal Schools on April 25, 1960.66

The occasion chosen for the announcement of this event was the annual high school invitational track and field meet. The college was celebrating the fiftieth anniversary of the running of the track meet and a number of festivities were planned. Many high school and college coaches, as well as two sportswriters were to be honored for helping to better Nebraska high school athletics.67 This then seemed the ideal moment to step in and honor Mr. Foster with the naming of the field.

An interesting sidelight which developed was that Mr. Foster had planned as a part of the program the honoring of President Cushing for his contributions to all education in Nebraska. President Cushing in turn was going to take the microphone and pay homage to Mr. Foster after he finished presenting awards to the coaches and sportswriters. Each had unknowingly planned to honor the other at almost precisely the same moment. Robert Hauver recalled:

It was very interesting and amusing for those of us here at the college who knew the

66Minutes of the Board of Education of State Normal Schools, April 25, 1960.

67Undated clipping in unidentified newspaper.
entire story to watch the situation develop. The week preceding the ceremony was almost comical. Each was hustling and bustling around very excited about honoring the other. It all came to a climax at the meet and I think that both were entirely flabbergasted.68

A bulletin which covered the naming of Foster Field was found in Mr. Foster's personal file at the college:

It read:

President Herbert L. Cushing announced at the Inter-High School Track Meet Saturday afternoon that action had been taken by the Board of Education of State Normal Schools at the regular meeting held at Peru, Nebraska, Monday, April 25, designating the college athletic field as Foster Field. The action was taken in recognition of Mr. Charlie H. Foster's outstanding service to the youth of Nebraska in the development of good sportsmanship and physical fitness.

... A suitable sign bearing the words "Foster Field" will be erected in an appropriate place in the very near future.69

In making the announcement, President Cushing made the following comment:

I am greatly pleased to be privileged today to convey to this group of Nebraska citizens, outstanding coaches and outstanding high school athletes, the announcement of the action taken by the Board of Education of State Normal Schools in recognizing the very great contribution which Mr. Charlie H. Foster, director of athletics and head of the division of Health and Physical Education, has made in the field of health, physical education, and

68 Personal interview with Robert D. Hauver, December 17, 1970.

69 Bulletin: Naming of Foster Field, n.d.
athletics. In connection with Mr. Foster's work at the college during his fifteen years of service, he has played the leading role in the development of one of the midwest's great high school track meets. Coaches have come to recognize the Kearney meet as outstanding in its organization and in the smoothness of its operation. This year one hundred and thirty-five high school teams are enrolled, with some fifteen hundred athletes participating.

Hundreds of successful coaches in Nebraska and throughout the nation have received their training under the direction of Mr. Foster. The action of the board of education was largely prompted by the many requests received from these men, that some fitting and appropriate recognition be awarded to the man who had contributed so much to their teaching and coaching success. The state of Nebraska, and the surrounding states, have reason to be grateful to you, Mr. Foster, for the things for which you have stood, both in the classroom and in the field of competitive sports. Congratulations! 70

Mr. Foster was very humble in his acceptance of the honor accorded him. He stated that this was one of the greatest honors of his life. He went on to mention that without the help of his staff, the student helpers, and the other people connected with athletics, the college could never have made the strides it has made towards the furtherance of athletics.

Soon after the ceremonies had ended the busy meet director was back on the track, with gun and mike in hand to be sure that every runner was given a chance to perform to the best of his ability. This type of dedication and con-

70Ibid.
PLATE NO. VIII

President Cushing and Mr. Foster
at the Naming of the Field
centration has made Charlie Foster one of the outstanding coaches in mid-America.  \footnote{The Antelope, May 6, 1960, p. 1.}

Les Livingston's comments represents a fitting tribute for a man of Coach Foster's stature:

\begin{quote}
Anyone who has put in the multitude of hours that Mr. Foster has spent out on that field working deserves to have the field named after him. I would hope that if they ever move the field that it continue to bear his name.  \footnote{Personal interview with Les Livingston, December 17, 1970.}
\end{quote}

**CHARLIE FOSTER APPRECIATION NIGHT**

Last in the line of gestures directed toward Mr. Foster in appreciation for his years of service was a dinner planned as a testimonial to him in recognition of his retirement. The dinner was held on March 21, 1970\footnote{Program: Charlie Foster Appreciation Night, March 21, 1970.} with a large crowd in attendance. Others who were unable to attend the affair made special efforts to write Coach Foster an expression of their feeling toward him.

The Charlie Foster Appreciation Night was sponsored by the K-club in recognition of twenty-five years of service to the college. Robert Hauver, sponsor of the K-club, was responsible for the majority of the planning of the gala occasion. He also served as master of ceremonies and
handled those chores admirably.  

The tribute party began with a seven p. m. dinner at The Nebraskan, a beautiful food service building on campus, and concluded with a reception line at Cushing Coliseum. A crowd of two hundred and seventy-five attended the dinner and several more joined the reception line.

Following an invocation, the tributes began with a word of welcome and a salute from Dr. Milton J. Hassel, the college president. Dr. Hassel praised Foster for his countless contributions to Kearney State's programs and for his twenty-five years of dedicated, around the clock service.

Next in line at the speaking rostrum were Foster coached athletes spanning the twenty-five years at the college. Speakers represented every five year period with the following offering glowing words of praise:

- **1945** Arlo Gard of Riverside, California (football and track)
- **1950** Robert Imming of Kearney, Nebraska (three sports star)
- **1955** Clayton Scott of Omaha, Nebraska (miler and two miler)
- **1960** Charles Bolton of Kearney State College (javelin thrower)
- **1965** Terry Gilliland of Kearney State College (hurdler)

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1970 Greg Gass, student at Kearney State College (middle distances, relays)

All praised Foster's coaching skills and interest in his athletes. Stressed by the speakers were (1) Foster's confidence in "his boys"; (2) the "win" attitude he possesses and, in turn, imparts to his charges; and (3) his ability to develop athletes from the small school ranks into full-fledged collegiate stars.77

Dr. Curt McCallister, Foster's long time friend, commented on the presentations by these former athletes:

I wish you could have been there with your tape recorder that night. You never heard such stories, some of them were hilarious, but most of them were very heartwarming. Each speaker indicated a great deal of respect for Charlie, especially the ones from the earlier years. I think it takes a while away from the college for them to appreciate his true worth.78

The highlight of the evening was the presentation of a 1970 gold Impala automobile to Foster. The car was a gift of ticket purchasers (a portion of the dinner ticket price was used for the appreciation gift), several Kearney businessmen (donations), and the K-club. Gass presented the keys to the Impala to cap the series of testimonials. A gift of such great value fully demonstrated the feeling of those in the community as well as former students and athletes toward

77Ibid.

78Personal interview with Curt McCallister, December 16, 1970.
Mr. Foster.

Although Foster was obviously greatly moved, he was able to manage several words of appreciation. He termed the years at the college happy ones for him and added that he was not yet ready to "fade away." He stated that it was a great privilege to have worked with youth as coachable as those who had and are attending Kearney State College. He pointed out that any coach's success hinged on having such fine young men in his command.

This group then moved over to the coliseum for the reception. There the K-club had arranged an awesome display of trophies earned by Foster's teams over the forty-three years of his coaching career. A grand total of two hundred and five awards were in the display that in itself spoke volumes about Foster's skills.79

One of Foster's former athletes was greatly impressed with the arrangement:

It was quite a sight to behold. You have never seen so many trophies. They had all the bleachers on one side of the gymnasium pulled out and the trophies completely covered the entire area.80

Don Briggs, publicity director for the college, recalled attempting to photograph the sight:

80 Personal interview with Francis Hircock, December 28, 1970.

I tried to take a picture from every possible angle, and it was just impossible. There was absolutely no way that a person could get all of the trophies into one shot.81

Still another factor which was significant about the dinner was that Foster-coached athletes and friends from Clay Center and Ansley shared in the night's festivities. Even though Foster had been away from those schools for many years there were still a number who remembered him and wished to be a part of honoring him at his retirement. This spoke well for the impression Foster left behind.

The testimonial dinner and the presentation of the car came as a fitting conclusion to Mr. Foster's career at the college. It must have been highly gratifying for him to have received such honors which were bestowed primarily by the students. Few teachers have the good fortune of entering retirement knowing that their work has been appreciated.

