THE HISTORICAL TRANSITION OF WOMEN'S SPORTS AT THE
OHIO STATE UNIVERSITY, 1885-1975 AND ITS IMPACT
ON THE NATIONAL WOMEN'S INTERCOLLEGIATE
SETTING DURING THAT PERIOD

DISSERTATION

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

By
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* * * * *

The Ohio State University
1977

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The greater one's understanding of the heritage of women's sports, the broader a person's perspective becomes from which to view and interpret the transitions which have occurred--thus providing a firmer basis from which to make future decisions.
ACKNOWLEDGMENTS

The writer wishes to dedicate this study to the men and women of The Ohio State University who have made the women's sports programs the successes they are today; to acknowledge sincere appreciation to Phyllis J. Bailey, Assistant Director of Athletics, The Ohio State University, for her continual support and guidance; to recognize my committee for their scholarly advice; and to express a warm thank you to my friends, especially Betsy Snyder, for their professional assistance and personal encouragement throughout this project.

A special note of appreciation is given to Harriet Reynolds for her invaluable guidance as a professional colleague and friend. Without her patience, understanding, knowledge and inspiration, this study would not have been completed.
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CHAPTER I

INTRODUCTION

The growth and rather tentative acceptance of women's sports in America has been in process for more than eighty years. Within this period of time, various practices, theories, and trends developed, and programs in accordance with them. The history of the national development of women's sports within the colleges and universities depicts an account of the successes and failures experienced during these years. It is important to cite the accomplishments made and the events which led to their inception during the formative years of women's sports within the higher educational framework to fully comprehend the problems of growth both past and future.

There was no distinct pattern of emergence in women's sports. Each institution proceeded at its own unique pace, reflecting to different extents the social trends of the time, and more importantly, the particular philosophy of its administration.

A major concern of this study is the identification of specific incidences within the formative years that moved The Ohio State University to the forefront as one of the prominent leaders in the development of women's sports at the collegiate level.
Statement of the Problem

The purpose of this study is to:

1. Investigate the over-all growth and development of women's sports programs at The Ohio State University from 1885-1975.

2. Identify outstanding leaders who have contributed significantly to the development of women's sports at The Ohio State University within the designated years of this study.

3. Identify and record the significant events which marked the growth of women's sports programs at The Ohio State University.

4. To determine the influence this program had on the development of women's intercollegiates at the national level.

Need for the Study

The justifications of this study are:

1. To record for the first time an organized account of the growth and development of the women's sports programs at The Ohio State University, in order that future generations of physical educators and administrators within the areas of Athletics, Intramurals and Recreation may use it as a reference to gain a greater depth of understanding and appreciation for the change that has taken place within the women's sports programs at The Ohio State University.

2. To establish a framework for comparison with national trends of women's sports at the college level.

3. To determine what contributions, if any, The Ohio State University's women's sports programs have made to the national women's collegiate athletic scene.
Scope of the Study

The study is limited to:

1. The Ohio State University women's sports programs.

2. The years 1885-1975. This period of time encompasses the entire history of women's sports at The Ohio State University.

3. The specific contributions The Ohio State University made to the national women's collegiate athletic scene.

Procedure

Information regarding the women's sports programs at The Ohio State University was collected from both primary and secondary sources.

I. Primary Sources

A. Unprinted -- Personal Interviews

Richard Armitage, Phyllis Bailey, Frederic Beekman, Mary K. Beyrer, Lewis Hess, Barbara Hinton, Mary Hull, Jim Jones, Mabel Lee, Charles Mand, Margaret Mordy, Catherine O'Brien

Delbert Oberteuffer, Ann Paterson, Harriet L. Reynolds, Evelyn Rupert, Thomas Shaffer, M.D., Lucille Sibrel, Jennette Stein, Spencer Turner, M.D., Geneva Watson, Edward Weaver, Mary Yost

B. Personal and professional correspondence of various individuals affiliated with The Ohio State University's women's sports program.

C. The Ohio State University Intramural Files.

D. The Ohio State University Athletic Council Papers.

E. The Ohio State University President's Papers.
F. The Ohio State University Women's Intercollegiate Files.

G. The Ohio State University Board of Trustee Reports.

H. Makio (The Ohio State University yearbook).

I. Newspapers -- Lantern, Columbus Dispatch, Citizen Journal.

II. Secondary Sources

A. Periodicals

American Physical Education Review
Journal of Health, Physical Education and Recreation
The Physical Educator
Research Quarterly
Quest

B. Catalogs and pamphlets published by The Ohio State University.

C. Numerous books authored by individuals within the related professional fields of Athletics, Physical Education, Intramurals, and Recreation.

Questions were prepared to assist each of the interviewees with the direction their interview would take. The questions were designed to be open-ended and lead to discussion. A sample of the type of questions included are as follows:

1. What stand did The Ohio State University take regarding intercollegiate competition during your years of affiliation with the University?

   --When did intercollegiates become a recognized aspect of the program?

   --Why did the transition occur?

2. In the opinion of the interviewee, name the men and women who have contributed the most to the development of women's extracurricular sports at The Ohio State University.

   --What contributions did each make?
3. Why did women's intramurals, recreation, and intercollegiates move from the Department of Physical Education to Student Services?

---Who made the decision?

---What kinds of feelings were generated within the women faculty as a result of the split?

4. What role has the Athletic Department played in the support of women's recreation, intramural, and intercollegiate sports at The Ohio State University?

---Prior to 1971, in terms of budget, facilities, personnel, and program?

---1971 to present?

A complete copy of the questions used for interviewing purposes may be found in Appendix A.

This study was primarily concerned with the historical development of the women's sports program at The Ohio State University. Chapter II is presented to establish a general framework which indicates the prevailing attitude toward women involved in sport during the span of time from 1875-1975.

Chapters III through VIII trace the growth of the sports program for women at The Ohio State University. The material is arranged chronologically in chapters, each of which covers a period of time in which a significant event or sequence of events occurred:

Chapter III, 1975-1900, includes those events occurring prior to 1900 that had an effect on women's affiliation with The Ohio State University, as well as those factors promoting the interest and gradual involvement of women in physical activity.

Chapter IV, 1900-1922, includes the early years of development within the women's physical education program, and as a result, the growth of women's sports under its direction.
Chapter V, 1922-1936, presents the trends indicative of the period when, philosophically, women in the physical education profession opposed high level competition for women in sport and emphasized the attitude of "a game for all and all in the game."

Chapter VI, 1941, identifies The Ohio State University's major contribution to the women's national collegiate sport scene. The chapter includes an historical report of the First National Collegiate Golf Tournament, as well as those events leading to its creation.

Chapter VII, 1937-1958, records those events which occurred in the women's sports programs from 1938-1958. The directions in which the programs grew were significantly influenced by the philosophies of the women in charge: Miss Gladys Palmer, Chairman of the Women's Physical Education Division; and Mrs. Dorothy Sumption Wirthwein, Coordinator of the Women's Recreational Sports Program.

Chapter VIII, 1959-1975, incorporates those years of program development under the guidance of Miss Phyllis J. Bailey. The events recorded indicate the transitions which took place within the specific areas of intramurals, recreation, and intercollegiate sports.

The information presented has been compiled from interviews, the University Archives, intramural records, professional publications, and related literature within the field.

Chapter IX is devoted to the discussion of The Ohio State University's impact on the national collegiate women's sports scene. This chapter is developed through careful consideration of the materials presented. This chapter, and study, is concluded by presenting the final summaries and conclusions drawn by the researcher.
Definition of Terms

In general, terms which require definition are defined in the context in which they are relevant to the study. Recurring titles and phrases are defined below:

Division of Girls and Women's Sports (DGWS) -- "A non-profit educational organization designed to serve the needs and interests of administrators, teachers, leaders, and participants in sports programs for girls and women. It is one of eight divisions of the American Association for Health, Physical Education, and Recreation." Purposes of the organization are to promote healthful and desirable sports programs and to stimulate and evaluate research in girls and women's sports. Chronologically, DGWS was preceded by the National Section for Girls and Women's Sports (NSGWS), 1953-1957; National Section on Women's Athletics (NSWA), 1932-1953; and the Women's Athletic Committee (WAC), 1916-1932. In 1975, the organization changed its title to the National Association of Girl's and Women's Sports (NAGWS).

Extramural Competition -- A type of sports contest in which players from two or more schools challenge one another in various forms of competitive events.

Intercollegiate Competition -- Competition between college students selected to represent their school in various sports events.

Intramural Competition -- A form of sports competition among players within an institution.

Playday -- The coming together of two or more schools for athletic activity where competition is based upon some arbitrarily chosen division and not on the school against school system.

Sportsday -- A substitute for the more highly competitive intercollegiate athletics, however, team members retain their school identity during competition.

Telegraphic Meet/Postal Meet -- A contest conducted in each school's own locale with results compared by mail or wire.

Women's Sports Programs at The Ohio State University -- The totality of sport experiences offered to women at this institution, including structured intramural competition, general recreational opportunities, sports clubs, and the highly competitive intercollegiate program.
CHAPTER II

THE NATIONAL DEVELOPMENT OF WOMEN'S SPORTS WITHIN COLLEGES AND UNIVERSITIES, 1885-1975

CHRONOLOGY:

1750-1870 — The Industrial Revolution. With the application of machinery to manufacturing, many of the domestic duties previously belonging to women (such as sewing and food preparation) now became the province of industry. This resulted in increased freedom for women from the confinements of economic duties in the home.

Early 1800's — Calisthenics and light gymnastics were introduced to women, as well as sports designated as socially acceptable for participation by women. These activities included bicycling, croquet, boating, hiking and archery. The element of competition was not stressed.

Mid 1800's — With more social freedom available to women, they became involved in interests outside the home. In the pursuit of increased knowledge, women entered the domain of higher education. Accompanying this experience came a gradual increase in exposure to and, therefore, eventual participation in sports competition.

1892 — Basketball was introduced to women in the United States by Miss Senda Berenson.

1899 — First recorded attempt to take control of the destiny of women's sports in America. A committee was appointed at the American Association for the Advancement of Physical Education Conference of Physical Training held in Springfield, Massachusetts, to study basketball rule modifications for women.
Early 1900's --Period of concern regarding the conduct of sports activities for women, and the ultimate values to be achieved from them. Diverse attitudes were expressed concerning this issue.

1917 --New era in women's sports were initiated with the establishment of the Committee on Women's Athletics of the American Physical Education Association. This marked the first time an organized effort was made to create standards for the conduct of women's sports.

--Creation of the Athletic Conference of American College Women (changed its name in 1933 to The Athletic Federation of College Women). The organization was formed at the University of Wisconsin, for the purpose of linking together the collegiate women's athletic associations to promote common aims and objectives.

1920 --Marked the beginning of a period in the profession when women physical educators stressed the needs of the "mass" versus needs of the highly skilled. The slogan, "athletics for all," was incorporated.

1922 --Year of loud vocal protests by the Committee on Women's Athletics, directed at the Amateur Athletic Union, regarding women competing in the track and field events at the Women's Olympic Games in Paris.

1923-1924 --The formation of the Women's Division of the National Amateur Athletic Federation. Their platform stressed the importance of meeting the needs of the less skilled woman, de-emphasizing competition for the highly skilled woman athlete.

Late 1920's --In accordance with the philosophy of the NAAAF, the Play Day concept of competition for women was developed.

Early 1930's --As a result of the de-emphasis of competitive athletics for women within the framework of education, communities and industry expanded their recreational programs to meet the demands for high level competition by girls and women.

Mid 1930's --Women within the physical education profession began voicing concern over the fact that women's athletics was being sponsored and controlled by agencies outside education.
1937  --It was agreed upon by the Women's Athletic Section of the American Association of Health, Physical Education and Recreation that a need did exist for the adaptation of sport programs to meet the needs of all women in sports activities, regardless of their level of ability. Standards were published supporting this philosophy.

1941-1945  --With the United State's involvement in World War II, women entered the country's industrial workforce. Society was forced to view women as capable citizens worthy of equal consideration.

Mid 1940-s  --The end of World War II resulted in increased enrollments in institutions of higher learning. With the change of women's role in society came a greater acceptance of their interest in competitive sports.

Mid 1950's  --In an attempt to direct women's athletics, a Tripartite Committee was formed to assist in the administrative duties associated with collegiate tournaments. Although the Play Day/Sports Day concept was still the most prevalent form of competition, efforts were made to broaden the experiences available to highly skilled women athletes.

--The humiliating defeat of the United States by the Russians in the 1956 Olympic Games, and the startling results of the Kraus-Weber physical fitness test were two major factors prompting the national support for increased physical fitness and participation in sport.

Late 1950's  --Creation of the Division of Girls and Women's Sports. The promotion of the women's organization from a Section to Divisional status was indicative of the national attitude of acceptance of women's sports.

--Intercollegiate competition for women was accepted. The question was no longer should there be, but rather, what type? The major criteria regarding activity selection was still their social acceptability. Therefore, emphasis was placed on promoting individual sports, such as tennis and golf.

Early 1960's  --Increased attention was being focused on the promotion of women in high level competition. Efforts were initiated by the Women's Board of the
United States Olympic Development Committee. Sports institutes were sponsored for the purpose of training women physical educators in the teaching and coaching of sports skills. Emphasis was placed on Olympic sports.

Late 1960's

-- The Commission for Intercollegiate Athletics for Women was established for the purpose of administering women's intercollegiates more efficiently.

-- National championships for college women came into existence. Their purpose, to create greater incentive for continuing to develop athletic skills in girls and women.

Early 1970's

-- Creation of the Association for Intercollegiate Athletics for Women. Result: a more formalized governing body for women's intercollegiates.

-- Title IX has played a significant role in drawing attention to the inequities that exist between men's and women's athletics. Efforts are underway to equalize the programs. Society supports the rights of women in their attempt to establish equal opportunities within education, including athletics.

The emergence and acceptance of women's sports in American has been a long, gradual process. During the Puritan era, the women's place was in the home. The home held a majority of life's activities, pleasures and duties. "As well as the puritanical obedience to the dictates of conscience, economic necessity played a leading part in prescribing the role of the early Puritan maiden."¹ Her major role was providing the necessities of life for her family. She spun, wove, cooked, preserved, made candles, made clothes, worked in the fields and cared for the children. The home was, indeed, the center of her world. If leisure hours were available, they were devoted to domestic

pastimes, such as quilting parties and sewing bees. The American women in Colonial days lived a life of simplicity, devotion and earnest labor.

With the Industrial Revolution came women's emancipation from the exacting economic duties of the home. The advent of the factory system resulted in men taking over several of the domestic duties previously belonging exclusively to women. Such things as preparation of food and the manufacturing of clothing no longer remained within the confines of the home under female direction, but rather, they became the province of industry. With the transfer of domestic work out of the home came increased social freedom for women.

During the earlier years of the nineteenth century, women's participation in sport was still very limited. It was generally thought that the element of competition in sports was inimical to the feminine role of women in society. Calisthenics and light gymnastics were introduced early in the century, as well as some sports deemed suitable for the delicate nature of the female. In the latter half of the century, bicycling, croquet, boating, hiking, and archery all had their following, but were played in a leisurely fashion dictated by long full skirts and numerous petticoats. The element of competition was virtually nonexistent in these women's activities.

The advancement of cooperative industry continually lessened the number of tasks in the home, enabling women, for almost the first

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time since the beginning of modern civilization, to enjoy a limited amount of leisure, and the opportunity to pursue interests outside the home. Where in the past higher education had been considered entirely superfluous for women, discontentment toward this attitude now prevailed. As women entered the realm of higher education, interest in sports competition became more prevalent.

In 1879 women entered the National Archery Tournament; eleven women competed in the United States Lawn Tennis Association Tournament. The year 1892 saw basketball introduced to women by Miss Senda Berenson, and in 1901 Miss Constance Applebee brought the game of field hockey over from England and introduced it to the girls at Bryn Mawr.3

With the creation of the game of basketball in the last decade of the nineteenth century, the element of competition in sports could no longer be denied to young women. Women began to realize that, they too, had athletic potential. With the development and refinement of these abilities came a multitude of criticism from women leaders in the field of physical education. There were criticisms of playing conditions, use of men coaches, the neglect of the masses of students, and social and psychological consequences of competition.4 Concern was also voiced regarding the effects of strenuous activity on women and child bearing.


Along with criticism, however, were voices of approval from those who saw value in athletic competition for women. According to both Harriet Ballintine and Bertha Foster, early teachers of physical education:

...competitive sports are of much aid in stimulating interest and effort, and where girls are so fortunately situated as to be able to play basketball...there is no form of exercise more desirable for them. Besides the thorough relaxation and physical development, the game has other advantages. Of great value is the training that enables the player to think quickly and respond quickly with decided action. It gives an opportunity for the exercise of self-control necessitated by the strict rules of the game prohibiting all rough play.

But above all, the discipline of participating in games which are governed by strict and definite rules is an excellent thing for girls.5

As the years progressed, the controversy over the value of women's athletics and the well-being of those participating resulted in a variety of attempts to control the destiny of women's sports. The first recorded attempt to take control came in 1899, when the American Association for Advancement of Physical Education sponsored the Conference on Physical Training held in Springfield, Massachusetts, a committee was appointed to study the possible modifications of the existing men's basketball rules in an effort to draw up a standard set for women. This was the first committee to operate on a national level which was created to study any phase of women's athletics. This group established a principle which is followed today in most programs on competitive sports for women; namely, to make health, play, and

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recreation the main reason for the existence of any sport. 6

The era of the sportswomen had arrived. There were, however, many expressions of concern about the conduct of sports activities and the ultimate values to be achieved from them. Frances Kellor, for example, was explicit in citing essential principles for the conduct of these activities, incorporating into them both the positive and negative values which might be derived from sports.

(1) Sports must be conducted for the good of the number, and not for the purpose of getting good material for championship teams; they are not for the purpose of developing record breakers, or track winners, but so each one may have the opportunity and training; the end desired is not to play well in a contest, but to better fit the individual for her place in life.

(2) The predominating role in women's sports should always be the joy and exhilaration and fun of playing, not the grim determination to win at any cost. Social features should be retained as a part of these sports lest they become too business-like.

(3) Women's games are for themselves and for their school or college. With a few exceptions, the standards of women's athletic contests do not possess sufficient educational value to justify giving them before indiscriminate audiences who pay admission fees. 7

During the years prior to World War I, many women in physical education began to question some of the developments which they saw occurring in their own programs. Some leaders were adamant in their condemnation of varsity-type sports and recommended that only intramural types of competition for girls and women be approved. Others approved all kinds of competitive events, including those of varsity

6 Dorothy Perry, op. cit., p. 16.

caliber. Evidence of these varying attitudes are represented in the following quotes:

   My own experience in playing other schools is that such competition is not beneficial under present conditions. The competition in itself is too severe...and the use of men's rules entails too great a strain physically for any girl...8

   "...if we dispense with the outside competition, we have only intramural games which may satisfy the mediocre player but are not sufficiently stimulating for the skilled player. She has known the joy of playing with other expert players...and she requires satisfaction which comes from keen outside competition. She needs these things to maintain her interest and to urge her toward the acquirement of greater skill."9

Despite the diverse opinions expressed by women in the physical education field, sports activities which emphasized the competitive element flourished. By 1917, participation had grown to such proportions that the American Physical Education Association appointed a Committee on Women's Athletics to provide a central body for forming and revising rules of various women's sports.10

   Nineteen twenty-two was a year of loud vocal protests regarding women competing in the track and field event at the Women's Olympic Games in Paris. The Committee on Women's Athletics submitted these protests to the Amateur Athletic Union, but plans were already

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10VanDalen and Bennett, op. cit., p. 452.
made and no consideration was given these concerns. 11

The National Amateur Athletic Federation was established as a result of the findings of the physical examinations for the draft in World War I. It was discovered that the physical condition of the population of the United States was in dire need of improvement. By 1921, many felt that an organization of men, boys, and women and all organizations dealing with athletics would be desirable to promote national physical fitness standards.

In 1922, Secretary Weeks of the War Department and Secretary Denby of the Navy Department asked Mrs. Herbert Hoover to assume the leadership in the women's side of the organization. Mrs. Hoover approved the idea but thought factors underlying men's and women's athletics were so different that separate divisions should be set up. She consulted many women leaders in the field, and called the first women's meeting for April, 1923, in Washington, D.C. 12 The direct result of this meeting was the formation of the Women's Division of the National Amateur Athletic Federation. They formulated a set of resolutions which was presented at the First Annual Meeting in April, 1924. The platform adopted in 1924 stated:


The Women's Division of the National Amateur Athletic Federation of America believes in the spirit of play for its own sake and works for the promotion of physical activity for the largest possible proportion of persons in any given group, in forms suitable to individual needs and capacities, under leadership and environmental conditions that foster health, physical efficiency and the development of good citizenship.

To accomplish this ideal for women and girls, it aims---

(1) To promote programs of physical activities for all members of given social groups rather than for a limited number chosen for their physical prowess.

(2) To protect athletics from exploitation for the enjoyment of the spectator or for the athletic reputation or commercial advantage of any institution or organization.

(3) To stress enjoyment of the sport and the development of sportsmanship, and to minimize the emphasis placed on individual accomplishment and the winning of championships.

(4) To eliminate types and systems of competition which put the emphasis upon individual accomplishments and winning rather than upon stressing the enjoyment of the sport and the development of sportsmanship among the many.

(5) To restrict recognition for athletic accomplishment to awards which are symbolic and which have the least possible intrinsic value.

(6) To discourage sensational publicity, to guide publicity along educational lines and to stress through it the sport rather than the individual or group competitor.

(7) To put well-trained and properly qualified women in immediate charge of athletic and other physical education activities.

(8) To work toward placing the administration as well as the immediate leadership of all physical education activities for girls and women in the hands of well-trained and properly qualified women.

(9) To secure adequate medical examination and medical follow-up advice as a basis for participation in physical activities.

(10) To provide sanitary and adequate environment and facilities for all physical activities.

(11) To work for such adequate time allotment for a physical education program as shall meet the needs of the various age groups for growth, development, and maintenance of physical fitness.
To promote a reasonable and sane attitude toward certain physiological conditions which may occasion temporary unfitness for vigorous athletics, in order that effective safeguards shall be maintained.

(13) To avoid countenancing the sacrifice of an individual's health for the sake of her participation in athletic competition.

(14) To promote the adoption of appropriate costumes for the various athletic activities.

(15) To eliminate gate receipts.

(16) To discourage athletic competition which involves travel.\textsuperscript{13}

With these sixteen precepts the Women's Division of the National Amateur Athletic Federation endeavored to meet the needs of the less skilled groups of women excluded from sports because of the disproportionate amount of time spent in developing a highly skilled winning team. "A team for every girl and every girl on a team" was the ideal to be realized.

Shortly after the April, 1923 meeting in Washington, D.C., the American Physical Education Association met. The Committees on Women's Athletics endorsed the N.A.A.F. resolutions in entirety and then passed the following resolutions which were more specific on the matter of competition. They stated that:

...no consideration of inter-institutional athletics is warranted unless,

a. The school or institution has provided opportunity for every girl to have a full season's program of all around athletic activities of the type approved by this committee.

b. That every girl in the school or institution (not merely the proposed contestants) actively participates in a full season of such activities and takes part in a series of games within the school or institution.

\textsuperscript{13}Ibid., p. 10.

\textsuperscript{14}Ibid., p. 12.
c. These activities are conducted under the immediate leadership of properly trained women instructors, who have the educational value of the game in mind rather than winning.

Resolved, that in cases where

1. The above conditions obtain and proper responsible authorities (preferably women) deem it desirable educationally and socially to hold inter-institutional competition the following requirements are observed:
   a. Medical examination for all participants.
   b. No gate money.
   c. Admission only by invitation of the various school or institutions taking part in order that participants may not be exploited.
   d. No publicity other than that which stresses only the sport not the individual or group competitions.
   e. Only properly trained women instructors and officials in charge.

Finally, the committee does not wish it to be inferred from these recommendations that it is advocating or attempting to promote a policy of inter-institutional games.\textsuperscript{15}

The work of the Women's Athletic Committee increased in scope and significance and in 1927; it became a section of the American Physical Education Association and was known as the Women's Athletic Section.\textsuperscript{16}

The decade of the thirties marked further de-emphasis of women's intercollegiate sports. The basic premise for this action is summarized in the following statement:


\textsuperscript{16}Van Dale and Bennett, op. cit., p. 452.
In the colleges and universities at the present time there are no inter-collegiate sports for women because the authorities in these institutions believe that there should be a broad program of sports activities with opportunities for every girl in the university to indulge and reap their benefits, rather than a narrow program of varsity basketball and swimming teams with the resultant training of a few star performers and the neglect of the mediocre or average girls.17

The recommendations of both the N.A.A.F. and the Women's Athletic Committee were strongly supported by educational institutions throughout the country, therefore resulting in a significant curtailment of development in women's intercollegiate athletics during this period. Alternatives to intercollegiate activities were in demand and new forms of participation were presented and quickly adopted by women in the field of physical education. These new provisions in sport included:

1. **Play Days** -- A Play Day is the coming together of two or more schools or groups for athletic activity where competition is based upon some arbitrarily chosen division and not on the school against school system. The participants are divided by lot into teams that take part in the various games. Teams adopt the names of colors and are known throughout the day as the "reds," "yellows," "blues," etc. In this way there is an equal number from each school on every team.

   Emphasis is placed on "play for play's sake." There is spontaneous fun which is unspoiled by the tension of an overexcited audience and an overstimulated team. As soon as the activities get under way, teams develop a natural group loyalty. This loyalty provides the incentive for team spirit, making success desirable and the giving of one's best to the team essential. It is a wholesome

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competition with a friendly, genuine spirit in back of it. 18

2. Sports Days -- A Sports Day is a form of social competition in which two or more colleges and universities collaborate for the purpose of competing with one another in one sport or in several sports. 19

3. Telegraphic Meets -- Teams compete against each other by means of establishing records against time, or for score, while performing in their own locations. Such records are sent to a central committee for comparison and each item is then ranked according to performances. 20

As a result of the de-emphasis of competitive athletics for women during the 1930's, it was observed that schools were not providing physical activities and experiences apparently desired by girls.

Although the program of interscholastic and intercollegiate athletics during the period of 1925 to 1945 was almost completely eliminated for college women and seriously curtailed for high school girls, numerous developments took place which caused a revival of interest in this area. One of the most significant factors in this connection was the rapid rise of organized programs of community recreation. This tremendous expansion in organized recreation is the result of the increased amount of leisure time that is now available to most people, and to the growing understanding of the contribution which recreation can make to the fullness and richness of living....Programs of physical education for girls and women in the past two decades, however, have not been providing all types of competitive experiences which apparently are of interest to many girls. Since programs of community recreation strive to provide the kinds of wholesome activities in which people will participate, competitive

18 Ibid., p. 50.

19 Mary Yost's file--"Policies for Sports Days and Intramural Athletics for College Women," Midwest Association of College Teachers of Physical Education for Women, 1940.

20 Mary Yost's personal file, paper entitled, "Definitions."
athletics for girls has developed extensively in these programs. Industrial concerns frequently sponsor athletic teams for girls and women. Thus, educators are witnessing the distressing sight of school girls seeking competition in the community primarily because their interests are not satisfied at the school. Not infrequently they also see this competition conducted in ways and under conditions that are not in the best interests of the health, safety, and welfare of the girls.  

These observations created a great concern among women physical educators. In December, 1935, at the Women's Athletic Section Mid-Winter Conference in New York City, the following statement was made: "The skilled group should not be allowed to monopolize the program to the exclusion of the average girl, but provisions should be made for both groups." It was decided upon at the meeting that a definite necessity existed regarding the adoption of sports programs to varying levels of ability and skill so that satisfying activity and competition might be provided for all skill levels.  

After three years of diligent effort on the part of the Standards Committee, the National Section on Women's Athletics in 1937 published its report concerning competition for women. These standards became the basis for further work in the area of policy development in women's athletics.

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23 Ibid., p. 107.
THE STANDARDS

Standards for the program are:

The construction of the program of athletic activities must be based upon a knowledge of the elements of individual differences, which are age, physique, interests, ability, experience, health, and stage of physiological, emotional, and social maturity.

Athletic activities must be selected and classified on the basis of the best current scientific evidence and in terms of the many interrelated factors entering into play.

The selection of athletic activities must be based upon an awareness of these three aspects: first the analysis of activities from simple to complex; second, the classification of individuals in ability from novice to expert; and third, in terms of present and future use.

Each community must be studied to use, to improve, and to increase all available places for wholesome play.

Wise conduct of an athletic program must make provision for every player to lead according to her merit and skill in leading, and to follow according to her willingness and ability to adapt herself to others and to a common end.

Wise conduct of the athletic program must provide for continuous challenge to the ingenuity, organizing powers, and powers of appraisal of every player.

The acquisition of skill must be promoted by using a wide variety of sound, effective methods employed always as means to an end.
Participation in athletics must depend upon a comprehensive and reliable evaluation of the health status of the participant; and upon a classification of fitness which takes into account the quality and extent of participation as well as the type of activity, and individual differences as well as general organic normality.

Special restrictions upon participation, such as participation during the menstrual period, must be determined by individual differences.

The program must be scheduled to conform to an optimum plan of regular play periods of limited length at frequent intervals, held out-of-doors whenever possible, and at times of day when vital energy is at a high level and when interference with a hygienic regimen is not entailed.

The element of competition, present in all organized group play, must be made to function as the fundamental construction factor in the athletic program.

Provision must be made in equal terms for all players to participate and to compete in terms of actual ability and maximum expertness.

The method of organizing competition must be determined by the desirable possibilities it provides, not by the type into which it can be classified.

The official in a contest must measure up to all of the qualifications set for leadership, that is, her exercise of authority must be sound, consistent, and expert.

The official rules authorized by the National Section on Women's Athletics of the American Association for Health, Physical Education, and Recreation must be used.
The athletic program must progressively educate participants away from the need for artificial incentives; any awards, if used, should be symbolic, inexpensive and not emphasized.

Standards for the leader are:

The administrator as a leader must be responsible for the realization of the purpose for which an athletic program is conducted.

The administrator as a leader must ensure the accomplishment of his purpose by the selection of properly qualified teachers and the honest delegation of authority to them.

The administrator as a leader must provide and supervise a physical setting for athletics which conforms to the educational character of the activities.

The administrator as a leader must act as final authority over the important phases of an athletic program such as health safeguards, degree and type of competition, and method of financing.

The administrator as a leader must be responsible for reflecting in the public relations accompanying an athletic program the character and purpose of that program.

The teacher as a leader must herself exemplify those traits—physical, mental, emotional, social—which she seeks through her teaching to inculcate in others.

The teacher as a leader must command the facts and have mastery of the techniques which function in athletics.
Standards for the participant are:

The participant must develop the desire and habit of playing in terms of her individual needs and interests.

The participant must take increasing responsibility for her own health.

The participant must equip herself with a variety of skills sufficient to provide present and future satisfaction.

The participant must learn to engage in competition wisely as a means of enjoyment.

Every participant must consider herself a cooperative member of her group, regard herself as a potential leader, and be intelligent when a follower.24

Prior to the era of de-emphasis of women's intercollegiate athletics an organization had been formed for the purpose of linking together the collegiate women's athletic associations to promote common aims and objectives. The organization had its inception in March, 1917, when Miss Blanche Trilling, Director of Physical Education at the University of Wisconsin, suggested a national meeting of all women's athletic association presidents.25

24 Standards in Athletics for Girls and Women, prepared by the Committee on Standards of the National Section of Women's Athletics of the American Association of Health and Physical Education, 1937, pp. 3-5.

Athletic Conference of American College Women had no particular impact of its own. However, in 1933, under its new name of The Athletic Federation of College Women, this student organization devoted its efforts toward the promotion of athletic and other recreational activities in colleges and universities, with its function to align the Women's Athletic Association with the Department of Physical Education and other service departments in the college in the all-round development of college life. They emphasized the fact that their function was not one of a regulating body, but rather a facilitating body. Certain principles were established for the guidance of individual associations. These were stated in the following platform:

1. To increase the number of women participating in W.A.A. activities.

2. To promote those activities which may be adapted to the needs of after-college life.

3. To accept as far as possible only well-trained and properly qualified women instructors and officials of W.A.A. activities.

4. To require medical and physical examinations without exception for participation in all W.A.A. activities.

5. To offer assistance in the promotion of a sane program of athletics for high school girls.

6. To oppose commercialized women's sports.

7. To promote the sports in which both men and women may participate together.

8. To promote the adoption of a health concept by all college women with the hope of actual improvement in habits of living.

26 Ibid.
9. To simplify the system of athletic awards.\textsuperscript{27}

The primary resolution of the Federation was to oppose intercollegiate games for women. The purpose of this statement was not to eliminate intercollegiate relations completely, but rather to develop a form in which many women could derive the benefits affiliated with intercollegiate experiences. The Federation echoed the philosophy of the Committee on Women's Athletics and the N.A.A.F. The influence of these groups and the existing climate helped to promote the development of activities such as sports and play days.

In 1940, the National Section of Women's Athletics of the American Association for Health, Physical Education, and Recreation, and the Women's Division of the National Amateur Athletic Federation merged into one group. This seemed to be a sensible move since both organizations were striving to attain similar goals through duplicated efforts of the same individuals affiliated with both groups. The NSWA outlined a four-fold program;

1. The stating of guiding principles and standards for the administrator, leader, official, and player.

2. The publication and interpretation of rules governing sports for girls and women.

3. The dissemination of accurate information in various types of periodicals and special publications and through convention programs.

4. The stimulation and evaluation of research in the field of women's athletics.\textsuperscript{28}

\textsuperscript{27} Ibid.

\textsuperscript{28} VanDalen, Mitchell, and Bennett, op. cit., p. 489.
One of the first major efforts of the NSWA was to establish a revised statement on "Desirable Practices in Athletics for Girls and Women." The Special Committee on Standards deemed it necessary to present a concise set of procedures as a guide in the administration of athletics for girls and women. These new standards were an adaptation of "The Standards in Athletics for Girls and Women," originally published by the National Section on Women's Athletics in 1937. (See Appendix C.)

While the NSWA was involved in preparing new guidelines for women's athletics, Miss Gladys E. Palmer, Professor and Chairman of Women's Physical Education at The Ohio State University, with the assistance of her colleagues, established a precedence of national level competition for collegiate women. This was accomplished through the sponsorship of the first national intercollegiate golf tournament, held June 30-July 3, 1941 in Columbus, Ohio.

Several months after these occurrences, the United States entered into World War II. With the country involved in a war, matters such as the advancement of women's intercollegiate athletics took a secondary place to more immediate concerns. Physical fitness became the objective of all programs in physical education. Dr. Delbert Oberteuffer voiced concern toward the "tremendous push away from the so-called 'natural' program of games, sports, and dance and


\[30\] Gladys Palmer, "Concerning Competition," an Open Letter to Women Educators, The Ohio State University, 1941.
to the slipping back into the subjective stupidity of drill and 'discipline' and response to command." Energies were spent on projects associated with the war effort. Many colleges and universities opened their doors to the military and provided the men with accommodations, training, and social entertainment. Women became involved in the armed forces as well as assuming jobs previously thought could only be held by men. Society was forced to view the woman as an integral part of America's labor force.

With the end of the war, educational institutions of the country again turned their attention to the immediate and long-range academic needs and interests of the people. Woman's newly accepted role as a significant contributor to this country's future resulted in her continued enrollment in institutions of higher learning after World War II. This exposure to college life in conjunction with an abundance of leisure time led to the promotion of athletic competition for women students.

There was a definite move toward advocacy of women's intercollegiates by the late 1940's. The NSWA, however, would not concern itself with team sports. This lack of support was a result of the fact that it was concerning this phase of sport that so much of the earlier criticism was directed. They felt, by avoiding the team sports which had produced unfavorable criticism and publicity, women were ready to try intercollegiate athletics again. With this

32 Mary Yost's personal file on women's intercollegiates.
philosophy as a basis for direction we moved into an era of renewed interest and concern for the highly skilled women in individual sport.

It was felt more keenly than ever, that with the continual upsurge of interest in competitive sports for women, guidance in the growth of women's athletics was very essential. NSWA began to critically evaluate their position as a influential body, and after careful deliberation, voted to change their official title to the National Section for Girls and Women's Sports (NSGWS). This change resulted from the observation that the title NSWA was misleading to those individuals unfamiliar with the scope of the work of the Section; they might have thought its only involvement was with women, not girls as well. Therefore, in order to make the public aware of its total commitment, the Legislative Board moved to change its name to NSGWS.

In April of 1954, a statement of Policy on Competition for College Women was adopted by the National Association of Physical Education for College Women. It stated as follows:

1. The authority for approval of physical education activities involving women students shall rest with the department of physical education for women. This includes intramural activities and extramural activities such as varsity-type competition, play days, sports days, demonstration games, telegraphic meets, dance symposiums, and performances and demonstrations by special groups.

2. Women's varsity-type sports should be conducted only as they meet NSGWS standards of health, participation, leadership, and publicity.

3. Sports days, competition conducted on an informal basis, should not be confused with varsity-type competition; and the emphasis should continue to be on this sport day type.

4. College women shall not participate:
   a) as members of men's intercollegiate athletic teams.
   b) in touch football exhibition games, or any other activities of similar type.
   c) either with or against men in activities not suitable to competition between men and women such as basketball, touch football, speedball, soccer, hockey, and lacrosse.

5. We do not subscribe to college sponsorship of women participating in tournament and in meets with agencies organized primarily for competition and for the determination of championships at successively higher levels (locale, sectional, national, etc.).

6. Recognizing the great contribution of athletic activities to optimum development of children and youth as individuals and citizens; the inadequacy of pertinent scientific information; the lack of understanding and appreciation of desirable programs; the concern and study of other professional groups toward the solution of the problems involved, the Board of Directors of NAPECW recommends that the efforts of colleges and members of NAPECW may most appropriately be directed toward:
   a) better informed communities through co-operation with local professional and lay groups and individuals in developing and maintaining desirable athletic programs in girls and women's sports activities.
   b) better informed major students through special training in:
      1) understanding of the problems involved in competitive activities and acceptable ways of facing them;
      2) planning for and working with the highly skilled girl as well as the girl who is average in skills;
      3) consideration of policies, standards, and practices basic to sound athletic programs for elementary school as well as secondary schools.
   c) better informed students in the service program through the promotion of understanding and appreciation of desirable athletic programs.
   d) research on the contribution of athletic activities to optimum development of children and youth.34

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Although intercollegiate competition was inevitable, women leaders in the profession strongly supported the continuance of a well-rounded sports program for all girls with an emphasis on a broad program rather than a highly specialized one.