81Personal interview with Donald Briggs, December 16, 1970.
CHAPTER X

RETIREMENT AND PERSONAL LIFE IN KEARNEY

On February 17, 1961, the Board of Education of State Normal Schools updated the retirement policy regarding their teaching staff to read:

... It will be the policy of the Board of Education of State Normal Schools that all persons employed in any capacity be retired as of September first following the attainment of the age of sixty-five. That persons over the age of sixty-five may be re-employed on a year-to-year basis in a non-administrative position. No one may be employed beyond September first following attainment of age sixty-eight.¹

In 1970, Foster had reached the stated age of retirement and consequently was relieved from all of his administrative duties.

At this date, Foster's duties at the college are minimal. He is employed by the college on a year-to-year basis as a consultant to the athletic director and instructor of the sports officiating classes which he initiated some years ago.

Retirement would appear difficult after so many years of being an intricate part of a program such as Mr. Foster

¹Minutes of the Board of Education of State Normal Schools, February 17, 1961.
was with physical education and athletics at Kearney. However, as Dr. Milton J. Hassel mentioned:

For Mr. Foster to leave the campus entirely will be a real difficult task. But unlike so many other people, he's got many things that will keep him from sitting at home in a rocking chair.²

HOBBIES

As as been stated throughout, Mr. Foster does have many outside interests. Dating back to his early manhood he developed many diversified hobbies which he has continued over the years.

One of his first hobbies was that of amateur radio operation. As has been mentioned earlier, he taught this, as a sidelight, to many interested students while he was in Ansley. While at the college he did not have the time to keep active with this avocation. However, now that his professional load has been lightened considerably, he plans to spend more time in this area of endeavor.

Foster had been an avid stamp collector for some forty years. His interest began during his college days, was shared by his old friend Doc McCallister at Ansley, and Foster has since continued to add to his collection while at Kearney. He now has a very large and complete collection of a variety of stamps.

²Personal interview with Milton J. Hassel, December 16, 1970.
Also while in Ansley Foster began working with bee colonies. He started with only two or three colonies, and would sell some of the honey produced, but most of it went to his friends. Unlike his interest in amateur radio operation, Foster was able to maintain his colonies in Ansley while he was teaching at the college in Kearney. At one time in 1960, Foster had one hundred twenty-five colonies of bees which he cared for personally. Later that year when he was sent to Rome for the 1960 summer Olympics he had to dispose of most of his colonies, since he would not be able to care for them. He presently has five to ten colonies on Doc McCallister's farm near Ansley that provides an adequate amount of honey for the Foster family and friends.  

He spent a certain amount of time in Custer County working with his bees. However, on some occasions he and Doc McCallister would leave the bees and take off on a short hunting trip. They had an old farm house in the Custer County area where they would go whenever the opportunity arose. This farm house was unheated and consequently Foster and Doc would heat bricks with which to warm their beds. The following morning, after having eaten a large breakfast, they would leave for a day of hunting in the brisk

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3Personal interview with Foster, August 18, 1970.
autumn weather. Mr. Foster stated that he is hopeful that he will now have more time to engage in his hunting and fishing interests in both Custer County and on his brother's farm near Grand Island.

Shortly before his sixtieth birthday, Mr. Foster received his pilot's license. He had always been interested in flying and navigation but never had the time to develop this interest. In 1965, the federal government came out with a program for teacher education where they would pay two hundred dollars toward flying lessons for any educator who wished to learn to fly. Four individuals at the college applied and all four received the grant of money. Mr. Foster then decided that he should take the time and learn to fly. He, too, applied for the financial assistance. They turned him down, however, indicating that he was too old to take advantage of the program. This upset Mr. Foster and he, therefore, went ahead with the program paying his own fees. Foster took pride in the fact that he completed his training and received his license before the other individuals who were federally funded. One thing that helped Mr. Foster in getting his license was the background he had in amateur radio operation. He had known the basic

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4 Personal interview with Curt McCallister, December 18, 1970.

5 Personal interview with Foster, August 19, 1970.
broadcasting code for years. Therefore, while training for his pilot's license he merely had to review the code and make it applicable to aviation broadcasting.

Foster flew mostly on short trips in smaller planes such as the Cherokee 140 and Cessna 172. This was quite a feat for a man of his age and it displayed a "bulldog" determination which was a typical Foster characteristic. When he set out to accomplish something, he would not allow anything to deter his pursuit of the fulfillment of his established objective.

COMMUNITY SERVICE

Aside from these individual endeavors while at Kearney, Mr. Foster remained active in many community clubs. In 1945, he transferred his Rotary membership to Kearney from Ansley. He has been a member of Rotary in Kearney since he moved to that city and has been on its board of directors for twelve years. Foster described the services of the Rotary club in the following manner:

Rotary is an international service club. Besides doing many things on a local level, they perform services all over the world. Our club here in Kearney has paid the way for many students to attend Kearney State College. The past three years we have paid all of the expenses of three foreign students to attend a year of college in the United States. We have had a girl from Holland, one from Argentina, and this year

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6Personal interview with Foster, August 19, 1970.
one from Brazil. The girls stay at three different families throughout the year. The club pays for all college expenses.

Our club also helps finance Little League baseball, swimming projects, and have made score boards for baseball and softball league parks. Our club gives one or two scholarships each year to a needy student at Kearney State.7

Presently he is classified as a senior active member, after serving for twenty-five years in that organization.8

The first fifteen years Mr. Foster was in Kearney, he was a member of the Elks Club and served on the Elks scholarship committee and worked on the annual banquet for athletes.9

When the Foster's first moved to Kearney, he joined the Chamber of Commerce but did not remain as a member for long. This organization held its meetings during the lunch hour and since Charlie generally had classes at that time he was unable to attend the meetings. In 1964, after Foster's duties at the college had been reduced somewhat, he renewed his membership in the Kearney Chamber of Commerce. This did not go unnoticed by prominent Kearney citizens. For example, Carl Spelts, a member of the Board of Education of State Normal Schools, wrote:

I just read the recent Chamber of Commerce

8Personal interview with Foster, August 19, 1970.
9Ibid.
news letter and was delighted to see your name as a new member.

Charlie, I wish to congratulate you for making the decision to join Kearney's Chamber of Commerce. The Chamber needs and deserves your support and I'm sure that your contributions to the civic life of our community will be much appreciated and Kearney will be benefitted because of your membership.

It's people like you who make our college the excellent institution that it is and our community a better city. I'm confident that you too will benefit from this new association.10

Dr. Milton J. Hassel also sent a congratulatory message:

Congratulations on having become a member of the Kearney Chamber of Commerce!

I am happy to note the large number of staff members of our college who are interested in community development and progress. I am sure you will enjoy your relationship with the Kearney Chamber of Commerce.11

As has been mentioned previously, Foster joined the Masonic Order in 1934 while living in Ansley. He still retains his membership at the Ansley lodge and has been through all the chairs and served as Grand Master twice. It is interesting to note that Charlie's grandfather, O. B. Foster, was at one time the oldest living Master Mason in

10Letter from Carl Spelts to Foster, April 3, 1964.
11Letter from Milton J. Hassel to Foster, March 26, 1964.
the state of Nebraska, and as a result was given the Jordan Medal. This medal is given to only one man at a time and he has the honor until his death. Mr. Foster now has possession of his grandfather's keepsake.\textsuperscript{12}

After his return from the Rome Olympics in 1960, Foster was called upon by many high schools and service clubs in the area to talk about his experiences in Italy. He was always willing and eager to do this as he had collected many interesting slides, pictures, and stories to share and relate. It was just four years later in 1964 that he took the six United States track men on a European track tour for the Amateur Athletic Union. Upon his return to Kearney, he received many requests to speak about his tour, which he did most happily. On many occasions he spoke to the same schools and clubs whom he had visited when he presented his Rome lecture.\textsuperscript{13}

**PERSONAL LIFE**

Mrs. Foster was able to get a teaching job in Kearney in 1946 and continued teaching until 1952 when she took one year off to complete her master's degree. She returned to the Kearney Public Schools in 1953 and continued teaching until her retirement in 1966.