A sound step in the furtherance of control in women's intercollegiate sports took place in June, 1957. It was at this time that a Tripartite Committee was formed. The Committee consisted of representatives from the governing boards of: The National Association of Physical Education of College Women; The American Association of Health, Physical Education and Recreation (NSGWS); and The Athletic Federation of College Women. The Tripartite Committee was created to assume certain administrative duties relative to the continuation of National Collegiate Golf Tournament for Women.  

Although it was not a delegated responsibility of the committee members to concern themselves with the growing problem of national collegiate tournaments for women in other sports, some recommendations were made which eventually led to the establishment of the National Joint Committee on Extramural Sports for College Women in 1960. This Committee, composed of the same representative bodies as the original Tripartite Committee, developed standards for the conduct of other intercollegiate events for college women being conducted on a statewide or national basis.  

35 Mary Yost's personal file, Tripartite Committee Report, June 14, 1957.

Alarming events occurred in the mid to late 1950's which created more national concern and embarrassment than the United States knew how to graciously accept. Russia was the nation which prodded us into scientific achievement in the space age race and called attention to the need for greater physical development of our people. The overwhelming victory by the Russians in the 1956 Olympic Games made the United States aware of the advancements that country had made in athletic prowess.\(^{37}\) The startling results of the Kraus-Weber physical fitness test provided positive proof of the poor physical condition of our youth.

As a result of these rude awakenings, President Eisenhower held a Conference on the Fitness of American Youth. The Conference recognized that:

Although our medical achievement, our health standards, our facilities for recreation, and our attainment of sports records are better than at any other time in the history of our Nation, still:

1. Our scientific and technological advances of today, while bringing an ease to living, deprive us of needed physical activity.

2. The youth of our Nation are affected particularly by the existence of press-button gadgets and other devices tending toward habits of inactivity.

3. The effect of automation is found in rural as well as urban life.

4. The ill effects of soft living habits are not seen too readily by the generation so affected.

5. With more leisure time available to youth, profitable methods must be adopted as a pattern of current life to achieve physical fitness, which is an integral part of total health.

6. The strength of our Nation tomorrow is the fitness of its youth today.

The Conference recommended that:

1. Official cognizance be taken of the fact that our adult citizens and our youth have little appreciation of the existence of a problem pertaining to the fitness of American youth.
   2. The public generally, and parents, church leaders and educators in particular, be alerted to the facts that:
      a. in this age of automation, the fitness of our youth cannot be taken for granted.
      b. indifference to the softness which comes from lack of participation in the health-giving activities will bring erosion of our strength, and
      c. physical fitness goes hand in hand with moral, mental, and emotional fitness.
   3. Intensive, continual, and cooperative research be conducted to supply the factual base for formulating fitness policies, plans, and programs.38

With the national government voicing support of the continual growth and importance of physical fitness and activity, women's sports programs continued to gain in popularity.

In 1955 and then again in 1956, NSGWS was invited by the AAHPER Board of Directors to consider changing from a Section to a Division.39 In 1958, after a year of temporary divisional status, NSGWS was officially accepted into AAHPER as a Division, their new title being the Division for Girls and Women's Sports. This promotion to Divisional status reflected the national attitude of acceptance toward increased importance of women's sports in general.

One of the first responsibilities of the newly formed DGWS was the development of a Statement of Policies and Procedures for


Competition in Girls and Women's Sports. Those which specifically related to colleges and universities included:

The philosophy that a well-rounded intramural and extramural program offering a variety of activities is sufficient to fulfill the needs and desires of the majority of girls and women should also be applied to the programs of colleges and universities. If it is considered desirable that opportunities be provided for the highly skilled beyond the intramural and extramural programs, the amount and kind of intercollegiate competition should be determined by the women's physical education department in accord with administrative policy. Any institution which assumes responsibility for taking part in intercollegiate competition assumes:

1. Sponsorship of women participants as individuals or as members of teams who represent the institution and for whom part or all expenses may be paid.
2. Sponsorship of events which:
   a. Colleges and universities organize and promote competitive events.
   b. Outside agencies use college or university facilities.

Furthermore, if an institution does assume the responsibility for any type of sponsorship the following principles should govern these intercollegiate events:

1. They should be conducted in conformance with DGWS standards of health, participation, leadership, and publicity.
2. They should not curtail the intramural and other extramural programs of the sponsoring institutions or the institutions entering participants.
3. They should not include events in which women participate:
   a. As members of men's intercollegiate athletic teams.
   b. In touch football exhibition games, or any other activities of similar types.
   c. Either with or against men in activities not suitable to competition between men and women, such as basketball, touch football, speedball, hockey or lacrosse.

If a college student wishes to go beyond the program offered by her institution, DGWS does not oppose participation by individuals in competitive events sponsored by other organizations, provided
such events are conducted in accordance with the basic principles of DGWS. If a student contemplates entering events which appear to jeopardize her welfare, she should be given guidance which will help her to make wise decisions.  

By the late 1950's the justification of the need for intercollegiate competition for women was well established. Questions no longer were directed toward its existence, but rather to the extensiveness and nature of the program. For example, how much activity and what types of activity should be included? The major criteria regarding the selection of activities were their social acceptability. Leaders in the profession agreed that there were few women who desired competition paralleling the men's program in activities such as softball, volleyball, and basketball, whereas, "the milder" activities such as tennis, golf, swimming, and badminton received greater support by a majority of women because of social acceptability.

Criticism was voiced regarding the fact that too many women physical educators styled their intercollegiate competitive programs after the male ideal. They called for a re-examination of socially acceptable activities for women. Conscious thought and effort was needed to consider (and not ignore) America's ideal of womanhood.

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42 Ibid.
Progress had been made in the growth of women's intercollegiates in the late 1950's, but the framework in which it developed was a confining one, indeed! Society was not yet prepared to allow its women total emancipation from their expected role.

By the 1960's more and more women in our profession, and related fields, realized the importance of making highly organized competitive sports for girls and women acceptable as a feminine role in our nation's society. The initiative in this direction was taken by the Women's Board of the United States Olympic Development Committee. The Board invited the Division of Girl's and Women's Sports of the American Association for Health, Physical Education, and Recreation to co-sponsor a series of National Institutes on Girls Sports. The invitation was accepted and, as a result, there developed the most exciting historical change for the furtherance of girl's and women's sport in the nation.

The institutes were developed from a plan to increase the depth and breadth of women's sports throughout the nation. The sub-purposes of these institutes, as stated by the United States Olympic Development Committee, included:

1. To improve communication and interpretation of competition in women's sports.

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44 Ibid., p. 15.

2. To help the American public and specifically American teachers to better understand the role of competition in our culture and society and in our nation's interrelations with other countries the world over.

3. To effect a greater recognition and acceptance by women physical education teachers of the need for properly organized and administered sports experiences for girls and women.

4. To encourage and to provide information for women physical education teachers and recreation leaders to organize and administer appropriate competition for girls and women.

5. To improve the competence of women physical educators in teaching and coaching sports skills.\textsuperscript{46}

This was the first national effort to bring together selected teachers from all fifty states with a commitment to work as a team in planning, organizing, and conducting similar programs for teachers in their own states for the following two years.\textsuperscript{47} As a result of these institutes, thousands of girls and women have been exposed to and given the opportunity to learn a vast number of Olympic sports. There is no doubt that the fine public relation efforts to play up the feminine aspects of women in athletics did much to improve the attitude of the public of the United States toward women athletes.\textsuperscript{48}

With public opinion in support of women's intercollegiate athletics, the newly formed National Joint Committee on Extramural Sports for College Women (NJCESCW) was busily reviewing proposed state and national intercollegiate events, and establishing the necessary standards for them to function. During this time, DGWS


\textsuperscript{47}op. cit., Olympic Development, p. 15.

\textsuperscript{48}Ibid., p. 33.
recognized that it had, in fact, been discriminating against the highly skilled female athlete. It had been forcing her out of the educational environment to gain competitive athletic experiences. Thus, in May of 1963, DGWS again revised its "Statement on Competition for Girls and Women," providing standards for colleges and universities which permitted expansion of their intercollegiate programs.

The increased knowledge associated with the physiological effects of activity on women resulted in a more general health statement with emphasis placed on the need for emergency medical care during events, rather than the prevention of play during menstrual periods, or the concern about fatigue and emotional strain of women who competed.

Greater consideration was given to increasing the geographic areas recommended for scheduling tournament play. It was recognized that equalizing competition was important. Therefore, the distance traveled and opponents scheduled would vary considerably from sport-to-sport. The main thrust was on the importance of providing a meaningful sport experience for all women associated with intercollegiate competition.\(^49\)

Although the purposes of the National Joint Committee were sound, the Committee was only able to function in a limited capacity. In the mid-1960's, two of the parent organizations of the NJCESCW,

the National Association for Physical Education of College Women, and the Athletic Federation of College Women, voted to dissolve the Committee.\textsuperscript{50} Shortly after the move to disband NJCESCW, a tremendous void was felt by its absence, and the need for leadership in intercollegiate athletics for women became more and more apparent.

DGWS realized that no existing structure within the Division could devote the necessary time and attention needed to efficiently administer women's intercollegiate sports. In order to solve the problem, DGWS established the Commission on Intercollegiate Athletics for Women (CIAW) in 1967.\textsuperscript{51} The organization was formed with these purposes in mind:

1. To encourage the organization of college and universities or organizations of women physical educators to govern intercollegiate competition for women at the local, state, or regional levels.
2. To hold DGWS national championships as the need for them became apparent.
3. To sanction closed intercollegiate events in which at least five colleges or universities were participating.\textsuperscript{52}

Although national collegiate championships for women had been in existence since 1941 when the golf tournament was first sponsored, 1969 marked their renewed support with the initiation of both gymnastics and track and field meets. For the first time in history, it


\textsuperscript{52}op. cit., "The Development of Programs," Magnusson, p. 56.
was recognized that the purpose of these tournaments was ultimately to select a true national champion. DGWS believed that the creation of national championships would give talented young women something more to strive for and would give them greater incentive for continuing to develop their athletic skills. The championships and the naming of national annual champions in the different sports was perceived as a motivating factor for less talented girls. They would have women models to identify with. In other words, sports activity would become more desirable as an area of endeavor for women. There was a rapid and continuous growth in such national championships as badminton, swimming and diving in 1970; volleyball and basketball in 1972; field hockey in 1975; golf fell under the auspices of the Commission from the onset. 53

Within a short period of time it became evident that it was no longer possible to continue on an "everyone welcome" basis. It was necessary to establish preliminary qualifying tournaments, first at the regional and eventually at the state level.

Such increased responsibilities necessitated a more formally structured governing body which would provide leadership and would initiate and maintain standards of excellence in intercollegiate competition for all college women. 54 The creation of the Association for Intercollegiate Athletics for Women (AIAW) in 1971 was designed

53 Ibid., p. 58
54 Ibid.
to meet this need. The primary differences between the AIAW and CIAW were:

1. Member schools elect their officers each year in AIAW, whereas the CIAW's leadership was appointed by the Division of Girls' and Women's Sports.

2. Under the AIAW, member schools vote on all major policy decisions; the CIAW board members arbitrarily set policy.

With every passing year more and more colleges and universities have recognized the AIAW as the governing body for women's intercollegiate sports in the United States.

Significant strides have been made in the expansion of women's programs as a direct result of the impact of Title IX. Title IX states that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

Administrators within institutions of higher education have been forced to look at the inequalities that exist between men's and women's athletics and have had to take action to upgrade the women's programs. It is the AIAW which directs these efforts. It is the hope of the majority of those involved in women's intercollegiates that the AIAW will maintain its leadership position as the directing force in future decision-making processes associated with women's intercollegiate sports.

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56 Regulations of Title IX, Education Amendment Act of 1972, unpaged.
CHAPTER III

THE OHIO STATE UNIVERSITY -- THE
BIRTH OF A PROGRAM, 1875-1900

CHRONOLOGY:

1870  --Establishment of The Ohio State University.

1873  --Doors of the University open to students, men and women.

1881  --Creation of the first Sport Club on campus.

1885  --First official training class sponsored by The Ohio State University, under the direct guidance of Professor Albert Tuttle. It was a class for women.

1886  --Student resolution adopted stating the urgency for the construction of a gymnasium.

1895  --Board of Trustees passed the resolution to build a combination gymnasium, armory, drill hall and assembly room.

1898  --Doors of the new Armory-Gymnasium were opened.
      --First Women's Gymnasium Exhibition.

1899  --The game of basketball was introduced to the women of The Ohio State University.
      --The Ohio State University women's basketball team captured the city championship.

Since the establishment of The Ohio State University in 1870, women have played an important role in its existence and expansion.
The University was founded on the congressional Land Grant Act signed
by President Lincoln on July 2, 1862.¹ This act provided for a large amount of public land to be turned over to the states, the proceeds of the sales to be devoted to the promotion of the "liberal and practical education of the industrial classes."² It was eight years later, in 1870, that a law was enacted within the state of Ohio which stipulated the location and organization under which the institution would function. The law specifically stated that the University would "be open to all persons over fourteen years of age,"³ thus offering its privileges equally to both sexes.

When The Ohio State University opened its doors in 1873, a number of women enrolled as students, thus marking the beginning of their membership into Ohio State's academic community.

The Ohio State University was a pioneer in the national development and support of women in higher education. President Canfield, in his annual report to the Board of Trustees, 1897, presented the controversial position regarding women as it was at that time.

...So it happens that neither the world nor the Universities have as yet quite determined just what they will do for the education of women. True, both have long since been compelled to admit, though with much unwillingness, that women do deserve education, and can and will profit by education.... In the western states, where that liberty which always "reigns in the colonies" has had more complete

²Ibid.
³Alexis Cope, History of The Ohio State University, Vol. I, 1870-1910 (Columbus: The Ohio State University, 1920), p. 89.
recognition and fuller sway, there has even come what is known as coeducation; and with it untold blessing to men as well as women. But east of the Alleghenies there is little or none of this; and through all our society, even the most "advanced," there is still at heart a lingering feeling that we are not quite sure that a woman can properly use collegiate training. The number of women to secure training is still much smaller than the number of men...and after all, is not the bloom just a little off the peach when the women know so much.

....So it happens that even in Ohio there seems to be still some doubt as to the wisdom and propriety of coeducation in the broadest and truest sense of the word....Anyone taking a counter position today would be considered first cousin to that German professor, who when he heard of the thousands of young women at work in American colleges and universities, independent in thought and life, exclaimed: "May God forgive [sic] Columbus for that he discovered that America."4

The Ohio State University continued to accept women into their system. They played an important role in the academic life, contributing and deriving a great deal from their presence in the community.

It was not until eight years had passed that student concern was voiced regarding the need for social, as well as the academic, encounters within their total university experience. In the first issue of the student newspaper, The Lantern, an editorial was presented proclaiming the need for social organizations on campus.

Man is a social being, and it cannot be disregarded....We may overflow with scientific or classic lore, but the world will, after all, measure us by our social accomplishments....They (students) must have more than passing opportunities for conversation, for mutual interchange of views; they must be able to measure themselves with others in order to sound their shallows and their depths....The literary society is no substitute. Men and women must meet in the social circle. It is there we

receive our polish, learn to know ourselves, our capabilities and our limits, and gain new inspiration for the work of life. Is not all this a large part of education? But there are no clubs, no societies, at the State University, whose aim is social. We call for more life, more vitality. Go to work and organize.\textsuperscript{5}

One of the many responses to this plea was the creation of the Lawn Tennis Club in the spring of 1881 by male students at Ohio State. In accordance with the general University philosophy, this organization became coeducational in 1886, with a membership consisting of thirty men and five women.\textsuperscript{6} However, by the 1890's, as this association moved toward an intercollegiate team for men, women were quickly eliminated from their affiliation with the club.

By the mid-1880's, attention was given to physical development as part of the total education of students. It was thought that a "complete education would develop an individual mentally, morally, and physically."\textsuperscript{7}

As the awareness for the need to provide physical training continued, the University community's concern focused on the absence of a much needed indoor exercise facility. The first recorded statement of the university administration supporting the need of a gymnasium came in 1878. The Board stated:

...there are matters of vital importance to the well being of the University, calling for some

\textsuperscript{5}Editorial, \textit{The Ohio State University Lantern}, January, 1881, p. 12.

\textsuperscript{6}The \textit{Makio}, 1886, (no page number) (published annually by the Junior Class).

\textsuperscript{7}Editorial, \textit{The Ohio State University Lantern}, March, 1881, p. 27.
appropriation from the state. Among these is the need for a gymnasium and drill hall to be erected at the cost of $6000.8

From that point forward the project gained tremendous support from not only the faculty, but students as well. A culmination of the student's efforts in presenting the urgency for the construction of a gymnasium came in 1886, when a meeting of students was held and the following resolution was unanimously adopted.

WHEREAS, It is believed by the students of the University that a separate building to be used as a gymnasium and drill hall would be of great advantage to the welfare of the institution, supplying the only means of proper physical culture, elevating the standing of the University, and drawing many young men from the State who are now seeking a collegiate education elsewhere.

RESOLVED, That we, the students of The Ohio State University, heartily endorse any efforts looking to the establishment of such a building and recommend that each student use his influence to aid in obtaining an appropriation from the Legislature such a purpose.9

An editorial presented in the 1888 Makio provides further evidence that the student's position favored the construction of the gymnasium.

The Gymnasium

Each year brings home with it, more forcibly than did its predecessor, the need for a gymnasium in connection with The Ohio State University. Some efforts have been put forth to supply this want, but they have been few and far between, and, for the most part, misdirected.

Perhaps the most sensible attempt made of late was that of the President of the University in

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8 Annual Report of the Board, 1878, p. 11.
9 The Ohio State University Lantern, January 21, 1886, p. 8, cols. 1-2.
suggestion the location of one of the Ohio Centennial buildings of the University grounds, with a view to its becoming in due time, a temporary drill-hall and gymnasium. The success of such a scheme would have resulted in the awakening of a practical interest in athletic sports and military training, that would have led ultimately to the erection of a permanent and well-equipped gymnasium.

This plan, however, seems to have collapsed. The effort of one man was not sufficient to sustain it....The united action of students, faculty, and trustees is what is needed...

Feats of the body are conducive to feats of mind. The healthful exercise of the one produces healthy action in the other, and if physical and mental strength are worth the having, whatever will be most generally stimulative of activity and development in our powers is worth the striving for. This agency we conceive to be a gymnasium. 10

As is the case in most university systems, years passed before such a facility was to become a reality. It was in February, 1898 that the doors of the new Armory-Gymnasium were opened. 11 A vivid description of its internal appearance helps one to imagine more clearly the function of such a structure.

The drill hall and gymnasium floor is eighty feet wide and one hundred and fifty feet long. The roof is carried on curved steel arches, lighted from a clear-story at the top. There is a running track around the entire room, about twelve feet from the floor.... At the northwest corner of the floor is a stairway leading down to the men's locker and dressing room, while the young women go down a similar way to the northeast corner, to their room.

...The basement is very high and well lighted ....On the young women's side are locker rooms and bathrooms, precisely like those provided for the

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10 The Makio, 1888, p. 152.
11 The Ohio State University Lantern, February 23, 1898, p. 1, col. 7.
young men; a bicycle room, lecture room, and a private
office for the instructor in Sanitation and Hygiene for
young women.12

Although the Board of Trustees did not pass the resolution to
build a combination gymnasium, armory, drill hall and assembly room
until September, 1895,13 The Ohio State University, under the direct
guidance and instruction of Professor Albert Tuttle, Professor of
Zoology and Comparative Anatomy, sponsored the establishment of the
first official physical training class at the University in 1885. To
the amazement of many, this newly organized class was for women
students! An interesting reaction resulted from the men on campus.

We have never had any doubts as to the advan-
tages of co-education....We have had for some time an
athletic association, ostensibly for the purpose of
encouraging physical development among the students,
but the real aim of which has not been so clearly
exemplified by any well organized work.

Not so the ladies. With characteristic
feminine ingenuity, all obstacles have been sur-
mounted, and quietly but energetically a class has
been organized for regular gymnasium practice. The
dumb bell and a few single pieces will constitute
the appliances, and the drawing room will be
utilized at least as the temporary place for
exercise....

It is a strange comment upon the enterprise of
the young men, that they should be thus out stripped
by the ladies in a field so peculiarly adapted to
their own requirements and endowments.

If the girls can have a class of a dozen, surely
the boys should enlist to the number of two or three
score.14

12 The Ohio State University Lantern, September 13, 1899, p. 1,
col. 4.

13 Ibid.

14 Editorial, The Ohio State University Lantern, March 18,
1885, p. 52.
As reported by the student yearbook, *The Makio*, a variety of interesting activities were undertaken by the young women enrolled. These included: boxing, chinning, plaid dumb bells, light and heavy weight sluggering, skinning the cat, and slack rope walking.  

As non-conducive to the indulgence in recreational sport as these activities may seem, the presence of structured classes in physical training for women set forth the necessary precedent and University support for the acceptable pursuit of leisure time sport activities by women.

By late spring of 1885, it was reported that the Board of Trustees "had recently voted approval of a $50 budget for the purpose of equipping a female gymnasium for the female students." The next decade resulted in tremendous growth of student interest in recreational sports. Concern was voiced regarding the lack of sport facilities, not only the lack of facilities, however, but the availability of existing facilities for use by the women students. Such an incident was recorded in *The Lantern*.

Lawn tennis in other colleges is pre-eminently the ladies pastime. But why is it that we so rarely see the lady students of The Ohio State University engaged on the tennis court? Simply because there is but one court in proper condition, and this, when not in use by those of the opposite sex, is made the center of interest for all the loungers of the University in whose presence the ladies do not care to play. With such a state of

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15 *The Makio*, 1885, p. 80.

affairs is it not about time for the Tennis Association to waken up to a sense of their duty, put the other courts in order and give the ladies a chance to uphold the athletic spirit which the gentlemen students of The Ohio State University have cast aside.\textsuperscript{17}

During this time, articles were being published in the student newspaper proclaiming the importance of physical training and recreation for women. It was suggested that:

\textit{...gymnastic work should be compulsory for every girl in school, and should be conducted by a lady instructor. Music should accompany the various calisthenic exercises, and prizes should be given to those who are most proficient. Girls need air and sunshine. For the highest physical health there must be recreation as well as exercise. Games of speed and endurance are recommended (tennis, swimming, cricket, and baseball).}

\textit{...In conclusion, let us hope that in the future recreation will go hand in hand with study...If so, the educated woman will no longer be languid in body and irritable in mind, but will be crowned with beauty, health, and talent...that triune of perfect starriness that makes all men astronomers.\textsuperscript{18}}

The completion of the Armory provided the women students on campus with the opportunity to pursue the newly created sport of America, basketball. This exciting sport was introduced to the women of Ohio State in 1899 as one of many activities taught in their gymnasium classes. It did not, however, take long for the game of basketball to become one of the most popular recreational pastimes of college women.

\textsuperscript{17}The Ohio State University Lantern, October 27, 1887, p. 1, col. 1.

\textsuperscript{18}The Ohio State University Lantern, December 15, 1887, p. 230, col. 2.
The first written account of a scheduled basketball game for women appeared in the January, 1899 issue of *The Lantern*. "The young ladies played an interesting and exciting game of basketball last Friday morning at 9 o'clock. The teams were taken from the two advanced gymnasium classes..."\(^{19}\)

Although the first scheduled game was an informal, interclass encounter, the preceding article went on to inform the reader that "arrangements were already being made for a game, in the near future, between The Ohio State University and a team from one of Miss Rickey's classes from the city."\(^{20}\)

The element of competition was a contagious experience. The women students were exposed to it, a positive experience resulted from it, and from that point the future direction of women's sports at The Ohio State University was established for the next twenty-five years.

By February, 1899, the women students were participating in city-wide basketball competition. The first encounter merited front page headlines in *The Lantern*.

The Ladies at O.S.U. Are Defeated in Basketball by a Combination From City Team

The first public appearance of our girls' basketball team was made Saturday morning when it met the picked team of the High Schools from the Y.W.C.A.

\(^{19}\) *The Ohio State University Lantern*, January 18, 1899, p. 2, co. 5.

Although we lost the game in a score of 7 to 2 we are proud of our home team and the game they played. Some allowance must be made for the fact that it was their first public appearance, and some of the fouls made and our failure to make goals was undoubtedly due to confusion. After a few games in public our girls will be alright....

By the end of March, 1899, The Ohio State University women's basketball team had competed in a series of three games against the city women's Y.W.C.A. team. The Ohio State team scored two victories of a possible three, making them unprecedented champions of the city. It was projected at the time that The Ohio State University women's basketball team was already hopeful that next year they would capture the state championship.

Complying with the national thinking that women's attire while physically active should not be viewed by men, no male spectators were permitted to observe the competition. It was, however, reported that the games were witnessed by great crowds of friends of both teams, who added to the general interest by waving colors, blowing horns, and giving yells. One exception to this rule was in the case of Captain Karshner of the men's basketball team who was

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21 The Ohio State University Lantern, February 1, 1899, p. 1, col. 1.
22 The Ohio State University Lantern, March 15, 1899, p. 1, col. 1.
23 Ibid.
24 The Ohio State University Lantern, March 22, 1899, p. 1, col. 7.
granted permission to gain new points for use in training his own team, and he was favorably impressed with The Ohio State girl's playing ability. 25

As the nineteenth century drew to a close, several major developments within the establishment of The Ohio State University can be enumerated:

1. The Ohio State University was a forerunner in the support of co-education in institutions of higher learning.

2. Much importance was placed on the development of the total person; the mental, moral, and physical aspects were stressed. Therefore, social experiences were strongly encouraged.

3. As a result of the push for social encounters, recreational sports were established for both men and women.

4. As the demand for gymnastic classes increased, the construction of a gymnasium was inevitable. This need was acknowledged by the building of the Armory.

5. The new gymnasium provided increased exposure of students to new and different sport activities. One activity in particular was basketball.

6. Accompanying the actual skill acquisition involved in the game of basketball was the competitive experience. The popularity of this sport created a new realm for women to explore as we move into the twentieth century.

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25 The Ohio State University Lantern, op. cit., March 15, 1899.
CHAPTER IV

THE FORMATIVE YEARS, 1900-1922

**CHRONOLOGY:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1902</td>
<td>First time in the history of The Ohio State University that men were permitted to view women participating in physical activity.</td>
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<tr>
<td>1904</td>
<td>First intercollegiate competition for Ohio State women; it came in the form of a basketball game against Otterbein.</td>
</tr>
<tr>
<td></td>
<td>Varsity &quot;O&quot; awarded for outstanding athletic performance in intercollegiate sports.</td>
</tr>
<tr>
<td>1905</td>
<td>Women charged admission to basketball games, drawing crowds of over a thousand.</td>
</tr>
<tr>
<td>1907</td>
<td>Reorganization of the Physical Education Department, men and women join under one department with Dr. H. S. Wingert as head.</td>
</tr>
<tr>
<td></td>
<td>Women's intercollegiate basketball is abolished.</td>
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<tr>
<td>1908</td>
<td>Evening recreational time was made available to women.</td>
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<td>1909</td>
<td>Dr. Alice Littlejohn was hired as Director for the Women's Physical Education program.</td>
</tr>
<tr>
<td></td>
<td>Varsity &quot;A&quot; awarded for outstanding class performance; distributed at the annual Gymnasium Exhibition.</td>
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<tr>
<td>1910</td>
<td>Initial request for a new Women's Building to the state General Assembly; overcrowded conditions the cause.</td>
</tr>
<tr>
<td>1911</td>
<td>Recreational time provided for faculty women.</td>
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<tr>
<td>1913</td>
<td>Department of Competitive and Recreational Athletics established with Mr. L. W. St. John as head.</td>
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</tbody>
</table>
---Point system established for girls to obtain letter "A's."

1915
---Physical Education and Athletics join to form one Department under Mr. Lynn W. St. John.

1916
---Women's Athletic Association was established.

1917
---General Assembly of the State of Ohio passed a bill approving the construction of the women's building.
---United States entered World War I.

1919
---Due to cramped conditions in the Armory, a recommendation by the Dean of Women was presented requesting that physical education for women be discontinued until after the war; request denied.

1920
---First Women's Track and Field Day sponsored.
---Revised award system adopted by Women's Athletic Association.

1921
---Ground broken for construction of women's building, named Pomerene Hall.

1922
---Men's and Women's Divisions of Physical Education were organized.
---Miss Lydia Clark was hired as Director of the Women's Division.

As we entered the twentieth century it was clear to see that the foundation had already been laid concerning University attitudes toward and support of the women's extracurricular sports program. Through the gallant efforts of Professor Albert Tuttle, physical education and participant in recreational sports became accepted as meaningful, worthwhile pursuits for women.

It was just prior to the turn of the century that Stella Elliot Canfield, Associate Director of Gymnastics, concluded that it was time to exhibit the newly acquired skills of students enrolled in
gymnasium work to a group of select public. Their first audience, for what was to become the annual gymnasium exhibition, was the Federation of Women's Clubs of Columbus, Ohio.\(^1\) In addition to the formal invitations sent to these prestigious groups, "six hundred invitations were issued to the lady friends of the girls participating and to the faculty."\(^2\) It is important to note that no men were permitted to view the spectacle.

The Friday evening exhibition, originating in the late 1890's, was a program composed of a variety of group performances representing the forms of physical training experienced by the women within the past year. It included the following:

1. First year class with wands.
2. Second year class with Indian clubs.
3. Apparatus
4. First year class with dumb bells.
5. Basketball game--first year team versus second year team.
6. Swedish work by all classes.\(^3\)

This was an important event in the progress toward the recognition of women's sports at The Ohio State University by the surrounding community. The general public opinion was still unfavorable concerning women in sport, but due to the overwhelming success of the performance,

\(^{1}\)The Ohio State University Lantern, May 10, 1899, p. 3, col. 3.
\(^{2}\)Ibid.
\(^{3}\)Ibid.
as well as favorable audience response, the physical trainers felt
certain that they were, indeed, proceeding in the right direction.

Development in women's extracurricular sport was rapid. As
is often the case when change occurs quickly, the future direction is
not preplanned. So was the case with women's extramural sports, and
as a result, problems arose. Value systems faltered and purposes
changed. A prime example of this lack of consideration for the female
participant's physical well being is shown in a \textit{Lantern} article
describing a women's basketball game that was played in the spring of
1900.

Basketball "as she is played" by the young ladies
of Ohio State University has become a very interesting
game....The only drawback that has been found to the
game is the lack of an efficient and active hospital
corps. The frequent casualties cause such annoying
delays in the game that it loses half its interesting
features. If a Red Cross Corps could be formed to
quickly remove the wounded participants, substitutes
would be placed in play at once and in that manner not
less than half a dozen young ladies could be disabled
in a single hour. Names for volunteer nurses can be
handed to the players during any game.\footnote{The \textit{Ohio State University Lantern}, April 25, 1900, p. 1, col. 6.}

With this prevailing attitude of lack of concern for the well being of
the participant, difficult times awaited the women's competitive sport
program of The Ohio State University.

During this time, physical training for women was developing
in a much more conservative and thoughtful manner. Nineteen hundred
and one was the year when The Ohio State University officially
entitled their training program Physical Education. Considerable planning and vision went into the establishment of this discipline.

Physical Education is given by the director in charge, assisted by Miss Berryman who has charge of the work for the young women....

The work is required for the first and second year students. The course consists of theoretical and practical work in the gymnasium, and includes calisthenics, light and heavy gymnastics, physiology of exercise, physical examinations and measurements. It is intended to give the student such a training in the methods of Physical Education that she may have a comprehensive knowledge of the subject....

It is the aim of the department to secure health, vigor and such harmonious development of the body as will fit it to resist disease and prepare it for efficient service, both now and later in life.  

A poem written by a young woman actively involved in a physical education class presents a vivid impression of that experience.

Gym

Hail to thee, Gymnasium!
Grumble? Guess we do!
When across the campus
We're impelled toward you.
Oh, that we might ever dumb bells
   And wands eschew.
When the hour-gong soundeth,
   Haste we for our wraps,
Rushing down the stairway,
   Upset a dozen chaps,
And 'bring up' at the Gym at length
   With other dire mishaps.

Fly into our lockers,
   'Comb'ne' quite forget-
Tug and pull and push and bang;
Pers'ing, mad and hot.
Catch our breath, at last, to find
   Right number we have not.

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6Ibid.
Dress in just two minutes,
    Pins and ribbons fly.
Music from the floor above!
    Hope gleams from the eye.
No vile 'basketball' today where
    Fifteen 'centers' vie.

Our instructor - bright and sweet,
    Wields the clubs in air.
Much we long to 'swing' like her
    Strive with patient care.
Whack our neighbor on the head
    Ere we are aware.

Lying flat upon our backs
    Tresses mop the floor,
Side-combs scattered far and wide
    Hair pins by the score.
Bump our heads, while frequent
    Whacks render elbows sore.

Form in line for running,
    Wavering on toes,
Panting, palpitating
    'Take long breath through nose.'
Lifting arms and dropping them
    Like the wings of crows.

Class dismissal we seek the
    'plunge'
'Sponge' and 'shower-bath'
    too.
Tussle with hair, buckles, pins,
    Broken strings of shoe.
Then go home to dinner-
    exercised clear through. 7

The early success of the women's intramural and recreation
program stemmed from the sound basis formed within physical education. 8
The first type of intramural competition was in the form of inter-
class games. These were primarily competitive events challenging one
class against another. Since classes were composed of students from
only one grade level (i.e., freshman, sophomore, junior, or senior)

7 The Ohio State University Lantern, February 28, 1900, p. 1, col. 3.

8
keen competition resulted when class honor was at stake.\textsuperscript{8}

More consideration was given to women's recreational interests and, as a result, clubs were formed representing a variety of activities, including bicycling, tennis, golf, and walking.\textsuperscript{9} Many of the women students who had completed their regular physical education requirements became involved in these interest groups in order to carry on their sport pursuits.

Nineteen hundred and two marked the first time in the history of Ohio State that men were permitted to view women participating in physical activity. Until this time instructors in women's physical education were having a difficult struggle against public opinion. A rule revision regarding the women's annual gymnasium exhibition was made permitting fathers and brothers of the girls participating to attend the performance. It was predicted that this move would help "dispel the air of mystery that has sometimes been made to surround the girls' gymnasium work..."\textsuperscript{10} The decision to allow men to view the exhibition was based on the idea

\begin{quote}
...that it will show the public what the work is, and help to bring them to the opinion now held by those best informed, that physical training is as essential to the development of a young woman as it is to that of a young man, and that neither are educated until they have had the training of a gymnasium.\textsuperscript{11}
\end{quote}

\textsuperscript{8}The Ohio State University Lantern, March 19, 1902, p. 2, col. 3.
\textsuperscript{9}The Ohio State University Lantern, April 24, 1901, p. 1, col. 3.
\textsuperscript{10}The Ohio State University Lantern, April 30, 1902, p. 2, col. 2.
\textsuperscript{11}Ibid.
It is impossible to determine exactly what impact this decision had on the overall public opinion toward women's sports, but it is known that the exhibitions continued under that format until 1911, and that within two years of the revision the first women's intercollegiate competition at The Ohio State University was sanctioned.

The first intercollegiate competition for women was a basketball game against Otterbein, played in February, 1904.\textsuperscript{12} Within a month, two additional intercollegiate basketball games were played, both against Miami University. Ohio State was represented by two women's basketball teams; one was designated the Varsity, the other the Scrubs.\textsuperscript{13}

An indication of the popularity and interest generated through women's intercollegiate basketball is represented in the establishment of the "O" award to worthy women athletes. This practice was begun in December, 1904, as a means to recognize women basketball players who played in four of the six scheduled games of the past season.\textsuperscript{14} Those who won the coveted letter were the Misses Schilling, Liebold, Reel, Krumm, and Harbarger.\textsuperscript{15}

Accompanying the basketball season of 1905 was another first in the history of women's competitive athletics at The Ohio State University. Public interest in women's basketball skyrocketed to a

\textsuperscript{12}The Ohio State University Lantern, February 24, 1904, p. 2, col. 3.

\textsuperscript{13}Makio, 1904, p. 273.

\textsuperscript{14}The Ohio State University Lantern, December 7, 1904, p. 5, col. 3.

\textsuperscript{15}Ibid.
degree that teams were playing to record breaking crowds of a thousand or more. With a schedule of eleven games that season and an excellent chance to capture the state championship, the decision was made to help defray expenses incorporated within this venture by charging admission of 25¢ to the women's games. The crowds continued to support the team and the state championship was claimed by the Ohio State women that year. The team record for the season was:

<table>
<thead>
<tr>
<th>Team</th>
<th>Score</th>
<th>Team</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>OSU</td>
<td>12</td>
<td>Otterbein</td>
<td>5</td>
</tr>
<tr>
<td>&quot;</td>
<td>17</td>
<td>Marion High</td>
<td>12</td>
</tr>
<tr>
<td>&quot;</td>
<td>14</td>
<td>Marion High</td>
<td>2</td>
</tr>
<tr>
<td>&quot;</td>
<td>5</td>
<td>Ohio Northern</td>
<td>19</td>
</tr>
<tr>
<td>&quot;</td>
<td>35</td>
<td>Central High</td>
<td>2</td>
</tr>
<tr>
<td>&quot;</td>
<td>13</td>
<td>Ohio Normal Univ.</td>
<td>4</td>
</tr>
<tr>
<td>&quot;</td>
<td>20</td>
<td>Central High</td>
<td>2</td>
</tr>
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<td>Muskingum</td>
<td>9</td>
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<td>Muskingum</td>
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</tr>
<tr>
<td>&quot;</td>
<td>33</td>
<td>Wilmington</td>
<td>3</td>
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It was obvious to those involved in women's intercollegiates that at the rate things were expanding, additional financial support was a necessity. In January, 1905 a request was made to Athletics

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17. *The Ohio State University Lantern*, February 1, 1905, p. 1, col. 5.
regarding financial backing for the schedule of the women's basketball team. Their request was denied and the following statement was issued: "The girls have their separate association and are expected to meet their own obligations. They are privileged to whatever games they choose so long as they maintain strict responsibility."\(^9\) With this statement a precedent was set that would see years pass before further consideration would be given to this issue, that of women being solely responsible for their athletic program.

Although the request for financial assistance had been denied, arrangements for the season were secured and women's basketball was underway. However, due to circumstances completely unrelated to the earlier concerns over financial support, the women's basketball team of 1906 disbanded.\(^{20}\)

This decision caused considerable discussion and reaction within the university community. The account is best explained in the following **Lantern** article:

**Co-eds Disband**

Internal disturbances seems to be the cause of the recent disruption in the ranks of the girls' basketball team. Regardless of what the cause is or was trouble has been abrewing for sometime past and it is now an undeniable fact that the altogether excellent organization has suspended operation for the rest of the season....

Just where the trouble has originated and upon whom the brunt of the blame for this lamentable situation should be placed can not be said with any

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\(^{19}\) The Ohio State University Lantern, January 17, 1906, p. 3, col. 2.

\(^{20}\) Makio, 1906, p. 283.
degree of certainty. Rumor has it that uncongeniality of the captaincy, or perhaps her proneness to show favoritism in the selection of the team has been one of the prime causes of the dissension. At any rate, numerous members of the squad have flatly refused to return to the ranks and the manager, Miss Frances Paterson, has said that if such unwarranted favoritism is to be shown in the selection of the players and so much trouble experienced in the management of the team, she prefers to be disconnected with the whole affair....

There is cause for much regret in the matter since the girls...were attracting as much if not more attention in the public than the men's basketball team.\footnote{The Ohio State University Lantern, February 21, 1906, p. 2, col. 1.}

As reflected in the above article, enthusiasm and talent were prevalent, but the key factor to the success of the program was missing—that of leadership. Until this time, the necessity of a coach for a women's team was not considered. As a result, dissension grew among the team members until the only recourse to be taken was that of disbandment.

The following year brought reorganization to women's intercollegiate basketball at Ohio State. With new awareness of the importance of leadership, a coach was assigned to the team. Ironically enough, the first official coach at The Ohio State University was a man, named "Rink" Barrington! Mr. Barrington was not a coach by profession, but rather, a star college athlete who played basketball and football for Ohio State University.\footnote{Ibid.}

It is not difficult to understand why that year the women's basketball team faced numerous physical confrontations with their
opponents. Rough play became the accepted method of game strategy for the Ohio State team. An excerpt from the Lantern supports this observation.

...not to be out done by their brothers, the Ohio State and Otterbein girls were eager for rough play....It was a battle royal between the two captains.23

With a male athlete as coach, the women acquired the philosophy used by the men varsity athletes at that time. Males coaching women's teams became a concern which was being felt nationally by women physical educators. A lack of understanding and compassion for the true needs and interests of the women participants was obvious. The final recourse to be taken concerning this problem was several years away, but until a national stand was established, individual institutions acted in accordance with their own conscience and student well being in mind.

So was the case at The Ohio State University. For in the fall of 1907, intercollegiate competition for women was banned by Dr. Wingert and Miss Hopkins.

The announcement of this decision appeared in the Lantern.

No Girls' Varsity Team at State This Year--
Interclass Contests Will Be Held

Dr. Wingert and Miss Hopkins have decided that there shall no longer be a girls' varsity basketball team. They reached this decision after much deliberation and have made this move for what they considered excellent reasons.

None of the first class institutions of the country allow the coeds to leave the university to play basketball anymore, nor do they allow games

23 The Ohio State University Lantern, March 6, 1907, p. 2, col. 1.
before the public. It is the belief that such games are detrimental to women, both physically and morally. Not that this has resulted at The Ohio State University, but there is this tendency. Also the team has not always been a paying investment. So hereafter the girls will not be seen in basketball. A series of interclass games will be arranged, for which the Varsity "0" may be granted. These games will not be open to the public, the spectators being confined to the female sex.24

In place of intercollegiate competition was the renewed thrust for the continued development of interclass competition and furtherance of recreational pursuits.25

With that decision came the end of a short-lived era of varsity competition for women athletes at Ohio State University that would take decades to re-establish. But as a result of this action, a change in focus occurred which provided the necessary attention needed to fully develop the recreational phase of the women's program.

At this time, the area of physical education was being carefully scrutinized by faculty members within the department. It was decided in the summer of 1907 that the Department of Physical Education should reorganize to better accommodate the coordination of the men's and women's divisions, as well as to gain better control of the destiny of athletics.26 This move was to result in more efficient departmental management through the direction of Dr. H. Shindle Wingert, Director of Physical Education.

The announcement of this decision to the students appeared in an early fall issue of the Lantern.

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24The Ohio State University Lantern, November 27, 1907, p. 5, col. 3.
25Ibid.
New Director

Among the departmental changes made by the faculty last June, to take effect with the opening of the present college year, none is of greater interest to the student body in general than the unifying of the departments of Physical Education for Men and Physical Education for Women to form the Department of Physical Education, with Dr. H. S. Wingert as its supreme head. This step is expected to materially raise the standard of the girls' gymnasium work.

The administration of the Women's Department during the coming year will be under the immediate supervision of Miss Norma Searing.

....Miss Searing will have the title of Associate Professor of Physical Education, Miss Darred will continue as assistant in the Women's Department. No radical changes in the methods of instruction are contemplated, but an effort will be made to arrange the classes at more convenient hours.27

As a result of the better organization within Physical Education, student response to its program increased tremendously.

During the fall of 1908, women students began demanding the opportunity to participate in physical activity not only during designated daytime hours, but evening time slots as well.28

In response to a demand which has arisen from certain parts of the University for special gymnasium work for women, an effort will be made by Dr. Wingert to open the gym for such work two evenings of the week from 7 to 9 o'clock. If the proposed innovation is to become a permanent feature of the gymnasium work, it will be necessary for 20 or more students wishing to take special gymnastic exercises, fencing, etc to signify their desire for this work to Dr. Wingert or Miss Searing.

....Whatever work is done will be under the direction of Miss Searing.29

27 The Ohio State University Lantern, September 22, 1908, p. 2, col. 3.
28 The Ohio State University Lantern, October 28, 1908, p. 8, col. 3.
29 Ibid.
This request for equal consideration of the women for much sought after evening hours in the Armory resulted in facility space for class use. This time was later used for general recreation hours. This continued to be true until the pressure of World War I placed demands upon the entire university system.

One could easily designate the year 1909 as the beginning of the move forward for the women's physical education program. Until this time, the only real leadership for the women's program had come from Dr. Wingert, who was involved in so many things, little personal contact could be afforded to the women's area specifically. But in 1909 Dr. Wingert himself announced the appointment of Alice Littlejohn, M.D., of Washington, D.C., as associate professor of Physical Education to have charge of the gymnasium work for women.\(^{30}\)

With her presence at Ohio State came added strength and purpose to women's physical education. It did not take long for her interest and enthusiasm to be visible within the program itself. Dr. Littlejohn's first year saw the awarding of Varsity "A"'s to those young women attaining outstanding class performance in their gymnasium work.\(^{31}\) This honor was bestowed upon a select number of women each year who were recognized with the granting the Varsity "A" award at the annual Gymnasium Exhibition. These girls formed an association whose primary function was to assist in the operation of the women's physical education classes. The official title given to these women

\(^{30}\) The Ohio State University Lantern, September 21, 1909, p. 9, col. 2.

\(^{31}\) Makio, i910, p. 361.
were "Gym Aides."

As the popularity and interest in physical education grew, along with the continued increase in student enrollment, a new problem faced those in administrative positions at the university, that of inadequate facility space. In 1910, women joined forces in an effort to create enough social pressure to push through the approval of the construction of a new building for women.

Women Will Ask Assembly for Building; Will Contain Gymnasium

...Such a building will relieve the crowded condition of the gymnasium at present for both the men and the women....The need for a new gymnasium for women is especially great. At the present when men and women are compelled to use the same gym floor, the latter must take all their exercise in the morning from 9 o'clock till noon. This is the poorest time of the day for recreative exercise. The classes are too large and there is not enough equipment to supply all of the girls.

The present locker room is only 34 x 17 feet in size and 150 girls often have to dress in it at one time. Three girls use one locker. The swimming pool is 15 x 28 feet and is located in a room with insufficient light.

The Women's Council is the representative organization under whose direction will be the efforts to get the new building.33

Although women did present the problem of poor facilities for physical activity to the assembly, over a decade passed before a women's indoor facility would become a reality.

Surprisingly enough, spirits were not dampened and increased support and enthusiasm was felt by those in charge of women's programs. Extracurricular sport interest groups continued to

32 Ibid.

33 The Ohio State University Lantern, December 14, 1910, p. 1, col. 1.
increase in number, involving more and more students and faculty. It is not difficult to understand why these tended to be outdoor activities such as a Co-ed Walking Club established in 1909, and an Archery Club formed in 1912. By moving in this direction, interest in sports and physical exercise could be maintained without producing greater stress on existing facilities.

In the spring of 1912, an additional boost was given to the women's program when an athletic field was prepared for them behind Oxley Hall. This provided new features, such as archery, tennis, and outdoor games, to be added to the regular gymnasium work. In addition to these activities, the game of field hockey was also introduced to The Ohio State women that year. Dr. Alice Littlejohn was anxious to have the sport be a success. "Hockey is a fine game, being interesting and beneficial because it is played in the open air. Gymnasium credit will be given for regular playing."

To further indicate the advancements being made within the area of physical education and recreation, a major in Physical Education was proposed during the winter of 1912.

[Dr. Wingert is proposing] a normal course in scientific physical training. Such a course...as outlined by Dr. H. S. Wingert would consist of a two

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34 The Ohio State University Lantern, November 17, 1909, p. 6, col. 4.
35 The Ohio State University Lantern, May 1, 1912, p. 1, cols. 6 and 7.
36 The Ohio State University Lantern, March 27, 1912, p. 1, col. 2.
37 The Ohio State University Lantern, October 30, 1912, p. 5, col. 3.
year course in any of the regular colleges followed by two years of scientific physical training.

...In establishing a normal course, Ohio State would be one of the pioneers in this movement, since at present there are only a few schools in the country offering such opportunities and these graduates are in great demand.38

Although Dr. Wingert's idea was merely presented during the winter of 1912, Dr. Alice Littlejohn immediately designed and implemented a Normal Course in physical culture and experimented with it the following quarter.39 The course was approved by the College of Education that spring. As reported by the Lantern:

...only a limited course can be given by Dr. Littlejohn under present conditions, but a start has been made toward a complete course.40

It is necessary to show the development made within the area of physical education because of the direct bearing it had on the progress experienced within recreation. The same faculty personnel were involved in both facets of the program, and the more sports and physical activities students were exposed to in classes, the more interested they became in pursuing them during their free time.

Therefore, it is understandable why the University Board of Trustees created the Department of Competitive and Recreative Athletics as early as June, 1913.41 This marked the official

38The Ohio State University Lantern, February 21, 1912, p. 3, col. 4.
39The Ohio State University Lantern, March 13, 1912, p. 2, col. 4.
40Ibid.
41History of The Ohio State University - Vol. II, op. cit., p. 171.
beginning of a Department of University Recreation, and according to 
Department records, one of the first two such Departments in the 
country. Although Dr. Lynn St. John was head of the newly created 
department, Dr. Alice Littlejohn Goetz (recently married) was still 
functioning in the capacity of coordinator for all women's programs. 
In 1913, she submitted the following report to the Board of Trustees 
describing the women's recreational program.

DEVELOPMENT OF THE RECREATIVE PHASE 
OF PHYSICAL TRAINING (WOMEN)

Each year there is a great demand among the 
young women students for recreation of the sort which 
may be obtained in a gymnasium. The girls want to 
have basketball teams; to play ball; to dance; and in 
general to amuse themselves in physical ways. They 
show a desire to laugh aloud, to call each other, 
and indulge in many such natural desires, which con-
ventionalities deny them. They come to the gymnasium 
in the afternoon, when through with their classes, 
and express their longing to get into their "gym" 
suits and go up onto the floor and play.

As the building is closed to the women students 
during the afternoon hours, we began, the second 
semester of this year, opening it from 7 to 9 Monday 
and Thursday evenings to the girls. The response 
was immediate. An average of 83 attended until in 
March when flood conditions necessitated the discon-
tinuance of the privilege. Basketball teams were 
formed, -- Freshman, Sophomore, and Junior. Quiet, 
timid girls began to skip about and swing on the 
rings. A general spirit of hilarity prevailed, and 
the girls seemed to thoroughly enjoy themselves.
Later in the spring, through the cooperation of the 
Athletic Association, a corner of the athletic field 
was reserved for the girls, and out-of-door games 
were played with great enjoyment.

Plans are now made to start all classes out-of-
doors next fall; to encourage students to sign up 
for their favorite sports, and to arrange hours when 
practice may be had. If good weather prevails, the 
little athletic field will prove a source of great 
pleasure to the girls, and will be a step toward a 
Girls' Athletic Field, which we hope will one day 
become a reality. We are a long way behind many
institutions in providing facilities for the girls' activities, but even with the overcrowded building, we shall be able to make some advance now that we can arrange for some out-of-door work.

Also a class in Folk Dancing will be held through courtesy of the Dean of Women, at Orton Hall, Wednesday afternoons, open to all women students, which will be an outlet for their exuberant spirits.

Alice Littlejohn Goetz42

The year 1913 also marked the formation of a new point system used by the women students in attaining the desired honorary "A."

Girls To Obtain A's By New Point System

The women's physical education department has adopted a new system for awarding the honorary "A." Heretofore the head of the department has chosen from 10 to 12 girls of the sophomore class for the honor, but owing to the increase in the size of the classes and to the added interest in the work in the last three years, Dr. Littlejohn Goetz has found it impossible to select so small a number of girls. She has accordingly consulted with the Dean of Women and arranged a point system by which the girls may work for the "A." The number of points required is 35.

For each year of general gym work one point is credited, or two points if the course is merited. In athletic sports such as basketball, tennis, swimming, and hockey, four grades of proficiency will be recognized. Most first year students will gain the points allowed for fourth grade work but for exceptional ability may be advanced to either third or second grade. For special subjects taught the points will be awarded as in athletic sports, that is, fourth grade, one point; third grade, three points, second grade, five points and first grade, seven points.

Personal qualification such as carriage, manner of address, health, strength and endurance will be taken into consideration although no credit will be given for these during the first year.

By the end of the sophomore year some girls will be able to qualify and it is thought that it will not be difficult for the average student to acquire the minimum number of points by the end of

42 Annual Report of the Board, 1913, p. 76.
the first semester of the junior year. Those who win
the "A" will be eligible to election into the varsity
"A" association composed of alumni, senior and junior
students who have been awarded the "A."43

The introduction of such a system resulted in a change of attitude on
the part of women students. Until this time, the coveted "A" award
was perceived by the girls as a symbol of excellence, attainable
only by a select few. Under the new structure the "A" became a
realistic goal of many who were willing to endure long hours of
involvement in the area of physical training and activity.

The point system within Physical Education lent itself favorably
to the continual growth of the women's recreational program. An
dexample of this is seen in the creation of the Annual Women's
Basketball Tournament.

Cheerleaders and mascots, decorations, and the
singing of class songs, will help to make the first
annual girls' basketball tournament, Thursday,
December 18, an interesting one.

This tournament is open to all college girls
and is not regular gymnasium work. It is for the
purpose of arousing class spirit and enthusiasm.
Committees on the arranging of a mascot parade are
at work. Cheerleaders will be chosen soon....
Practices are being held....

Admission by colored tag (depending upon
class) at the cost of 5¢....(to help defray decora-
tion expenses).44

Within two years it became apparent to university officials
that in order to maintain utmost efficiency within this area,
consolidation was necessary between the Departments of Physical

43 The Ohio State University Lantern, May 14, 1913, p. 3,
col. 5.

44 The Ohio State University Lantern, November 19, 1913,
p. 7, col. 4.
Education and Athletics. Therefore, in 1915, in order to secure the unification of gymnastic work, the elimination of overlapping courses, and greater efficiency in the use of the Gymnasium, the Board of Trustees combined the Department of Athletics and the Department of Physical Education to form a unified Department of Physical Education, with Mr. St. John at its head.45

Reorganization of these two departments under the direct guidance of L. W. St. John resulted in the coordination of four major services:

1. Required Physical Education for men and women.
2. Intramural work for men and women.
3. Intercollegiate work for men.
4. Normal courses for the training of teachers.46

The integrated structure under which the Department then functioned became an influential factor in encouraging informal groups within its framework to establish firmer groundwork from which to grow.

A prime example of the effect of such authority was seen in the establishment of the Women's Athletic Association. In the Spring of 1916, the women of The Ohio State University, under the direction of Miss Florence A. Meyer, head of the Physical Education Department for Women, established the first official organization for women athletes, called the Women's Athletic Association. The purpose

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45 *History of The Ohio State University* - Vol II, op. cit., p. 171.

46 Ibid.
behind the creation of this association was to "stimulate interest in athletics for women, unify physical activities,"\(^{47}\) and provide a means to "co-operate with the instructors in the department in the managing of tournaments and interclass contests."\(^{48}\)

The constitution and by-laws for the Women's Athletic Association were drawn up by a committee composed of Miss Florence A. Meyer; Miss Margaret C. Hammett, instructor in the department; Anna C. Strait, senior; Wilhelmina Dahman, junior; Geraldine G. Rang, junior; and Hilda E. Damm, junior.\(^{49}\) Support for the idea came from the fact that such groups existed in many of the Eastern colleges.

The constitution provided for active and associate membership, the former having the power to vote and hold office. To be active, girls had to gain 100 or more points in their gymnasium work\(^{50}\) which included swimming, hiking, perfect attendance, extra floor work, good posture, merit and "G" grades. To remain active, members had to win twenty-five additional points each year. The associate members could not vote or hold office, but they were allowed to be present at the meetings.

An executive board, composed of the officers of the association, the director of the department, and a representative of each sport,

\(^{47}\) _The Ohio State University Lantern_, April 17, 1916, p. 1, col. 4.

\(^{48}\) _The Ohio State University Lantern_, April 4, 1916, p. 1, col. 1.

\(^{49}\) _Ibid._

\(^{50}\) _The Ohio State University Lantern_, April 18, 1916, p. 4, col. 2.
had charge of the tournament, the awards, honors, and general management of the organization. The election of the Association officers came at the end of Spring Quarter, 1916. Therefore, the newly selected leaders of the Women’s Athletic Association had to wait until Fall to see progress toward the established purposes of the organization.

As a direct result of the creation of such an association, interclass competition for women students increased in popularity. There was growth in both the number of participants, as well as the variety of activities offered. Additional structure in the W.A.A. led to better direction and foresight in terms of the future for women’s sports at Ohio State.

It is impossible to determine whether a cause/effect relationship between the formation of the Women’s Athletic Association in 1916 and the events that followed in 1917 existed, but within a year of W.A.A. becoming a functioning organization on campus, the General Assembly for the State of Ohio passed House Bill No. 452 appropriating the sum of $150,000 for the construction of a women’s building at The Ohio State University. It stated:

SECTION 1. That for the purpose of providing for the women students of Ohio State University a place where required physical education can be given, where proper rooms may be provided for study, for reading, for rest and recreation, where the student activities of the young women may be centered with proper direction and supervision with provision for restaurant and dining room facilities; where provision for proper social and educational development

51 Letter from Frank A. Hunter to Mr. Lincoln, March 7, 1921.
may be provided; there be and hereby is appropriated out of any money in the state treasury to the credit of the general revenue fund, not otherwise appropriated, the sum of one hundred and fifty thousand dollars.\textsuperscript{52}

Although the General Assembly had acted upon the request for a women's facility, 1917 also brought to the citizens of the country the inevitable confrontation with Germany, forcing the Congress of the United States to declare our country's direct involvement in World War I. This commitment produced considerable adjustments on university campuses across the nation, and The Ohio State University was no exception.

After the United States official entrance into World War I in April of 1917, the Armory at Ohio State was transformed into the School of Military Aeronautics,\textsuperscript{53} and then eventually into a barracks to house military personnel in the Spring of 1919.\textsuperscript{54} Everyone became involved and a majority of the students' efforts were directed toward the war.

The Armory became the military headquarters for Central Ohio, thus magnifying a problem which had existed for several years, that of inadequate facilities for the pursuit of physical activity. A letter from Alice Littlejohn Goetz to President Thompson described the predicament which existed as early as 1911.

\begin{quote}
....Complaints from the young women students are becoming so numerous, that it seems as if it will soon be necessary to take some steps, either to
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\begin{footnotes}
52 Ibid.
54 Makio, 1918, p. 153.
\end{footnotes}
eliminate part of the course in Physical Education for Women, or to provide a suitable place for it.

The number of students has increased so rapidly in the last few years, that classes in this department are now composed of from 90 to 130 or more members....

As the floor is available only in the mornings, all classes, over 400 students, are obliged to come between 9 and 12 o'clock....

It is to the interest of the students' health, that she have some out-of-doors exercise. This is recognized in the Boy's Athletic Association; but the girls, who need it even more, as the restrictions of conventional dress, and department limit their activities to a greater degree than do those of boys, have no space out-of-doors prepared and equipped for such use....

Anything more said along these lines, would be but a statement of familiar facts; but I should like to ask, What method might be pursued to result in the acquisition of a Building for Physical Education, including a Department of Hygiene? Is there anything we could do in the department as it now exists which would better conditions?55

It is obvious that the overcrowded situation in the Armory did not improve with the United States involvement in World War I. Therefore, in the Spring of 1919 a recommendation was set forth from the Dean of Women that physical education for women be closed for the 1919-1920 academic year.56 It was also proposed in this letter that it seemed like a logical time for the separation of Physical Education into two departments, men and women.57 No immediate action was taken on the recommendation, but in July of 1919,

55 Letter from Alice Littlejohn Goetz to President Thompson, 1911.

56 Letter from Dean Converse to President Thompson, May 26, 1919.

57 Ibid.
Professor St. John proposed the following plan:

1. That the requirement of Physical Education for Women be reduced for both Freshman and Sophomores, from 4 to 3 hours per week.
2. That no more than 2 hours per week be given to work in the Gym. The additional hour to be spent in outdoor recreational activities in the afternoon hours.
3. That swim classes be held in the afternoon.\(^58\)

Mr. St. John's plan was approved by the Board of Trustees, August 7, 1919.\(^59\) Therefore, as directed by the newly revised procedures, the women students spent considerable time in outdoor pursuits. This continued until the Women's Building was completed in 1922.

In support of the new administrative policies urging increased involvement in outdoor activities, the first women's track meet ever held at The Ohio State University was staged May 19, 1920 on the Ohio Field.\(^60\) The purpose of its was to replace the "open night," which before the war, was the annual celebration put on by the women's department of physical education. Although Professor Florence A. Meyer and Clara Ranck were in charge of the affair, professional expertise was offered by the varsity track coach, Frank R. Castleman.\(^61\)

Since track was new to the women of Ohio State, it was decided that a special class in track work would be sponsored every Friday noon until the meet was held. This gave the women students

\(^{58}\) Letter from Mr. L. W. St. John to President Thompson, July 1, 1919.

\(^{59}\) Ibid.

\(^{60}\) The Ohio State University Lantern, May 11, 1920, p. 1, col. 3.

\(^{61}\) Ibid.
an opportunity to be exposed to the various skills involved and improve their performance prior to the scheduled event.

The first women's track meet was, indeed, a success, as reported in the Lantern.

Freshman Co-ed Takes First Place In Track Events

Helen M. Krepps, A-1, starred in Ohio State's first co-ed track meet, held on Ohio Field Wednesday at 3 P.M., by carrying off four firsts and one second. The firsts were scored in the 50-yead dash, high jump, 100-yard hurdles and running broad jump, and the second in the baseball throw.

Elizabeth M. Cott came second with 11 points, pulling down a first in the hop-step-and-jump and second in the 50-yard dash and running broad jump. Mildred Smith, Helen Studebaker and Helen Ruhlen tied for third place with six points each.

The freshmen took class honors with 37 points, the juniors following with 25 points and the sophomores with 15.

...Confusion on the field made it impossible to run the meet off rapidly. Participants in the meet displayed much good sportsmanship in face of a muddy field.

The events and the winning marks included:

- Hop-step-and-jump 25 feet 5 inches
- Shot Put 23 feet 2 inches
- Fifty Yard Dash :08
- Hundred Yard Hurdles :16 4.5
- Baseball Throw 145 feet 11 inches
- Basketball Throw 61 feet 5 inches
- Discus Throw 66 feet 9 inches
- Running Board Jump 14 feet 3 inches
- Class Relay :42

62 The Ohio State University Lantern, May 20, 1920, p. 1, col. 4.
substitute. In 1920 a revised award system was adopted.

The Women's Athletic Association established four classes of awards, namely, hiking, sports, general gymnasium work and exhibition work. Pre-requisites for these awards were eligibility both as residence requirements and to scholarship, membership and good standing in the Women's Athletic Association. This was consistent with the original standards set in 1916. "One hundred points in any group are necessary for the winning of a numeral, and no more than one numeral of each class may be awarded to any one person." The letter "0," the highest honor bestowed by the Women's Athletic Association, was awarded to the winner of three numerals. To indicate the difficulty in obtaining such an award, only three four-year co-eds received this prestigious honor in 1920.

The administration of such an extensive point/award system was an extremely time consuming task. Few years would pass before this system was abolished.

The Annual Report to the Board of Trustees in 1920 summarized well the attitude of women in physical education toward the importance and future of women's recreational sports at The Ohio State University.

We have merely scratched the surface so far as intramural work is concerned, and are very optimistic

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64 Ibid.
65 The Ohio State University Lantern, June 2, 1920, p. 1, col. 1.
about the future of this most important phase of Physical Education. Present facilities greatly handicap a successful expansion of intramural work.\textsuperscript{66}

The year 1921 represented the end of the long fought battle for construction of a women's facility, for in the spring of that year ground was broken. During 1922, the Board of Trustees decided that the name of the new building for women was to be "Pomerene Hall." This was in recognition of the late Honorable Frank Etherington Pomerene, an alumnus and Trustee of the University.\textsuperscript{67}

In conjunction with the construction of Pomerene Hall, the question arose regarding the true purpose of the building. One group of individuals supported the idea that the facility should be strictly a social building, comparable to the Men's Union. Another faction strongly believed that the building should include facilities for physical education, namely, a gymnasium.

Mr. St. John argued that the appropriations for the new structure were passed by the finance committee after they viewed the poor teaching conditions the women worked under in the Armory. As Mr. St. John stated, "if a gymnasium was not built, Legislature would consider it misuse of funds."\textsuperscript{68} The decision was made to include the physical education areas.

\textsuperscript{66} Annual Report of the Board, 1920, p. 149.

\textsuperscript{67} Annual Report of the Board, 1922, p. 21.

\textsuperscript{68} Report by Mr. L. W. St. John, 1922, The Ohio State University.
A second major concern was experienced relative to the construction of Pomerene Hall. Many women associated with the University and allied with the women's Alumni Association pushed for the separation of men's and women's physical education into two separate departments. Their rationale was based on the future geographic split in location, as well as philosophical differences in the nature of their programs.

The Board of Trustees initially supported the women's proposal in a vote taken on July 11, 1922. But after severe pressure was placed upon them by University President Thompson and by Mr. St. John, who felt such a move would damage his professional reputation, the Board reconsidered their position and revoted in favor of retaining one Department of Physical Education. In the summer of 1922, The Division of Physical Education for Women was organized and was to be housed in Pomerene Hall upon its completion. Although the Division would be under the general direction of Professor St. John, Miss Lydia Clark was hired in July, 1922 and placed in immediate charge of the program. Miss Clark came to the campus from Illinois State University Normal School. She was graduated from Wellesley College in 1907 and in 1929 received her Master's degree from Columbia.

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70 Board of Trustee Proceedings, September 8, 1922, p. 32.
71 History of The Ohio State University - Vol. II, 1910-1925, op. cit., p. 175.
72 Letter from Miss Lydia Clark to President Thompson, August 14, 1922.
73 The Ohio State Monthly, March, 1933, p. 196.
The appointment of Miss Clark as Director marked the beginning of an era when women's sports would develop under careful guidance and restrictions placed upon the program from both internal and external forces. The primary objective would be to promote "sports for all."
CHAPTER V

"A GAME FOR ALL AND ALL IN THE GAME," 1922-1937

CHRONOLOGY:

1922
--Turnover and hiring of additional staff in the women's physical education division resulted in the job experience needed to enhance the development of intramural sports for women.

--Effort was made to unify women on campus within the Women's Athletic Association through abolishing the Varsity "A" group.

--Pomerene Hall open for use.

1923
--First year intramural competition was offered to women at Ohio State.

--First Women's Athletic Association Intramural Banquet was held.

--Physical Education major was established for men and women.

--Pomerene Hall officially dedicated in honor of Frank Pomerene.

1924
--Birth of Coed Hi-Jinx.

--First time Ohio State University representatives were sent to the national Athletic Conference of American College Women.

1925
--Ground broken for pool addition to Pomerene Hall.

1926
--Women's Field House construction begins.

1927
--Pomerene Pool open for use.
--Miss Dorothy Sumption takes over the Intramural Program as acting director.

--Interclass competition separated into two divisions: majors and regular college women's teams.

--Women's Athletic Association Point System was abolished.

--Orchesis joins the Women's Athletic Association.

1928

--Women's Field House open for use.

--Central Athletic Conference of American College Women met at Ohio State University.

--Swan Club was established; first water show was presented.

1929

--First official Play Day sponsored by Ohio State University.

1930

--Miss Dorothy Sumption officially named as the new Director of Women's Intramurals.

--Women's Athletic Association was inactivated.

1931

--Women's intramurals were temporarily disbanded due to the affects of the Great Depression.

1933

--Untimely death of Lydia Clark Benedict.

--Gladys Palmer assumes the Chairman's position with the Division of Physical Education for Women.

1936

--Creation of the Women's Recreation Association.

Though 1922 marked a controversial stage in the development of the women's program, it was also the beginning of a new era for women's intramurals. The creation of a Women's Division caused need for the hiring of well qualified personnel in the physical education profession to administer the program. The particular individuals that were hired had tremendous impact on the future direction of
women's sports programs at Ohio State University.

The selection of Miss Lydia Clark as Chairman of the Women's Division was the first of several appointments which added strength and experience to the department. In speaking of her policy, Miss Clark was quoted as saying,

I hope ultimately to build up a strong athletic department for girls, similar to that at Vassar, Bryn Mawr, and the University of Wisconsin. I think more interest is needed in interclass events and I want to work up a democratic organization of sports.1

In accordance with this philosophy, it is not surprising that one of the new faculty members hired for the academic year 1922-23 was Miss Gladys Palmer. "...she [Miss Palmer] has been highly spoken of by members of the Department of Physical Education for Women at Wisconsin as being exceptionally fitted to popularize the sports."2 Miss Palmer's main responsibility at Ohio State was women's athletics. A third faculty member employed that year was Miss Dorothy Sumption, whose primary responsibility was to coordinate the field hockey classes. Both Miss Palmer and Miss Sumption were University of Wisconsin graduates. With the innovative concepts being taught to women at Wisconsin, Ohio State acquired a strong, qualified staff for the laying of the foundation for the structure of the Women's Division.

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1 The Ohio State University Lantern, October 3, 1922, p. 2, col. 1.

2 Letter from Miss Lydia Clark to President Oxley Thompson, August 14, 1922.
which would span the next fifty years.

During 1922, there was a concerted effort by women at Ohio State, as well as women across the country, to develop effective Women's Athletic Association programs. Their main objective was to involve as many women students as possible in recreational physical activity. In order to accomplish this, they felt some type of criteria for membership had to be established that could be adopted as national standards. By developing such standards it would be possible for a woman student to transfer from one university to another and still maintain her equivalent affiliation without losing all of the points she earned at the previous institution. A committee of three students and Miss Palmer, the W.A.A. advisor, proposed a revised constitution of the organization which they felt might meet this need. No indication was given that this constitution was ever adopted by any school other than Ohio State University.

There were strong feelings on the part of Miss Lydia Clark, new head of the department of physical education for women, that as a means of strengthening the Women's Athletic Association and making it a major organization on campus, the girls' Varsity "A" had to be discontinued.

Girls' Varsity "A" was begun in 1909 and had been a very active organization until its termination. Its members were chosen from girls who earned their "A." These girls tended to be the most interested

3 The Ohio State University Lantern, November 16, 1922, p. 4, col. 5.
and skilled in athletics, and Miss Clark believed they would accomplish more as active members of the Women's Athletic Association, than as an honorary organization of their own. Interests would not be divided and everyone could work for the same goals, those of the W.A.A.

Varsity "A" was disbanded and the following petition was drawn up:

We, the undersigned members of the Varsity "A," do hereby resolve to discontinue this organization in order that we might stand more firmly behind the women's department of physical education in building up a strong and democratic Women's Athletic Association at Ohio State University.4

The year 1923 marked the official beginning of intramural sports for women at The Ohio State University as we know them today. Up until this time, the only sponsored intra-school contests were those of inter-class competition. This form of competition was a direct result of the required physical education classes themselves. By 1923, the majority of Ohio State social sororities had been organized, and rivalry was high among the Greek sororities on campus. To nurture this rivalry in a positive way, the women's physical education division sponsored an inter-sorority basketball tournament.

An editorial submitted to the Lantern was a representative indication of the attitude of students regarding the decision to sponsor intramural competition for women.

4The Ohio State University Lantern, November 27, 1922, p. 1, col. 4.
...Ohio State is proud of its system of physical education and proud of the department of intramural athletics....

And now the girls, who have here-to-fore taken part in athletics only as a regular part of the physical education curriculum, with the possible exception of the co-ed track meet in the spring, are to have a basketball schedule among sorority teams in competition for a trophy.

Ohio State is on the road to the solution of the athletic problem, and each year, with the additional number of students participating in intramural athletics, sees the Scarlet and Grey school nearer the goal. The entrance of women into the field of athletics had already been accomplished, and their taking up of the intramural system of the University is but another indication that the school intends to keep its place among the leaders as regards universal participation in athletics.  

The inter-sorority basketball tournament became quite an attraction. The games were scheduled in Pomerene gymnasium, with the officiating being done by Miss Sumption and Clara Ranck, instructor in general athletics. A limited number of tickets (50) were distributed to the members of the teams to be given to men who wished to see the girls in action. Each sorority donated $1.00 to a fund used to purchase a prize for the winner of the tournament. They decided that it "would not be in the form of a trophy, but something useful, as a silver pitcher or candlesticks..." To give an indication of the interest this tournament drew, over 300 spectators witnessed the championship game resulting in Alpha Delta Pi defeating

5 The Ohio State University Lantern, January 22, 1923, p. 2, col. 1.
6 The Ohio State University Lantern, February 8, 1923, p. 1, col. 5.
7 Ibid.
Recognition of the teams participating in this tournament came in the form of an inter-sorority basketball banquet. This was the first of what was to become an Ohio State tradition. Not only did it provide an opportunity to honor the champion team, but also set the stage for the announcement of the Panhellenic team. This was a "mythical" team, selected by Miss Palmer, consisting of the top overall women players who had participated in the intramural tournament. This, too, set the precedence for a tradition which continued for years to come.

Dean of Women, Elisabeth Conrad, was a guest speaker at that first banquet. The subject of her speech was "The Athletic Girl." She spoke of the different types of girls and their varied views on life, and how all this was related to the athletic life of every girl in school.

To be a modern and all-round girl, one must be interested in athletics and should participate in all athletic events possible, in order that she may develop the good-sportmanship attitude toward everyone in all her work.  

The successful completion of this inter-sorority basketball tournament in the winter of 1923 led to the expansion of women's intramurals during the next quarter. General University acceptance of women's intramurals was great and support for the involvement of all women on campus came from many sectors. An editorial appearing

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8 The Ohio State University Lantern, March 15, 1923, p. 1, col. 7.

9 The Ohio State University Lantern, March 16, 1923, p. 1, col. 4.
in the Lantern that spring indicated this encouragement.

The first intersorority basketball tournament aroused much favorable comment on the campus and at other schools, and we believe that a girls' basketball tournament should be held annually. Ohio State is known the country over for its department of intramural sports, and the women's division of the department of physical education would strike a popular note if it continued these basketball games next year. Competitive athletics for girls as well as for the men have a place here.

More girls would be reached and more interest created if the girls participating were not limited to members of sororities. The response from the sororities was gratifying, but why not allow teams to enter from dormitories and rooming houses? Such a move would undoubtedly be followed by an entry list several times the size of the one this year.

Sorority and independent games could be played off in separate leagues if desired, and the league champions could meet in semifinals and finals to decide the champion girls' basketball team of the school.

Such a plan is worthy of consideration of the officials in charge of athletics for girls in the University, and we believe that it would meet with the instant approval of not only the girls themselves, but of all interested in the increased participation of undergraduates in athletics.\(^\text{10}\)

As a result, Miss Gladys Palmer announced that intramural "sports will be open to every woman's organization on the campus, including rooming houses and churches."\(^\text{11}\) The spring baseball (softball) tournament was drawn up involving the following competitive groups:

1. Dormitories and rooming houses
2. Sororities (social)
3. Religious and professional organizations and all clubs

\(^{10}\) \textit{Ibid.}, p. 2.

\(^{11}\) \textit{The Ohio State University Lantern}, March 22, 1923, p. 4, col. 4.
4. Independent teams

Each division champion then competed to determine the overall women's intramural champion. Trophies were awarded to the winners of each group and to the final championship team. The cost of purchasing awards was covered by a $2.00 entry fee charged to each team.13

The first annual W.A.A. banquet was held in May for the purpose of honoring the winning teams of spring intramurals. At this time trophies were presented and the all-star team was picked.

Within two quarters, the future trend of women's intramurals was established. Although the first quarter included only sorority competition, enough support and enthusiasm had been generated to prompt the women leaders within physical education to broaden the scope of their program to service all women students. This became the basic philosophy behind the operation and further development of intramurals at Ohio State, as well as across the nation.

Two statements made by Miss Lydia Clark within a two month span of time indicates the firm conviction she possessed regarding the stand Ohio State University made toward the growth of intramural sports for women.

...During the current year, the activities have been very popular. There has been a great increase in all lines, and a demand for more sports. The department expects this interest to continue, and is preparing to meet it. There are now twice as many instructors in the department as last year, so it will be able to cope with the demand.

12The Ohio State University Lantern, March 29, 1923, p. 4. col. 1.

13Ibid.
With this increase in the faculty, it will be possible to allow juniors and seniors to engage in athletic activity. Before this, the department has been unable to take care of the advanced girls' desire for athletics, all its time being spent with the freshman and sophomores in the required work.