\textsuperscript{12}Letter from Foster to author, May 22, 1971.

\textsuperscript{13}Personal interview with Foster, August 19, 1970.
In the meantime, she attempted to attend as many of Mr. Foster's athletic functions as possible. Throughout the years she always maintained a great interest in the college and the activities in which her husband was involved.\textsuperscript{14} Their daughter, Arlene, graduated Cum Laude from Kearney State College. She was second in a class of over two hundred fifty with a point hour average of 3.737, after having majored in English. She later received her master's degree from the University of Michigan in Ann Arbor, and is presently serving in the capacity of guidance counselor in the Kalamazoo, Michigan school system.\textsuperscript{15}

The Fosters own quite an acreage of farm land. The largest tract of land is in North Dakota near the Canadian border. Mr. Foster does not do the actual farming, but rather rents this land to a family who maintains it and does the farming. The Fosters also own a portion of the family estate near Doniphan, Nebraska. Mr. Foster enjoyed going to the farms as frequently as possible for relaxation and hunting and is hopeful of doing more of this in the years to come.\textsuperscript{16}

Over the years Foster has been plagued with progres-\hspace{1em}

\textsuperscript{14}Personal interview with Mary Goldenstein Foster, December 18, 1970.

\textsuperscript{15}Personal interview with Foster, December 28, 1970.

\textsuperscript{16}Ibid.
sive arthritis. He recalled having some difficulty with the disease during his last years in college. He indicated that it was particularly noticeable whenever he was pole vaulting or playing football. As the years passed the arthritis continued to worsen and today Mr. Foster's walk is hampered by a slight limp. It is interesting to note that Mr. Foster's arthritis seemed to be a bigger issue with others than it did with Foster himself. This can be seen in the following comments:

Gary Mierau, a former student and athlete of Foster's wrote:

Simply seeing him climb out of the car after driving eight hours should have been an inspiration to every member of the team -- that is, to withstand pain without complaining or feeling sorry for himself.17

Sidney Snowden, also a former student and athlete of Foster's wrote:

In the later years arthritis slowed him up quite a bit. He is still sharper than a tack mentally.18

Dr. Bruce Bennett, Professor at The Ohio State University, commented:

Foster has tremendous energy, despite his difficulty in walking with his hip due

17Questionnaire from Gary Mierau to author, February, 1971.
18Questionnaire from Sidney Snowden to author, January, 1971.
to arthritis. He displays a great deal of vitality.19

Dr. Milton J. Hassel, President of Kearney State College, mentioned:

\[...\] he had a physical difficulty with arthritis for years but rose above that. I'm sure that there have been times when he was working with his boys that he was in intense pain. His tremendous interest in boys has kept him going, however, and his physical handicap has been in the background constantly.20

Foster will admit that there is some discomfort with his arthritis, but he believes that staying active is the best thing for it. The activities he was involved in were good both physically and mentally as he never took the time to let the arthritis be much of a consideration. In reality, Mr. Foster has never let this affliction become a disability or a handicap. He has never let it interfere with anything that he wanted to accomplish, and therefore it was not accorded much attention by the writer.

As can easily be seen, Foster was a man with extremely varied interests. One has to marvel at the fact that he never allowed himself to be idle and that he was responsible for a multitude of accomplishments in both his pro-

19Personal interview with Bruce L. Bennett, May 4, 1971.

fessional and personal lives. The following quotation can be said to adequately describe Foster's life:

If little labour, little be our gaines:  
Man's fortunes are according to his paines.  
Herrick—Hesperides

It is obvious that Foster labored greatly throughout his existence. As a result of his labors he reaped the benefits of a full and satisfying life.

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CHAPTER XI

SUMMARY

In this presentation of the life and contributions of Charlie Hayse Foster, effort has been made to support the belief that he is a man of highest ethics, both professional and personal; deep character, strong principles, and a possessor of strong leadership qualities. From his very first year of teaching he demonstrated in the classroom, on the athletic field, and in his personal life the highest moral values. For over forty years he energetically and willingly worked for the benefit of the youth in Nebraska. His example in leadership for future physical educators has been demonstrated in many ways.

One of his strongest characteristics was his willingness to put forth a great amount of hard work and effort in order to accomplish the task at hand. His perseverance should demonstrate that nothing is impossible if a person is willing to work hard enough to attain goals once they have been established.

Foster possessed decided organizational talents. He ran the department of physical education, his classes, his varsity athletic teams, and his personal life with the ut-
most efficiency. He was a man of extremely diversified inter-
ests. His ability to budget his time allowed him to be-
come involved in many different activities. One has to be 
impressed with the work load Foster carried while at the 
same time actively engaging in a multitude of outside in-
terests.

One of Foster's great strengths was his ability to 
relate well with people, particularly students. He was an 
unselfish granter of time, effort, and energy to anyone who 
was willing to give of themselves in an endeavor. He in-
fluenced the lives of many students and they have gone on 
to emulate him in their own professional pursuits.

In the classroom he was very demanding and exacting. 
He expected a high caliber of work production from his 
students and he was not satisfied with less. Some of the 
courses he developed could serve as an example which other 
colleges might do well to imitate.

Foster served as a coach of four different varsity 
sports on the college level and was able to maintain re-
spectable records in all of them. He made these accomplish-
ments in the absence of pressure recruitment and scholar-
ships, which is exceptional in this day and age. He was a 
firm believer in the fact that all should participate, 
and made every effort to utilize all the men on his 
squads.
Athletics in the state of Nebraska, particularly track and field, have benefitted from his interest and untiring efforts at promotion. Track and field enjoys a great deal of status in the state, largely due to the labors of Coach Foster.

His service to the rules committee and the NAIA has improved the sports of cross-country and track and field on a nationwide basis. Track coaches and athletes throughout the United States can be thankful for some of the changes and innovations brought about by Foster.

The entire image of the physical education profession could only have benefitted from having a person the stature of Charlie Hayse Foster within its ranks. He and others like him have assured physical education a prominent position in our colleges and universities and have led people to realize its necessity as an integral part of the country's educational programs.
APPENDIX A

Foster Family Genealogy
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Condensed from a Foster family genealogy done by Mrs. Ida Porter.
APPENDIX B

Grand Island High School
Final Record
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APPENDIX C

Clay Center Coaching Records
CLAY CENTER COACHING RECORDS

**Football**

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<td>1928</td>
<td>3</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>*1929</td>
<td>5</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1930</td>
<td>2</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>9</td>
<td>5</td>
</tr>
</tbody>
</table>

**Basketball**

<table>
<thead>
<tr>
<th>Year</th>
<th>1927-28</th>
<th>1928-29</th>
<th>1929-30</th>
<th>1930-31</th>
<th>1931-32</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11</td>
<td>10</td>
<td>16</td>
<td>7</td>
<td>4</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>6</td>
<td>4</td>
<td>10</td>
<td>11</td>
<td>36</td>
</tr>
</tbody>
</table>

**Track**

- 1928: Runner-up in Clay County Championships
- *1929:
- 1930: State Pentathlon Champions; Clay County Champions; and, Southern Nebraska Conference Champions
- 1931: State Pentathlon Champions; 2nd in Clay County Championships
- 1932: Clay County Champions; Southern Nebraska Conference Champions; and, 2nd in State Pentathlon

*Records incomplete or unavailable.*
APPENDIX D

Ansley Coaching Records
## ANSLEY COACHING RECORDS

### Football

<table>
<thead>
<tr>
<th>Year</th>
<th>Won</th>
<th>Lost</th>
<th>Tied</th>
</tr>
</thead>
<tbody>
<tr>
<td>1932</td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>1933</strong></td>
<td>6</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td><strong>1934</strong></td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td><strong>1935</strong></td>
<td>8</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td><strong>1936</strong></td>
<td>9</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>1937</td>
<td>7</td>
<td>2</td>
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</tr>
<tr>
<td>1938</td>
<td>3</td>
<td>2</td>
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<td>1939</td>
<td>5</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>1940</td>
<td>4</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td><strong>1941</strong></td>
<td>8</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td><strong>1942</strong></td>
<td>5</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>1943</td>
<td>1</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td><strong>1944</strong></td>
<td>6</td>
<td>2</td>
<td>0</td>
</tr>
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<td><strong>Total</strong></td>
<td>73</td>
<td>30</td>
<td>13</td>
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### Basketball

<table>
<thead>
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<th>Year</th>
<th>Won</th>
<th>Lost</th>
<th>Tied</th>
</tr>
</thead>
<tbody>
<tr>
<td>*1932-33</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>1933-34</td>
<td>12</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>1934-35</td>
<td>7</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>1935-36</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1936-37</td>
<td>15</td>
<td>5</td>
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</tr>
<tr>
<td>***1937-38</td>
<td>16</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1939-40</td>
<td>8</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>***1940-41</td>
<td>14</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>***1941-42</td>
<td>12</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>1942-43</td>
<td>9</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>1943-44</td>
<td>6</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>1944-45</td>
<td>7</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>123</td>
<td>83</td>
<td></td>
</tr>
</tbody>
</table>

*Records incomplete or unavailable
**County Champions in football
***District Champions in basketball
### Track

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1933</td>
<td>County Champions; Seven Vallies Champions</td>
</tr>
<tr>
<td>1934</td>
<td>County Champions</td>
</tr>
<tr>
<td>1935</td>
<td>County Champions; Second in Seven Vallies</td>
</tr>
<tr>
<td>1936</td>
<td>Fourth in County</td>
</tr>
<tr>
<td>1937</td>
<td>Second in County</td>
</tr>
<tr>
<td>1938</td>
<td>County Champions; District Champions; Won State Pentathlon</td>
</tr>
<tr>
<td>1939</td>
<td>Fifth in County</td>
</tr>
<tr>
<td>1940</td>
<td>Fourth in County</td>
</tr>
</tbody>
</table>

*1941*  
*1942*  
*1943*  
*1944*  
*1945*  

*Records incomplete or unavailable*
APPENDIX E

Letter From Foster To Ansley Football Team
Dear Gang:

An Arabian spent several weeks visiting in London. When he was ready to return home, they asked him what he would like to have to take back home. He was told that he could have anything that he wanted. After a moment of pause he said, "Well, you know I would like to have a couple of faucets. I think it would be wonderful to turn them on and have running hot water in Arabia".

Well, of course one needs more than just faucets. There has to be a water supply. There has to be plumbing. There must be more than just two faucets. Now then, how does this pertain to football and the Broken Bow Game? One does not obtain the best results without first planning! What good are faucets without water? What good is a ball carrier without a good blocker? What good are plays without the assignments carried out? What good is a team without co-operation?

Now as a team you are at your peak. You have grasped the fundamentals. You have drilled many hours to perfect plays and assignments. You have worked in harmony for the common goal. Until now you stand ready for the crucial game of the season. So now on the eve of the contest toward which we have been steadily working, I want to say a few words of appreciation for what you have stood for, and for what you have accomplished this season. I appreciate your interest, your ambition, your hard work, your co-operation and your spirit. I know I can depend on you to expend every effort to win this game. To both of us it will mean glory, honor, applause and a record of which we may be proud all the rest of our lives. Don't forget it takes more than a faucet, it takes every one's greatest effort, and I know I can count on you.

Block hard, tackle viciously, be alert, play clean, have lots of speed, talk it up all the time, win, lose or tie come out of the game with nothing to regret.

"Can we rise to the occasion"?

Cordially yours,

Charlie H. Foster, Coach
APPENDIX F

State Association Recognition
The Nebraska State Association for Health, Physical Education and Recreation has elected Charlie H. Foster to be a recipient of the honor award of this association in recognition of outstanding service to the profession.

Date Nov. 22, 1955

[Signature]
President
APPENDIX G

Research Study Titles
1. A Comparison of Hours & Wages of the Athletic Coach in 
Class C & B Secondary Schools in Nebraska - by Kenneth 
Richard Baker - 1957.
2. Effectiveness of Face Masks in Football - by Bill 
Shaffer - 1957.
3. Is Girl's Basketball Desirable? - by Russell L. Pope - 
1957.
4. How Intelligent Are Our High School Athletes? - by 
5. A Diversified Study of a Group of Superior High School 
6. A Report of Recreation Programs in Nebraska - by Jeptha 
7. Weight Training Schedules for Weightmen - by Doyle E. 
Fyfe - 1958.
8. Curriculum Designs of Physical Education in Class B & 
C Schools - by Dale L. Taylor - 1959.
9. The Study of the Use of the Trampoline in Nebraska High 
School Physical Education Programs - by Glenn E. Hinkle 
- 1959.
10. A Study of Interval Training Programs of Nebraska High 
School Quarter-Milers, Half-Milers, and Milers - by 
Donald Dean Dyer - 1959.
11. An Investigation of the Effects of Vitamins upon Athlet­
12. An Investigation into the Correlation Between Heart Rate 
13. A Comparison Study of Physical Education Programs in 
the Class B Schools of Nebraska - by Kenneth Larey 
Scheer - 1959.
14. A Study of Junior High School Athletics in Selected 
Public Schools of Nebraska - by Richard D. Sterup - 
1960.
15. Financing of High School Athletics - by William F. 
Giles - 1960.
16. Suggested NAIA Track and Field Rules - by Larry Wester­
buhr - 1961.
17. A Study of Minimum Requirements for Physical Education 
in the Public Schools of the United States - by William 
18. A Survey of Eight-Man Football Schools in the State of 
Nebraska - by Cecil A. Stutzman - 1961.
19. Comparison of Methods & Techniques of Training Distance 
20. A Survey of Football Mouth Protectors in Nebraska High 
Schools - by Lowell Gilliland - 1963.
22. Physical Education Program for Handicapped Students in Class A & B High Schools in Nebraska - by Bill Surface - 1963.
23. Experimental Study of Two Weight Training Programs - by Claire Boroff - 1963.
32. Legal Liabilities in the Areas of Physical Education & Athletics - by Margaret A. McMullen - 1965.
42. The Expenditures for a Track Program in Twenty High Schools in Southeastern California - by Paul E. Hendrickson - 1966.
47. An Experimental Study to Determine Whether Rope Skipping or Isotonic Weight Training Best Improves Speed, Endurance, Power & Agility in Junior High Boys - by Warren K. Camp - 1966.
49. A Study to Determine the Correlation of Selected Physical Fitness Tests and Intelligence Quotient of Sixth Grade Girls - by Ida Daniels - 1967.
52. The Organization and Administration of a Track and Field Meet - by Lawrence C. Timmermans - 1967.
56. A Study to Determine the Correlation Between Physical Fitness and Intelligence Quotient of Sixth Grade Boys - by Seldon Daniels - 1967.

The above listed research studies which have been completed since 1957 are available for use in the library or Mr. Foster's office.
APPENDIX H

Graduate Program in Physical Education
NEBRASKA STATE TEACHERS COLLEGE
Kearney, Nebraska

January 31, 1957

Dear Sir:

I am writing to you about our graduate program in physical education. Last summer we started a graduate program in physical education and made a good start; with several men and women starting their work toward a Master's Degree.

This summer we are fortunate in obtaining a member of Dr. Delbert Oberteuffer's staff from Ohio State University to help us with our program. He is Dr. Bruce Bennett, and he will teach "Tests and Measurements in Physical Education" and "History and Principles of Physical Education." Dr. Bennett is widely known in the field of physical education and his books and articles in evaluation and history of physical education are used in many colleges throughout the United States.

If you are planning on starting your graduate work or renewing your certificate, it will be to your advantage to investigate this program. We would appreciate it very much if you would tell others about the program, and you may write Dr. Leo K. Thomas, Nebraska State Teachers College, Kearney, Nebraska, for a catalogue.

On the following page I have listed the courses to be taught this summer and the requirements for a Master's Degree.

If there are any questions concerning the above information, I would be glad to answer them.

Sincerely yours,

Charlie H. Foster
Head of Physical Education Department

CHF: amh
Nebraska State Teachers College, Kearney, Nebraska, Master of Arts Degree in Education with a major in physical education.