...Speaking of the probability of having women's varsity teams at Ohio State, Miss Clark said that she did not think there would be a demand for years. "Intramural athletics will be perfected first, and then it will be time to think of inter-collegiate sports for women."14

...Intramural sports have made such strides this year...[they] will further be increased next year to include horse shoe pitching, quoits, and golf every Saturday on the fields back of Oxley and Mack Halls. It has been estimated that more than 500 girls have taken part in intramural sports this year and the ambition of the department is to make the number as much larger as possible next year.

With the increased interest in athletics there have come questions of whether Ohio State will ever have an active Varsity team, as some of the smaller colleges in Ohio are beginning to have. Miss Clark says, "not for many years, if ever. Ohio State is not yet ready for this. Intramurals must be developed to their best first."15

The women physical educators at Ohio State University committed themselves to the furtherance of sport for all. By pursuing this direction, consideration for the highly skilled woman athlete tended to be ignored for many years to come.

Considerable change in faculty personnel occurred during the summer of 1923. Resignations of three members of the teaching staff of the women's division of the department of physical education were accepted. Members resigning included: Miss Ethel C. Scofield, former

14 The Ohio State University Lantern, May 31, 1923, p. 1, col. 3.
15 The Ohio State University Lantern, July 4, 1923, p. 4, col. 2.
assistant director and later director of the department; Dr. Ada V. Wright, medical advisor; and Miss Clara Raynor-Ranck, instructor in general athletics.¹⁶ Miss Esther Gilman, a graduate of Columbia University, succeeded Miss Scofield. Miss Gilman brought with her four years of teaching experience in the Central School of Physical Education, New York. Miss Margaret Chaney, a student at Wellesley College for two years and a graduate of Washington University, St. Louis, became the new instructor in general athletics and interpretive dance. Miss Chaney had been a graduate student in the departments of education and physical education at the University of Wisconsin.¹⁷ These additions to the women's physical education faculty helped widen the field of experience necessary to increase the scope of the total women's program.

As Ohio State became increasingly involved in the expansion of women's intramurals, it was apparent that communication and sharing of ideas with other women in the field regarding similar programs was vital. Therefore, with this purpose in mind, it was decided by Miss Palmer and members of the Women's Athletic Association that a delegate would be sent to the National Athletic Conference of American College Women, which was held in Berkeley, California in the Spring of 1924.

Concern was immediately raised regarding the cost involved in sending a representative to the Conference from Ohio State, since

¹⁶ The Ohio State University Lantern, June 1, 1923, p. 1, col. 1.

¹⁷ Ibid.
there was no money available for such unexpected expenditures. Miss Gladys Palmer suggested the idea of having a vaudeville show, comprised of acts furnished exclusively by talent from the women's campus organizations, and utilizing proceeds to send a delegate to the Conference. Thus resulted the birth of "Co-ed Hi Jinx."

January, 1924 Lantern articles described the event.

...Men will be strictly prohibited from the Co-ed Hi Jinx which will be presented in the University Chapel, Saturday, February 2, under the auspices of the Women's Athletic Association. Not only will they not be allowed to participate in the event but they will not even be permitted to witness it.

"This is to be purely a co-ed function and as such we hope it will go down as an Ohio State tradition" said Martha E. Moler, chairman of the show. "Participation in this funfest...is open to all women's organizations and individuals on the campus and anything so long as it is good and original will be acceptable as a stunt for the production."

January 18 has been set as the first day for tryouts, which will be held in the gymnasium of Pomerene Hall....

Three loving cups will be presented to the three organizations or individuals who present the best "stunts." Judging will be based on originality and manner of presentation. The 10 acts at tryouts, which, in the opinion of the judges are the best, will be presented Hi-Jinx night.

Twelve sororities and five individuals were successful in obtaining places on the Co-ed Hi Jinx program....

Women's Athletic Association will present three loving cups. Dean Elisabeth Conrad, Dr. Lydia Clark of the department of physical education, and

18 W.A.A. Minutes for November 13, 1923, located in the Intramural Files, Ohio Stadium.

19 The Ohio State University Lantern, January 4, 1924, p. 1, col. 1.
Gertrude L. Robinson of the department of English will act as judges....

Although the show was well attended (over 700 girls viewed it), sufficient funds were not collected to cover the necessary cost of sending a delegate. Therefore, it was announced that Hi-Jinx would again be performed during spring quarter; this time men, as well as women, were invited to attend. The performance became an annual tradition held every winter quarter.

Even though Co-ed Hi Jinx was presented twice that year, money was still needed to send delegates to the ACACW convention. As would periodically be the case, additional funds were made available from the Department of Athletics. The Women's Athletic Association was not supported by the Athletic Department, but it was the practice of Mr. St. John that financial assistance was appropriated when unusual expenditures arose.

Martha E. Molar, vice president of the W.A.A., and Margaret H. Meyer were chosen as the delegates to attend the national convention of the ACACW. At that conference, a member from the Ohio State University delegation was elected recording secretary of the National W.A.A. for a period of three years.

20 *The Ohio State University Lantern*, February 1, 1924, p. 1, col. 2

21 *The Ohio State University Lantern*, February 4, 1924, p. 1, cols. 3-4.

22 Personal interview with Miss Jeannette Stein, February 5, 1975.

A report given by the delegates upon their return to Columbus indicated that intramurals for women at Ohio State ranked second to none. Although such reporting might indicate a slightly biased view, it did indicate that Ohio State's concern over the ability to transfer W.A.A. points from school-to-school was considered and supported at the national level.

Run up another flag on the Stadium! Ohio State has achieved another superlative rank! This time it's in women's intramural sports.

The right to this title was given to Ohio State at the Athletic Conference of American College Women....

Ohio State will be affected by the conference's action on intercollegiate meets and transfer of points for credit in W.A.A.

Only such sports as can be run off by telegraphic matches and use of comparative scores...will be scheduled for intercollegiate competition.

All athletic points won in a school having a recognized W.A.A. may be transferred when a girl changes schools.24

Within the span of one year The Ohio State University had developed a women's intramural program ranked by members of the Athletic Conference of American College Women as one of the finest in the country. This reputation was established as a result of the farsightedness and tremendous leadership ability of the women's physical education staff.

This period of rapid expansion was also shared by the division of physical education. For it was during this era that a physical education major was established for men and women at Ohio State University. This decision was influenced by the passage of the 1923 State bill making Health and Physical Education compulsory

24 The Ohio State University Lantern, April 30, 1924, p. 3, col. 3.
in the public schools of Ohio. In the winter of 1923, Miss Lydia Clark announced the women's position with respect to the newly created major.

A professional course in physical education for women, similar to that for the men, has been announced by Miss Lydia Clark of the department of physical education.

When the student completes a four-year course she is eligible for a degree of bachelor of science in the College of Education. On the curriculum for a major in physical education, the basic sciences and educational subjects will be given as a foundation. This course will fit students for various branches of work such as specialization in corrective work, dancing, and sports. It will also prepare them for recreational or community work, or teaching in elementary or secondary schools.

The two years' work now required of women students will be continued. In the second year, theory and practice, a course dealing in the growth and development of children and adolescents, and theoretical and practical design to fit the needs of various ages and stages of development will be given.... Similar courses are given at Wellesley College and the University of Wisconsin....

The 1924 Board of Trustees Report summarized the revised structure of the Women's Division of Physical Education which now included the professional physical education major and intramurals.

As the organizational chart on page 105 shows, the work of the Women's Division of Physical Education was grouped under four distinct areas:


26The Ohio State University Lantern, February 12, 1923, p. 1, col. 4.
Figure 1. Revised Structure of the Women's Division of Physical Education, Including the Physical Education Major and Intramurals

1. Supervision and guidance of the health of the women students taking physical activity.

2. Supervision of the Physical Education requirement of the freshman and sophomore women students.

3. Supervision of women students majoring in Physical Education.

4. Promotion of intramural sports for all the women students in the University.

In 1925, construction of the final addition to Pomerene Hall began. The addition included a college standard swimming pool 25' x 60' in a room 48' x 77'. There was a visitors gallery on one side seating 270 people, a shower and dressing room 24' x 38', rest room, attendants room, suit sterilization and drying room and two locker rooms. 28

Ground was broken in 1926 for the construction of a women's field house.

Contractors started this morning to stake out the ground for the girls' field house which is to be erected west of Campbell Hall, and south of the stadium.

The building, which is to cost $25,000, will be completed, unless weather conditions prevent, about February 1....It is planned to have the building ready for the outdoor spring activities of the girls physical education classes.

The side walls of the field house will be constructed of rough hewn boards stained light gray, and the roof will be stained red, carrying out a scarlet and gray color scheme. The general plan of the building is that of a large cottage.

On the ground floor will be 28 showers, 50 dressing rooms, and a towel room. On the floor above locker rooms, offices, and rest rooms will be located. A large rough stone fireplace is to be built at one side of the field house. 29

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29 The Ohio State University Lantern, October 15, 1926, p. 1, col. 6.
The emphasis on improving the women's physical education facilities directly affected the availability of space utilized in the recreational program. As more areas were opened for use, a greater variety of intramural and recreational activities were offered. As reported in the 1927-28 Intramural Yearbook, the following twenty-one sports were included in the women's program that year:

- basketball
- baseball
- indoor baseball
- foul shooting
- swimming
- dancing
- golf
- gymnastics
- clock golf
- bowling
- horseback riding
- track
- archery
- tennis
- golf putting
- hockey
- deck tennis
- volleyball
- soccer
- outing activities
- horseshoe pitching

During the academic year of 1927, several major events occurred within the women's intramural program. Because it seemed that there were not enough people coming out for class teams and intramural sports, as compared to the large number of women students attending the University, it was decided that something must be wrong. In order to promote more participation, the inter-class basketball tournament was divided into two divisions: one for the physical education major students and the other for non-major women. The latter "tried out" for their respective class teams.\(^31\)

Up to this time, the representative class teams were composed largely of women who were majors in physical education, consequently,

\(^30\) Intramural Yearbook, 1927-1928, materials.

\(^31\) W.A.A. Quarterly: Hi-Jinx Extra, Ohio State University, February 24, 1927, p. 1.
the other women in the University were reluctant to compete against these highly skilled performers. By separating these groups, a larger number of University women were given the opportunity to participate in the sports offered by W.A.A. It also gave them the opportunity to compete with other women who had an average knowledge of the sport and not, as before, with women who had chosen this field as a profession.

In conjunction with the concern for more participation by women in intramurals, a critical examination was made of the goals and objectives of the Women's Athletic Association. It was concluded that the existence of a point system resulted in people pursuing activity simply for points, not for the enjoyment of the game. Therefore, a radical change in the constitution of the W.A.A. was approved on February 8, 1927, when the point system was abolished by an almost unanimous vote. 32 The most outstanding changes that took place as a result of this decision were:

1. A girl no longer has to have 50 points in order to be eligible for membership in W.A.A. Membership may be acquired by going out for a sport, acting on any W.A.A. committee, or by serving W.A.A. in any capacity plus payment of dues.

2. The vice-president will no longer check points but will keep on record every girl who takes part in any W.A.A. activity.

The varsity "O" is to be awarded by a committee composed of three faculty members, voted upon by the Association, and all varsity "O" women. 33

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32 The Ohio State University Lantern, February 9, 1927, p. 1, col. 2.

33 W.A.A. Quarterly, op. cit., p. 3.
Ohio State University was the first college to abolish the point system in women's athletics in an attempt to find "a sport or activity for every girl, which would be a means of enjoyment in leisure time and carry over into adult life," thus promoting "play for play's sake." Professor Lydia Clark declared, "people all over the country are looking to us to prove the success of this idea."

It is interesting to note that Jeannette Stein, former student and long standing faculty member at The Ohio State University, felt that one important factor in the elimination of the point system was that it had become administratively unmanageable. "It's like the government bureaucracy, it spread out in every direction to a point where it would have taken a computer which we didn't have, to keep track of it."

The decision to abolish the point system had a long range effect on the destiny of the W.A.A. which people at the time did not foresee; that of the gradual disintegration of the organization. As stated by Geneva Watson, a retired faculty member with thirty-three years of distinguished service to the University, "when everybody can belong, all of a sudden nobody cares because it has no significant meaning. It does nothing to increase your ego in terms of accomplishment, you just belong."

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34 Makio, 1928, p. 194.
35 The Ohio State University Lantern, October 12, 1927, p. 1, col. 8.
36 Personal interview with Miss Jeannette Stein, February 5, 1975.
37 Personal interview with Miss Geneva Watson, February 5, 1975.
The third major decision regarding the program appears to be in direct contradiction to the previously stated concern of lack of participation by women in sport. In the Spring of 1927, the following declaration was made in an effort to help curtail excessive indulgence in sport activities by some women in the university campus.

Because health must above all things be considered first, the women's physical education department announces a change in extra-curricular activities offered for spring quarter. Heretofore women have been permitted to carry on as many outside sports as they desired, but since this has proved detrimental to health on several occasions, when girls have elected more than they could reasonably carry, it has been decided that there should be a limitation placed upon the number of extra-curricular activities in which a girl may engage.

The new grouping of sports and the number in which a woman may participate during the same quarter are as follows:

Group 1 -- Interclass baseball, interclass tennis, interclass track, and interclass archery.

Group 2 -- Interorganization baseball, and interorganization tennis (doubles).

Group 3 -- Golf (which includes play at the Dublin links and clock golf), archery (individual high score tournament), tennis (all-university singles tournament), horseshoe tournament, and swimming meets, which will probably include three open meets.

All students except those majoring in physical education may choose as follows:

A. One from Group 1 and one from Group 2, and one from Group 3;

B. Two from Group 2, and one from Group 3;

C. Three from Group 3; or

D. One from Group 1 and two from Group 3.

Since physical education majors carry a very large schedule of physical education work, it has been decided that they should not be allowed to carry as many extra-curricular activities as those girls who are not majoring. Therefore the majors may choose:

A. One from Group 1 and one from Group 2;

B. One from Group 1 and one from Group 3;

C. One from Group 2 and one from Group 3;
D. Two from Group 2; or
E. Two from Group 3.38

The Fourth National meeting of the ACACW in Ithaca, New York commended Ohio State University for its efforts in establishing one of the country's finest women's intramural programs.

Miss Kathryn Sibley, head of the department of physical education at Syracuse University, and a nationally known figure in women's athletics, said that she considered Ohio State's intramural department the best planned of all the universities.39

Direction for these changes in program philosophy stemmed from the strength of women such as Lydia Clark. An indication of her strong conviction concerning various matters can be best represented through the following example. It pertains to Miss Clark's desire to maintain her maiden name following her recent marriage to a gentleman named Benedict. In a letter to President George W. Rightmire she takes issue from two angles:

...First, the reasons why I am one of the increasing number of married women who prefer to retain their maiden names; and secondly, what seems to me the infringement of academic freedom involved in the step of the University authorities.

...I have built up something of a reputation in the physical education field under the name of Clark. It is a distinct disadvantage to me, and hence indirectly the University also, to have the name changed. Whatever standing that name may have is as much an asset to me as a professional man's name is to him....Indeed, I understand that in business relations the good standing of a certain name is considered a definite asset which is often evaluated in monetary terms.

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38 The Ohio State University Lantern, April 5, 1927, p. 3, col. 1
39 The Ohio State University Lantern, April 26, 1927, p. 4, col. 3.
...I am aware that a married woman's retention of her own name is still something of an innovation....

Secondly, my desire in this respect seems to me to belong to the field of private prerogative in which entrance by the University authorities constitutes an infringement of academic freedom.\footnote{Letter from Lydia Clark to President George W. Rightmire, August 29, 1927.}

Although her position had been stated clearly, it was to little avail, for Mr. Lynn St. John, President Rightmire, and other university authorities, chose to address her as Professor Benedict.

As the intramural program increased in scope, the ability to communicate with all those involved became an increasingly difficult task. Lack of interaction resulted in lack of cooperation. Therefore, in the fall of 1927, a new custom was initiated. The women's physical education department and the W.A.A. decided that the best way to sustain mutual interest and cooperation between various groups on the campus was to have one all-year representative from each organization who would be responsible for the intramural activities of that group.

A banquet for these representatives was the first step in the new system....Miss Clark called attention to the fact that the new representation system is a means of facilitating communication and cooperation between those in charge of intramurals and the groups participating....\footnote{The \textit{Ohio State University Lantern}, October 28, 1927, p. 1, col. 3.}

Miss Sumption (acting director of women's intramurals) made an appeal that the representatives let the department know what is wanted, since it is through them that all needs are supplied and all errors rectified.
The following spring saw Ohio State as hostess to the Fifth Central Section of the ACACW. Representatives from schools as far away as Texas arrived on campus on April 26 to participate in the three-day conference.\footnote{42}{The Ohio State University Lantern, April 25, 1928, p. 1, col. 3.} The resolutions adopted by the convention included:

(1) That the Athletics Conference of American College Women discourage all recognition for specialized athletic programs.
(2) That Women's Athletic Association as the program of activities, including committee work, attempt to develop many leaders, not a few.\footnote{43}{The Ohio State University Lantern, April 20, 1928, p. 1, col. 5.}

"Play for Play's Sake" became the motto at the conference.

As was indicated prior to this, Mr. St. John supported the policy of giving assistance to the women's program when special situations merited it. The following letter presents this attitude through Mr. St. John's own words.

Dear President Rightmire:

It has been our policy to support activities of the Women's Athletic Association as well as the Women's Intramural Department by appropriations from time to time on the part of the Athletic Board. I have felt, and have been able to convince the Athletic Board of the soundness of this proposition, that use of athletic funds for the benefit of the Women's Division is justifiable. I am writing this note to you at this time as a matter of information on the general policy pursued and with the hope that you may express your approval or disapproval of such a policy.

The immediate question which brings this up is contained in this communication from Miss Clark to myself relating to a rather important conference to be held here at the University this Spring. For this Conference, the Women's Division is asking a measure of support from the Athletic Administration which I
propose to recommend to the Athletic Board.

The financing of traveling expenses for one or two individuals as proposed in this communication could be handled in our budget under special travel or possibly under our intramural budget.

Before proceeding with this, I would greatly appreciate your personal observations.

L. W. St. John
Director of Athletics

Although there is no record of President Rightmire's response, it is known that similar types of financial assistance continued through the years.

The completion of Pomerene Pool during the Winter of 1927, marked the beginning of a rather extensive aquatics program for women at Ohio State University. The first quarter the pool was open, a women's swimming meet was held. The policy of men not being granted admission was established. That fall the Swan Club of Ohio State University was founded under the direction of Miss Helen Saum, faculty advisor. The requirements for the club included:

1. Swim 100 yards in 3 minutes;
2. A crawl worth seven points;
3. A side stroke worth eight;
4. Three simple dives worth seven;
5. One special dive worth six.

In addition the girls had to be able to swim 1/2 mile and pass the Red Cross life-saving test.

In the spring of 1928, as a highlight to the Central Section ACACW meeting, Swan Club presented their first water pageant, entitled,

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44 Letter from L. W. St. John to President George W. Rightmire, February 7, 1928.

45 Official Program of the Fifth Central Sectional Athletic Conference of American College Women, The Ohio State University, April 26-28, 1928.

46 Intramural Files located in the Ohio Stadium.
"The Frogs Victory." This performance initiated a tradition of annual water shows still being carried on today.

The academic year 1928-1929 encompassed another first in Ohio State's history of women's sports. Announcement of the first Play Day sponsored by the women of Ohio State University appeared in the Lantern, November 20, 1928. The headlines read "Ohio Wesleyan Girls to Attend Play Day." The decision to plan such an event was a carefully considered one. Only after receiving complete assurance of total cooperation from both Miss Manchester, Director of Physical Education at Ohio Wesleyan, and the presidents of the Women's Athletic Association, Women's Self Government Association, and the Y.W.C.A. at Ohio State, did Miss Helen Schleman, Assistant Intramural Director and General Chairman of the Play Day, make the official confirmation. 48

The purpose behind supporting the Play Day was explained by Miss Schleman as an experiment in the bringing together of organizations with differing interests from the two universities, giving the students an opportunity to play and visit together. 49

As plans were finalized for the Play Day, it was decided to invite 100 women from Ohio Wesleyan and 100 from Ohio State to participate in the all day program scheduled for Saturday, February 2,

47 Official Program, op. cit.
48 The Ohio State University Lantern, November 20, 1928, p. 1, col. 2.
49 The Ohio State University Lantern, January 31, 1929, p. 1, col. 6.
1929. Each school sent Women's Self-Government representatives, Y.W.C.A. representatives, Glee Club members, members of the Women's Athletic Association, basketball teams from all four classes, and two baseball teams.  

The program for the day included four basketball games for teams representing the four classes, two indoor baseball games, folk dancing, swimming, an informal tea, and a joint program by the glee clubs. A luncheon and banquet completed the program. Prominent speakers for the day included: Mrs. Esther A. Gaw, Dean of Women, Miss Dorothy Sumption, Director of Women's Intramural Activities, Mrs. Alma Paterson, Trustee of Ohio State, and Mrs. Eugenia Overturf, Dean of Women at Ohio Wesleyan. An obvious emphasis on the social aspects of the experience should be noted. Any competition that took place was considered secondary, and outcomes resulting from these encounters were not an acceptable topic of conversation for the young ladies involved. Victory or defeat was never discussed.

The formal statement printed in the Play Day program which was distributed to all those involved read as follows:

This Play Day which we are conducting is of an experimental nature. There are problems of organization, financing, arranging the program for competition

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50 Ibid.

51 The Ohio State University Lantern, January 21, 1929, p. 1, col. 4.

52 The Ohio State University Lantern, February 1, 1929, op. cit.

53 Personal interview with Jeannette Stein, February 5, 1975.
and social contacts, all of which have to be worked out to fit the situation at hand. Our attempt is to bring together organizations with different interests from the two universities, giving the students an opportunity to play and visit together. The values to be served from such Play Days are as yet only "claimed," not proven. Perhaps our methods are not infallible, but we hope this may be a step forward in the promotion of contacts which will prove of value to the student bodies in our universities.54

With the completion of the Ohio Wesleyan-Ohio State Play Day, came the need for a critical evaluation regarding the success or failure of the scheduled event. On February 7, 1929, Miss Gladys Palmer, then acting director of the Women's Division of Physical Education, sent a letter to University President, George W. Rightmire, describing her impressions of the day.

The Ohio Wesleyan-Ohio State Play Day which was conducted on Saturday, February 2, by the Department of Physical Education, Women's Division, brought together 100 girls from the Delaware university and 100 from Ohio State, as well as the staffs in Physical Education of both schools.

The 100 girls were representative as follows:
12 from the Student Government Council
12 from the Y.W.C.A. Cabinet
12 from the W.A.A. Board
15 from the Glee Club
49 general sports group representing four basketball teams and two indoor baseball teams

Each Wesleyan girl had an Ohio State hostess for the day. The program included folk dancing, indoor baseball, basketball, and volley cage ball games, swimming, a luncheon, tea and dinner, all conducted in Pomerene Hall.

Judging from the happy and enthusiastic response ...it is my opinion at the present time that the day was a success. We have for sometime been developing

54"Play Day Program, Ohio Wesleyan-Ohio State, February 2, 1929."
a strong intramural sports program offering great
variety of activities to all women students. There
is still much to be done when our facilities make
further development possible. In the meantime, I
see an opportunity in the Play Day to develop a new
intercollegiate spirit.

Some of the values I wished to find in an
intercollegiate meeting of this type might be briefly
stated as:

--exchange of ideas on student college
  problems
--better understanding of neighbors
--increase in sociability
--new personal relationships
--broadening outlook
--properly conducted competitive sports

....All those present agreed that the values of the
day outweighed any possibilities of evils.
The day at Pomerene Hall was financed by the
Ohio State Athletic Board.\footnote{Letter from Gladys Palmer (Acting Director) to President
George W. Rightmire, February 7, 1929.}

With favorable attitudes existing toward the first Ohio State
sponsored play day, more were to be planned as the year progressed.

In 1930, Miss Dorothy Sumption was selected as the new
Director of Intramural Sports for Women. As administrator, Miss
Sumption had a very definite philosophy regarding the future of
the women's intramural program. That position can best be shown
through her stated objectives for this area:

1. To provide competition in wholesome outdoor and
   indoor activities in which students are
   interested.

2. To place the school facilities for recreational
   activities at the disposal of all.

3. To increase the natural liking of games so that
   it grows into love for games of vigorous activ-
   ity.

4. To provide social contacts.
5. To provide upper classmen who have completed the physical education requirement an opportunity to continue in organized recreational activities.

6. To provide instruction which will improve skill and knowledge of games which will carry over into leisure time play.

7. To provide an opportunity to compete with others of similar playing ability.

8. To offer opportunity for leadership through student managers, captains, and officials.

9. To foster a respect for the rules of the game.

10. To provide opportunity for the exercising of self-confidence and self-control.

11. To provide situations in which quick thinking will be necessary, and to develop the ability to make wise decisions.

12. To encourage in students the desire to play their best and to play to win by fair and lawful means.

13. To influence students to lose a game cheerfully, after having played their best, and to acknowledge the superior skill of the opponent.

14. To encourage a respect for superior skill displayed by others, and modesty for one's own skill.

15. To foster a more friendly spirit between organized groups within the school.

16. To provide instruction and practice in individual sports which can be continued in adult life.

17. To influence students in the development of desirable "concomitant learnings," as wholesome interests, appreciations, attitudes, and ideals.

18. To develop good sportsmanship which will apply not only to play, but to life activities as well. 

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56 Intramural Program Objectives, Intramural File, Spring, 1930.
During this time the Women's Athletic Association was experiencing difficulties within the structure of the organization. Apparent disagreements existed between members as to the purpose of the association. A paper presented by Marion Voges, President of the W.A.A. Executive Board, in the Annual Report of the Women's Athletic Association, 1929-30, voiced her "feeling of dismay" that the twenty-five board members who were expected to work so closely the coming year had so little in common.\footnote{Annual Report of the Women's Athletic Association -- paper, "A Complete and Frank History of the Movement for Reorganization," by Marion Voges, Intramural Files, 1929-30, p. 24.} The real crux of the problem stemmed from the fact that "the organization was riding on a bloated membership with the purpose existing for the organization instead of the organization for a purpose."\footnote{Ibid., p. 26.} In essence, the association, composed of representatives of eighteen various sports on campus, merely existed as a figurehead under which these individuals identified themselves. Each separate sport group had their own interests at heart, leaving very little opportunity for total commitment to the established purposes of the W.A.A. Concern was also voiced by executive board members that the responsibility of W.A.A. once had assumed in the planning and operation of the athletic tournaments were not entirely taken over by the physical education department. "Since the intramural department was developed, there have been full time devotees to the running of intramurals,...W.A.A.
has become a secondary body with no vital powers."

After several months of discussion and the presentations of alternative organizational structures, it was apparent that an impasse had been reached by the executive board members. "It was discovered then that the only thing the members could agree on was abolition of W.A.A. as an organization and the freedom of the members of the organization interested to reorganize under any plan they saw fit to adopt." This was placed in a recommendation and only one dissenting vote was recorded against it. Two attempts were made to hold a meeting for the purpose of discussion and voting upon it, however, at neither meeting was a quorum present, therefore, no action could be taken.

Getting impatient with circumstances, several of the board members asked that immediate action be taken on a revision of the existing constitution. An open meeting on April 1, 1930 was called and the revised constitution was approved. The only changes resulting from the revision were: "the Freshman Board idea was dropped, the number of faculty advisors lessoned, election time changed, and all awards abolished."

Although W.A.A. survived efforts of abolishment in early 1930, this attempt to discontinue the association served as an omen

59 The Ohio State University Lantern, January 22, 1930, p. 4, cols. 1-2.

60 Voges paper, op. cit., p. 31.

61 Ibid., p. 32.
of what was in store for the future of the organization. Later in 1930, the inevitable happened; the Women's Athletic Association was inactivated. As was previously stated, the organization lacked purpose, therefore, it was decided that the intramural program in its present state could function effectively without W.A.A. guidance. A short statement appeared in an October, 1930 issue of the Lantern notifying the students of the administrative change.

Women's intramural athletics, formerly sponsored by the Women's Athletic Association, will be conducted by the faculty of the department of physical education and paid assistants in the future. Increased responsibility in conducting intramurals led to the reorganization of W.A.A. into a purely recreational club.

As we enter the decade of the thirties, one becomes aware of the affects the Great Depression had on educational institutions. During the years 1931 and 1932, a series of sharp curtailments in school budgets took place. The Ohio State University did not escape untouched. That year it was necessary for the women's division of physical education to curtail all extracurricular activities. A letter from Lydia Clark Benedict to President George T. Rightmire explained the division's position on the matter.

I am writing to call your attention to a change in the organization of our Intramural activities. Due to the fact that it was necessary for us to cut down on our staff this year and also dismiss the attendant at the Field House, we find it is impossible for us to continue with Intramural organization during the Winter. I have conferred with Mr. St. John regarding this matter and he agrees with me that it seems unwise to attempt to carry more

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62 The Ohio State University Lantern, October 13, 1930, p. 1, col. 4.
than our professional courses and the required Freshman and Sophomore work. I feel that with a small staff it is better to concentrate on a few things and try to do them well.

I am enclosing a copy of the notice which I have sent to the dormitories, sorority houses, the Bulletin and the Lantern....

Very truly yours,

Lydia Clark Benedict,
Chairman of Physical Education
Women's Division

ENCLOSED:
We wish to call attention to the fact that it has been necessary for us to curtail our Intramural Sports Program for women to a marked degree this year. This is necessitated because of a cut in the budget and the decreased Staff of Physical Education.

During the Fall an attempt was made to carry on the extra-curricular competition in hockey and volleyball. For the Winter Quarter we find it will be impossible to carry on even a limited competitive program and therefore no Intramural Sports will be conducted....

The Department of Physical Education regrets exceedingly the necessity for discontinuing the Intramural Competitive Sports Program for women but under the present conditions there seems to be no alternative.63

In response, President Rightmire wrote: "I desire to commend you for your adjustment to the necessities of the situation, and believe that the discontinuance of intramural work for the winter will not be a serious hardship."64

63 Letter from Lydia Clark Benedict to President George T. Rightmire, December 19, 1931.

64 Letter from President George T. Rightmire to Professor Lydia Clark Benedict, December 24, 1931.
Although total curtailment of the women's program existed for only one quarter, the women's intramural department did not offer a complete schedule of activities again until 1936. 65

During this time an important staff decision was made which could be interpreted as marking the beginning of a new direction of women's sports programs at The Ohio State University. As Miss Jeanette Stein recalled:

I can remember we were all [twelve] sitting in a staff meeting and Lydia Clark told us we had to send $10.00 for membership in the NAAF. She asked if someone would make a motion...and there was silence. She asked what was the matter? Someone spoke up and said we don't approve of belonging to that organization, and we don't want to send our membership fee. Discussion followed and Lydia Clark finally said, how many of you do not want to belong? Everybody raised their hand. She said alright, I'll take a beating but majority rules. 66

With this decision, The Ohio State University took a public stand opposing the guidelines set forth by the NAAF--namely, promoting play for all at the expense of the highly skilled woman athlete. Several years would pass before events would manifest this difference in philosophy.

Mrs. Lydia Clark Benedict, Head of the Women's Division of the Department of Physical Education, died following an eight day illness of pneumonia during the winter of 1933. Her loss was a tremendous shock to the University, as well as the entire profession. Her contributions to the field were numerous.

65 Intramural File, Fall, 1936.

66 Personal interview with Jeanette Stein, February 5, 1975.
She was the organizer of the first state athletic association for women in the country, was a member of the National Association of College Directors of Physical Education Teachers, the National Education Association and the Girl Scouts of Central Ohio and the Altrusa Club. She also was the author of "Physical Education for Elementary Schools."

The training of women physical education teachers was developed by Mrs. Benedict. She was prominent in girl's athletics in the state in such training and in the women's division of the National Amateur Athletic Federation.  

The untimely death of Lydia Clark Benedict prompted the swift promotion of Miss Gladys Palmer to Chairman of the Women's Physical Education Division, a position she held until the 1950's. This appointment of Miss Palmer as Chairman placed Ohio State in a unique position with respect to other universities of that time. The death of Lydia Clark Benedict permitted a younger replacement long before other schools were in a position to do so, thus providing an opportunity for new and younger ideas to have a chance to develop and grow. One can only speculate what impact this had on the future events which transpired.

By the mid-1930's it was apparent that the intramural program for women could not fulfill all of the needs of students within the area of sport. During this time increased interest was seen within the development of sports clubs. In the Spring of 1934, Miss Dorothy Sumption submitted two recommendations associated with the administration of the women's sports program.

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67"Lydia Clark Benedict Is Dead of Pneumonia," The Ohio State University Monthly, March, 1933, p. 196.
(1) Effort should be made to unify the activity clubs.
(2) Some form of student organization is necessary to successfully stimulate intramural activities. 68

In January, 1936, the Women's Recreation Association was organized. The following article appeared in the Lantern, announcing the creation of the new Association:

Plans have been made for the organization of a Women's Recreation Association to replace the former Women's Recreational Council....It was formally organized at a dinner meeting in Pomerene Refectory, Wednesday.

The purpose of the organization is to encourage women in all departments of the University to take a more prominent part in recreational activities. "It is our desire to provide additional equipment and facilities for the use of students," stated Betty L. McGuire, newly elected president.

The Committee appointed to carry out the project plans is composed of Jeannette A. Stein, department of physical education, chairman; Alma C. Heiner, School of Home Economics; Natalie G. Reeb, Ed-3, and Marian C. Bobb, Ed-1....

The association expects to become affiliated with the Athletic Federation of American College Women and National Recreation Association. 69

As Mary Yost observed

W.R.A. was not the same as the W.A.A. The Women's Recreation Association was an organization representative of the new trend in women's activities which was more recreationally oriented, rather than highly competitive. W.R.A.'s interest encompassed more than just intramurals. 70

68 Intramural File, Spring, 1934.
69 The Ohio State University Lantern, January 20, 1935, p. 1, col. 3.
70 Personal interview with Mary Yost, January 24, 1975.
The W.R.A. was actually formed by an alliance of activity clubs (Appendix D). Each club was composed of members who possessed a common interest, that of participation in a specific sport. The W.R.A. was organized to

...provide opportunities and promote interest in participation in wholesome recreational activities. It was sponsored by the Women's Physical Education Department, and collaborated with Physical Education in many projects.71

The membership of the Women's Recreation Association consisted of all groups and associations interested in recreation for women students. Its governing body was a council composed of two student representatives of each sport club, one of whom was the president and the other a member of that club; student representatives of the Intramural groups; student representatives of colleges appointed by their respective college councils; a faculty representative of The Dean of Women's Department; Director of Physical Education for Women; Chairman of Intramural Activities; and the faculty advisor of each activity club.72

The Women's Recreation Association was financed by university funds and had a sufficient budget to allow for projects without financial worry. The sports clubs fund was allotted from the intramural budget, which was derived from the Student Activity Fee, collected from all students each quarter at the time of enrollment.

71 Women's Recreation Association, The Ohio State University, 1938-39, p. 3. (pamphlet)

All W.R.A. expenditures had to be approved by faculty advisors and a special faculty supervisor.  

The organization chart, on page 129, will give some perspective as to how the W.R.A. fit within the total structure of the women's physical education division.

There were individuals who regarded Ohio State as the initiator of W.R.A.'s throughout the country. Mary Yost stated, "I think we were a forerunner in the development of this trend." Miss Geneva Watson implied that Gladys Palmer was influential in originating this type of organization. "She was a very inventive person. Gladys Palmer had a lot of insight and organizational ability...I don't doubt at all that she was an originator of the W.R.A."  

The W.R.A. had a very definite impact on the atmosphere and the attitude of women students toward sports. "It was an influence for the good in terms of people accepting athletics as they were run in those days."  

With the creation of this organization, greater emphasis was placed within two areas:

1. The development of highly skilled individuals through participation in the activity clubs.

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74 *Personal interview with Mary Yost, January 24, 1975.*  
75 *Personal interview with Geneva Watson, February 5, 1975.*  
Figure 2. Staff Organization for the Recreational Program Within the Women's Physical Education Division.

2. Sponsorship of special recreational events such as quarterly dances, and mixed swims.

A new era began with the W.R.A.'s involvement in the promotion of women's intramurals, sports clubs, and special recreational activities. The year 1937 also marked the time when The Ohio State University assumed the leadership role in establishing yet another new trend in women's athletics, that of national level collegiate competition.

Although these programs developed simultaneously within the chronological framework of this study, they will be discussed separately in order to retain the continuity within their own unique historical development.
CHAPTER VI

THE FIRST NATIONAL COLLEGIATE TOURNAMENT FOR WOMEN, 1941

CHRONOLOGY:

1937 -- Standards Committee of the National Section of Women's Athletics published a set of policies concerning women's competition.

1938 -- Miss Gladys Palmer presented a paper "Policies in Women's Athletics," at the Midwest College Physical Education Society meeting in Evanston, Illinois. The purpose was to encourage the acceptance of a general policy on women's competition.

1940 -- Several incidences occurred which helped in the decision to host a national collegiate tournament for women.

1. Patty Berg's address to the delegates of the Northeastern Section of the American Federation of College Women meeting held at Ohio State University.

2. Confrontation between Miss Palmer and a woman student requesting support in her attempt to qualify for the men's Varsity Rifle Team.

3. Dedication of the University golf course with participation by Miss Patty Berg.

4. Selection of Ohio State's golf course as the site for the NCAA Tournament.

March 1941 -- The Women's National Collegiate Golf Tournament was announced to the profession.
April 1941  --Unfavorable reaction received at the Midwest Association of College Teachers of Physical Education for Women meeting in Huntington, West Virginia. Response associated to both the proposal of a Women's National Collegiate Athletic Association and the decision to host a national tournament.

June 30 - July 3  --The first National Women's Collegiate Golf Tournament.

As interest in sport for women continued to develop, so did the variety and levels of opportunity for participation. As a result, the skill level of participants improved as well. The subject of intercollegiate competition for women was still an extremely controversial topic, with the majority of women physical educators expressing views against it. This philosophy of opposing intercollegiate competition resulted in no provisions for highly skilled women students interested in testing their abilities against those of others. Since their needs were not being met within the framework of the universities, the women who wished to compete did so on their own. These competitive experiences included a variety of opportunities, ranging from city recreational leagues to occasional participation on men's varsity teams.

A concerted effort was made in 1937 by the Standards Committee of the National Section on Women's Athletics to publish a set of policies concerning women's competition. The following were included in the standards report:

The element of competition, present in all organized group play, should be treated as the most constructive factor in the experience of the player
The common distinction between intramural as a safe organization of activities, and inter-team or inter-institutional as unsafe, does not hold in the face of facts. All of the vicious aspects of competition may be present in the most circumscribed scheme of play. Correspondingly, local factors may make it both sensible and desirable to organize competition with outside groups, even at some distance from home territory. The only fixed guides to constructive competition are that the program of athletics shall offer equal opportunity to all in terms of individual ability, that it should be adopted to the needs and interests of the participants in every respect, and that it shall be honestly and expertly led.

Equal opportunity for all players in terms of equal ability implies a broad base for competition, providing opportunity at the novice level. It means that expert leadership and skillful coaching will not be reserved for star players, but that on the contrary every resource of teaching will be drawn upon for the job of instruction in fundamentals.... From this broad base, every player should be led to carry skill as far as individual aptitude and persistence allow. This means that there will not be some point at which interest in developing experts will stop. There is nothing in the creed of education through athletics which rules out expert.... The novice, the average player, and the expert have equal rights to opportunity for instruction and for competition adjusted to their abilities in any well conducted program of athletics....

Although these standards were approved by the profession, confusion on the subject still reigned. Therefore, in 1938, Gladys Palmer presented a paper, "Policies in Women's Athletics," before the Midwest College Physical Education Society at its meeting in Evanston, Illinois. Her purpose in presenting the paper was to

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point out the inconsistencies in thought regarding competition for women, and to encourage the acceptance of a general policy supporting competition for women.

Miss Palmer felt the reason for the confusion was not the fault of an individual or group of individuals, but rather, the result of an incredible development of interest on the part of American women in organized sports participation. This rapid growth was summed up by Miss Palmer in the following statements:

1. Girls and women were encouraged to become active in athletic events.
2. Sports instruction and competition became a part of the required and supervised program in physical education in schools and colleges.
3. Recreation centers were created throughout the country.
4. State legislation for physical education became wide spread.
5. Opportunities for teacher training increased.
6. Interest in participation moved far in advance of trained leadership.
7. Local and national organizations for the promotion of sports flourished.  

Gladys Palmer spoke in support of the Standards Committee's attempt to improve standards by stating,

...the contents are well organized, simply written, based on sound educational principles, reflect present practice, and are broad in viewpoint. These standards make it possible for me as an administrator to establish a policy in regard to intercollegiate competition. It is this: each opportunity for intercollegiate competition shall be judged individually, first in terms of its probable value to the students concerned; and secondly, in terms of its administrative advisability.  

3Ibid., p. 566.
4Ibid., p. 567.
Due to the obvious state of confusion and inconsistency prevailing among the leaders, Miss Palmer concluded her presentation by asking the basic question, "What do we want?"\(^5\) and then stated what she believed the women wanted:

1. Women who participate in sports do so in relation to the more important things in life;
2. The selection and appointment of qualified women coaches, officials, and tournament leaders;
3. Supervisors of the physical condition of players;
4. Women to compete only in women's events and suitable mixed events;
5. Understanding and achievement of right social relations;
6. No distinction made in women's sports between so-called amateurs and professionals;
7. An attitude of altemness to excellence of play;
8. Provision made for all players to participate and to compete in terms of actual ability and maximum expertness;
9. Women to admire excellence for its own sake, whether it be their own or that of an opponent;
10. Defeat accepted with dignity, self-respect, and goodwill;
11. Achievement to be its own reward;
12. To give pleasure and joy to those participating;
13. Fine competitors and fine sportswomen;
14. A sound mental attitude toward sport;
15. Women who participate in sports to do so without losing their natural feminine charm.\(^6\)

Miss Palmer felt the leadership of women's sports must come from the National Section on Women's Athletics, because of its large membership and affiliations with other organizations.\(^7\)

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\(^5\) Ibid., p. 586.
\(^6\) Ibid., pp. 586-587.
\(^7\) Ibid., p. 587.
This paper represented the philosophy of not only Gladys Palmer, but the entire Ohio State women's physical education staff. The presentation by Miss Palmer stimulated the concern of the Ohio State faculty to a level of total commitment for the availability of high level competition for women students. Several incidences occurred during 1940 that contributed to their decision for action.

In the spring of 1940, the delegates of the Northeastern Section of the American Federation of College Women met at Ohio State University. They were addressed by Miss Patty Berg, women's amateur golf champion of 1938, then a student at the University of Minnesota. Her topic was, "Competitive Golf for College Women." She said that she would be able to persuade the United States Golf Association to sponsor a tournament for college women. As Miss Yost reported in 1941,

During the past year the members of the Department of Physical Education of The Ohio State University have given a great deal of thought to Miss Berg's speech, and have decided that the organization and administration of competition for women college students should be in the hands of trained women in the field of Physical Education.

In the Fall of 1940, Miss Palmer was presented with a difficult situation. Challenging her philosophical belief that men and women should not compete against one another, a female student

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8Personal interview with Geneva Watson, February 5, 1975.
9Columbus Dispatch, April 18, 1940.
10Mary Yost, "Swinging Into Competition," Manuscript written in 1941, p. 1. (Document found in Miss Yost's personal files.)
11Ibid.
sought Miss Palmer's support in her attempt to qualify for the Varsity Rifle Team, an exclusively male team. The following letter was written by Miss Palmer to Mr. L. W. St. John, expressing her concern over the situation:

Dear Mr. St. John:

A few days ago a Sophomore, Helen Jenkins, came to see me seeking my support in her effort to qualify for the Varsity Rifle Team. She said that her case was to come before the Athletic Board this week so I am very anxious that you know the gist of our discussion. First, her point of view:

Helen told me that she had been a member of the University Rifle Club since her enrollment here and that she has been shooting regularly with the men. Now that she is a Sophomore she feels that she should be eligible to try out for the Varsity Team. Her chief ambition in life is to become a member of the All-American Rifle Team which she reports is made up of five men from West Point, five from Annapolis and two from the country at large. I find that her interest in the Varsity Rifle Team is due primarily to a ruling which requires her participation on such a team in order that she may be qualified to try out for this All-American Team. In other words her life ambition is dependent upon her membership on a Varsity Team. Undoubtedly she would have no difficulty in qualifying for the team from the point of view of skill in the activity. She tells me that the boys would like to have her on the team and that the "Sergeant" would be delighted to have her on his team although he is not the one to make the decision. She reports "Two conferences with Mr. St. John in which he seemed to find no reason why she could not qualify." Her attitude now is that the "Buck has been passed" to the Athletic Board and she is pinning her hopes on their consideration.

My part of the discussion I can sum up in three points. I told her:

(1) That I thought she had a right to expect a reason or satisfactory explanation from the Athletic Board if they refused her request and that I thought she would get one. She complained that "No one gives her a reason." I think the men should be quite frank with her. The Sergeant said he would like to have her on the team but he told our Miss Bone, who advises the new Women's Rifle Club, to please "Take her off his hands." This made my efforts with her difficult.
(2) That I thought she should not persist about
the matter because I felt that her publicity might
give a wrong impression of her personal qualities,
which seem to me to be very fine.
(3) That if she could not be on the men's Rifle
Team perhaps we could think of some other way in which
she might qualify for her ambition of "All-American."
She seemed not to know whether participation on a
women's Varsity Rifle Team would be acceptable nor do
I know about that point.

As you know I have a rather firm conviction, after
twenty-two years of experience with collegiate sport
for women, that women should not compete against men in
an organized way. There are many very fine opportuni-
ties for mixed competition—that is, men and women
against men and women—such as our mixed foursomes in
golf, mixed doubles in tennis and badminton, which have
the enthusiastic approval of the profession and the
public. But the idea of women competing against men
is incompatible with the best thinking of the profes-
sion and the public.

This attitude towards the matter does not solve
the problem of what to do for the ever increasing
number of highly skilled sportswomen found in our
colleges today. It is in an effort to solve the prob-
lem that I recently proposed to you the desirability
of a Women's National Collegiate Athletic Association.
Miss Yost and I have been working on the details of
this proposal and will have it ready for your criticism
soon. I think at the present time that my points made
in the Chicago Speech (enclosed) best express general
professional attitudes towards women in competition.

Our new Women's Rifle Club has twenty-two
enthusiastic members and Helen Jenkins has been elected
President. If we can help her to achieve her ambition
through regular activities of this club we will feel
that we have improved our program to the extent of
devoting as much attention to the highly skilled as to
the physically handicapped.

Sincerely yours

GLADYS E. PALMER
Chairman, Physical Education
for Women

\textsuperscript{12}Letter from Gladys E. Palmer to Mr. Lynn W. St. John,
Director of Athletics, November 1, 1940.
Although Helen Jenkins was denied membership on the team, this incident served to intensify the staff's belief that something had to be done for the highly-skilled woman athlete.

Ohio State's concern over the importance of leadership of women's competition resting in the hands of women physical educators, rather than outside agencies or men's athletics, prompted the following course of action. The staff sought the formation of a national organization that would sponsor and control intercollegiate competition for women. In addition, this organization would establish standards for competitive events. Mary Yost, an instructor at the time, was placed in charge of developing a workable outline for such an organization. The result of her effort was "The Constitution and By-Laws of the Women's National Collegiate Athletic Association." (See Appendix E.) The function of this organization was to conduct tournaments in "archery, bowling, badminton, tennis, table tennis, riflery, fencing, swimming and golf."  

Miss Yost stated that this document was simply to be used as a guideline at a future meeting, where interested individuals in the profession would join forces and finalize the establishment of such an organization. This meeting, however, never took place.

Accompanying the proposal for the creation of a national organization was Miss Gladys Palmer's suggestion to host a national

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13 Mary Yost, "Constitution and By-Laws of the Women's National Collegiate Association," 1940. (Mimeographed)

14 Personal interview with Mary Yost, January 24, 1975.
collegiate tournament at The Ohio State University. Such a decision was a monumental step, since never before had anyone suggested such a thing!

The combination of Patty Berg's visit to campus in 1940, the dedication of the new University golf course, and the selection of the course as the site for the NCAA Tournament in 1941, all prompted the decision to sponsor a national golf tournament for women. Another influential factor in determining the sport that was chosen for the first national championship is the social acceptability of golf as a "lady's game." Golf, possessing the qualities of being an individual sport with a fine tradition of etiquette, lent itself beautifully to the requirements set forth by the staff as being a suitable sport for national competition.¹⁵

In March, 1941, the tournament was announced to the profession. At this time a folder of information was sent to the Director of Physical Education in all institutions where women were enrolled. Included in the materials was a paper entitled, "Concerning Competition -- An Open Letter to Directors and Teachers of Physical Education for Women in Colleges and Universities." In this letter Gladys Palmer attempted to justify why she and her staff were sponsoring such a tournament, as well as introducing the proposal for a national organization for the purpose of directing the future of women's intercollegiate athletics. The letter also contained a cordial invitation to attend the planned intercollegiate golf tournament.

The faculty members of the Department of Physical Education for Women at The Ohio State University have recognized for some time a need for well organized and efficiently directed competitive opportunities for college and university women students who have attained "above average to superior" skill in certain sports....

Among the teachers of physical education in colleges and universities, there are at present two schools of thought on this subject:

(1) There are those who believe that college women who become skilled in sports should seek their competition in the many local, district and national tournaments now offered by the ever increasing number of sports organizations. They believe these tournaments provide sufficient opportunity for women students who enjoy the keenest competition and therefore the educational institution need feel no responsibility for these students except to encourage them to participate in sporadic intercollegiate competition on the now popular "sports day" basis.

(2) There are those who believe that competition in sports, when properly organized and directed, has a contribution to make to the education of women and that it is the responsibility of women teachers of physical education to offer supervision and administration to a program for the college women who are highly skilled....

While we in education have been fearing and dealing with the "bogeyman" of competition, public opinion, which has always been the arbiter of women's role in sports, has determined that girls and women should have the opportunity to demonstrate their skill in organized competition. It would be foolish to attempt here to survey the rise of women in sports during the past twenty years. You are familiar with the fact that out-of-school organizations have provided and promoted competitive opportunities for girls and women in literally dozens of sports and that thousands of girls from twelve to twenty-five years of age are taking advantage of these opportunities. Women could compete during 1940 for local, district and national championships in: Archery, Badminton, Basketball, Bowling, Fencing, Figure Skating, Golf, Horseback Riding, Lawn Tennis, Riflery, Roller Skating, Skiing, Softball, Speed Skating, Squash Rackets, Swimming, Table Tennis and Track and Field Athletics. There are almost as many different organizations conducting these tournaments as there are activities. These are efficient organizations developing their sports in an orderly way. Their primary purpose is to establish championships. Most of
these organizations are necessarily financed by memberships and paid admissions to contests. Most of them take no responsibility for the health of the entrant. Most of them divide their interest between the participant and the spectator. Most of them have varying rules and regulations concerning eligibility, amateurism and professionalism. These characteristics of organization are not in keeping with the standards approved by the American Association for Health, Physical Education and Recreation although for the purpose these organizations have in mind many of them conduct very fine tournaments which meet the needs of our sports-loving population. It still remains the privilege of each individual girl to decide for herself whether or not she will prepare herself for these intense competitions. It remains the function of the teacher in the school to so inform herself that she will be capable of giving sound guidance when guidance is sought.

Because we at Ohio State acknowledge the elements of individual differences and because we are confident that teachers of physical education are the most capable of making constructive use of intercollegiate competition we are among those of the second school of thought who believe that competition has a contribution to make to the education of women and that college directors and teachers should offer supervision and administration to a program for those who are highly skilled. We believe that members of college and university faculties can create a pattern for women's intercollegiate sports competition which will place sports in their true relationship to other activities and which will make our physical education programs richer and broader.

Furthermore we believe that the best insurance for orderly development of this phase of the program would be an association of college directors and teachers to be known as the Women's National Collegiate Athletic Association whose specific function would be to determine practices in sports competition directed toward the best interests of the college woman. The point of view on standards which the national directors and teachers now hold would give assurance that any practices developed would stress the enjoyment of sports, the entertainment of the participants, satisfaction beyond the winning of a match, friendly cooperation and the development of good sportsmanship and character. We believe that this attitude of the leaders would permeate the competition. If the college teachers will assume their responsibilities, it is our hope that in order
to secure the best values for college women, they will oppose: (1) paid admissions in connection with any kind of intercollegiate competition for women students; (2) any procedures which tend toward the exploitation of the individual for the enjoyment of spectators or for the athletic reputation of the college; (3) any teaching which creates the student opinion that performance is a reflection of the ability of the teacher or the reputation of a school; (4) any practices which over-emphasize the making or breaking of records or the winning of championships; (5) distinguishing between so-called amateurs and professionals in women's sports; (6) any practices which violate the standards as set forth by the American Association for Health, Physical Education and Recreation.

We hope that such an organization would move rather slowly in developing this phase of the program but that it would move. Courage, wisdom and foresight must be used by the college directors and teachers in the solution of this problem unless we are willing to turn over our responsibilities to efficient but less capable organizations.

As an experimental step toward the assumption of leadership, by the college personnel, of competitive opportunities for the highly skilled college woman, the Ohio State University is inviting undergraduate college and university women to participate in an intercollegiate golf tournament, June 30th to July 3rd, 1941 in Columbus. We have proposed that no college women may enter this tournament unless her entry blank is signed by the woman in charge of her physical education program. The signature is to indicate that the student is in good physical condition and that her means of transportation is approved. We have appointed a committee of ten of our regular faculty members in physical education to conduct this tournament. We hope many faculty members from other institutions will visit us with or without golf clubs at tournament time. We extend a cordial invitation to you and we shall do all we can to make your stay an enjoyable one. In the meantime we would appreciate knowing your reactions to the thoughts herein expressed.16

16 Gladys Palmer, "Concerning Competition, an Open Letter to Women Physical Educators," 1941.
Although Miss Palmer expressed the desire for reactions from women leaders in the profession, only one such individual responded. A letter was received from Miss Elizabeth Halsey of The State University of Iowa in May, 1941. It contained summary remarks made at an open discussion of faculty and students regarding Ohio State's position toward the sponsoring of a national intercollegiate event for women. Their response was unfavorable and did not support the idea of organized intercollegiate athletics for women.  

The distribution of the tournament materials was planned so that directors would receive it prior to their professional spring meetings. The first of these meetings was that of the Midwest Association of College Teachers of Physical Education for Women in Huntington, West Virginia. Two Ohio State representatives attended this convention, and presented Ohio State University's plan to organize a Women's National Collegiate Athletic Association, and its decision to sponsor a national tournament. At this time, those at the convention were invited to join the Ohio State faculty in June, during the tournament, to draft plans for the proposed organization. The convention's reaction to this announcement is best represented in the following telegram sent by Ohio State University's representatives to the conference, Dorothy Sumption and Violet Boynton, to Gladys Palmer on April 2, 1941.

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17 Letter from Elizabeth Halsey to Gladys E. Palmer, May 1, 1941.
Bombshell exploded. Shrapnel flew wildly. Old guard resented that group was not consulted first as organization to consider movement. Group acted to send athletic policy committee to June meeting as investigating members. Today's discussion and action to be reported to National Directors meeting. After battle less opposition and better understanding.\textsuperscript{18}

As a result of the severe reaction to their proposal at the Midwest Convention, the staff felt it was essential to send a representative to the National Association of Directors of Physical Education for College Women to be held in Atlantic City, New Jersey, April 26-29, 1941.\textsuperscript{19} Since it was a Director's meeting, Gladys Palmer was the only eligible representative to attend. She did, however, request "moral support," so Mary Yost and Geneva Watson accompanied her. There was some question as to the financing of the trip, but as in the past, the Athletic Board did absorb the cost.\textsuperscript{20} "It was a very traumatic experience."\textsuperscript{21} Total disapproval was apparent. The actions of those attending the convention supported this position. The Ohio State delegation was virtually ignored, and when they were addressed, it was to tell them how wrong they were to propose such an idea.\textsuperscript{22}

Mary Yost recorded the following notes covering various events during the conference and the final proposed resolutions of

\textsuperscript{18} Telegram from Dorothy Sumption and Violet Boynton to Gladys Palmer, April 2, 1941. (Mary Yost's personal file.)

\textsuperscript{19} Personal interview with Mary Yost, January 24, 1975.

\textsuperscript{20} Ibid.

\textsuperscript{21} Ibid.

\textsuperscript{22} Personal interviews with Mary Yost and Geneva Watson.
the committee.

Saturday A.M. -- executive committee receives letter from Marge Bell who says we are untimely--committee decides to squash us as this is a publicity stunt.

Sunday P.M. -- we arrive in midst of resolutions committee gathering material--Miss Palmer asked to talk and asked by leader to sit down--whole business pushed off--Watson and Yost to tea where we were first ignored, then jumped on.

Sunday Nite -- Von Barries only 1 of 4 that showed up for dinner, she sat on the fence....

Monday P.M. -- pushed off business in a hurry to get to the resolutions. They were insulting.

Resolutions included:

1. That we help the government support bill #____, and add no extra-curricular activities to our program in these times of stress.

2. That we do not approve national tournaments of any sort for college women.

3. That we do not approve the formation of any organization which might tend to increase the numbers of competitive events for women.

4. That we do not wish to approve the standards of the N.S.W.A. at this time--we need to study them more carefully and wait to see if they revise them.

5. That we approve the mid-wests' report on policies for Sports Days and Intramurals for women which used the N.S.W.A. standards as a guide.
   a. That we don't approve an amendment which says we approve the policies but wish to make it clear that we do not commit ourselves on whether we approve or disapprove of inter-collegiate competition.
6. That the name of the national association be changed to include teachers as well as directors if teachers are admitted to the section.

7. That a committee be appointed to investigate the needs of women for competition.23

The announcement of these resolutions made it clear that the Ohio State proposal had been rejected. The Women's National Collegiate Athletic Association had no future, but due to the firm conviction of the Ohio State faculty, the golf tournament did become a reality.

The official announcement of the tournament came from the Columbus media on April 22, 1941.

Buckeye officials announced that a national meet for co-ed mashie swingers would follow the NCAA men's golf tournament.

The women's tournament is booked from June 30 through July 3, and both team and individual championships will be decided. Any woman student regularly enrolled is eligible to participate.

Opening the meet will be an 18-hole qualifying round, the scores also to count in the team of four championship race, the low aggregate taking the title. Match play, over the 18-hole route will run through the next three days.

Each school is limited to four entrants, but may send fewer representatives to compete for the individual crown. Entry fee is $5, which includes green fees and transportation to and from the course. Entrants may be housed in Ohio State dormitories or sorority houses, Dr. Palmer said.

Outlining the reason for inaugurating a national tournament for co-eds, Dr. Palmer said: "The faculty members of the department of physical education for women at the Ohio State University have recognized for some time a need for well organized and efficiently directed competitive opportunities for college women."

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23 Personal notes of Mary Yost at the National Association of Directors of Physical Education for College Women Conference, 1941.
and university women students who have attained above average to superior skill in certain sports.

As an experimental step toward the assumption of leadership, by the college personnel, of competitive opportunities for the highly skilled college woman, the university is inviting undergraduates to compete in the tournament."
Invitations have been mailed to the physical education departments of the country's colleges, and the entry deadline is May 31.24

As a result of the lack of cooperation from Physical Education Directors throughout the country, tournament information was not passed on to the students and, therefore, very few entries were being received. It looked as though there might not be a golf tournament after all. However, as the May 31 deadline neared, individual inquiries filtered to the Tournament Committee, and the problem of poor communication was brought to their attention.
Fortunately, through media coverage and effort on the part of Mr. L. W. St. John spreading word of the tournament through his sources, many individuals were reached.25

The next problem to be solved dealt with the entry blank. In order for a girl to participate, Ohio State University had requested that she gain approval of her Department Chairman. But with the lack of cooperation from other schools in supporting the tournament, the Committee decided their only recourse would be to require verification of affiliation with an institution through the signature of the school's registrar on the entry blank. In that way,

24"Co-ed Golfers to Swing in Tourney," *Columbus Dispatch*, April 22, 1941.
25Personal interview with Mary Yost, January 24, 1975.
the Tournament Committee was assured that each participant was a college student.26

As the May 31 deadline arrived, several entries were received. As Mary Yost recalled

...prior to the deadline there weren't very many entries, and it looked very much like we had a Tempest in a teapot for nothing. I remember going to get the mail right after Memorial Day and there were a whole bunch of entries. I remember crying with relief that we were really going to have a tournament. We eventually had thirty-eight entries.27

Following is a list of schools and the number of women from each school who entered the 1941 Golf Tournament:*

<table>
<thead>
<tr>
<th>School</th>
<th>Number Of Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Sargent College, Cambridge, Mass.</td>
<td>(1)</td>
</tr>
<tr>
<td>2. Purdue University, Lafayette, Ind.</td>
<td>(4)</td>
</tr>
<tr>
<td>3. Rollins College, Winter Park, Fla.</td>
<td>(4)</td>
</tr>
<tr>
<td>4. University of Arizona, Tucson, Ariz.</td>
<td>(2)</td>
</tr>
<tr>
<td>5. Stetson University, Deland, Fla.</td>
<td>(1)</td>
</tr>
<tr>
<td>6. Miami University, Oxford, Ohio</td>
<td>(1)</td>
</tr>
<tr>
<td>8. Edinboro State Teachers College, Endinboro, Penna.</td>
<td>(1)</td>
</tr>
<tr>
<td>9. Oklahoma Baptist University, Shawnee, Okla.</td>
<td>(1)</td>
</tr>
<tr>
<td>10. Wittenberg College, Springfield, Ohio</td>
<td>(1)</td>
</tr>
<tr>
<td>11. St. Mary of the Woods College, St. Mary of the Woods, Ind.</td>
<td>(1)</td>
</tr>
<tr>
<td>12. Hillsdale College, Hillsdale, Mich.</td>
<td>(1)</td>
</tr>
<tr>
<td>13. American University, Washington, D.C.</td>
<td>(1)</td>
</tr>
<tr>
<td>14. Skidmore College, Saratoga Springs, N.Y.</td>
<td>(1)</td>
</tr>
<tr>
<td>15. Bouve Boston School of Physical Education, Boston, Mass.</td>
<td>(1)</td>
</tr>
<tr>
<td>16. Stephens College, Columbia, Mo.</td>
<td>(1)</td>
</tr>
<tr>
<td>17. Georgian Court College, Lakewood, N.J.</td>
<td>(2)</td>
</tr>
</tbody>
</table>


27Personal interview with Mary Yost, January 24, 1975.
<table>
<thead>
<tr>
<th>School</th>
<th>Number Of Entries</th>
</tr>
</thead>
<tbody>
<tr>
<td>19. Western Reserve University, Cleveland, Ohio</td>
<td>(2)</td>
</tr>
<tr>
<td>20. University of Alabama, University, Ala.</td>
<td>(1)</td>
</tr>
<tr>
<td>21. The Ohio State University, Columbus, Ohio</td>
<td>(5)</td>
</tr>
</tbody>
</table>

The Committee was determined to have a tournament beyond reproach. Everything had to be perfect; not just the tournament itself, but the social events accompanying it as well. Ohio State wanted to show that national intercollegiate competition could be a pleasurable experience for all the participants, regardless of who won.28

The tournament could not have existed without the tremendous support and cooperation of the Athletic Department. Mr. L. W. St. John, Director of Athletics, recognized the need for such an event and vigorously supported the women's decision to host the tournament.29 All the tournament expenses above and beyond those defrayed by the $5.00 entry fee were absorbed by the Athletic Department.

One of the most controversial decisions associated with the tournament concerned awards. Philosophically, Miss Palmer and the staff endorsed the N.S.W.A. policy of de-emphasizing awards; but it was finally decided that it would be embarrassing to sponsor a national tournament without following the tradition of presenting

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28 Personal interview with Jeannette Stein, February 5, 1975.
*Compiled from entry forms submitted for the 1941 National Golf Tournament.
awards to the winners. Special bronze medals were selected for the tournament with the inscription: "Those who strive for merit shall attain success." The Committee felt that the caption was representative of their attitude, which was the basis for the conducting of the tournament. In order to emphasize that it was just as important to win the last flight as it was to win the championship flight, identical medals went to all the winners.  

One other award was established; an Ohio State Rotating Trophy was created and given to the winner of the tournament for one year. The trophy had an interesting origin. In order to keep down expenses, Mrs. Blanche Sohl, a member of the staff, donated a trophy she had previously won in a golf tournament. The Tournament Committee then had it silver plated and engraved. The trophy was used until 1958, when it was retired; it is now located in the Office of University Recreation and Intramural Sports at The Ohio State University.

The tournament festivities began with an opening dinner the evening prior to play. The dinner speech, delivered by Dr. Delbert Oberteuffer, Chairman of Physical Education, again stressed the theme of sportsmanship and the desirable outcomes which competition had to offer.

\[30\] Ibid.

\[31\] Personal interview with Mary Yost, January 24, 1975.
...If I am suppose to make some kind of keynote remark about this tournament, I would have to get a little bit serious about it. I would have you competitors feel that you are doing something other than just participating in a golf tournament. If there is anything that is important in this whole country at the present time, it is the effort that a good number of us are making and are going to continue to make to keep the spirit of youth for our young people what it always has been. We are living, of course, in times in which old fogies are depending upon young people to solve the problems and fight the battles which old people have thought up. We are too old to fight ourselves and we are too set in our ways and too selfish in our point of view to conciliate a point, to give here and there, and so repeat history time and time again and ask young people to bear the burden.

There is one thing that has been characteristic of this country and I would like to have you feel it. Sport in this country has always been fundamentally a very happy sort of a thing. It has been the sort of a thing in which everybody could take part and enjoy. This tournament is another evidence of the willingness on the part of all of us, young and old, to have a good time through athletics. Athletics never have been taken very seriously and they oughtn't to be taken seriously. The outstanding characteristic of athletics in this country for one hundred years or more has been in the last analysis that people have looked back on their athletic experience with pleasure and joy. I am talking about you and I am talking about kids that play in the street, about a football team--anybody that plays a game and has a good time doing it. Just as soon as you or I or anyone else let these games become so serious that they become a sort of thing to which we give blind, unthinking allegiance, then they lose their spirit.

There has been a great deal said that young men and women should be trained to do a certain job. In our widespread athletic program, we don't think so much about training people. We are not training you for anything except that we are interested in giving you an opportunity to have fun, to learn about the girls with whom you compete, not against them, to learn something about where they are from, what their college is like. This game of golf, above all other games probably, gives you the opportunity calmly and quietly to consider the fact that the competitor with you is another young lady like yourself and is just as much interested in playing well as you are.
After you have finished what you might call your competitive days and resort to playing golf as I do, you will think back on whatever experience you have had—you will think back to this tournament—and you will remember twenty years from now that you were here. You will have a hard time remembering who won, but you will remember some little incident that happened, the fun you had and the girls you met, because those things become the important things...

You young ladies in college playing in this the first tournament are going to begin the building of a great tradition of sportsmanship for young women. You are going to do your part in this, the first tournament. I would like to have you feel that you are an important part in building another set of traditions for the very highly skilled girls in golf. When the putt is to be made, when the ball is setting on the tee, you, as sportsmen, will be interested in how you conduct yourselves...32

A full week of golf was planned. After the first day of qualifying play, contestants were grouped into flights for match play. The qualifying round also determined the winning team on the basis of the combined medal score for each team.33 The first team championship was won by Rollins College, Florida, while the winner of the Championship Flight was Eleanor Dudley of the University of Alabama.34

The tournament was a tremendous success. The attitudes of the participants and spectators were extremely favorable. The reaction of Mary Jane Robb, an instructor at Ohio Wesleyan, is a good indication of the attitudes expressed by the professional women at the tournament.

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32 Statement by Dr. Delbert Oberteuffer, found in the Minutes of a meeting held at the First Women's Collegiate Golf Tournament, June 29, 1941, pp. 6-9. (Mary Yost's personal file.)

33 Intramural file on the 1941 Golf Tournament.

34 Mimeographed sheet entitled, "History of the Women's Collegiate Golf Tournament."
...It pleases me greatly to be able to inform you that the National Intercollegiate Golf Tournament for Women showed fine competition in every respect.... I found the entire organization and administration above reproach on any basis. Somehow, a well-run tournament like that should stimulate our college women golfers to play for the sake of good golf competition instead of the vicious prizes which most non-school tournaments hold forth.

I believe that this tournament was excellent in every respect..., for it:

1. Gives advanced golfers...a chance to compete on their level as the intramural and class tournaments do for the intermediate and beginning players.
2. Is based on the same principle as Play Days except that individual and dual competition and not large teams is the unit of competition. Many play days now include the individual and dual sports and what would seem right between 3 or 5 schools should be right for 25 or more schools.
3. Instills in all who participate the highest in game standards, dress, social relationships, sportsmanship during play, and...course manner.
4. So stimulate a keen liking for the sport that the enthused player or players return to their campuses to whole-heartedly "sell" the sport to their classmates as no instructor can.

So I, herewith, heartily endorse this golf tournament...to all those who aim in keeping sports for women truely fine and progressive, and for the advanced as well as the average player.35

Eleanor Dudley spoke on behalf of the contestants, stating:

I want to thank everybody for coming to this tournament. I think it is something that will start history. It will encourage golf in the classes in college. This tournament has been carried out beautifully. I congratulate the staff of the University here on their first tournament and I hope they will keep it up.36

35 Letter from Mary Jane Robb, Physical Education Instructor, Ohio Wesleyan University, to Mrs. Bartlett, Director of Physical Education for Women, Lake Erie College for Women, July 11, 1941.

36 Statement by Eleanor Dudley, found in the Minutes of a meeting held at the First Women's Collegiate Golf Tournament, July 3, 1941, p. 7.
And keep it up they did; as was announced by Miss Palmer following the completion of the tournament.

We'll hold next year's tournament here and will continue to hold it here until the Association decides to take it elsewhere. We had entrants from twenty-one schools this time, which is far more than the men's first tournament attracted, and we are certain the Women's Intercollegiate will gain the same fame and that some of the girls who get their first competitive training in our tournament will go on to win the National Amateur and other topnotch events.37

Although Miss Palmer's intentions were good, World War II interfered with those plans, and it was 1946 before Ohio State could sponsor the second National Women's Collegiate Golf Tournament. Eight years would pass before another institution assumed the responsibility of hosting the tournament.

Many individuals in the profession felt strongly that this effort on the part of Ohio State University to promote worthwhile collegiate experiences was, indeed, the forerunner to modern day intercollegiate competition for women in this country.38

37 "Co-ed Intercollegiate May Be Fixture Here," Columbus Dispatch, July 3, 1941, p. 8.

38 Personal interview with Dr. Margaret Mordy, June 13, 1975.
CHAPTER VII

"TWENTY YEARS OF PROGRAM EXPANSION," 1937-1958

CHRONOLOGY:

1938  --Creation of the "Mirror Lake Night Club," a new concept in campus recreation.

1939  --Strong support of co-rec tournaments as shown through the offering of six such competitive events.

        --Ohio State advocated the "dual meet concept."

        --Ohio State encouraged specialized competitive skills through their method of sponsoring Sports Days.

1940's  --Major administrative positions placed Ohio State's women's sports program among the finest in the country: (1) faculty teaching load credited to those involved in the women's sports program; and (2) the program was financed out of school funds.

1941  --First National Collegiate Golf Tournament for Women; held at The Ohio State University.

1946  --Re-establishment of the National Collegiate Golf Tournament for Women at Ohio State University. (No tournament was held during the years 1942-1945 due to World War II.)

1947  --First official intercollegiate guidelines were developed for women at The Ohio State University.

        --Gladys Palmer was appointed chairman of a seven woman board representing the State of Ohio; its purpose was to develop specific recommendations and guidelines concerning interscholastic athletics for girls in the state.

156
1949
--Marked the official beginning of scheduled women's intercollegiate competitive seasons at Ohio State University.

--Women's Recreation Association faced extinction; in its place, the Women's Sports Club Council (W.S.C.C.).

1950
--First state meeting in Ohio for the purpose of coordinating the scheduling of intercollegiate events between schools.

--Development of the first state-wide intercollegiate policies; Mary Yost, of Ohio State University, was chairman of the Athletic Policies Committee responsible for their creation.

1951
--Efforts began to re-establish the Women's Recreation Association.

January
1951
--A committee was appointed by Gladys Palmer to consider a reorganization of the committee structure of the Women's Division.

April
1951
--Staff approved of the new administrative structure submitted by the committee.

November
1951
--Miss Gladys Palmer resigned as chairman of the Women's Division; Mary Jane Draper appointed acting chairman by Mr. Richard Larkins, Director of Athletics and Physical Education.

1952
--Last year the National Collegiate Golf Tournament for Women was sponsored at Ohio State University until its 25th Anniversary in 1966.

1953
--Dr. Margaret Mordy was selected as the new chairman of the Women's Division.

1955
--Groundwork began for the creation of a national governing body for women's intercollegiates.

1956
--The creation of The Tripartite Golf Committee; Mrs. Dorothy S. Wirthwein was directly involved with its establishment.

1957
--Marked the year when the Tripartite Council turned its attention to the broader concern of extramural sports competition for women in general.

1958
--Tragic death of Mrs. Dorothy Sumption Wirthwein.
The sponsoring of the First National Women's Collegiate Tournament, and the impact it had on the future growth of women's intercollegiates, represented only one aspect of the total sports program at The Ohio State University. The role of the Women's Recreation Association in developing and promoting club activities, the total staff commitment to the program, and the combined efforts of these two groups in instituting innovative ideas within the area of general recreation served to create an atmosphere which led to the expansion of the overall women's sports program for decades to come.

It is essential for one to understand the administrative workings and relationships that existed within the Department of Physical Education in order to totally comprehend where the responsibilities fell in regard to specific programs. In Chapter V, the organizational structure of the W.R.A. was explained; it is also important to view this organization within the total perspective of the department. The organizational chart, on page 159, indicates the administrative structure under which the Department of Physical Education functioned.

Several observations should be made pertaining to the chart. Although the chart was designed in 1932, and the W.R.A. was not established until 1936, the organizational structure of the Department was not altered by its addition. The W.R.A. was simply incorporated into the Women's Intramural and Recreation Program. It is important to note the dotted lines appearing in the chart,
Figure 3. Organizational Chart of the Department of Physical Education.

they indicate "Financial Support but NOT Control."\(^1\) Headed by the President of the University and by the Board of Trustees, the responsibilities of the entire structure fell onto the shoulders of Mr. L. W. St. John, who was the Director of the Department of Physical Education for Men and Women and the Director of Athletics. It is interesting to note that the Department of Athletics controlled intramurals and recreation for men, but the similar program for women was controlled by the Women's Division of Physical Education, specifically, Miss Gladys Palmer, who was chairman, and Dorothy Sumption, chairman of recreational activities. In the Women's Department, all the faculty members took on duties in connection with Women's Intramurals. This difference in basic philosophy regarding who should administer these recreational programs for men and women had a tremendous impact on a future decision made in the 1960's when the Departments of Athletics and Physical Education severed ties.

During the late 1930's new trends began to appear in the area of women's sports. One tendency was that women seemed to be more interested in participating in individual rather than team sports.\(^2\) The variety of activities offered increased significantly in numbers. A statement from the Annual Report of the Board indicates this trend:

\(^1\)"Official Dedication Program, The New Natatorium, The New Men's Gymnasium, February 26, 27, 1932," Published by The Ohio State University Athletic Association, p. 6.

\(^2\)Intramural File, Spring, 1937.
...women's division had grown in enrollment from 256 girls in 1902 to 5291 in 1937 and the program had evolved into some 28 different activities as compared with the program of calisthenics and apparatus work in 1902.\textsuperscript{3}

During this period there was also an indication of a push for co-recreational activities such as mixed swims and dances.\textsuperscript{4}

With the effects of the depression still being felt, attention was given to the designing of activities which would provide entertainment on campus at a very nominal charge to the students. The existence of the W.R.A., and its awareness for the need for various recreational campus activities of a somewhat different nature, prompted the creation of the "Mirror Lake Night Club."\textsuperscript{5}

The W.R.A. with the cooperation of the Pomerene Advisory Board, designed an activity capable of providing good entertainment to students on campus at a very low cost. It was entitled Mirror Lake Night Club, because the event was held in Pomerene Hall, a building situated on the banks of a small lake, called Mirror Lake.\textsuperscript{6}

The project was originated in the Spring of 1938. The primary entertainment of the evening was an orchestra which provided music for dancing; there was also a room available for card games, and the gymnasium for badminton and table tennis. The idea behind the plan was to offer popular entertainment to the students at a

\textsuperscript{3}Annual Report of the Board, 1937, p. 83.