A total of thirty-six hours is required for the Master of Arts Degree or the Master of Science Degree in Education. Nine of the thirty-six hours must be taken in a common core of education and psychology courses, fifteen hours in physical education. The other twelve hours may be selected from approved graduate courses in the field of Educational Psychology and Guidance, Teaching in the Elementary School, School Administration and Supervision or Industrial Arts.

### PHYSICAL EDUCATION

<table>
<thead>
<tr>
<th>Core Courses (9 hours)</th>
<th>Credit</th>
<th>Instructor</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education 600 Advanced Education Psychology</td>
<td>3 hours</td>
<td>Staff</td>
<td>7:00 am</td>
</tr>
<tr>
<td>Education 645 Philosophy of Education</td>
<td>3 hours</td>
<td>Dr. Thomas</td>
<td>9:00 am</td>
</tr>
<tr>
<td>Education 694 Seminar-Research</td>
<td>3 hours</td>
<td>Dr. Goetschius</td>
<td>8:00 am</td>
</tr>
</tbody>
</table>

Fifteen hours required in physical education course.

#### Required Courses (9 hours)

<table>
<thead>
<tr>
<th>Physical Education 620 Individual Studies and Seminar</th>
<th>3 hours</th>
<th>C. H. Foster</th>
<th>1:00 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical Education 630 Organization and Administration of Physical Education in Elementary and Secondary Schools</td>
<td>3 hours</td>
<td>C. H. Foster</td>
<td>8:00 am</td>
</tr>
<tr>
<td>Physical Education 640 Physiology of Exercise</td>
<td>3 hours</td>
<td>L. Copeland</td>
<td>9:00 am</td>
</tr>
</tbody>
</table>
Elective Course (6 hours)

Physical Education 600
Administration and Principles of Community Recreation 3 hours (Not offered this summer.)

Physical Education 610
History and Principles of Physical Education 3 hours Dr. Bennett 8:00 am

Physical Education 650
Safety in Physical Education and Athletics 3 hours A. Zikmund 10:00 am

Physical Education 660
Tests and Measurements in Physical Education 3 hours Dr. Bennett 7:00 am

Elective Courses (12 hours)

May be taken from the approved graduate courses.

Graduate Summer School starts June 3rd and ends July 26th. Write Dr. Leo M. Thomas at Nebraska State Teachers College, Kearney, Nebraska for a graduate catalogue.
APPENDIX I

Final Draft of Cushing Coliseum
APPENDIX J

Kearney Football Records
## Football Records

### 1945

<table>
<thead>
<tr>
<th>Kearney</th>
<th>30</th>
<th>Hastings</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kearney</td>
<td>27</td>
<td>Midland</td>
<td>0</td>
</tr>
<tr>
<td>Kearney</td>
<td>33</td>
<td>Nebraska Wesleyan</td>
<td>6</td>
</tr>
<tr>
<td>Kearney</td>
<td>21</td>
<td>Chadron</td>
<td>6</td>
</tr>
<tr>
<td>Kearney</td>
<td>12</td>
<td>Doane</td>
<td>18</td>
</tr>
<tr>
<td>Kearney</td>
<td>12</td>
<td>Wayne</td>
<td>7</td>
</tr>
<tr>
<td>Kearney</td>
<td>19</td>
<td>Midland (Forfeit)</td>
<td></td>
</tr>
<tr>
<td>Kearney</td>
<td></td>
<td>Chadron</td>
<td>0</td>
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</table>

Record: 7-1
"Mythical" state champions

### 1946

<table>
<thead>
<tr>
<th>Kearney</th>
<th>16</th>
<th>York</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Kearney</td>
<td>7</td>
<td>Hastings</td>
<td>0</td>
</tr>
<tr>
<td>Kearney</td>
<td>14</td>
<td>Chadron</td>
<td>0</td>
</tr>
<tr>
<td>Kearney</td>
<td>6</td>
<td>Wesleyan</td>
<td>6</td>
</tr>
<tr>
<td>Kearney</td>
<td>32</td>
<td>Sterling College</td>
<td>0</td>
</tr>
<tr>
<td>Kearney</td>
<td>7</td>
<td>Doane</td>
<td>13</td>
</tr>
<tr>
<td>Kearney</td>
<td>14</td>
<td>Wayne</td>
<td>12</td>
</tr>
<tr>
<td>Kearney</td>
<td>20</td>
<td>Peru</td>
<td>12</td>
</tr>
<tr>
<td>Kearney</td>
<td>0</td>
<td>Midland</td>
<td>6</td>
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Record: 6-2-1

### 1947

<table>
<thead>
<tr>
<th>Kearney</th>
<th>26</th>
<th>York</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Kearney</td>
<td>24</td>
<td>Hastings</td>
<td>7</td>
</tr>
<tr>
<td>Kearney</td>
<td>6</td>
<td>Chadron</td>
<td>7</td>
</tr>
<tr>
<td>Kearney</td>
<td>0</td>
<td>Wesleyan</td>
<td>13</td>
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<td>0</td>
<td>Doane</td>
<td>3</td>
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<td>Wayne</td>
<td>0</td>
</tr>
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<td>Kearney</td>
<td>14</td>
<td>Peru</td>
<td>6</td>
</tr>
<tr>
<td>Kearney</td>
<td>0</td>
<td>Midland</td>
<td>0</td>
</tr>
<tr>
<td>Kearney</td>
<td>27</td>
<td>8th Air Force</td>
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Record: 6-3-1
### 1948

<table>
<thead>
<tr>
<th>Kearney</th>
<th>Result</th>
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<tbody>
<tr>
<td>33</td>
<td></td>
<td>Black Hills Teachers</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Hastings</td>
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<tr>
<td>7</td>
<td></td>
<td>Chadron</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Wesleyan</td>
</tr>
<tr>
<td>32</td>
<td></td>
<td>Omaha University</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Doane</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Wayne</td>
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<tr>
<td>21</td>
<td></td>
<td>Peru (Cancelled)</td>
</tr>
<tr>
<td>21</td>
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<td>Midland</td>
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Record: 5-3

### 1949

<table>
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<td>26</td>
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<td>Black Hills Teachers</td>
</tr>
<tr>
<td>19</td>
<td></td>
<td>N.W. Oklahoma State</td>
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<tr>
<td>7</td>
<td></td>
<td>Chadron</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>Wesleyan</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Hastings</td>
</tr>
<tr>
<td>0</td>
<td></td>
<td>Doane</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Wayne</td>
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<tr>
<td>34</td>
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<td>Peru</td>
</tr>
<tr>
<td>50</td>
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<td>Midland</td>
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Record: 5-3-1

### 1950

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<thead>
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<td>25</td>
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<td>Bethany, Kansas</td>
</tr>
<tr>
<td>31</td>
<td></td>
<td>York</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Hastings</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Wesleyan</td>
</tr>
<tr>
<td>21</td>
<td></td>
<td>Midland</td>
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<tr>
<td>6</td>
<td></td>
<td>Peru</td>
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<td></td>
<td>Chadron</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Doane</td>
</tr>
</tbody>
</table>

Record: 4-5
### 1951

- Kearney 20 vs. Friends of Kansas 19
- Kearney 7 vs. Hastings 21
- Kearney 20 vs. Wesleyan 19
- Kearney 21 vs. Midland 13
- Kearney 19 vs. Peru 14
- Kearney 20 vs. Wayne 26
- Kearney 14 vs. Chadron 12
- Kearney 19 vs. Doane 46

**Record:** 5-3

### 1952

- Kearney 31 vs. Graceland of Iowa 0
- Kearney 21 vs. Midland 6
- Kearney 0 vs. Hastings 19
- Kearney 10 vs. Chadron 0
- Kearney 37 vs. Wayne 7
- Kearney 7 vs. Wesleyan 20
- Kearney 0 vs. Doane 7
- Kearney 7 vs. Peru 13
- Kearney 19 vs. Emporia, Kansas 7