\textsuperscript{4}Intramural File, Fall, 1937.


\textsuperscript{6}Ibid.
nominal charge; within a well-regulated and wholesome atmosphere.\footnote{Letter from Dorothy Sumption to President Rightmire, May 16, 1938.}

The attempt was apparently successful because records show that plans continued the next year to sponsor the project. It was also implied in an interview with Geneva Watson that after Miss Sumption's article appeared in the Journal of Health and Physical Education, other institutions across the country began experimenting with similar programs.\footnote{Personal interview with Geneva Watson, February 5, 1975.} This type of activity represented only one of many projects that was supported by the Women's Recreation Association.

An in-depth view of the total women's sports program as it existed in 1938 will assist in setting the stage for future alterations which occurred. Basically, the program was broken down into three major areas: intramural tournament, sports clubs, and special recreational activities.

The intramural tournaments were an integral part of the program. It was hoped that through them good sportsmanship would be fostered, new friends made, and fun and enjoyment shared by all those who took part. All women students on the campus were urged to participate in them, either independently or on a team. The only requirements for participation were interest in the activity, and a medical examination which was required each year.
The schedule of tournaments was broken down into three quarters:

FALL QUARTER

Hockey
Soccer
Badminton (Singles and Doubles)
Table Tennis (Singles and Doubles)
Volleyball
Bowling
Swimming

WINTER QUARTER

Basketball
Bowling
Badminton (Singles and Doubles)
Table Tennis (Singles and Doubles)

SPRING QUARTER

Baseball
Tennis (Singles and Doubles)
Badminton (Singles and Doubles)
Bowling (Mixed Doubles)
Archery
Golf

There were twelve sports clubs functioning on campus during the academic year 1938-1939. Each club provided an opportunity for those students who had a particular interest in a sport to pursue that sport with other students having like interest. Skill was improved, enjoyment increased, and friendships formed through these club affiliations. The agenda of club activities and membership requirements varied with every group.

ARCHERY CLUB. Activities include: matches with men students; buffet suppers; round-robin and ladder tournaments among the members; and special meets. Membership requirements: a score of at least 75 points must be made with four ends of arrows at a distance of 30 yards. Try-outs are held at the beginning of each quarter.

BADMINTON CLUB. Activities include: demonstration by well known amateur champions; sponsoring an inter-collegiate sports day; and sending representatives to both state and national amateur tournaments. Membership requirements: must pass a written exam and demonstrate adequate playing skill.

BOOT AND SADDLE. Activities include: horse shows; intercollegiate riding meets; weekly rides; and over-night pack trips. Membership requirements: become a pledge and pass first horsemanship test; three quarters of probationary affiliation before a second horsemanship test is administered and active membership is granted.

BOWLING CLUB. Activities include: mixed doubles tournament; and women's tournaments. Membership requirements: due to its new status no proficiency standards have been set. All are welcome.

FIELD HOCKEY CLUB. Activities include: hostessing a sports day; and tournaments between class teams. Membership requirements: attained merely by playing and paying dues of 25¢ per year.

FOIL AND MASK. Activities include: member of the Amateur Fencer's League of America allowing participation in the Mid-West Conference Meet; informal meet with men's and women's team of Michigan; sponsoring demonstration; and participating in several meets. Membership requirements: one quarter of fencing at Ohio State; demonstrate knowledge of fundamental skills; and knowledge of how to conduct a bout as director and judge.

GOLF CLUB. Activities include: informal matches between members; and intercollegiate matches with nearby colleges. Membership requirements: required to play nine holes during which her form, playing etiquette, and score are judged by the members which accompany her. Must play once a week to maintain membership.
ORCHESIS. Activities include: two recitals yearly; work in the areas of modern and folk dancing as well as dance composition. Membership requirements: must demonstrate a knowledge of certain fundamental dance techniques; an ability to distinguish and respond to different rhythms; have the ability to improvise a dance to a given musical number; plus present a dance of their own composition.

OUTING CLUB. Activities include: camping, hiking, boating, bicycling and other outdoor activities. Membership requirements: there are no requirements or dues, just interest in participating in outdoor activities.

PHYSICAL EDUCATION CLUB. Activities include: social activities as well as professional meetings held. Membership requirements: must be a woman student majoring or minoring in Physical Education; by paying 25¢ dues per quarter.

SWAN CLUB. Activities include: working on improvement of swimming skills; splash parties with the men's team; demonstration by noted divers; hosted intramural swim meet for women; and sponsored a big invitational swim meet in the Spring. Membership requirements: specific standards must be met in both swimming and diving.

TENNIS CLUB. Activities include: competition with other colleges. Membership requirements: tested skill in handling the racket, placing shots, footwork, and general knowledge of the game and etiquette.10

After a close evaluation of the activities sponsored by, and membership requirements of these clubs, it is apparent that they represented the basis from which the existing women's intercollegiate program grew. This club concept served as a feeder for intercollegiate competition until the late 1960's.

10Ibid., pp. 5-18.
The third aspect of the program entailed the scheduling of facility time for the purpose of drop-in recreational activities. These included both open hours in the swimming pool, as well as hours in the gymnasium.\textsuperscript{11}

This particular phase of the program lent itself first to the growing trend emerging throughout the country, that of promoting co-recreational activities. The concept being developed within modern education stressed the importance of educating the whole person, with a great deal of emphasis placed on the social aspects. Therefore, the offering of co-recreation became highly significant within the university structure.

Although open recreational activities were the first to reflect this tendency, intramural sports, as well as clubs, quickly supported the practice, as reflected in their respective programs. By 1939, Ohio State was offering six co-rec tournaments: tennis, bowling, badminton, table tennis, archery, and golf; and funding four co-rec clubs: Boot and Saddle, Badminton, Bowling, and Foil and Mask. Justification for providing such an addition to the existing program was summarized by Miss Dorothy Sumption:

Such coeducational activities are adding a phase of social experience which should be a part of community life among the adult class. Why shouldn't such an important element of living be included in the school life of the individual? The development of mutual understanding and respect can be given no better

\textsuperscript{11}Ibid., p. 22.
laboratory than the sports field. The use of leisure
time together in wholesome activities is important in
training for pleasureable living together and compan-
ionship in marriage as well as in business and society.\(^{12}\)

It is apparent that Ohio State University supported the pre-
mise that a quality recreational sport program for students should
offer various types of sports, team and individual, outdoor and
indoor, some strenuous and others of less strenuous nature; and
include a wide variety of activities in order to appeal to the
interest of as many of the students as possible.

The extensiveness of the women's sports program, in conjunc-
tion with other factors such as increased student interest, and a
shift in staff philosophy, resulted in a revamping of administrative
procedures with respect to the general operation of the program.
Since the disbanding of the old Women's Athletic Association, all
competition had been organized and conducted by the women's physical
education staff. As the 1940's approached, there seemed to be the
feeling among staff members that the students should have this
responsibility through their clubs. Miss Sumption voiced concern
over this transfer of duties.

I sometimes question the efficiency of the
procedure, the amount of time students should spend
in routine administrative duties, such as telephon-
ing; as well as the interest the club members have
in the participation of other students....I think
they tend to be interested in themselves only, and
I think definitely that competitive events should

\(^{12}\)Dorothy Sumption, *Sports for Women* (New York: Prentice-
Hall, Inc., 1940), pp. 9-10.
be offered to the university at large. I think the clubs will tend to keep competition within narrow bounds. After all, why should they be interested in the larger group?\textsuperscript{13}

As negative as Miss Sumption's attitude appeared, her final decision was "nevertheless I am willing to give it a try once again."\textsuperscript{14}

To oversee this change, Miss Sumption submitted a proposal for the creation of a Women's Intramural Administrative Council to assist in the coordination of these efforts.\textsuperscript{15} The Council personnel included:

1. Chairman of Intramural Activities
2. Advisors of Sports Clubs
3. Staff members supervising any intramural activities
4. Advisory member--Director of Women's Division

The functions of this body were numerous:

(1) To coordinate all projects and happenings of an extra-curricular nature within the department.
(2) To offer constructive criticism to all others of the Council regarding plans and projects before and during the time of happening.
(3) To plan budgets in relation to all other club projects.
(4) To plan new projects to improve entire intramural program.
(5) To propose policies governing projects as needs arise.

\textsuperscript{13} Intramural File, Spring, 1939, Paper entitled, "Women's Intramural Administrative Council.

\textsuperscript{14} Ibid.

\textsuperscript{15} Ibid.
(6) To employ collective thinking in regard to all proposals, plans, and projects in the intramural program in order to unify the work.\textsuperscript{16}

The transition of the intramural responsibility from that of the staff to the students within W.R.A. was, at times, unsteady. The decade of the forties showed the continuation of a quality program, accompanied by some confusion in the leadership roles. The W.R.A. experienced difficulties during this time in establishing its identity.

As we enter the 1940's, The Ohio State University was experiencing a significant change in its position concerning high level competition for women. This study has already established the foresightedness of The Ohio State University faculty in the advancement of women's sports competition. The most significant event was, of course, the sponsoring of the First National Women's Collegiate Golf Tournament; but in addition to this, Ohio State was also a strong advocate of the "dual meet concept."

Most competitive sport experiences for women tended to be in the form of the Sports Day, where the primary objective was to offer play experiences to several women in a variety of activities. By the late 1930's, Ohio State's women's sports program was sponsoring dual meet competition, where one school invited another and competed only in one sport. Examples of such events included: hockey play days, swimming meets, tennis

\textsuperscript{16}\textit{Ibid.}
matches, badminton matches, and golf matches.\textsuperscript{17} Such events did much to support the concept of promoting the development of highly skilled and specialized talents among women athletes.

Another example of Ohio State's adherence to this philosophy is represented in their 1939 Spring Sports Day. The main idea of this Sports Day was to have the competition within each activity sufficient in itself, rather than having girls participate in a variety of sports during the day. The invitation asked each school to enter teams (numbers specified) in as many of the activities as they wished, without duplication of individuals, except for swimming. The schools who accepted the invitation and the number of their participants were as follows:

<table>
<thead>
<tr>
<th>Institution</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wittenberg College</td>
<td>16</td>
</tr>
<tr>
<td>University of Cincinnati</td>
<td>26</td>
</tr>
<tr>
<td>Ohio Wesleyan University</td>
<td>16</td>
</tr>
<tr>
<td>Miami University</td>
<td>36</td>
</tr>
<tr>
<td>Wooster College</td>
<td>12</td>
</tr>
<tr>
<td>Ohio University</td>
<td>19</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>49</td>
</tr>
</tbody>
</table>

**TOTAL** 174

The major contribution of these forms of competition rested in the fact that intercollegiate competition was finally being based on ability in a specific sport, rather than simply supporting the opinion of "a game for all and all in the game."

The Ohio State University women's sports program always emphasized the total worth of a student's experience in activity,

\textsuperscript{17} Intramural Files, compiled information from the years, 1936-1940.

\textsuperscript{18} Sumption, op. cit., p. 91
rather than from extraneous awards derived from winning. In Miss Sumption's book, *Sports for Women*, she poses a question to herself:

"Do you have awards in your program?" Her answer:

No. We have found it possible to have a good recreational program without a point system and expensive awards. The money which formerly went into silver cups and similar trophies is now spent for additional equipment and to finance projects.... I believe such a change has been worthwhile.... There seems to be a trend away from artificial means of stimulation in the best educational thought of today....

Approximately two years prior to this statement by Miss Sumption, Dr. Delbert Oberteuffer, Chairman of the Men's Physical Education Division, and renowned in the profession for his contributions to the field of physical education and health, reiterated the same basic philosophy regarding awards and incentives.

To use rewards and incentives, to "make" things interesting "implies"...divorce between object and self....When things have to be made interesting it is because interest itself is wanting. Thus if participation in a tournament made little appeal to any given individual, to induce him to participate by means of the lure of a reward would be to teach him not true values of self-direction and growth, but unrealities which could divert and dissipate his attention and satisfaction which he is entitled to have in purest form....He participates solely because of the stimulus which was not inherent in the activity....

In conclusion....One cannot be "for" or "against" them (sport awards). Rewards exist, in one form or another. The task of the teacher or the director is to choose from among the many those which hold promise of being true rather than dissipating rewards. We become, if we believe in the self-development theme of education...morally obligated only to those rewards which:

19Ibid., p. 188.
(1) Are identical with and inherent in the activity.
(2) Lead the participant on to further activity along the same line.
(3) Shall have no different values than those of the activity.
(4) Shall not dissipate the attention or energy of the participant away from the business at hand.
(5) Which reflect consequences of the reward in a socially acceptable behavior by the winner.

If we would apply these criteria to our selection and use of rewards we would probably swing the balance of intramural management back from promotion to its rightful place as education. We would become less interested in numbers, crowds, winners, or inducements, and more in self-directed activity, the quality or participation, and the good which sport can do for the individual who plays of his own free will and accord.  

This strong conviction of some of the Ohio State faculty resulted in the obvious absence of awards from the women's sports program until the '70's.

During this time in history, the threat of another World War began to spread among the nations as Adolph Hitler had his German forces on the march in Europe. Although the United States would not become directly involved until December, 1941, preparations for the possibility of war began several years prior to that.

In 1940, a national committee was formed to report on the "Contribution of College Physical Education to National Preparedness," with Dr. Delbert Oberteuffer as chairman. This report was adopted by the College Physical Education Association in December, 1940.  

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The introduction of this report emphasizes the concern of physical educators for their programs.

... We allege that we know what our democratic freedom is and how it is to be preserved. Our allegations must be established and we in physical education are called upon to show clearly our relationships to a college education which produces an educated, informed, strong, and urbane citizen of a democracy. Our programs must contribute to this democratic way of life....

Whatever kind of a program we have in our respective institutions deserves an examination to see whether it is good in terms of democratic purposes... whether its structure in itself is a living demonstration of equality in opportunity and whether it is educational in the fullest and best sense of that word.22

A number of recommendations were made directly pertaining to programs of physical education, indicating the direction physical education would follow during the war years. These were to serve as guidelines for colleges and universities.

It is recommended:

(a) That, in the main, no radical or sharp departures in the content of local programs be advised but instead that a reaffirmation be made of our belief in a sound modern program of games, sports, athletics, hygiene, intramural and varsity athletics, and health services as the best instruments for preparedness.

(b) That our college programs of health examinations, remedial procedures, health instruction and health guidance including mental hygiene be wisely and powerfully increased to the end that maximum service in preparing a healthy college population be achieved.

(c) That the Association encourage its individual members to intensify and improve the activity programs which they are not conducting.

(d) That the Association reaffirm and make clear to all concerned that it believes the best contribution which physical education can make to the preparation of college students either for military service

22 Ibid., pp. 1-2.
or for life in a democracy is in a program which extends active instructional, recreational and competitive opportunities to every man and woman in college chosen appropriately in accordance with individual needs.

(e) That the Association endorse such a pattern of health and physical education for colleges and universities as will require all students to receive instruction in physical education and health education adopted to their individual needs.

(f) That in such programs as our colleges offer the instruction is not limited to activity skills alone but that demonstrable ends in strength, endurance, social acceptability and understanding appreciation of democratic process be urgently and tangibly sought. 23

By the Fall of 1940, it became obvious that the United States was being forced to give up its policy of isolation regarding World War II. The Japanese attack on Pearl Harbor on December 7, 1941 thrust the United States into becoming an active partner in the global war. The philosophy of the University as to its role in the war effort was expressed by President Bevis.

As this report goes to press the nation enters a state of declared war with the Axis Power. In a very real sense we were at war before our whole national policy was controlled by that fact. Yet the declaration, preceded by the Japanese assault, vividly dramatized the actuality of war and heightened the war consciousness of average people. Unity came overnight.

The University has had a parallel experience. The actuality of war, undeclared though it was, was for many months apparent. University people continued to exercise their right of free discussion, and opinions on national policy varied. But the University endeavored to co-operate as fully as possible with the plans and policies of the Government. It granted leaves of absence to staff members drafted for government service. It refunded fees to students entering the armed forces. Its faculty undertook important research projects, organized training courses, helped establish civi-

23Ibid., pp. 4-5.
lian morale units. It trained pilots and made an important contribution to the physical examinations of aviation recruits. It tendered its service to the Government in any way that might be desired; but more to the point, it organized continuous searching of its capacities for concrete ways in which to help, and tendered specific services to appropriate agencies as fast as any were discovered.

To the University too, the declared war has brought unity and increased tempo. The activities of faculty, students and University families are being channeled to national purposes.

Ohio State University alongside camps and factories, takes its place as an agency for arming the nation.24

While the overall enrollment of the University decreased during the war, the enrollment of the women's basic physical education classes increased at a rate of approximately seventy-five girls a quarter, until by 1943, there were over 2,000 freshmen and sophomore girls on campus.25 During this time the women faculty never felt the need to alter the existing program to provide physical fitness for the girls, such as the men were doing. Instead, they continued with the kinds of activities that would contribute to the student's well being, to her social adjustment and to her personal enjoyment.26 In conjunction with this philosophy, the Women's Division maintained an active program of intramurals, informal recreation, and of sports clubs.


25 "War History, 1940-1945," The Department of Physical Education and Athletics, The Ohio State University, p. 6.

Due to the fact that there were so many service men on campus during the war years, the Women's Recreation Association took it upon themselves to organize the University Canteen in an effort to provide social activities for military personnel and for the other students on campus. This was a weekly event in Pomerene Hall and each of the recreation clubs took a turn as hostesses for the evening. The canteen proved to be quite successful.\textsuperscript{27} According to Mary Yost, the Canteen was the last project which was the result of a total, united effort on the part of the Women's Recreation Association.\textsuperscript{28}

The general philosophy of the Ohio State's women's program was to include a variety of activities which allowed for carry over to everyday experiences and competition for all. The close relationship between the basic physical education curriculum and the sports program for women provided for a broader continuum of experiences. The instructional class provided opportunity for improving one's skill and knowledge of a game; intramural tournaments allowed students to try their skills against others in enjoyable competition.

While the majority of women's sports programs across the country were being administered during faculty free time, Ohio State made a commitment to incorporate it as an equal consideration for total physical education teaching loads. This included responsibilities affiliated with Intramurals and Recreation.

\textsuperscript{27}"War History, 1940-1945," p. 8.

\textsuperscript{28}Personal interview with Mary Yost, February 2, 1977.
Ohio State's women's sports program was financed by school funds. Each specific area within the program was allotted money. The important point is that the administration felt strongly that student organizations should be spared the necessity of sponsoring money-raising campaigns to finance their activities. It was believed that with the financial strain lifted, students could concentrate upon the joy of recreation.

The close of the war resulted in the re-establishment of several programs which temporarily disbanded during the war years. One of these activities was the Women's Collegiate Golf Tournament. Early in 1946, Mary Yost, who was then stationed in California with the United States Navy, received word from Miss Gladys Palmer, inquiring as to the whereabouts of the Golf Tournament Report. 29 Once this information was received, efforts began for the planning of the second Women's Collegiate Golf Tournament. Continual support of this annual event fell on the shoulders of Ohio State University until a turning point was reached in 1952. 30

During the early months of 1947, Ohio State University women's physical education faculty again voiced their concern over the lack of competitive opportunities for highly skilled women athletes. Their argument was that physical education classes and intramural tournaments were included in college programs because of their

29 Personal interview with Mary Yost, January 24, 1975.
30 Ibid.
contributions to the total educational development of the students, as well as to meet the recreational needs of the student body. Likewise, the only sound reason for an intercollegiate program existing as part of the college program was in the contribution it made to student development. The women faculty at Ohio State felt that it was necessary for them to reiterate that too little attention was being given to meeting the needs of the skilled women students in college.

In general the very fact that they were skilled has kept them from receiving their fair share of the instructor's time in classes and in the intramural program. We believe that this is no more tenable, educationally speaking, than for them to receive so much of the instructor's time that the majority of the students are neglected. It seems to us that the physical education program should offer equal opportunity to all in terms of individual activity, that it shall be wide in range rather than centered in one activity, that it shall be adapted to the needs and interests of the participants in every respect, and that it shall be expertly led.  

The staff prepared a list of all the disadvantages that might exist in an intercollegiate program for women, as well as the advantages that might be gained from such a program.

POSSIBLE UNDESIRABLE EFFECTS

1. There is a possibility that the activity may injure the participant's health if she is not in good condition.

2. There is a possibility of too much emotional strain.

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31Policies Concerning Intercollegiate Competition for Women at Ohio State University, mimeographed paper, 1947, p. 1.
3. There is a possibility that the participants may neglect their school work.

4. There is a possibility that participants may neglect other worthwhile college activities.

5. There is the possibility that undesirable publicity may result.

6. There is the possibility of participants' values becoming distorted.

7. There is the possibility of undesirable social experiences.

8. There is a possibility of neglecting other phases of the physical education program due to lack of personnel, facilities, and funds.

POSSIBLE DESIRABLE EFFECTS

1. Intercollegiate competition may provide opportunity for the following wholesome pleasureable experiences:

   a. Growing companionship with teammates on trips.

   b. Development of friendship with teammates and opponents.

   c. Visiting other schools and localities which leads to appreciation of the participants' own college and/or stimulation for improvement of the program and facilities.

   d. Satisfaction from sharing common interests.

   e. Satisfaction through good competitive play.

2. It may provide an opportunity for the development of participants' values.

   a. To realize the relative importance of winning or losing.
b. To understand the place of sports in American life.

c. To develop the proper attitudes toward officials.

d. To gain an appreciation of a well played game.

e. To gain an appreciation of opponents' skill.

3. It may provide opportunity for the participant to develop social qualities by learning to be guests and hostesses.

4. It may provide opportunity for desirable social experience.

5. It may provide opportunity for participants to develop better qualities of sportsmanship.

6. Intercollegiate competition may offer further incentive and opportunity to develop skill and to increase knowledge of the activity.32

Through careful consideration of both the negative, as well as the positive aspects of intercollegiate competition for women, Ohio State proceeded with the establishment of policies in order to insure that the desirable, rather than the undesirable, outcomes resulted. These policies were the first official intercollegiate guidelines developed for women at The Ohio State University.* (Appendix G.)

32 Ibid., pp. 2-3.

*The policies were written by a Committee composed of Mary Yost, Chairman, Ann Paterson, Dorothy Sumption Wirthwein, and Barbara Yager, and approved by the Department of Physical Education--Women's Division in March, 1947.
Accompanying the concern for increasing the availability of competitive experiences for college women was the awareness of the lack of similar exposures for high school girls. In 1946, Gladys Palmer wrote an article for the Ohio High School Athlete stressing the importance of proper organization of sport competition for girls.\textsuperscript{33}

As a result of this article, Miss Palmer became known in the state as a woman in the profession concerned with the destiny of girls and women's athletics. It was for this reason that in 1947, H. W. Emwiler, Commissioner of the Ohio High School Athletic Association, appointed Gladys Palmer chairman of a seven-woman board to "make specific recommendations concerning interscholastic athletics for girls."\textsuperscript{34} The recommendations this committee set forth incorporated guidelines for all aspects of a competitive experience: eligibility of players, type of competition, game arrangements, travel and awards.\textsuperscript{35} These suggestions were well received and became the framework from which future policies were written.

Accompanying the awareness for the necessity of a structure from which intercollegiate competition at Ohio State could grow, and

\textsuperscript{33} Mineographed rough draft of an article for the Ohio High School Athlete, presented to the staff for discussion, Gladys E. Palmer, 1946.

\textsuperscript{34} Announcement regarding: "Specific Recommendations Concerning Interscholastic Athletics for Girls," presented to Members of the Board of Control, Ohio High School Athletic Association, from Miss Gladys Palmer, Chairman of the Committee, April 14, 1947.

\textsuperscript{35} Ibid.
the establishment of guidelines for interscholastic sports for women, was the realization of the importance of guidance in this area from the state level. It became evident by the late 1940's that, although the Ohio colleges subscribed to the very general policies of the Midwest Association in 1937, the practices followed very different patterns. (Refer to Appendix C.) Therefore, in 1949, the Athletic Policies Committee of the Women's Physical Education Section of the Ohio College Association pursued the task of stating the existing policies more specifically so that colleges would find them more applicable to their individual programs.

Miss Mary Yost, from The Ohio State University, was chairman of the committee charged with this responsibility. The other three individuals involved in writing these policies included: Gladys Heyman of Capital University, Betty Dillahunt of Wittenberg College, and Martha Bryan of Miami University. In writing these guidelines, the policies from Ohio State University were used as a pattern, and in many cases were followed word for word. (Refer to Appendix H.)

As a result of this verbatim wording of the Ohio State policies in the first state policies, confusion and misunderstanding developed among physical education staff members at Ohio State University. Miss Palmer felt that Ohio State should have received credit for the materials being presented for approval at the WPESOCA state meeting, while others felt that those policies had their foundation in previous policies of other organizations. The problem was never satisfactorily resolved by the faculty. This occurrence

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36 Personal interview with Mary Yost, January 24, 1975.
was one of several which was associated with the beginning of a three year "feud" among the women in physical education.

A second incident which prompted further separation among staff members within the women's division took place immediately thereafter. Miss Gladys Palmer chose Barbara Canine, a first year faculty member, to be chairman of the fifth National Collegiate Golf Tournament. Concern was voiced by several of the established faculty as to Miss Palmer's rationale behind the appointment. The responsibility and prestige associated with the position was considered by many to be reserved for the longer standing, experienced staff. As a result of this administrative assignment, a united faculty no longer existed. Eventually, such differences led to the resignation of Miss Gladys Palmer as chairman of the Division for Women in 1951.

A considerable amount of time was devoted to identifying the purposes of the specific sports clubs sponsored by the Women's Recreation Association. Some of the urgency associated with this task might have been a reflection of W.R.A.'s own lack of confidence in its established role. In 1948, the Women's Division presented a complete list of the purposes as they were determined by each individual sports club.

**PURPOSES OF SPORTS CLUBS**

**ARCHERY CLUB**

The purpose of Archery Club is to provide a new social experience for the members through participation with a group having similar interests. Through group participation we hope to stimulate each individual to increase his level of skill by comparison with skill of other members. The club offers university women the
opportunity to participate recreationally for relaxation and enjoyment outside of required formal class period.

BADMINTON CLUB

The purposes of Badminton Club include:

1. To provide an opportunity for students who have skill in Badminton to find recreation through the pursuit of this sport.

2. To provide opportunity for these students to improve their skill in their chosen activity.

3. To provide opportunity for the development of student leadership.

4. To provide an opportunity for skilled students to have satisfying competitive experiences.

5. To encourage an interest in Badminton at Ohio State insofar as it is practical considering the limitation of facilities.

6. To encourage an interest in Badminton in Columbus and in Ohio.

BOOT AND SADDLE

The purpose of said club shall be to cooperate with the Department of Physical Education for women in promoting:

1. Improvement of equitation for women and men.

2. Further interest in horsemanship for women and men.

3. Further understanding and appreciation of the horse.

4. Further cooperation and friendship among the members.

BOWLING CLUB

The object of this organization shall be to create an interest in Bowling and to afford an opportunity for women interested in the sport to participate.
FOIL AND MASK

Aims:

1. To promote interest and develop skill in fencing.

2. To provide an opportunity to meet other people socially and in competition.

GOLF CLUB

To promote an interest in girl's golf at Ohio State University, the enjoyment of playing and friendship.

HOCKEY CLUB

The purpose of the club shall be to further interest and excellence in field hockey in the University.

ORCHESIS

To provide recreation, educational and cultural opportunity in the realm of dance.

PHYSICAL EDUCATION CLUB

The purpose of the organization shall be to promote interest in social activities; to have a greater unity of classes and faculty; to further student participation in planning activities and to further interest in Physical Education.

RIFLE CLUB

The purpose of the Women's Rifle Club shall be:

1. To stimulate interest in the sport of riflery.

2. To provide opportunity for instruction and practice in rifle shooting.

3. To provide opportunity for competition in the sport among club members and with similar organizations.

4. To promote friendship among club members and members of other organizations.
SWAN CLUB

The purpose of the organization shall be to promote interest and skill in all aquatic activities.

WOMEN'S RECREATION ASSOCIATION

This organization coordinates recreation for women in cooperation with the Women's Physical Education Department through various sports clubs.37

Following this course of action, the Women's Division of Physical Education saw fit to restate their purpose for and the objectives of the women's intramural program.

PURPOSE: To provide opportunity for all Ohio State University women to participate in recreational physical activities adapted to their needs and capacities.

OBJECTIVES:

1. To make recreational facilities available to university women.

2. To encourage university women to participate in recreational physical activities.

3. To provide opportunity for instruction and practice.

4. To encourage improvement of skill for increased enjoyment of the activity.

5. To provide opportunity for organized sports competition.

6. To provide opportunity for organized productions and demonstrations.

7. To provide opportunity for the development and appreciation of desirable social relationships.

8. To provide opportunity for the development of confidence and skill in leading groups.38

37 Intramural File, Winter, 1948.
38 Intramural File, Fall, 1949.
During this stage in the program's development, another careful evaluation was made questioning the Division's stand opposing the issuing of awards. Several of the faculty members who were advisors to the sports clubs felt that it was time to reconsider the existing position and approve the giving of awards. A committee, comprised of various members of the women's physical education faculty, investigated the issue and submitted their recommendation. A summary of their comments follow:

There is general agreement that the basic needs of the individual are: "Desire for security, for response, for recognition, for new experience, for belonging to a group (participation), and for the aesthetic." These needs, with the possible exception of recognition, apparently are being satisfied. There is a possibility that more attention is directed toward the phase of recognition dealing with self-realization than toward the phase which includes material reward.

It is reasonable to assume that the use of awards could satisfy the need for material recognition by providing a tangible form of recognition which has sentimental value and fosters a sense of achievement.

Awards may also help to satisfy more completely some of the other basic needs indicated above by contributing to the campus prestige of the dormitory, sorority, or independent group involved; by serving to foster a feeling of group unity in striving for a common goal; and by extending the pleasure of the participants to non-participants....

As a result of the use of awards, there may develop a gradual shift of values which may lead to the following undesirable effects. In an attempt to gain the recognition and prestige which accompany the winning of an award, an organization or group might over-emphasize the importance of winning and utilize only skilled players, to the exclusion of those less skilled. Over a period of time this type of occurrence might prove detrimental to both the intramural program and to the individual by decreasing the number participating and by decreasing the individual's interest in the activity involved....

39Personal interview with Mary Yost, January 24, 1975.
Artificial incentives tend to take the student's attention away from the problem the teacher hopes he will solve and divide his attention between that problem and the new problems of status created by the offer of the incentive. If an artificial incentive is used, it should be something used only when students have no initial interest in the activities... RECOMMENDATIONS:

We feel that any policy which concerns students or an organization for students cannot be static or completely permanent. It is the consensus of this committee that at the present time awards are not essential to the intramural program.40

The continual recommendation of no awards came as a surprise to many of the physical education staff, since the committee had been composed of young faculty members new to the ranks of Ohio State University. It has been the opinion of many that with this new blood would come a new stand supporting the issuing of awards.41

A revised statement concerning this topic was again presented in February, 1950 reiterating the existing philosophy that "at the present time awards were not essential to the intramural program."42 The implications of this recommendation, as interpreted and agreed upon by the staff, were as follows:

A. No club, organization, or individual--student or faculty--may purchase an award or accept a donated award to be presented for championship in the intramural program.

B. The policy to be followed in the administration of the intercollegiate program is not determined by this recommendation.

40 Mimeoographed sheet of recommendations concerning the use of awards, Intramural Files, Spring, 1949.
41 Personal interview with Mary Yost, January 24, 1975.
42 Revised statement on awards, Intramural Files, Winter, 1950.
1. Since it is necessary to consider not only our beliefs, but also the policies of the other participating schools, it seems essential that the pattern to be followed be determined by the parties involved.

2. It would seem advisable to attempt ultimately to standardize the policy concerning awards so that the award itself or its absence would be consistent regardless of which school sponsored the event.

3. The problem is more apparent in statewide and nationwide competition than in play days and invitational tournaments. Awards would be considered appropriate in the two latter situations.43

The year 1949 marked the beginning of scheduled women's intercollegiate competitive seasons as we know them today. Until this time individuals within the profession were hesitant about taking a stand on supporting an intercollegiate program which consisted of more than an occasional play day or sports day encounter. The Ohio State University felt it was time to endorse the philosophy of sound, continual exposure to intercollegiate competition without camouflaging it under some other more socially acceptable name.

Intercollegiate files disclose some events which were sponsored by the Department in the Winter of 1949. The first record of scheduled competition included the following sports and matches:

**WINTER, 1949**

3 Basketball games vs Lake Erie College
St. Mary's of the Springs
Ohio Wesleyan

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43Ibid.
SPRING, 1949

Women's Intercollegiate Tennis Singles Championship at Ohio State University. The tournament included 25 participants representing eight schools:

- Bowling Green State University
- Denison College
- Miami University
- Ohio State University
- Ohio University
- Otterbein College
- Wilmington College
- Wittenberg College

FALL, 1949

3 Field Hockey Matches vs Wittenberg College
   Ohio Wesleyan
   Miami - Western

1 Golf match vs Miam University

1 Fencing match vs Wayne State University

The organization of the Basketball Club in 1949 was a significant step for Ohio State. National opinion was beginning to see the need for high level competition in some socially acceptable individual sports, but was still de-emphasizing the rebirth of the team sports, such as basketball, for fear of renewing people's negative attitudes toward women's intercollegiate competition. The Ohio State Women's Basketball Club was well supported with a membership totalling forty-one. Objectives for the organization were established:

1. To improve basketball skills.
2. To enjoy the companionship of others in a playing situation.
3. To enter into play days for social contacts as well as competition.

44 Intramural Files for the academic year 1949.
4. To give all who join equal chances to participate in competitive activities, not choosing teams for play days entirely on skill but choosing them on the basis of skill, attendance, and previous participation.\textsuperscript{45}

Although participants were selected from club members in 1949, records show that in 1950, a basketball club did not exist, and players for intercollegiate games were selected from those participating in the intramural tournament being sponsored that quarter.\textsuperscript{46}

As has been previously stated, the clubs furnished the majority of highly skilled athletes who represented Ohio State in the intercollegiate events. It is important to recognize, however, that when sports clubs did not exist in a given activity, participants were then screened and chosen from the intramural program.

To further indicate the increased support and genuine acceptance of women's intercollegiates throughout the State of Ohio, a meeting was held in December, 1950 at Otterbein College for the purpose of coordinating the scheduling of intercollegiate events. Faculty and student representatives from Capital University, Denison University, Ohio State University, Ohio Wesleyan, and Otterbein were present.\textsuperscript{47} Miss Natalie Shepard, of Denison University, summarized the general purposes of the meeting:

A. To share ideas and promote coordinated use of facilities.

\textsuperscript{45} Intramural Files, Winter, 1949.

\textsuperscript{46} Intramural Files, Winter, 1950.

\textsuperscript{47} Report of the Otterbein Meeting Concerning Intercollegiate Activities held in December, 1950.
B. To expedite the scheduling of events through a discussion of influencing factors such as examination periods, vacations, etc.

C. To capitalize on the convenient location of these five schools without any attempt to exclude associations with other schools.

D. To stimulate the development of intercollegiate activities whether of a competitive or non-competitive nature.48

Such meetings were held throughout the year to accommodate the stated purposes from one competitive season to the next. This method of scheduling is still utilized to some extent today, but has been expanded to encompass a significantly larger number of schools representing a variety of states within the midwest. Women's intercollegiates had finally established a permanent place for itself within the structure of the women's sports program at Ohio State. During this time, however, difficulties were being experienced within other areas of the program.

During the year 1949, the Women's Recreation Association at Ohio State University faced extinction. As history has shown, this organization had difficulty establishing its role within the total framework of the Division of Physical Education for Women. Many times during the 1940's concern was voiced as to the purpose of its existence. A letter was sent to the presidents of the sports clubs from the Women's Recreation Association Board making a final appeal for their critical evaluation of the worth of W.R.A. as it related to each of their particular groups.

48Ibid.
October 7, 1949

Dear President:

WRA has come to the crossroads. For the past two or three years, there have been grave doubts in the minds of those close to WRA as to whether or not this organization has a reason for existing. The questions which come to our minds are these: What is its function? Does it help the sports clubs? How does it help the sports clubs? And most important -- Do the sports clubs want and need a WRA? -- and if so, why?

We have come to the point where we must know the answers to these questions. And the answers can come only from the sports clubs. You are the people this organization is supposed to serve. You are supposed to be our reason for existing. We must find out now if there is such a reason -- for if there is not, we see no sense in continuing to operate a dead organization.

Will you please give this matter your utmost in attention and cooperation? We must know the answers to these questions:

1. Does your organization want or need a WRA? Do you feel any strength in a central co-ordinating body of the sports clubs?

2. What can WRA do for your club? -- What things, specifically, can WRA do to help your organization to more efficient, smoother operation? What advantages can be brought to your organization by WRA which it would be impossible for you to accomplish alone?

These are the things we need to know -- must know, in fact, if we are to decide what is to become of WRA. For this reason, we urge that you discuss this problem in your organization -- at some length, if need be -- to give us this most necessary information.

In the past WRA has tried to help you. Now, we must have your help in this critical situation.

WOMEN'S RECREATION ASSOCIATION BOARD

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49 Letter to the Sports Club Presidents from the Women's Recreation Board, October 7, 1949.
As a result of the responses to this plea for assistance, records show the Board's decision.

The W.R.A. is now extinct. In its place is the Women's Sports Clubs Council (W.S.C.C.). In this organization presidents of the sports clubs will constitute the membership and there will be no constitution and no regularly scheduled meetings. The W.S.C.C. will meet at any time upon the request of any sports club president.\(^{50}\)

It soon became apparent that the Women's Sports Club Council was not meeting the needs of those individuals involved in the intramural facet of the program. By the Spring of 1951, an organizational structure was designed through the combined efforts of concerned faculty and students in an attempt to provide a governing body which could effectively coordinate the interests within the area of intramural sports. (See Figure 4, on page 195.)

The plan was approved and put into effect in the Fall of 1951 under the direct guidance of the newly established Recreational Activities Committee, composed of staff members whose responsibility it was to plan and carry on all phases of that program. The faculty committee was composed of: Virginia Crafts, Evelyn Rupert, Betty Thompson, Dorothy Wirthwein, and Geneva Watson.\(^{51}\) The Recreational Activities Committee was specifically in charge of the tournament planning and the publicity associated with it.