**Record:** 5-4

**Over-All Record:** 43-24-3

Compiled from Official Kearney State College Athletic Records.
APPENDIX K

Kearney Basketball Records
# Basketball Records

## 1945-46

<table>
<thead>
<tr>
<th>Kearney</th>
<th>Score</th>
<th>Opponent</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kearney</td>
<td>44</td>
<td>Midland</td>
<td>71</td>
</tr>
<tr>
<td>Kearney</td>
<td>83</td>
<td>Fort Hays, Kansas</td>
<td>49</td>
</tr>
<tr>
<td>Kearney</td>
<td>45</td>
<td>York</td>
<td>42</td>
</tr>
<tr>
<td>Kearney</td>
<td>37</td>
<td>Doane</td>
<td>42</td>
</tr>
<tr>
<td>Kearney</td>
<td>29</td>
<td>Chadron</td>
<td>72</td>
</tr>
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Compiled from Kearney State College Official Athletic Records.
APPENDIX L

Kearney Cross Country Records
### RESULTS OF N.C.C. CROSS-COUNTRY MEETS

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Compiled from Kearney State College Official Athletic Records.
APPENDIX M

Master Practice Schedule
MASTER PRACTICE SCHEDULE FOR ALL RUNNERS AND HURDLERS

1. Jog
   a. 440 yds.
   b. 880 yds.
   c. 3/4 mile
   d. mile
   e. 15 minutes
   f. 20 minutes

2. Warm-up, Stretching and Calisthenics, (check with me as to the kind)

3. Body Building Exercises
   Check with Mr. Bolton

4. Weight Training
   Check with Mr. Bolton

5. Pick-ups of 30-60 yards

6. Starts
   a. 30-50 yards
   b. Over HH or LH or IH

7. Low or Intermediate Hurdles
   a. 100 LH
   b. 440 IH
   c. Work on 3 or 4 hurdles
      30 minutes

8. High Hurdles
   a. 75 HH
   b. 120 HH
   c. Work on 3 or 4 hurdles
      30 minutes

9. Sprints or runs
   a. 50 yds.
   b. 75 yds.
   c. 100 yds.
   d. 220 yds.

10. Relay work, passing the baton, etc.
11. Pre-meet work out
   a. Jogging and loosening up
   b. Rest and get ready

12. Repeat 110's
   a. 14 seconds
   b. 16 seconds
   c. 18 seconds
   d. 20 seconds
   e. Specific time

13. Repeat 220's
   a. 25 seconds
   b. 26 seconds
   c. 27 seconds
   d. 28 seconds
   e. 30 seconds
   f. Specific time

14. Repeat 330's
   a. 36 seconds
   b. 38 seconds
   c. 40 seconds
   d. 42 seconds
   e. 44 seconds
   f. 46 seconds
   g. Specific time

15. Repeat 440's
   a. 60 sec. (4 min. mile)
   b. 65 sec. (4:20 mile)
   c. 70 sec. (4:40 mile)
   d. 75 sec. (5 min. mile)

16. Repeat 660's
   a. 1:35
   b. 1:38
   c. 1:40
   d. 1:45
   e. 1:50
   f. Specific time

17. Repeat 880's
   a. 2:10
   b. 2:14
   c. 2:16
   d. 2:20
   e. 2:24
   f. Specific time
18. Repeat 3/4's
   a. 3:15
   b. 3:20
   c. 3:25
   d. 3:30
   e. 3:35
   f. 3:40
   g. Specific time

19. Fartlek
   a. 3-5 miles
   b. 6-8 miles
   c. 10-12 miles
   d. Specific time and distance

20. Number of Repeats
   a. 4
   b. 6
   c. 8
   d. 10
   e. 12
   f. Specific number

21. Interval between Repeats
   a. 1 min.
   b. 2 min.
   c. 3 min.
   d. 4 min.
   e. 5 min.
   f. Specific time by coach

22. Warm-down 10-15 Min.
    before you shower
MASTER PRACTICE SCHEDULE FOR ALL FIELD EVENTS

Weights

1. Jog
   a. 440 yards
   b. 880 yards
   c. mile

2. Warm-up, stretching
   Calisthenics and short sprints

3. Form Work
   a. Shot
   b. Discus
   c. Javelin

4. Rope-Climbing

5. Weight Training
   Check with Mr. Bolton

6. Sprinting
   a. Specific distance

7. Hard Puts and Throws
   a. Specific number

8. Warm down before showers

9. Pre-Meet Work-out or Rest and Get Ready

Pole Vault

1. Jog
   a. 440 yards
   b. 880 yards

2. Calisthenics, stretching
   and short sprints

3. Rope-Climbing

4. Weight Training
   Check with Mr. Bolton
5. **Hurdling**
6. **Sprinting with the pole**
7. **Sprinting**
   a. **Specific distances**
8. **Step or check work**
9. **Form Vaulting**
10. **Vault for Height**
11. **Pre-Meet Workout or Rest**
12. **Warm-down after work-out**

**High Jump**
1. **Jog**
   a. 440 yards
   b. 880 yards
2. **Calisthenics, stretching, etc.**
3. **Pop-Ups after the last two steps.**
4. **Form Work**
5. **Jump for Height**
6. **Weight Training and Body Building Exercises**
   Check with Mr. Bolton
7. **Skipping** (Specific time or distance)
8. **Sprinting**
   a. **Specific distances**
9. **Pre-meet workout or rest or get ready**
10. **Warm down before showers**

**Long Jump and Triple Jump**
1. **Jog**
   a. 440 yards
   b. 880 yards
2. **Calisthenics, stretching and short sprints**

3. Body building exercises with weight training
   Check with Mr. Bolton

4. **Sprinting specific distances**

5. Check or step work

6. **Pop-ups, without the use of the board**

7. Form work, easy jumps

8. **Jump for distance**

9. **Triple-jumpers, work on hops and steps for specific distances**

10. **Pre-meet workout** or rest and get ready

11. **Warm-down after workout**
PRACTICE SCHEDULE - JAN. 26-30, 1970

Mile - 2 mile

Mon.  19a-22
Tues.  1f-2-17e-20a-21d-22
Wed.  1f-2-16c-20a-21d-22
Thurs.  1f-2-15c-20f-21c-22
Fri.  1f-2-Run thru a mile or 2 mile-22

880-440

Mon.  19a-2-22
Tues.  1f-16c-20a-21d-22
Wed.  1f-2-13d-20e-21e-22
Thurs.  1f-2-9e-20e-21c-22
Fri.  1e-2-Run thru a 440 or 880-22

Sprints (75-220)

Mon.  1e-2-13a-20a-21d-22
Tues.  1e-2-6a-5-22
Wed.  1e-2-12c-20f-21c-10-22
Thurs.  1e-2-13e-20a-22 You may omit some 220's and
Fri.  make some tape finishes
     1e-2-Run thru a 75 and 220-22

Hurdles

Mon.  1e-2-13d-20a-21d-6b-22
Tues.  1e-2-5-20b-8c-22
Wed.  1e-2-7c-8c-22
Thurs.  1e-2-13d-20a-21c-22
Fri.  1e-2-Run thru a set of 75 high hurdles and
     100 low hurdles

Shot

Mon.  1b-2-3a-5-6-8
Tues.  1a-2-3a-5-6-8
Wed.  1b-2-3a-7-5-8
Thurs.  1b-2-3a-5-8
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Sat. and Sun. Fartlek workout on your own. The field house will be open. South Dakota University, February 7, 1970.
APPENDIX N

Organization and Administration of a Track and Field Meet
THE ORGANIZATION AND ADMINISTRATION
OF A TRACK AND FIELD MEET

I
OFFICIALS

GAMES COMMITTEE.

The games committee should include three to five individuals and the meet director. These individuals can be obtained from the coaching staff, other school personnel or interested community people. It is very important in selecting a games committee that the individuals should have an adequate knowledge of the events and a keen interest in the sport. They must also be willing to devote an adequate amount of time of setting up a smoothly functional organization.

The games committee is responsible for the following:
1. Start plans for the meet far in advance, four to six months.
2. Secure sanction for the meet from the proper authority.
3. Make sure that the track is available and there are no conflicting programs for this date.
4. Select and contact officials for their respective posts.
5. Order in advance (at least two months) the ribbons, medals, and trophies to be awarded and arrange for their presentation.
6. Send out (one to two months in advance of the meet) entry blanks to the teams competing. Require the Track Coach to return the entries, with their participants and best performance listed, two weeks before the meet.
7. Set up the events at this time. (This procedure will be discussed later in the study.)