Under this newest structure the W.R.A. began to re-establish itself as an integral part of the system. One obvious difference

\(^{50}\) Intramural File, Fall, 1959.

\(^{51}\) Ibid.
Figure 4. Women's Recreation Association Structural Plan for Student Organized Intramurals.

associated with the student involvement under this plan was that the student's time previously consumed doing clerical work was now being delegated to a secretary, allowing the students to function in a more direct fashion with the planning, organizing, and conducting of activities, which proved to be of more educational value to them.

Faculty members associated with the W.R.A. felt things were moving in the right direction, but that there still existed a "state of disorganization."\(^{52}\) In order to alleviate this situation an attempt was made to define definite duties for all the Executive Board members; as a result, the board members gained a greater insight into the organization and into the possibilities of coordination among themselves. (Refer to Appendix I.)

The academic year 1951-1952 had been devoted to the gradual re-establishment of the W.R.A. to the point where eventually it was accepted as a campus-wide organization. From this time forward, solidarity was maintained within the W.R.A. until, once again, in the 1970's, it became disfunctional and was disbanded in 1975.

During this era significant administrative revisions were underway within the Division of Physical Education for Women that would eventually lead to the resignation of Miss Gladys Palmer as chairman and leave the Division staff disunited in spirit and purpose. As these changes are presented, it is important that one understands that not all aspects of the divisional revamping directly related to Gladys Palmer's resignation and staff problems, but that these

\(^{52}\) Intramural File, Fall, 1953.
administrative alterations as a whole provided the basis from which they occurred.

On January 16, 1951, Gladys Palmer appointed a committee to consider a reorganization of the existing committee structure of the Women's Division. The committee was comprised of Evelyn Rupert, chairman, Helen Alkire, Naomi Allenbaugh, Margaret Blunt, Ann Paterson, Geneva Watson and Mary Yost. The purpose of the newly proposed plan included:

To enable the staff to work as a group toward the development of an outstanding department of Physical Education for Women for the maximum benefits of the students by:

1. Giving every person an opportunity to aid in formulating and carrying out staff policy.
2. Clarify our lines of communication between members of the staff and between staff and chairman.
3. Developing operating codes for both permanent and temporary committees.
4. Maintaining and promoting good staff morale.

From these purposes the group established operational guidelines emphasizing the need for group understanding and the formulation of an effective administrative mechanism. The underlying principle that continually surfaced as these guidelines were drafted was the necessity of respecting the old ideas, while being aware of urgency for the development and support of new ideas. Following are excerpts from these guidelines supporting this observation.

53 Cover letter from Gladys E. Palmer accompanying the "Proposed Committee Structure for the Women's Division of the Department of Physical Education," March 2, 1951.

54 Ibid., p. 3.
--To undertake new enterprises with respect and good judgement for the old loyalties that might be challenged.

--To introduce new ideas with care in order to avoid surprise and at the same time avoid undue delay in action.

--To adjust to unmet needs and to new insights in old needs by developing and maintaining an administrative mechanism and operational procedure that is not so tight as to prevent adaptability.

--To safeguard the old without sacrificing improvement. (Keep the best in the old and use the best in the new.)

The proposed structure of the Division under the new plan resembled the chart on page 199 (Figure 5).

The entire staff was viewed as the final decision making body on all new staff policies and policy changes. It was also their responsibility to recommend new projects or changes in on-going projects to the appropriate work area committees. The main purpose of the Staff Coordinating Committee was that of coordinating planning and promoting faculty business. Their responsibility was one of advising and making recommendations for final staff approval. The Work Area Committees were primarily concerned with initiating and developing new ideas or policy changes for presentation to the entire staff that specifically pertained to their area of responsibility.

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55 Ibid., p. 2.

56 Ibid., pp. 5-8.
WORK AREA COMMITTEES

Members -- 5 to 8

Permanent Members -- 1 or More

Consultant -- Division Chairman, Medical Advisers

Teacher Required

Physical Education

Recreational Activities

STAFF COORDINATING COMMITTEE

Members:

Permanent - Division Chairman

Elected - 3 Staff at Large and One From Each Area Committee

The Entire Staff
A careful evaluation of the committee's work was made by the staff during March, 1951, with final approval coming on April 7, 1951. Due to the acceptance of this new administrative structure late in the Spring Quarter, its effectiveness could not be tested until the coming Fall.

Confusion regarding committee responsibilities was apparent as early as September, 1951. As established in the newly approved committee structure, the Recreational Activities Program had been charged with the duties of maintaining and developing new policies for all facets of their program, including: sports clubs, intramural tournaments, open recreational hours, special events of an intramural nature, and intercollegiate activities. The faculty directly involved with this area were: Misses Crafts, Rupert, Thompson, Watson and Mrs. Wirthwein. Contradiction of these responsibilities appeared in the September 25, 1951 minutes of the Staff Coordinating Committee. Members of this unit included: Miss Paterson, chairman, Misses Palmer, Thompson, Hays, Stein, Watson, Alkire and Mr. Larkins, Director of the Department of Physical Education and Athletics (not present at the September 25 meeting). A summarization of a portion of that meeting stated that this group had decided that an agenda topic for their October 12 meeting should

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57 Final approved draft of the "Proposed Committee Structure for the Women's Division of the Department of Physical Education," 1951.

58 Ibid.

59 "Work Area Committee Meeting--Recreational Activities," May 31, 1951.
include making a decision whether or not to sponsor another National Collegiate Golf Tournament for Women at The Ohio State University. A volunteer committee was appointed to study the situation, with Miss Hays acting as chairman and being responsible for consulting with Mr. Larkins. Miss Thompson was asked to review the expenses involved in the tournament. 60

At the next Staff Coordinating Committee meeting on October 12, 1951, Miss Hays reported on her conference with Mr. Larkins. "He seemed to be of the opinion that if such a tournament was to be held in the Spring of 1952 that it be the last for five years hereafter."61 This report, in conjunction with Miss Thompson's financial study showing a $1,000 plus deficit for each golf tournament sponsored, prompted Miss Palmer's motion not to have a National Golf Tournament in 1952. The entire committee approved this motion and moved that this decision be presented to the entire staff at a scheduled October 29 meeting.62 Miss Palmer also agreed at that meeting to prepare a letter for distribution to colleges and universities across the country, informing them of Ohio State's position not to hold the tournament.

Unfortunately, the minutes of that historical staff meeting held on October 29, announcing the Staff Coordinating Committee's decision not to host the golf tournament are missing, but records

60 Minutes of the Staff Coordinating Committee, September 25, 1951.
61 Minutes of the Staff Coordinating Committee, October 12, 1951.
62 Ibid.
did show that on October 31 a Staff Coordinating Committee Meeting was held where Miss Ann Paterson requested to be relieved of the chairmanship of the Coordinating Committee.\textsuperscript{63} Difficulties were being experienced, as indicated by Miss Paterson's resignation, and the fact that there were no nominations or volunteers as a replacement for the position might indicate that there were some difficulties within this role. The task then fell on the shoulders of Mr. Larkins, Director of the Department of Athletics and Physical Education. He took advantage of the position to clarify the function of the Staff Coordinating Committee "as one of a steering committee when it came to women's athletic activities rather than a committee to make final decisions."\textsuperscript{64}

The entire staff meeting held on November 16, 1951 represented the culmination of the previous months and years of internal disagreement; for it was on this day that Mr. Larkins made his official statement accepting the resignation of Miss Palmer as Division Chairman.

**STAFF MEETING**

Present: All staff members except Miss Rittenour

Presiding: Mr. Larkins

Mr. Larkins stated that he accepted with regret Miss Palmer's resignation. He continued by saying he felt he had displayed much patience but was thoroughly

\textsuperscript{63}Minutes of the Staff Coordinating Committee, October 31, 1951.

\textsuperscript{64}Ibid.
disgusted with the animosities of this staff....

Mr. Larkins appointed Miss (Mary Jane) Draper as acting chairman for winter and spring quarters. He stated this would not be opened for discussion and that any staff member who was not willing to cooperate should resign today. He shall be in his office to accept resignations.

Mr. Larkins turned to Miss Draper and wished her "good luck" then left the room....65

It must be apparent to the reader that several missing links exist when one attempts to piece together the complete picture of what happened during those months of administrative upheaval. Several questions arise when trying to evaluate the situation. What prompted the resignation of Miss Paterson as chairman of the Staff Coordinating Committee, and why was no one willing to assist in the replacement of that position? Was that resignation associated in any way with Miss Palmer relinquishing her duties as Division Chairman, and if so, how? Had pressure been applied, resulting in the turnover of these positions, and, if so, from whom? And why did Mr. Larkins select Miss Draper, a relatively new staff member to the division, as acting chairman of the Women's Division in place of any of the higher ranking, longer established faculty members? And last, but certainly not least, what affect did these major changes have on the women's sports program?

Continuing with the researching of staff minutes, one discovers a radical change in the decision not to sponsor the 1952 National Women's Golf Tournament. At a January, 1952 Staff Meeting visiting members of the Women's Golf Club presented a report on the proposed tournament. Letters were read from past participants

65 Minutes of the Staff Meeting, November 16, 1951.
supporting the need for the tournaments' continuance. Student concern was voiced, expressing the opinion that if allowed to drop for even one year, the revival of the tournament would probably have been more difficult. The staff discussed the issues presented at length. Miss Paterson requested that staff members indicate whether they were willing to help with the tournament, and a number volunteered their assistance. With this vote of support, Miss Palmer, who had initially been the person recommending the tournament's disbandment, was now the individual who moved that the tournament be held; Miss Paterson seconded the motion. The motion was approved by a faculty vote of 7 - 4.\footnote{Minutes of the Staff Meeting, January 22, 1952.}

At the following staff meeting, the faculty discussed the method to be used in notifying schools that the Spring 1952 National Women's Golf Tournament would be the last one Ohio State would sponsor for several years to come.\footnote{Minutes of the Staff Meeting, January 24, 1952.} As previous minutes of meetings indicated, Mr. Larkins was willing to support the 1952 Golf Tournament, but stated that it must then be moved to another location and hosted by a different institution. Mr. Larkins rationale behind his decision was that if the Golf Tournament Ohio State had been sponsoring since 1941 was, indeed, a "national" event, then it was "time the baby grew up and started to walk," otherwise, the tournament's name was falsely representing the occasion and should be renamed The Ohio State Invitational Golf
Tournament. 68 The author views Mr. Larkins decision, and the women's staff support of it, to be of major significance within the spectrum of women's intercollegiate athletics; it was that move which forced colleges and universities across the country to take an active role in the continuance and growth of the intercollegiate opportunities for women.

No time was wasted in initiating the search for a new chairman of the Women's Division. Mr. Larkins received names of potential candidates from faculty members within the department, as well as names suggested by interested leaders in physical education outside the department. The name of the individual who eventually became the new Division Chairman first appeared in a letter from Dorothy S. Wirthwein to Mr. Larkins on March 25, 1952:

Dear Mr. Larkins:

I have some additional names to propose as possible candidates for the position of chairman of the Women's Division. The names have been suggested to me by interested leaders in Physical Education outside of this department who know of the existing vacancy. I know these young women only casually but believe it will be worthwhile to find out something about their qualifications....

Miss Margaret Mordy -- a staff member at Wayne University, Detroit. I think this young woman has strong potentialities and I believe it will be worthwhile to look over her credentials. In general, her background includes the following: public school experience, Red Cross service overseas during this war, and five years in the department at Wayne University. She is completing her Ph.D. at Chicago University this summer, I

68 Personal interview with Phyllis Bailey, June 21, 1975, quoting Mr. Richard Larkins, Director of Athletics and Physical Education, The Ohio State University.
believe. I heard Miss Mordy speak on two occasions and I was very favorably impressed. She seems to have a keen mind and a sense of humor. I believe she is quite a strong leader....

Sincerely yours,

Dorothy S. Wirthwein

A full year, spanning from the Spring of 1952 to that of 1953, was spent screening women being considered for the position of Chairman of the Women's Division. An extensive list of criteria to be met by potential candidates was compiled by Mr. Larkins from letters received from women staff members within the division. Careful examination of these standards reflects past administrative problems and the genuine attempt to remedy these problems by hiring an individual capable of fulfilling the needs of her staff, as well as those of the students. The criteria established included the following:

1. Educationally sound; Ph.D. not necessary but preferred.

2. Experience: Should include variety of experience in all levels of education.


4. Leadership: This has been expressed in a variety of ways, but what is most desired is someone who can guide the staff harmoniously and develop morale for the greater benefits to the students.

5. Courage: Firmness in establishing policies and dealing with individuals in a democratic relationship.

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69 Letter from Mrs. Dorothy Wirthwein to Mr. Richard Larkins, March 25, 1952.
6. Intelligence: Both professional and personal.

7. Sense of humor: Ability to laugh at grim situations.

8. Integrity, responsibility, loyalty, impartiality, ethical, self-confidence, unselfishness, resourcefulness among others have been mentioned.

9. The person must come from the outside.\textsuperscript{70}

After careful consideration of all those applying for the job, Margaret Mordy and two other women were selected as the final candidates. Each woman was brought to campus and interviewed extensively by various faculty committees within the division. Emphasis was placed on their philosophies as they pertained to intercollegiate competition, Women's Recreation Association, intramural activities, departmental functionings in relation to its purposes within the large framework of education, administrative policies, and departmental relations.\textsuperscript{71} As the minutes of the June 11, 1953 Staff Meeting show, a decision had been made. "The meeting was called to order by Miss Margaret Mordy, the new Chairman of the Women's Division."\textsuperscript{72} Miss Mordy maintained leadership of the Division until 1968, when she submitted her resignation in order to assume the responsibilities of an Associate Dean of the College of Education.\textsuperscript{73}

\textsuperscript{70} List of criteria for the hiring of a new Women's Division Chairman, presented in a memo by Mr. Richard Larkins, March 11, 1953.

\textsuperscript{71} Areas of concern compiled from mimeographed sheets of candidates responses, March, 1953.

\textsuperscript{72} Minutes of the Staff Meeting, June 11, 1953.

\textsuperscript{73} Personal interview with Margaret Mordy, June 13, 1975.
The division moved forward under the leadership of Dr. Margaret Mordy. It was in 1954 that the first major request was made from Dr. Mordy concerning the status of the women's recreational program. Upon her suggestion, information was compiled for the purpose of clarifying specific roles in the recreational program. Concern had been voiced regarding the need to more clearly define the duties of the program in order to eliminate confusion and avoid the possibility of duplicated efforts in over-all administration. The complete 1954 Committee Report, located in Appendix J, gives a complete picture of the program and the fashion in which it was administered. 74

That year marked the initial move toward the establishment of a national governing body for women's intercollegiate sports. As expected, The Ohio State University was directly involved in the movement.

Since the National Collegiate Golf Tournament for Women moved from Ohio State University in 1953 to other host schools, great difficulty was experienced in finding schools that were willing to sponsor the event. In an interview with Dr. Margaret Mordy, she recalled a "corridor conference" at the national convention in New York, between Helen Hazelton, Ethel Martus, Rachel Bryant, Dorothy Wirthwein, and herself, where they discussed the need to keep the golf tournament alive. The primary difficulty appeared to be the expense

74 "Recreational Activities, Department of Physical Education--Women's Division, The Ohio State University," Dorothy S. Wirthwein, October, 1954.
involved in hosting the tournament. The suggestion was made there at Lake Geneva, New York that a meeting should be held with representatives from the Athletic Federation of College Women, the National Association for Physical Education for College Women, and the National Section on Girls and Women's Sports (AAHPER) for the purpose of resolving the problem of finances associated with the tournament.  

Another formal meeting concerning the future of the women's golf tournament was held at an Intramural Conference in Washington, D.C. in November, 1955. Again, Dorothy Wirthwein was present. As a result of that meeting and a second one held at the National Convention in Chicago in March of 1956, the decision was made to appoint a Committee composed of two people from each of the three organizations, AAHPER, AFCE, and NAPECW, to draw up criteria, organizational plans and suggestions for the approval of the parent groups. This committee was known as the Tripartite Golf Committee. The official representatives included the following women:

Sara Staff Jernigan, Stetson University, NAPECW
Chairman, Committee on Intramural and Extramural Sports and Dance, National Association for Physical Education of College Women.

Dorothy Wirthwein, Ohio State University, NAPECW
Director of Intramural Sports for Women in university which was hostess institution for the golf tournament for several years.

75 Personal interview with Margaret Mordy, June 13, 1975.

Joan Huesner (student), University of Nebraska, AFCW President-elect of the Athletic Federation of College Women.

Mary Jean Mulvaney, University of Nebraska, AFCW Executive Secretary, Athletic Federation of College Women.

Nancy Porter, Woman's College, University of North Carolina, AAHPER (NSGWS) Chairman, NSGWS Golf Committee and formerly a participant in this tournament.

June McCann, University of California at Los Angeles, AAHPER (NSGWS) Member of Legislative Board of the National Section for Girls and Women's Sports.

Ellen Griffin, Woman's College, University of North Carolina, Ex-Officio Staff member of college which served as hostess institution of the golf tournament for two years.

Rachel E. Bryant, Liaison, AAHPER* Consultant in Physical Education and Girls and Women's Sports.77

The original purpose for establishing the Tripartite Committee in 1956 was to form guidelines in order to save the golf tournament. As the 1956 Report indicates (Appendix K), the Committee fulfilled their duty well. Host schools were selected and the tournament continued with great success. With this task completed, the Council turned its attention to the broader concern of extramural sports competition for women in 1957.78

77Tripartite Committee Report, June 15, 1956.

78Tripartite Committee Report, June 14, 1957.

*Rachel Bryant was in attendance at the First National Collegiate Golf Tournament in Columbus, Ohio, 1941.
In studying the problems of extramural sports competition for college women the Council recognizes that there are many desirable programs for college women conducted by educational institutions and by other organizations (NAPECW, DGWS, ARFCE), and which do not provide the most desirable educational experiences for college women. Further it is believed that many colleges do not provide extramural programs which are broad enough to meet the sports interest and needs of present-day college women. The most important implication of the problem is that the three organizations should initiate a program of positive action to extend the benefits of desirable sports experiences to a greater number of college women.  

Mrs. Dorothy S. Wirthwein met with the new Council members, but in a non-voting capacity.  

As a result of the effective direction given by the Tripartite Committees, a National Joint Committee on Extramural Sports for College Women was created in 1960. It is at this point in the history of the women's national collegiate movement that Ohio State University moved aside in its leadership role, and interest and support became a sharing proposition among colleges and universities across the country. 

The year 1958 marked a tragic moment in the history of the women's sport program at The Ohio State University, as well as the entire physical education profession, for on August 27, 1958, Professor Dorothy Sumption Wirthwein was killed in an automobile accident. Her contributions to the profession were described in the minutes of the Board of Trustees:  

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79 Tripartite Committee Report submitted to the Governing Boards of NAPECW, AHPER (DGWS), and ARFCE, June 14, 1957, p. 2.  
80 Ibid., p. 1.
Dorothy Sumption Wirthwein was born in Geneva, Indiana, on August 17, 1896. She received the degree of Bachelor of Science with honors from the University of Wisconsin in 1922, spent the summer of 1925 studying at the Gymnastic Peoples College of Denmark. In 1931 she received the degree of Master of Arts from Teachers' College, Columbia University. Before entering the University of Wisconsin, she taught for three years in the elementary schools in Indiana.

In 1922 she came to Ohio State as an instructor in the Women's Division, Department of Physical Education, and advanced to the rank of Professor, the rank she held at the time of her death. During the summers of 1927 through 1936, she served as a visiting instructor in the summer sessions at Teachers' College, Columbia University.

Mrs. Wirthwein was the author of several books, "Fundamental Danish Gymnastics for Women" [1922], "Archery for Beginners" [1932], and "Sports for Women" [1940], as well as numerous articles which appeared in professional journals and guides. Her skill as an amateur photographer was recognized by the selection of her work for exhibit at the International Congress of Physical Education in Copenhagen, Denmark, in 1949, and the use of her photography as cover or frontispiece for journals and books.

She was a member of many professional organizations in her field and served as an elected officer of two of these. She was frequently invited to participate in the programs of national and state meetings of these groups and she gave unstintingly of her time and energy to committee assignments, both on and off the campus.

Mrs. Wirthwein's dedication to her profession of Physical Education was exemplary; a master teacher who devoted 36 years of service to young college women at The Ohio State University, imparting to them her enthusiasm and love of sport. She was a pioneer and an innovator who was instrumental in introducing many new activities into the program of the department. A skillful organizer, she administered the program of intramural sports for women for many years, a program that grew steadily in the variety of activities and the number of participants. Admired for her ability and loved for her compassion by her colleagues, she was indeed a leader among them.

She was a beloved counselor of generations of college women majoring in the field of physical
education and it is through her influence on them that she made her richest contribution.81

Mrs. Dorothy S. Wirthwein's death closed a chapter of Ohio State University history encompassing decades of significant growth and contributions of the field of women's sports. However, with the naming of her successor came the beginning of a new and even more controversial and exciting era of development for women's sports programs at The Ohio State University.

81 The Ohio State University Faculty Review, November, 1958, p. 10.
CHAPTER VIII

"CHANGING TIMES," 1959-1975

CHRONOLOGY:

1959 --Phyllis J. Bailey was appointed coordinator of Women's Sports at The Ohio State University.

1963 --A study was done at The Ohio State University revealing a severe decline in participation in sports by women at Ohio State.

1964 --Creation of the Bucki-Anna Games to help stimulate interest in sports participation by women.

1966 --The Ohio State University hosted the twenty-fifth National Women's Collegiate Golf Tournament.

--The Women's Intramural, Recreation, and Intercollegiate Program moved their office from Pomerene Hall to the Ohio Stadium.

1968 --The severing of ties between the Departments of Athletics and Physical Education.

--The Men's Intramural and Recreation Program maintained its close affiliation with the Department of Athletics.

--The Women's Intramural, Recreation, and Intercollegiate Program voted to retain its place within Physical Education.

1970 --Phyllis J. Bailey presented her final proposal supporting the continuation of the Women's Sports Program under the Division of Physical Education.

--Dr. Lewis Hess made a concerted effort to remove the Women's Sports Program from the School of Health, Physical Education, and Recreation.
1971 --The Women’s Intramural, Recreation, and Intercollegiate Program was relocated administratively with the men’s program under Student Services; establishing closer ties with the Department of Athletics.

1972 --Split contracts were initiated for the women intercollegiate coaches; finances shared between Physical Education and Student Services.

--Establishment of the Athletic Medicine Program.

1973 --First serious commitment the Department of Athletics made concerning women’s intercollegiates. They assumed 50 percent of the women coaches’ salaries.

1975 --The Athletic Council announced its decision to incorporate the women’s intercollegiate program within the auspices of the Athletic Department.

--Ms. Phyllis J. Bailey was selected as the new Associate Athletic Director in charge of the women’s intercollegiate program.

--The Women’s Intramural and Recreation Program maintained its affiliation with the men’s program and established the Department of University Recreation and Intramural Sports.

The untimely death of Mrs. Dorothy Sumption Wirthwein led Dr. Mordy, Chairperson of the Women’s Physical Education Division, to make a decision as to her successor. Dr. Mordy appointed Miss Evelyn Rupert as Acting Coordinator of the area for two quarters, but in the Spring of 1959, Phyllis J. Bailey, who had been groomed for the position, officially took over as coordinator of women’s sports at The Ohio State University.

The program continued under one severe handicap. Dr. Margaret Mordy stated that facility space was the biggest deterrent to the women’s sports program. "Ohio State girls outgrew Pomerene Gymnasium twenty years ago. Nothing has been done about the situation
because girls at Ohio State University are treated as poor relations.\textsuperscript{1} Although some might consider this statement a rather strong accusation, it is fact that women were confined to the Pomerene facility for a large majority of all recreational and varsity activities requiring pool or gymnasium space until the 1970's.

Within this restriction of facility space there existed a priority system which regulated usage time in accordance with program needs. Even among the women faculty, consideration regarding activity area was given first to classes, second to varsity activities, thirdly to intramural sports, and finally to drop-in recreation.

It is important to note the continuance of the strong inter-relationship between the various aspects of the program during the early 1960's. The "pyramid theory" of physical development, placing primary emphasis on instruction of skills for the mass, secondly, intra-school competitive experiences, with the few highly skilled pursuing intercollegiate exposure, was truely representative of the thinking within the Women's Physical Education Division at Ohio State. The Department felt it was good for students to pit their skills learned in class against others of similar ability.\textsuperscript{2} Inter-class tournaments in many activities were sponsored by the department each quarter. Recreational opportunities provided time and space for women to recreate on an informal, drop-in basis. Intramurals provided campus-wide inter-house competition. They offered an opportunity for all women students to participate in sports tournaments.

\footnotesize{\textsuperscript{1}Citizen Journal, March 30, 1958, pp. 6-7.}

\footnotesize{\textsuperscript{2}Ibid.}
The next level of exposure to sport was experienced in sports clubs. The purposes of these groups were two-fold. When there was not enough interest generated among the women students to merit the sponsoring of an intramural program, the club provided the availability of instruction in a sport and an opportunity to play. The second aim of these organizations was to use the acquired skills in extramural competition. Two exceptions were the Dance and Swimming Clubs, where once the members improved their skills, they were provided the opportunity to use them in public performances, rather than extramural competition.

The extramural program was in no way comparable to men's intercollegiate athletics. The extramural contests were not highly competitive events and were conducted in an informal manner. They always included a social hour. They provided an occasion for Ohio State women students to play and get acquainted with students from other campuses.³

In essence, the program offered a continuum of activities ranging from the very informal, purely recreational activities which required a low degree of skill, to the formal, more competitive programs designed for those with a higher degree of skill. The intent of the Department was that somewhere within this range of activities the needs and desires of every university woman could be met.

During the academic year 1962-1963, the Women's Physical Education Division was forced to take a careful look at the declining numbers of participants in the women's recreation program.

Ms. Barbara Bogart, an upper classman at The Ohio State University, presented a paper for a sociology project entitled, "Attitudes and Participation of College Women in Recreation with Reference to the Program of the Women's Recreation Association at The Ohio State University." Ms. Bogart drew several observations and conclusions from the data received through the questionnaire used in the study.

1. There was a decrease in attitude regarding the need for recreation among upper-classmen. The decrease may have been due to becoming involved in the great diversity of campus activities, and an increase in academic pressures.

2. A majority of women (78%) selected "just for fun" as their first choice in the type of activity. As the level of competition increased their choices ranked accordingly; second choice, intramurals; third choice, extramurals.

3. Individual and dual activities were more popular than team activities. Of the "top ten" activities, one team sport (volleyball) was ranked.

4. Prevailing concern over acceptability of participating in sport activities existed. "Women classified their participation in certain activities according to the degree of femininity connected with the activity."

5. There was a significant difference between the women voicing an interest and the actual participation in sports. A break down existed between displayed interest and actual participation. This condition was a result of two things:

   a. Women felt their skill level was not good enough.
b. Frequent reply of "I don't have time."
The increase in academic pressures resulted in a reluctance to accept responsibility and opportunities in other areas.

6. Statistics showed a decrease in women's intramural participation during a four year period of time.

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<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
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<tr>
<td>1959-60</td>
<td>19%</td>
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<tr>
<td>1960-61</td>
<td>17%</td>
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<tr>
<td>1961-62</td>
<td>15.4%</td>
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<tr>
<td>1962-63</td>
<td>12.3%</td>
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Converse growth existed; each year there were more women on campus, but fewer of them participated in intramural activities.4

Phyllis Bailey supported these observations, as shown in an article written for the Alumnae Newsletter.

RECREATION NEWS FOR ALUMNAE NEWSLETTER

The combination of academic pressures, too many student organizations bidding for their time, and unbelievable difficulties in communicating with our women students, makes it unrealistic to provide "recreation for all." With the constantly increasing enrollment, it is necessary for classes to meet every hour from 8:00 A.M. to 10:00 P.M. Many sections have been added at four and five o'clock which cuts into our club activities, and night classes prevent many from participating in intramurals. ABOVE ALL ELSE, the fact still remains that we have facilities to use for recreation a very limited number of hours per week.5

In response to the decreasing numbers of women participating in intramurals, "a new adventure in recreation" was originated by

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4"Attitudes and Participation of College Women in Recreation with Reference to the Women's Recreation Association at The Ohio State University," paper presented by Barbara Bogart, 1963.

Phyllis Bailey—the creation of the Bucki-Anna Games in the winter of 1964.6 The Games included a week of informal competition among women's teams on campus and were extremely appealing because of their limited time commitment. The sports represented included: Badminton, Basketball Free Throw, Billiards, Bowling, Fencing, Gymnastics, Judo, Swimming, Riflery, and Volleyball. The number of girls who participated equaled participation in the traditional intramural program. Phyllis Bailey stated, "enthusiasm of the participants was the greatest I have ever seen."7 The Games have become a tradition for the women's program. The only alteration was that of moving the Games to Spring Quarter in 1968 to take advantage of the better weather conditions, therefore, increasing the number of outdoor activities which could be offered as scheduled events. The participation figures have grown from approximately 400 in 1964 to nearly 2,000 in 1975.8

Intramural reports indicated a steady increase in participation after the initial slump in 1962-1963. No specific reasons for the continual upswing were stated, but the author assumes that the general increase in the importance of sports' role in society, along with the increase in cultural acceptance of women participating in sport, had a significant bearing on the growth trend.

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7 Ibid.
general increase in cultural acceptance of women participating in sport had a significant bearing on the growth trend.

The year 1966 marked the Silver Anniversary of the National Women's Collegiate Golf Tournament, established at The Ohio State University in 1941. In commemoration of twenty-five years of play, Ohio State hosted the anniversary tournament in June, 1966. The first tournament had a total of thirty-eight entries, and each year the tournament continued to grow, with a record entry for 1966 of 118 contestants. The format of the tournament remained essentially the same since 1941.9

Mary Yost, in a summary statement at the closing of the 1966 tournament banquet, recognized those parties who made the tournament, as well as the concept of collegiate competition for women, the success it was.

In conclusion I would like to say thanks to Miss Palmer for vision; to our Athletic Department for its support; to the other colleges who have sponsored the tournament for keeping it alive; to all the scorers and caddies who have trudged many miles; to the press for their fine coverage; to all the committee members during these 25 years for their hard work; to the alumnae who have proven us right; to the present contestants who now get to carry on from here.10

As appropriate as it was for The Ohio State University to host the Silver Anniversary Collegiate Golf Tournament, so it was that

9 Intramural File, Spring, 1966.
10 "Remarks Prepared for the Anniversary Banquet, Thursday, June 23, 1966," by Dr. Mary Yost, Toastmistress, Professor of Physical Education, The Ohio State University.
the Tournament returned in 1966 during a period of rapid expansion growth of Ohio State's intercollegiate program. Women who were re-kindleing memories of those past events reflected the heritage that was Ohio State's, and the birth of a new era for women's athletics. The next decade would prove to be one of significant change for the Program of Women's Recreation, Intramurals, and Intercollegiate Sports.

In the fall of 1966, Phyllis J. Bailey and the women involved in the Intramural, Recreation, and Intercollegiate Program moved their offices from Pomerene Hall to the Southeast Tower of the Ohio Stadium. The purpose of this move was to improve the coordination of effort between men's and women's intramurals and recreation, although their administrative affiliations were different. At that time, the men's program was under the auspices of the Department of Athletics, while the women's sports program was directly allied with the Women's Division of Physical Education; both areas were joined under the Directorship of Mr. Richard Larkins, Director of the Department of Athletics and Physical Education.

The year 1968 marked the inevitable severing of ties between the Department of Athletics and Physical Education. It was no secret that for the previous eight years a wide gap had developed between men's physical education and athletics. The crux of the problem stemmed back to the decision in the mid-50's to place the Department of Physical Education and Athletics into Special Services, completely outside the "academic stream." Attitudes within the men's division
becomes focused on the necessity of establishing academic respectability within the college community. Dr. Oberteuffer indicated that the Council of Instruction implied that they felt that physical education "should find a 'college home' rather than stay in Special Services and that they would enjoy a more respectable status in the University if physical education were separated from Intercollegiate Athletics." 11

The Women's Division took a stand in 1962, opposing the recommendation of separating Athletics from the Department of Physical Education.

I. It is difficult for us to make a clear statement concerning the effect on the Women's Division if the plan were to be adopted as proposed. We have a tendency "to view with alarm" any change which might disrupt operations and relationships which are satisfactory. We have had excellent cooperative arrangements for many years with the College of Education in the conduct of the professional education program of our department. This we assume would not be markedly different were we budgeted in this College. Whether the College of Education would concern itself as much with our basic programs in health and physical education, with our intramural and intercollegiate programs, with our research program (currently more closely associated with the Departments of Anatomy and Physiology) we can not say.... We in the Women's Division have felt that our present administrative relations are highly satisfactory. We have been fairly treated in matters of budget, of promotions and of securing personnel. Communication between the Division and the Administration and vice versa has been direct and swift. We have not been neglected in appointments to important University Committees and Councils, nor in elective bodies such as the Graduate Council, Faculty Council, or the Conference Committee of

11 Personal interview with Delbert Oberteuffer, May 9, 1975.
the Teaching Staff. It is conceivable that our representation in such university agencies might be lost or at least jeopardized, were we to submerge our identity in a college or lose our present autonomy.

IV. Our reaction to the total plan as presented is one of disappointment. We feel that the plan is neither "bold" or "new" but is rather an "anthology" of organizational patterns selected from sister institutions....

V. Our Division would suggest the following modifications of the report:
A. For our department:

1. We believe that Physical Education and Athletics should continue to be allied. Philosophically we endorse the principle that athletics should be an out-growth of an instructional and intramural program. We feel that the teaching of the highly talented sports performer is a responsibility of a physical education department. Although we are not naively unaware that the great spectator-income producing sports are engulfed in problems, we see no solution of these problems resulting from the suggested separation. Nor do we see what purpose would be served by separating one or two sports and leaving the so-called minor sports and women's intercollegiate program in the department. This would be inconsistent as well as administratively awkward. Joint use of facilities, equipment and personnel make our present administrative alignment more convenient and more economical.

2. We find no logic in the suggestion that Physical Education be assigned to a present or proposed college. Our work is so diversified that we need association with a great variety of allied fields. Not all of these would ever be found in any one college for example:

Basic Physical Education & Health Education serve all colleges.
Dance--would be most closely identified with Art, Music, and Speech.
Health Education--with Behavioral Sciences and Life Sciences.
Recreation--with Social Sciences.
Physical Education--Professional Education Program--with Life Sciences and Education.
We therefore favor our continuation under the Executive Dean of Special Services where we have had administrative support and freedom to function effectively. We would suggest that the title of this might be changed to Special Areas, and that perhaps other departments with multi-dimensional disciplines might be added to Special Areas.12

Many of the men supported the Council's recommendation. For the first time in the history of the two divisions, the men and women faculty within physical education totally disagreed on the position of maintaining their association with the Department of Athletics.

After several years, during which most of the faculty efforts were devoted to defending the Health and Physical Education requirements from the challenge by the Council on Instruction, attention was refocused on the issue of retaining alliance with Athletics. Various reasons have been voiced by members of the faculty pertaining to the split between the two areas. As recalled by Dr. Margaret Mordy, then Chairman of the Women's Physical Education Division:

The men in physical education were at terrible odds with the men in athletics; a great deal of hostility and anger existed between them. Friction resulted from Athletics being more generously budgeted than the instructional program; differences in priorities in terms of professional obligations of split contract faculty; and the fact that certain faculty personnel were bypassed for consideration when appointing Mr. St. John's replacement as Director of Physical Education and Athletics.13

12Reported by Margaret Mordy, Chairman of the Women's Physical Education Division, (N.D.).

13Personal interview with Margaret Mordy, June 13, 1975.
Dr. Lewis Hess, Director of the School of Health, Physical Education and Recreation recollected:

With Physical Education and Athletics under Special Services (Mershon Auditorium, Military Sciences, WOSU radio and T.V., and the library) no provisions were established for the Director to meet with the Council of Deans who had the responsibility of academic programs on campus. Without that affiliation the Physical Education program was totally outside the academic stream of the university. No Dean of a College would accept Physical Education into their program as long as it was linked with the Department of Athletics. No one wanted to cope with the problems associated with a 3-1/2 million dollar budget. From the time that I started as men's chairman of Physical Education I tried to get us out of Special Services.14

As adamant as the men's feelings were about the need for separation from athletics, so were the women in physical education opposed to this decision. Miss Phyllis Bailey, presently Assistant Director of Athletics, stated:

The feeling among the women was that we had a fine relationship with Athletics and that we had gained far more than anything we might have lost. We felt there was a visibility there that afforded us the opportunity to remain in the forefront on campus.15

Another viewpoint regarding the women's position was voiced by Dr. Charles Mand, current Chairman of the Division of Physical Education and Recreation.

The majority of women would rather have stayed with athletics. They felt well protected and had a "little empire," and the budgetary treatment of the Women's Division under Mr. Richard Larkins was better than that experienced by the men. They were able to maintain their integrity of making their own program decisions; the ability to do their own thing. As

14Personal interview with Lewis Hess, March 19, 1975.
15Personal interview with Phyllis Bailey, June 19, 1975.
Margaret Mordy expressed it at one of our joint meetings "an island of femininity," and she felt very strongly that that was important, and the way to sustain that freedom was not to join forces with the men and go into the College of Education, but to stay in Athletics where they had almost complete autonomy.\textsuperscript{16}

Whatever the reasons, the men's division voted to remove themselves from Athletics and become a School within the College of Education. Although the Women's Division did not agree, they were informed that the decision had been made by higher authority to separate physical education from athletics and that the only option left to the department was to choose its "college home." The two divisions met several times and finally voted to request school status within the College of Education. In the Spring of 1968, the Board of Trustees officially approved their request and the conflict was resolved.\textsuperscript{17} This major separation between Physical Education and Athletics had a significant effect on the future direction of men's and women's intramurals and recreation at The Ohio State University.

Once the establishment of the School of Health, Physical Education, and Recreation was finalized in 1968, the women's sports program began to experience what was to become several years of turmoil in the area of administrative support. It initially started when Frederic Beekman, Director of Men's Intramurals and Recreation, was asked where he wanted his program to be housed; he chose to

\textsuperscript{16} Personal interview with Charles Mand, March 18, 1975.