REFEREE.

The referee is the official directly in charge of activities during a meet. The referee has the final authority in deciding all questions relative to the meet. The referee makes the decisions on questions which are not specifically connected with other officials and also has the power to disqualify a competitor if his actions warrants it. The
referee should remain in close contact with all other officials during the meet to make certain the meet progresses smoothly and properly.

STARTER.

The starter has control over the competitors at the start of all races. It is the starter's responsibility to give all instructions concerning the rules of the race and for starting the race promptly after the competitors have been assigned their positions on the track.

The starter should stand five to ten yards in front of the starting line, and to one side of the track. In giving the commands, the starter should watch the shoulders of the contestants. The starter should consider the spectators and especially the timers who must see the flash from the pistol in order to start their watches.

The starter should use the following commands:
1. "Remove sweat clothes" 4. "Go to your marks"
2. "Timers and judges ready" 5. "Set"

An assistant starter is recommended for "staggered" starts where it is difficult for one starter to observe all runners and when there are nine lanes in the 100 and high hurdles.

THE CLERK OF THE COURSE.

It is the duty of the clerk of the course to see that the running events are run smoothly and timely. Generally several are needed and they should require the contestants to report at least five minutes before their heat or race and should instruct them of their heat, lane, number of qualifiers or places to be scored and other procedures. The clerk of the course should have them ready to walk on the track as soon as the preceding competitors have left their blocks or finished their race.

The clerk of the course should not allow a delay in starting a race because a competitor is missing. A track event has preference over a field event in case a competitor is participating in both.

THE HEAD INSPECTOR.

The head inspector is responsible for any infractions or
irregularities during the running of a race. If any are noted the head inspector will report them to the referee who will make the decision. There should be at least three assistant inspectors around the track for this purpose.

THE SCORER.

The scorer shall keep a record of the starters, point winners and an up-to-date score of the meet.

THE MARSHAL.

It is the marshall's responsibility to keep the grounds clear of all persons except officials, contestants and others who have permits to be on the field.

JUDGES OF THE FINISH.

Besides the head judge there shall be two judges assigned to each place to be picked, and they should be placed on opposite sides of the track. The judges should pick one more place than the number of places to be scored.

At the end of each race the judges shall write the number of the individual or lane picked on a card and hand the card to the head judge. The decision of a judge picking the higher scoring place shall overrule the decision of a judge picking a lower scoring place. It is also advisable to have a judge pick the last two or three runners from the back in all races up through the 440 yard dash in order to help the other judges.

If the judges are unable to determine the order of finish, the head judge shall place the runner in the position in which he saw him finish.

TIMERS.

A head timer and two assistant timers are required for each event. For races run against time, additional timers will be needed. For the benefit of the coaches and contestants it is recommended that two additional timers for each place to be scored should be used.

In timing first place with three watches, if two of the three watches agree this is the official time. If none agrees, the watch showing the middle time is the official time.
THE HEAD FIELD JUDGE.

This judge has jurisdiction over all of the field events and their proper procedure. It is the duty of the head field judge to weigh and mark all implements used by contestants if they are not furnished by the games committee.

If the implements do not meet the proper specifications, they should be kept by the head field judge until the completion of the meet.

II
FIELD EVENT JUDGES

JUDGES OF THE POLE VAULT.

The head judge of the pole vault is in charge of the procedure of this event. The head judge shall have a record sheet which will have the competitors name and order of competing. This order and the starting height of the competition, plus each succeeding height of the bar, is prepared in advance by the games committee.

The implements needed during the competition of this event will include a tape measure, a step ladder, two bar replacing forks, a broom and an extra cross bar.

In replacing the bar it should always be replaced with the same side down. To make sure of this, one side of the bar should be marked.

The only official measurement needed in the pole vault is the winning height. If there is a record involved, the height of the bar then should be measured before and after each trial for the record. In measuring the height of the bar, the zero end of the tape should be held directly under the bar on the runway. The head judge shall take the reading at the top edge of the bar to the lowest quarter inch and should use a level to make certain the tape is vertical.

Regulations that the contestants should be informed of before the event begins are those that constitute a trial. It counts as a trial if the competitor knocks the bar off or causes it to be knocked off by his pole hitting the bar or hitting an upright standard. It is also a trial if the competitor leaves the ground in an attempt, passes under the bar, crosses the line of the bar extended or allows any part of the pole to touch the ground or landing pit beyond
the plane of the stopboard. The competitor may not allow his pole to fall into the pit after he has vaulted or it is also a trial.

A competitor does not have to compete at each height of the bar if he desires not to. The competitor may also pass a height after vaulting once or twice but any time he has three misses in a row he is eliminated.

The head judge should have three assistants. Their duties are to replace the bar and to catch the contestants pole as it falls away from the pit during a try. For safety reasons, the runway should be kept clean of all foreign material, especially at the take-off area.

**JUDGES OF THE HIGH JUMP.**

The head judge of the high jump should have a record sheet which contains each competitor's name and order of competing. This order and the starting height of the competition, plus each succeeding height of the bar, is prepared in advance by the games committee.

The head judge should be provided with a tape measure and a broom to keep the take-off area clear of all foreign material.

The measuring procedure for the high jump is the same as in the pole vault. Because of the simplicity involved the head judge should measure each new height.

A competitor may attempt to clear the bar in any manner, provided he jumps from one foot and that his entire body clears the bar. It counts as a trial if the competitor knocks the bar off, goes under the bar, crosses the line of the bar extended or leaves the ground in an attempt.

The head judge should have two assistants to help him in this event.

**JUDGES OF THE LONG AND TRIPLE JUMPS.**

The head judge should have a record sheet which contains each competitors name and order of competing. This order is prepared in advance by the games committee. So as not to delay the event and the meet it is recommended that the judge allow the contestants to jump anytime they are ready and set a time limit as to when the preliminaries must be completed.
The head judge should be provided with a tape measure, two rakes, a leveling board and a broom.

In measuring a jump the judges should hold the measuring tape at right angles to the edge of the board nearest the pit. The zero end with a pin in the loop should be held at the spot where the competitor broke ground nearest to the scratch line so that the reading is made at the take-off board. The measurement should be read to the lowest quarter inch.

It counts as a trial if any part of the jumper's shoe extends over the scratch line or edge of the board. It is also a trial if a competitor runs across the scratch line or the scratch line extended. The competitor is not allowed to have any markers in the pit or on the runway.

The head judge should have four assistants. Their duties are to keep the pit level with the runway at all times and to hold the tape so the head judge can take the reading after each fair trial.

Each jumper is allowed four trials in the preliminaries. After the preliminaries have been completed the jumpers with the longest jumps advance to the finals. This would include one more jumper than the number of places being scored. Their jumping order in the finals is the reverse of their best efforts. The finalist with the shortest jump would begin and the other jumpers would follow in this order. Each jumper is allowed three trials in the finals and the jumper with the best jump of all taken, preliminaries or finals, is the winner.

**JUDGES OF THE SHOT PUT.**

The head judge should have a record sheet which contains each competitor's name and order of competing. This order is prepared in advance by the games committee.

The head judge should be provided with a tape measure, rake and broom.

In measuring a put, the zero end with a pin in the loop is held at the nearest edge of the first mark made by the shot. The tape is then run over the top of the stopboard to the middle of the circle. The measurement is recorded at the inside edge of the stopboard and to the lowest quarter inch.
For a fair put it must be made from the circle. It is a foul and a trial if the competitor, after stepping into the circle and starting his put, touches the top of the marking band or line or the ground outside the band or the top of the stopboard. It is also a foul if the competitor, after completing his put, does not leave from the back of the circle.

The number of trials and procedure followed to find a winner in the shot is identical to the long jump explained previously in the study.

The head judge should have four assistants. Their duties are to measure each fair put, roll the shot out of the putting area, and keep the putting area level.

**JUDGES OF THE DISCUS THROW**

The head judge should have a record sheet which contains each competitor's name and order of competing. This order is prepared in advance by the games committee.

The head judge should be provided with a tape measure and broom.

In measuring a throw, the zero end of the tape with a pin in the loop is held at the nearest edge of the first mark made by the discus to the point of the circle circumference or the inside of the band or line nearest such mark. The tape should pass through the middle of the circle before a reading is taken and the measurement is recorded to the lowest full inch.

For a fair throw it must be made from the circle. It is a foul and a trial if the competitor, after stepping into the circle and starting his throw, touches the top of the marking band or line or the ground outside the band or line. It is also a foul if the competitor, after completing his throw, does not leave from the back half of the circle.

The number of trials and procedure followed to find a winner in the discus throw is identical to the long jump explained previously in the study.

The head judge should have four assistants. Their duties are to measure each fair throw, return each discus out of the throwing area and help find the original mark made by the discus so it can be measured.
JUDGES OF THE JAVELIN THROW

The head judge should have a tape measure and record sheet which contains each competitor's name and order of competing. This order is prepared in advance by the games committee.

In measuring a throw, the zero end of the tape with a pin in the loop is held at the nearest edge of the first mark made by the point of the javelin to the point of the inside edge of the circumference of the arc nearest such mark. The tape should pass back to the radius of twenty-six feet three inches before the reading is taken and the measurement is then recorded to the lowest full inch.

For a fair throw it must be made from behind the scratch line arc. It is a foul and a trial if the competitor touches on or over either of the runway lines or on or over the scratch line arc before his throw is marked. The competitor cannot make a 360 degree turn in his delivery of the javelin and the point must break dirt before the throw is allowed. If the javelin would break while in flight, the competitor would receive another trial and that trial would be counted.

The number of trials and procedure followed to find a winner in the javelin throw is identical to the long jump explained previously in this study.

The head judge should have four assistants. Their duties are to measure each fair throw, return each javelin out of the throwing area and help find the original mark made by the point of the javelin so it can be measured.

It is recommended that each put or throw in the shot put, discus and javelin be measured at the time it is put or thrown. It is also recommended that in the shot put, discus, javelin, long jump and triple jump, whenever the number of competitors is large, the contestants be divided into flights of four or six athletes. Each flight will take two trials or complete all four preliminary trials before the succeeding flight is called up.

III
OTHER PERSONNEL

Having enough workers is the secret to conducting a successful track and field meet. Besides those already mentioned in the study, there is a need for additional personnel. These individuals are also a must:
IV

RUNNING EVENTS

PRELIMINARIES

Preliminaries will depend upon the number of lanes that the track has and the number of places to be scored. In setting up preliminary heats find out how many heats will be needed by dividing the number of lanes on the track into the total number of participants for that event. List the individuals in order by their times with the best time first. Place the runner with the fastest time in heat one and in the middle lane. The runner with the next best time in the middle lane of heat two and so on until one individual has been placed in each heat. Place the runner with the next best time in the last heat used and in the lane next to the individual already placed, one side or the other, and continue back to heat one.

Use this back and forth procedure until each individual has an assigned lane. It is recommended that one use heat winners and at least the second place finisher in each preliminary heat in qualifying for the finals. If semi-finals are to be run, use the same procedure and if possible add the third and fourth place finisher. Always have at least one more runner than the number of places scored in the finals. That is, if the meet is scored on a 6-4-3-2-1 basis, have at least six runners in the finals. This procedure should be used in the 100, 220, high hurdles, low hurdles and also the 440 if one is to run preliminaries in this event. It is not recommended that you select your finalist from the best times in the preliminaries.

FINALS

In a one day meet it is recommended that the 440 yard dash be run against time and to serve as finals. Place the runners by time, with the fastest times in heat one and continue on in this manner in each additional heat needed. In each heat place the fastest time in lane three and follow with lane four, five, one, two, six, seven and eight. If preliminaries are to be run in the 440 yard dash use the same procedure given above and previously discussed.
The 880 yard run, mile run, and two mile run are run against time and are finals. In these events, the accepted practice is to run the contestants in alleys. An alley consists of two lanes and are measured for a one curve stagger. It is advisable to mark lines, two, four, six and eight with colored chalk so the alleys can be easily identified. Lines one, three, five and seven should be marked with white chalk. There should also be a line across the track at the end of the first curve or at the start of the straightaway. Flags at each end of this line are also helpful to the runners so they know when it is permissible to cut for the pole.

In the 880 yard run, when it has been necessary for more than one heat, the practice has been to run the slower heat first. It is recommended here that the fastest heat be run first. This is done so as to help expedite the meet and make it easier for the timers. If this practice is followed, then only those individuals that have a faster time than runners in the first heat have to be recorded.

In the 880 yard run it is recommended that you place three runners in each alley. If it is possible to have just one heat by placing four in each alley, then do so.

In the mile run and two mile run it is recommended that one place four and five runners in an alley respectively. If five runners are placed in an alley, it is advisable to place them in two rows, three in front and two in back. In these two events, if at all possible, run only one heat.

The directions for these events, and all running events, should be given by the clerk of the course before the runners enter the track. The clerk should inform them of the regulations for running in alleys, that is, runners may cut for the pole as they enter the back straightaway and runners may pass in their alley and cut for the alley line if they are one running stride ahead. The clerk of the course should also inform the starter if all runners use an upright standing stance. If they do so, only one command should be given, "runners set," and the report of the gun.

RELAYS

The relays to be run will be set up by the games committee. Relays shall be run against time with the fastest recorded times in one heat and the heats divided equally among the teams entered.
The exception to this policy is when the results of the relay may change the outcome of the meet. If this is possible it is recommended that the relays of the teams involved be placed in the same heat.

It is recommended that relays of 880 yards or less be run in lanes the entire distance.

In the mile relay the first runners shall run their entire distance in lanes. The "shove-in" method shall be used for all succeeding runners. That is, as the runners advance around the final curve, the team that is in the lead has the inside or "pole" position.

In relay races up to and including the 880 yard relay all runners, excluding the first runner, do not have to start within the relay exchange zone. The runners do not have to start within the relay exchange zone. The runner may take a position up to eleven yards behind the end line of the exchange zone. All exchanges of the baton in all relays must be made with the exchange zone or the team or teams shall be disqualified.

If the baton is dropped in the exchange zone while attempting to pass it, either runner may pick it up without being disqualified. If the baton is dropped outside of the exchange zone, it must be retrieved by the runner that dropped it.
APPENDIX O

Copy of Questionnaire
January 7, 1971

To: Former athletes associated with Charlie Hayse Foster

I graduated from Kearney State in 1965 (B.A.) and 1966 (M.S.). I am presently attending Ohio State University where I'm involved with my doctoral research, and I need your help.

Charlie H. Foster has long been an integral part of the educational scene in Nebraska. The contributions he has made to physical education and athletics are fairly evident. One of the most important parts of his life, his influence and effect he had on peoples' lives, is the most difficult for me to secure. I would appreciate it if you would take the time to reflect for a moment and answer the enclosed questionnaire concerning Mr. Foster. Enclosed is a stamped, self-addressed envelope to facilitate your return.

Thank you very much for your cooperation.

Sincerely,

Charles H. Hircock

Charles H. Hircock
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**BIOGRAPHICAL INFORMATION ON CHARLIE HAYSE FOSTER**

**NAME:** ________________________________

**ADDRESS:** ______________________________

**PRESENT POSITION:** ______________________

1. Please explain your association with Mr. Foster. What were the years of that association?

2. Can you cite some specific instances which might give an indication of the kind of man (teacher, administrator, guidance counselor) he was?

3. Can you recall specific times when Mr. Foster helped you or put forth extra effort on your behalf with regard to needs, interests, or personal problems?
4. Do you feel that Coach Foster taught more than the fundamentals of the sport? If so, what else? (Perhaps he adhered to certain principles or displayed personal qualities which impressed you.)

5. Did he innovate any teaching methods, coaching techniques or devices, or rules changes that you know about?

6. What do you consider Coach Foster's most noteworthy contributions to the fields of teaching and coaching?

7. To the best of your ability, try to assess the effect the man has had on your life. Have you put to use anything that you learned from him? How?
8. Any additional personal comments about your relationship with Charlie Foster would be appreciated in helping to write a clear and comprehensive biography, and to better understand the man and his work. These comments will be held in confidence if you wish.

If you have any letters, pictures or momentos that you feel should be included in this study please forward them - they will be handled with care and returned if requested.
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