\textsuperscript{17} Annual Meeting of the Board, 1968, p. 758.
retain its strong affiliation with the Athletic Department. He felt there was going to be more support, better opportunity to use facilities, and more money available if he remained allied with Athletics, rather than relocating under Physical Education. Faculty rule, however, stated that the Athletic Council was responsible for intramural sports. This resulted in strong support by the Athletic Department and greater visibility on campus for the men's program, who was directly affiliated with them, than for the women's program, which was located within physical education. Men's intramurals and recreation were more visible to those of the university with a Director in charge of its program than the women's program, which was housed under the Women's Physical Education Division with a coordinator in charge whose work was done on released time from her physical education teaching responsibilities. Why, then, did the women's sports program choose to maintain its affiliation with physical education rather than re-establish themselves with Athletics after the separation in 1968?

The rationale behind this decision was not one based on practicality, but was, rather, one of a philosophical nature. The women's faculty believed that the program should stay within the academic structure. "There were certain things that philosophically fit within the educational framework, incorporating the concept of using the entire sports program as one more avenue offered to our students as an educational experience."18 The main difference between the men's and women's programs lay in the personal attitudes.

18Personal interview with Phyllis Bailey, June 19, 1975.
of the individuals guiding them. Frederic Beekman perceived intramurals and recreation as a service program offered to the students; Phyllis Bailey viewed the women's program as an integral part of the instructional program.19

The greatest difficulty arose when justifying the retention of women's intercollegiates within an academic structure that had already dictated that Athletics must move outside its framework. The women's division avoided removal of women's intercollegiates by placing athletics as the top element in the "Pyramid Theory." They viewed intercollegiate experiences as the ultimate on the continuum from basic instruction of skill to superior performance.

Two difficulties arose not long after the adamant stand by the women faculty within physical education to maintain their association with women's sports. When Dr. Lewis Hess became Director of the School of Health, Physical Education and Recreation, he began efforts to move women's sports under Student Affairs. "I did it on the basis of a logic which I know the women faculty didn't understand, and that was that the state legislature would not fund extracurricular activities, and that's where women's intramurals and intercollegiates fit."20

The second area from which difficulties stemmed was from the women faculty themselves.

As women's intercollegiates began to expand rapidly, greater consideration was given to hiring personnel with expertise in the area of coaching.

19 Ibid.
As the program became more expensive both in terms of staff and operation, it was interesting to see a new attitude developing among the women faculty of supporting its removal from the School.21

A significant event occurred in the Fall of 1970, which can be viewed as one of the turning points in the future direction of the women's sports program. It was at that time that Phyllis Bailey, Coordinator of Women's Intramurals, Recreation, and Intercollegiate Sports, presented her proposal incorporating all facets of the women's sports program into physical education.

I personally was very disappointed because it was at that meeting I realized I had inherited a program no one really cared about. I pleaded with them that if they indeed felt strongly about maintaining control of the women's sports program on campus they had better stand up and say yes this is a part of women's physical education or turn their backs and have it assumed by another department on campus. Their response was one of simply, how do you want us to vote Phyl? That day I decided it was a one woman battle to keep women's sports in the School, and I knew it was a fight one woman could not win.22

It was also in 1970 that Dr. Lewis Hess became greatly concerned with the issue. Faculty involvement in the Intramural and Recreation program was supported by the women's physical education division through reduced teaching loads. The physical education department received its monies from the State in accordance with the Faculty Teaching Equivalencies (FTE's) recorded by each individual faculty member. Those individuals receiving released time for commitments associated with women's sports could not include those contact hours on their FTE report. Therefore, Physical Education

21 Personal interview with Mary K. Beyrer, May 21, 1975.

22 Personal interview with Phyllis Bailey, June 19, 1975.
never received equal funds to compensate the coverage of the entire salaries of those staff members partially involved with women's sports. "I found no other alternative to the problem and that's when I took action to remove them."  

It was during this time that consideration was well underway for the reorganization of the School of Health, Physical Education, and Recreation. Attitudes showed that the men, in general, favored abolishing the divisional status and sought the unification of efforts under one School body. The women favored retention of the divisional structure for fear they might lose their identity and leadership potential within the School.

During mid-December of 1970, Dr. Mary K. Beyrer, Acting Chairman of the Women's Physical Education Division since Dr. Margaret Mordy's promotion to Associate Dean of the College of Education in 1968, received a copy of additions to the six-year plan as submitted by the Department of Recreation and Intramurals and signed by Mr. J. Edward Weaver, Athletic Director. One section of this report was titled, "Women's Intramural, Extramural, and Inter-collegiate Program Reorganization." This was the first written proposal presented supporting the much discussed future of women's sports outside physical education. "The reorganization will mean that all intramurals, extramurals, and recreation programs will be taken out of the School of Health, Physical Education, and Recreation

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23 Personal interview with Lewis Hess, March 19, 1975.

24 Women's Division, School of Health, Physical Education, and Recreation, Staff Minutes, January 15, 1971, p. 2.
and become a University Department of Recreation and Intramurals.”

The next step supporting this plan came on January 14, 1971 in a meeting called by Dr. Hess. Dr. Mary Beyrer drew the following observations and conclusions from that meeting:

1. Dr. Hess refuses to use any of the School budget to pay for any of the activities within the women's intramural and extramural programs.

2. Vice-President James Robinson also refuses to allow instructional money to be spent on intramural and extramural programs.

3. Student Services maintains that if they must pay for these programs they will retain control of the program. It is assumed that the administrator of this program would be Mr. Beekman who is now head of University Recreation.

4. It is proposed to have an Associate Director, a woman, who would be an assistant to Mr. Beekman.

5. It is not spelled out whether the Women's Division will have any decision-making functions in the reorganized program.

6. Under Mr. Larkins the Athletic Council had no interest in the programming of the Women's Intercollegiate activities. Mr. Weaver said that there may be a shift in philosophy on the part now of the Council.

As a result of these observations drawn by Dr. Beyrer for the purpose of alerting the women's physical education faculty, the Recreation Committee of the Women's Division was charged with the task of submitting their recommendations countering the reorganization of the women's program outside the School. The Committee was chaired by Miss Phyllis Bailey; members included: Mary Combs, Kitty O'Brien,

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25Ibid.

26Ibid., pp. 2-3.
Mary Jo Ruggieri, Evelyn Rupert, Jan Walter, and student member Kayla Hughes.\textsuperscript{27}

The Recreation Committee met and discussed the role of the women's recreation, intramural and intercollegiate sports program. Following a session on philosophies, values, uniqueness, objectives, and the relationship of each phase of the program to the other, an attempt was made to structure the program organization. Several plans of organization were suggested, but after lengthy consideration of the strengths and weaknesses of each, it was decided to present only two of the proposals for faculty consideration. One of the plans (Plan II) presented was in direct opposition to what Dr. Hess indicated he would favor. Plan I and Plan II follow:

\begin{center}
\textbf{PLAN I}
\end{center}

\textbf{A.} The Director of Women's Intramural, Intercollegiate and Recreation must:

1. Be a woman

2. Have at least a master's degree in recreation or physical education.

3. Have at least five years teaching experience on the college or university level, and have had some coaching experience in a woman's intramural or intercollegiate program.

\textbf{B.} The Director of Women's II&R will hire the assistants for the women's program and will be responsible for their assignment.

\textbf{C.} The Director of Women's II&R will hire the coaches for women's intercollegiate teams. The coaching position will be designated by a coaching contract.

\textsuperscript{27}Women's Division, School of Health, Physical Education, and Recreation Staff Meeting Minutes, January 22, 1971.
D. The Director of Women's II&R will hire the coaches for submitting the budget for the total program to the Vice President of Student Affairs. This should be after consultation and coordination with the men's budget submitted by the Director of Men's II&R.

E. This Director should sit on the Coordinating Committee within the School, or have some other direct means of communicating coaching needs to the School personnel concerned with hiring faculty members.

F. The Advisory Council for Intercollegiate Sports should consist of:

Two elected women faculty physical educators
Two elected women from the remainder of the University faculty
Three undergraduate women students

The chairman should be elected by the Council members. The Council should be responsible for changing policies when necessary.

G. The co-recreation activities should be the joint responsibility of the men's and women's areas.

Figure 6, on page 236, is a chart for Plan I.

PLAN II

A. The intercollegiate sports program for women should be a sub-unit of physical education.

B. There should be a qualified woman coordinator of intercollegiate sports.

C. Women coaches would have that assignments as a part of their teaching load.

D. The Advisory Council should consist of:

Two women physical education faculty
Two women coaches
Three undergraduate women students

E. Qualifications for the Associate Director of Recreation and Intramurals should be the same as for the Director in Plan I.
F. The Associate Director will hire the assistants for the women's program and will be responsible for their assignments.

G. The Associate Director will be responsible for submitting the budget for the women's intramural and recreation program to the Director of Campus Recreation and Intramural Sports.

H. The co-recreation activities should be the joint responsibility of the men and women within the Department of Campus Recreation and Intramural Sports.28

Figure 7, on page 237, is a chart for Plan II.

Minutes of that meeting indicated that Mary Jo Ruggieri presented advantages and disadvantages associated with Plan I. Miss Jan Walter outlined similar positions regarding Plan II. Numerous questions were raised, ranging from the rationale used in placing priority affiliation with a program who served few, intercollegiates, as compared to a program who benefited many, intramurals and recreation, to financial aspects of reorganization. Dr. Mary Beyrer summarized Plans I and II and suggested a third alternative which would simply be to maintain status quo. A straw vote was taken on these three plans with the following results:

<table>
<thead>
<tr>
<th>Plan</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan I</td>
<td>17</td>
</tr>
<tr>
<td>Plan II</td>
<td>5</td>
</tr>
<tr>
<td>Plan III</td>
<td>7</td>
</tr>
<tr>
<td>Abstentions</td>
<td>3</td>
</tr>
</tbody>
</table>

Dr. Margaret Mordy, the first woman to sit on the Athletic Council, requested faculty opinion as to whether the division would

28 Memorandum from the Recreation Committee to the Faculty of the Women's Division, January 20, 1971.

Figure 6. Plans for Reorganization of the Women's Sports Program Outside the School: Plan I
Figure 7. Plans for Reorganization of the Women's Sports Program Outside the School: Plan II.
accept money for the women's intercollegiate program from the Athletic Department, provided that the appropriate controls for women were built into the funding.

<table>
<thead>
<tr>
<th>For</th>
<th>19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Against</td>
<td>5</td>
</tr>
<tr>
<td>Abstentions</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
</tr>
</tbody>
</table>

With adjournment of the January 22 meeting came the reality that the time had come when a majority of all physical education faculty, men and women alike, agreed, in essence, that recreation, intramurals, and intercollegiates did not belong within an academic framework. Phyllis Bailey had recognized this change in the women's attitude months prior, but with the show of hands at that meeting came the finality of it all.

During the spring and summer months of 1971, several meetings were held involving Fred Beekman, Lewis Hess, Vice President Ted Robinson, and on occasion, Mary Beyrer and Phyllis Bailey. Conversations were directed toward the joining of men's and women's recreation and intramurals into one area, housed under Student Services.

By the Spring of 1971, Phyllis Bailey

... didn't know how much longer I could argue that the women's sports program stay within the school structure if no aspect of the men's program was going to be within it. So I finally decided we had better join forces and see if we could make it work out right.\textsuperscript{31}

\textsuperscript{30}Ibid., p. 2.

\textsuperscript{31}Personal interview with Phyllis Bailey, June 19, 1975.
The restructuring of the women's sports program, in conjunction with the men's, under Student Services, went into effect with the opening of Autumn quarter, 1971.

The decision to keep all three facets of the women's sports program intact through this administrative transition was significant when evaluating their present status and success. Phyllis Bailey was asked at that time what she thought should happen to the women's intercollegiate program.

I felt very keenly that the women's intercollegiate program was not strong enough at that time to stand on its own feet within Athletics. I felt that we were just then taking our first membership in the national organization (AIAW) and in time women's intercollegiates would have a chance to really develop on the national scene, and in turn develop more strongly on the regional scene. Eventually there would be a time when we would want to move to Athletics, but I felt that although we were not sports clubs we were more closely aligned skill-wise and organizational-wise in our whole development at that point to sports clubs than to varsity athletics. So when the move to Student Services was made in the Fall of 1971, it was with everyone realizing that the time would come, as it now has, when a split would again be made, this time in the form of women's intercollegiates going to the Department of Athletics.  

Phyllis Bailey summarized the historical severing of ties with Physical Education in the following manner:

I guess basically I would have to say it and believe it, that we really took the route we had to take, all factors considered. We made the move but philosophically at that time I still didn't believe in it. But life's put together that way. If you are going to survive, you don't do what you sometimes idealistically would like to do. And that is exactly where we were. There was obviously no

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way that program could have survived and grown if it had to depend on dollars from the academic area for its existence.\textsuperscript{33}

The move in 1971 prompted administrative restructuring, resulting in the creation of the Department of University Recreation, Intramurals, and Intercollegiate Sports for Women. Until then, the only affiliation between the men’s and women’s programs since the relocation of offices in 1966, was in the form of a $1,500 allocation from Student Services to the men’s budget, which was then transferred for use in the women’s sports program. This money was placed in the WRA Club fund primarily earmarked for use in the intercollegiate program. With the joining of forces in 1971 came the necessity for developing an effective administrative framework from which to operate.

A number of considerations were taken into account when deciding who should be Director of the newly established Department of Recreation, Intramurals, and Women’s Intercollegiate Sports. Fred Beekman’s existing title of Director of the men’s program, and the fact that it was already housed within Athletics, under Student Services, led to the natural assumption on the part of those in the decision-making positions that Fred Beekman was the obvious man for the job. Phyllis Bailey and the women’s program were absorbed into an already established organization, therefore, existing positions and personnel remained status quo, and new positions were created to incorporate the women.

\textsuperscript{33}Ibid.
The organizational flow chart after the 1971 consolidation of sports programs at The Ohio State University resembled that in Figure 8, on page 242.

The male Assistant Directors retained their direct line of communication with Frederic Beekman. A new Associate Director's position was created; the responsibilities associated with the job were not that of overseeing the entire program, but rather, only those areas related to women. Therefore, it is clear that the structure utilized within the men's programs were not altered, only those pertaining the the newly incorporated women's programs.

A vital supportive role existed with Physical Education. The first year after the move (1971-1972) the coaches involved with women's intercollegiates were still full-time members of the Physical Education Department and were given released teaching time for coaching. So in reality, the operating budget was coming from Student Services and the coaches salaries were coming from Physical Education. This arrangement lasted only one year.

The academic year 1971-1972 also resulted in the shocking discovery that the money originally set aside for the women's intercollegiate program was approximately one half of what was required to see them through that fiscal year. This poor financial condition prompted swift action on the part of Frederic Beekman, Director of the program, to separate budgets, providing intercollegiates with their own designated funds. In this manner the recreation and intramural programs would not suffer at the expense of program expansion within the women's intercollegiates.
Figure 8. Organizational Flow Chart Consolidating the Men's and Women's Sports Programs Under Student Affairs.
It was during the Spring of 1972 that it became obvious to Phyllis Bailey, Associate Director in charge of women's programs, that Dr. Lewis Hess did not understand or appreciate the needs of the women's intercollegiate program. He urged the use of Teaching Associates as coaches, a position totally contradictory to the philosophy that had existed during the time of the women's division supporting the premise that only full-time faculty be involved in coaching responsibilities.

Meetings were held during the Summer of 1972 involving Vice President Ted Robinson, Dr. Lewis Hess, Frederic Beekman, and Phyllis Bailey. The main topic of discussion focused on creating a new plan whereby Student Services would assume that portion of the expenses accrued by women's intercollegiates that had previously been paid by Physical Education. A system was established that placed all the women coaches on split contract, with between 10 percent and 15 percent released time for coaching. That meant those individuals received two paychecks monthly, one from Physical Education and one from Student Services. Numerous problems resulted from this attempt, primarily because of the red tape involved in processing payments of intercollegiate expenses through Student Services. This method of operation lasted for only one year, that of 1972-1973.  

These administrative difficulties prompted the scheduling of a meeting during the Spring of 1973 involving Dr. Lewis Hess, Dr.  

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34 Personal interview with Phyllis Bailey, June 21, 1975.
Charles Mand, and Miss Naomi Allenbaugh, from the School of Physical Education, Frederic Beekman and Phyllis Bailey, from the Division of University Recreation, Intramurals, and Intercollegiates for Women, Vice President Ted Robinson, and Jim Jones, from the Department of Athletics. The purpose of the meeting was to discuss the problems which existed in regard to the selection and reimbursement of women coaches. Phyllis Bailey suggested that a possible solution to the problem would be to involve the Athletic Department in the support of women's athletics, specifically, in the area of providing coaching salaries. Mr. Jim Jones was quick to add that he felt if women's sports were to survive they must do so through Athletics. He proposed that Mr. Edward Weaver, Athletic Director, and the Athletic Council could be sold on this type arrangement if the idea was presented in such a fashion that they could see "just what they were buying." Phyllis Bailey "quickly volunteered" to draw up a three to five year projected plan for presentation to those in Athletics. Within one week the Five Year Plan for Relocation and Development of the Women's Intercollegiate Program was presented for consideration. As a result of the rapid growth in the program, combined with a reorganization within Physical Education, a request was made to relocate the women's intercollegiate program within the Athletic Department. In making such a request, Ms.

35 Ibid.
37 Ibid.
Phyllis Bailey presented a projected five year plan of expenditures. (Appendix M.)

The response by those in Athletics was very favorable. Arrangements were made and the Department of Athletics assumed split financial responsibility with Physical Education for all the women coaches, beginning with the academic year 1973-1974. The acceptance of a 50/50 split contract for women coaches was a promising indication of the commitment the Department of Athletics was ready to make on its behalf. The factors which influenced Phyllis Bailey's decision to propose those percentages were two-fold:

1. I wanted to be sure that every woman coach had at least a 50% teaching load which provided her with full-time faculty status; and
2. I wanted to shuffle loads around enough to create three new teaching positions. 38

The arrangement was successfully agreed upon. Those in Physical Education were rather hesitant in supporting the plan. Dr. Hess did not agree with the proposal.

I didn't believe that most of the sports took 50% of someone's time. I think it is too bad to place that kind of emphasis on athletics. Ideally I think that athletics should be a part of the Physical Education program with 20% to 30% of a person's time devoted to coaching. I do not agree with the idea that we should have a whole fleet of professional coaches who do not do a good job teaching. 39

Dr. Charles Mand voiced support of the proposal only as long as "women's athletics remained a relatively low keyed, non-recruited,

38 Personal interview with Phyllis Bailey, June 21, 1975.
non-subsidized venture.\textsuperscript{40} Not all of the progress associated with women's athletics was being experienced within the area of coaching. One of the advancements within women's intercollegiates came in 1972 with the establishment of the Athletic Medicine Program. The women's program was only part of the total plan directed at having The Ohio State University take charge of the medical treatment of all athletes, men and women alike. Athletic Medicine at Ohio State had traditionally been the function of private physicians in the community, with the University Health Service not involved in the care of the student athlete. During 1971, this situation began to change. The Student Health Center became the primary resource for all pharmaceuticals, all laboratory work and most of the x-rays needed by student athletes.\textsuperscript{41}

In order to enhance this developing relationship, Dr. Spencer Turner, Director of the Student Health Service, was appointed as a Team Physician in the Department of Intercollegiate Athletics, effective July 1, 1972.

I became involved because I felt very strongly that college athletes are students; there is an excellent student health service here; that we had facilities that could be used by all students, including athletes, and could be used relatively inexpensively as compared to using outside facilities.\textsuperscript{42}

\textsuperscript{40} Personal interview with Charles Mand, March 18, 1975.
\textsuperscript{42} Personal interview with Spencer Turner, M.D., May 22, 1975.
It did not take long once Dr. Turner became affiliated with the Department of Athletics for him to realize that there were two aspects of sports medicine which needed further development. "I really felt men's minor sports had been neglected, and I felt at the same time that women's sports had been totally ignored."\textsuperscript{43}

Through the combined efforts of Dr. Spencer Turner, Al Hart, head trainer of men's intercollegiates, and Dr. Dick Garner, who at that time was "new projects man," a Sports Medicine Clinic was initiated in the Spring of 1972, to be available each morning to all athletes, male or female, but knowing full well that the people who would primarily use the service would be women and the men in the minor sports. "That is precisely how it turned out."\textsuperscript{44} This marked the formal beginning of the medical program for women's intercollegiate athletics. It was not long after this that Dr. Thomas Schaffer joined the Health Center staff as coordinator of this area with a special interest directed toward the women's program. The Ohio State University was unique in being among the first of the major universities to develop such a program.\textsuperscript{45} An in-depth description of the Women's Medical Program can be found in Appendix N.

It must be recognized that the creation of such a program represented a joint effort of the University Health Service, the Department of Intercollegiate Athletics and the Division of Orthopedics of University Hospital. At the time of this writing, the financial

\textsuperscript{43}Ibid.

\textsuperscript{44}Ibid.

support of this program is shared. The Department of Athletics pays for such things as medication, x-rays, and lab work that is needed, the cost of trainers and supplies, and the cost of expenses not covered by insurance. The program is costing the Health Service the time of physicians involved and the use of Health Service space. 46 Insurance of one form or another has covered the majority of the cost incurred as a result of injury.

The most recent addition to the women's medical program came in the Summer of 1974 with the hiring of Mrs. Linda Weber Daniel as the full-time certified women's athletic trainer. At present, Ms. Daniel is in charge of several student trainers, all directly involved with the twelve women's collegiate teams.

The future for sports medicine at Ohio State is a bright one. The philosophy behind the program is sound. Dr. Turner views it simply as a part of the total student health program. "Sports Medicine just happens to service a particular group of students who may have problems because they are in athletics." 47 It is apparent that as we progress through the years the University Health Service will continue its involvement and increase its assistance when deemed appropriate. Dr. Turner predicts that as the University Health Service now has four or five specific medical sections such as surgery, and preventive medicine; so the day will come that an area will be added titled, "athletic medicine," with a full-time physician hired to oversee the operation of this area, under which the athletic trainers

46 Personal interview with Spencer Turner, M.D., May 22, 1975
47 Ibid.
would function. The more closely allied the Sports Medicine Program becomes to the total Health Service area, the greater the potential for expansion within the field.

As the Athletic Department began taking a more direct interest in the support and future growth of women's athletics at Ohio State University, it is important to note the increased concern and interest offered to the program by Frederic Beekman. Where previously Phyllis Bailey had dealt directly with those in Student Affairs, Fred Beekman now became the coordinator of efforts linking the women's intercollegiate program with Athletics.

The women's intercollegiate sports program under the direct guidance of Phyllis Bailey and Frederic Beekman, made significant strides forward during the two year span from 1972-1974. In that time the following progress was made:

1. We have moved from four coaches on split contracts with Physical Education and Student Services, receiving 15% of their salary for coaching, and four coaches from Physical Education receiving some released teaching time in their competitive season to eight coaches on split contracts between Physical Education and Athletics with seven coaches receiving 50% for coaching and one coach receiving 40% for coaching.

2. A national recognized physician in the area of female athletes, Dr. Thomas Schaffer, has been added to the University Health Service staff and been assigned the responsibility for the medical care of our women athletes. Dr. Schaffer is officially being added to the staff of Athletic Team Physicians. Also, an excellent Sports Medicine Clinic has been established at the University Health Service where men and women athletes receive equal treatment on a daily basis. A member of the Athletic Training staff works in that clinic each day.

48 Ibid.
3. The Athletic Department has committed budget to cover medical services for women athletes that are not covered by insurance and would be a burden to the family.

4. A full-time woman athletic trainer has been hired and a new women's training room is being equipped, effective September, 1974.

5. Women's locker room facilities are being constructed in the stadium and plans have been developed to construct locker room facilities for women in St. John Arena and in French Field House. Thus, these facilities become equally usable for both sexes.

6. The annual budget has increased from $17,008.00 to $94,524.00, and the Athletic Department which gave no direct financial support, although it did get the women's program services and use of facilities on occasion, now provides 88% of the 1974-1975 budget.49

Although the present state of the program had obviously improved, it was evident that further changes needed to occur if the program for women in athletics was to provide them with equal athletic opportunities, compared to those experienced by their male counterparts. Phyllis Bailey proposed that the following needed steps be taken:

1. Women's athletics needs to be housed completely within one unit of the University. Some universities are establishing separate Women's Athletics Departments and some universities have established a Department of Athletics for men and women. It seems to me separate departments require unnecessary duplication of personnel, and so I would recommend that the present Athletic Department be expanded to accommodate both programs.

2. An Advisory Committee for Women's Athletics representing personnel throughout the University should be appointed to be a policymaking group for a

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three to five year period of time. This committee is an advisory one and not a governing one. The suggestions of the women athletic staff through the Committee for discussion should then go to the Athletic Council for final action.

3. The University needs to study the status of coaches, both men and women, on split contracts and convince the College of Education to consider a new ratio of teaching, research and writing for personnel who are only teaching part-time. At the present time such people are judged by the same standards as full-time faculty and so rank far down the scale for tenure and promotion. Many coaches have a significant contribution to make, especially regarding the women athlete, and should be given credit for such research. This is important to the women's intercollegiate program because there needs to be a continuity created in the coaching staff, especially during this stage of rapid development!

4. The primary issue of recruitment and scholarship awards is before us. The decisions made effect the entire Athletic Program, so personnel has to have adequate time to do an in-depth study of all problems and make a workable recommendation.

5. There will need to be sizeable increases in the women's operating budget for the next several years and then there should be a leveling off.

6. When the Advisory Committee is dissolved it would seem logical that the Athletic Council might have a more equal representation of men and women members since it would be governing both phases of the program.50

In the same report, Phyllis Bailey outlined in detail her proposal for development in women's intercollegiates for the next five years.

First Year

A. New Personnel

1. Woman Athletic Director
2. Assistant Athletic Director

50Ibid., pp. 1-2.
3. Sports Information Director
4. Secretary for Women's Intercollegiates

B. Create office space for above personnel and furnish offices with necessary office equipment.

C. Initiate award system and establish awards. Allow added budget for recognition banquets.

D. Travel budget for Athletic Staff and coaches for professional meetings.

E. Complete new locker room facilities in the Stadium, St. John Arena and French Field House.

F. Do an in-depth study of athletic grant-in-aid program. Make all plans for initiating a new program, which may need to be a new program for both men and women in order to keep the total aid program within reason. Have it ready to go into operation the second year.

G. Form a University Advisory Committee on Women's Athletics for a three to five year period.

H. Increase operating budget
   1. Travel—to include some flights for long trips
   2. Telephone and office supplies
   3. More in equipment and uniform budget so can buy equipment that has been needed for several years and buy several teams new uniforms.

Second Year

A. New Personnel
   1. New woman golf coach
   2. New woman track and field coach
   3. New woman softball coach
   4. Woman equipment manager

B. Initiate athletic grant-in-aid program for women, awarding 30 grants the first year.

C. Develop new system of scheduling and alternating schedule of facilities between men's and women's teams. Neither sex should be second consistently.

D. Increase operating budget
   1. Upgrade all phases of existing program
2. Replace uniforms--add shoes and socks and two practice uniforms which are laundered on a daily basis such as the service now provided the men athletes.
3. Big Ten Championships are expanded

Third Year

A. New Personnel
   1. Two Teaching Associates added to Linda Weber's budget for women graduate students.
   2. Three assistant women coaches.

B. Renew 30 grant-in-aids and issue 30 more--total of 60.

C. Add a strong student manager system with a means of recognizing them--pay for hours worked or awards, the latter being more feasible. Of course, there is always the possibility of free athletic tickets.

D. Operating Budget

Fourth Year

A. New Personnel
   1. Three women assistant coaches

B. Renew 60 grant-in-aids and issue 20 new ones--total 80.

C. Competition in women's athletics may warrant a change in coaching percentages. Some coaches may even be full-time.

D. This might be the year to initiate an admission charge for spectators in two or three selected sports.

E. This seems the logical year to introduce a badminton team. AIAW National tournaments in badminton started in 1972. This would be the first sport to really consider our international students in the intercollegiate program.

F. The operating budget should be raised to improve program as needed.
Fifth Year

A. New Personnel

1. It is not anticipated any additional personnel will be needed at this time. As new teams are added to the program more coaching staff will need to be added.

B. Renew 80 grant-in-aids and issue 20 new ones--total 100. (THE AIAW regulations would permit Ohio State to grant 120 grant-in-aids in the 1974-75 academic year.)

C. Between the fifth and tenth year several other teams may be added. These may include bowling, archery, lacrosse, skiing, ice skating--figure and speed, and others as deemed necessary. It would be suggested such sports start on the club basis and only become varsity sports when the caliber and demand of outside competition indicate such a shift would be to the best advantage of the participants.

D. Operating Budget

1. Upgrade existing program
2. Introduce some student wages and develop a core of students to work within the department.51

The academic year of 1974-1975 marked the final stage of Athletic Department support for women's intercollegiates prior to assuming the total administrative responsibilities associated with its operation. During this time increased budget was appropriated in the amount of $94,000 for the running of the program, as well as improved cooperation concerning facility usage. As the women's program became more aligned with the total spectrum of Ohio State Athletics, greater interest and attention was given to servicing the needs of that program; concern was being focused on one of their own.

51Ibid., pp. 2-5.
Charles Csuri, Chairman of the Athletic Council, expressed the opinion that "the university has an obligation to make the athletic program more equitable for women in distribution of resources and use of facility space."\textsuperscript{52} At the women athlete's banquet held spring quarter, Mr. Weaver voiced the department support:

There's no secret...as to how we feel about your program. There's a tremendous, bright future for women's intercollegiate athletics at Ohio State...we can be looked upon across the country as one of the great programs...and we'll weave it in nicely with our 18 varsity sports for men....It is a job we accept as a challenge and we're going to get it done--we just ask patience.\textsuperscript{53}

The culmination of decades of growth and advancements within women's athletics was brought into sharp focus during the spring quarter of 1975, when the Athletic Council announced its decision to remove the women's intercollegiate program from its direct affiliation with Intramurals and Recreation and place it under the administration of The Ohio State University Athletic Department. On July 11, 1975, a major statement was made by the Board of Trustees, announcing that Phyllis J. Bailey had been selected as the new Associate Athletic Director in charge of the women's intercollegiate program. "Athletic Director J. Edward Weaver said he recommended Phyllis Bailey because of her whole background, her credentials and her knowledge about the system."\textsuperscript{54}

\textsuperscript{52}\textit{The Ohio State University Lantern}, January 10, 1975, p. 10, cols. 1-5.
\textsuperscript{53}\textit{Citizen Journal}, May 28, 1975, p. 12, cols. 4-6.
\textsuperscript{54}\textit{The Ohio State University Lantern}, July 14, 1975, p. 8, cols. 1-6.
The recording of this historical occasion notes the end of one era and the creation of a new. The move of women's intercollegiates to the Department of Athletics marked the beginning of a period when the success or failures of the program would be destined solely by the Department of Athletics, rather than Physical Education or Student Services. The one major factor which established the important thread of continuity through this period of transition was Phyllis Bailey's continued association with the program. Although the administrative purse strings changed hands, the same sound philosophical guidance was present during the forging of the future destiny of the women's intercollegiates.

What prompted the decision by the Athletic Department to assume sole responsibility for the women's intercollegiate program? Several factors were considered. Phyllis Bailey felt strongly that the impact of the campus riots in the Spring of 1970 made the University more aware of the problems of minorities, not only blacks, but women as well. The women's movement was expanding and the administration was in a position where they could not ignore the trend.55

Jim Jones, Associate Athletic Director, expressed his views on the impact Title IX has had on the growth of the women's athletic program at The Ohio State University.

It has definitely been a persuader in terms of the women's program mainly because it has come at a time when most universities are facing an economic problem. The president of the university realized that one threat of Title IX was denial of federal aid. Although the Ohio State Athletic Department

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if financially self-supporting, 12.9 percent of the total University budget, nearly $40 million is federal money. 56

The President began sending all the information he got on Title IX to the Director of Athletics. When we receive things from the President's office we know he is interested. So you can't deny that Title IX has affected us. If nothing else it has certainly speeded up the process of future decisions Athletics had to face. 57

The impact of these and other factors certainly contributed to the swift growth of the women's intercollegiate program during the 1970's. One additional element must be recognized as a significant influence on the continued expansion of the women's program, that of the tremendous foresight and leadership ability of Phyllis J. Bailey. Her decision to maintain a "low key" approach toward advancing the women's program proved to be an effective method at The Ohio State University. Many individuals were quick to criticize Phyllis Bailey for "dragging her feet," but her sensitivity about the attitudes of the administration and her awareness of the need to progress at a "slow, steady, pace" in order to gain their support, has produced one of the top ranking women's intercollegiate programs in the country. 58 Whereas the progress at many schools has been a result of threats and severe confrontations, The Ohio State University fosters a program which has been the result of a cooperative venture on the part of Physical Education, Student Services, The Department

56 The Ohio State University Lantern, June 5, 1975, p. 10, cols. 1-3.

57 Personal interview with Jim Jones, May 15, 1975.

58 Personal interview with Phyllis Bailey, June 21, 1975.
of University Recreation and Intramural Sports and the Department of Athletics.

An additional event occurred during the 1970's which should be presented as a possible influencing factor in the growth of women's intercollegiates. It was at this time that Dr. Margaret Mordy was elected as the first woman to sit on the Athletic Council. At this point in the Affirmative Action movement, women faculty were just being discovered. The method of election to the Athletic Council was for the President of the University to nominate three persons and the Council to make its final selection. In 1971, the President nominated two women and one man.

Politically that looked like it would be a split vote for the women and a shoe in for the man. For some reason it did not work out this way. I was in a very fortunate political position because both the conservative faction and the liberal faction had a good deal of faith in me because I didn't belong to either one and voted my conscience on matters. The conservatives didn't see me as wild haired and wild eyed and the liberals didn't see me as a hard conservative. I think the middle position that I occupied at that point accounted for my being elected.59

The impact of Dr. Mordy's presence on the Athletic Council can not be effectively determined. One thing is certain, she asked a tremendous amount of "hard" questions, forcing the Council to justify its actions.

With the ever-increasing awareness for the need to equalize athletic opportunities for women, the issue of grant-in-aid began to arise. Opinions of administrators and coaches alike reflected mutual concern for the development of the program prior to offering consideration to scholarships. Phyllis Bailey stated: "Scholarships

59Personal interview with Margaret Mordy, June 13, 1975.
for women athletes are not in the foreseeable future. We'd rather spend our money on 200 athletes than 20....We'll grant scholarships when it gets to the point where we have to compete with schools for talent."\(^{60}\)

Attitudes of the women coaches regarding grants ranged from a preparing for the time when grants would be a reality to feelings that other aspects of the women's program were more important. Mary Raysa, tennis coach, said, "as far as I'm concerned I can do with or without scholarships because there are always going to be women students who want to play just to play."\(^{61}\) Field hockey and softball coach Harriet Reynolds stated: "I think we are in agreement that we are primarily interested in building our program before obtaining grant-in-aids."\(^{62}\)

The coaches viewed the most pressing needs for Ohio State's women's teams as more money, better use of facilities, and tougher competition. Once aspects of the program improved consensus was that grants would inevitably come to Ohio State.*

The pace of growth within women's intercollegiates has been astounding. In a mere four years the program has changed administrative hands three times; from the domain of Physical Education in

\(^{60}\) The Ohio State University Lantern, May 30, 1974, p. 12, cols. 1-4.

\(^{61}\) The Ohio State University Lantern, May 28, 1975, p. 10, cols. 1-5.

\(^{62}\) Ibid.

*The Athletic Council announced during April of 1976 that grant-in-aids were to be incorporated within the women's intercollegiate program effective Autumn quarter, 1976.
1971 to the support of Student Affairs until 1975, at which time the Department of Athletics, after several years in a secondary, supportive role, took the leadership position. The future of women's intercollegiates rests in their hands.

The expansion of the women's intramural and recreation program followed growth spurts similar to those experienced within women's intercollegiates. Since all three facets--recreation, intramurals, and intercollegiates--remained under the same administrative structure until the Summer of 1975, when intercollegiates officially moved to the Department of Athletics, the transitions which were experienced similarly affected all three areas.

Significant changes in personnel and budget resulted from the administrative move away from Physical Education to Student Affairs in the Fall of 1971. Once the program was removed from the Women's Physical Education Division, it received greater visibility and financial support. Although many women in physical education had a difficult time philosophically accepting this severing of ties, it was the key factor resulting in the present program expansion.

The academic year 1970-71 marked the first time sport's program money was used in hiring a woman graduate student for the purpose of supervising the week-end recreation program. Until then, all monies associated with the employment of personnel had come from the Women's Physical Education Division.

It was during the academic year 1971-72, after the separation from Physical Education, that the greatest financial investment
was made in the women's sports program. It had become a necessity. Without the assistance of faculty members from Physical Education, Student Affairs money had to be spent staffing the recreation program. As the program grew in the number of activities offered and the participants involved, additional staff was secured. Within a nine year span of time, from 1966-1975, the full-time personnel tripled in number, in addition to the hiring of one woman graduate student.

An effort was made in 1972 through the creation of a Task Force on the Future of Student Development and Student Affairs to develop a statement of philosophy which would guide the future directions of the program. In order for this to be an effective report, each division housed under Student Affairs was charged with the responsibility of submitting a Sub Task Force Report from their area. This was an important assignment to all divisions, but even more so to the Division of University Recreation, Intramural Sports, and Women's Intercollegiates. Timing was such that the Task Force project had been directly preceded by the historical uniting of the men's and women's recreational programs in the Fall of 1971. It gave the staff members in the division an excellent opportunity to develop a combined philosophy and future program format. The Division Task Force Committee included: Ron Althoff, Mary Combs, Dave Griner, Bruce Maurer, Karen Shrievens, student, Jeff Schiffel, student, Phyllis Bailey, Chairperson.  

63 "Task Force on the Future of Student Development and Student Affairs," Office of Student Affairs, The Ohio State University, June, 1972.
Although the statements written for the Report were not specifically directed toward the women's program, the following excerpts indicate the philosophy under which the program has grown. "The values and purposes which seem to be so relevant to the individuals of The Ohio State University community and, in turn, to society at large can be defined. A few of these are that physical recreation:

1. Provides an opportunity for impulse release in an academic regime which creates stress and anxieties within a fundamentally sedentary world. Young adults, who are not sedentary creatures, can release tension through controlled aggressive movements performed within the social confines of a game.

2. Provides challenge, adventure, and excitement. Most participation promotes an involvement of the physical, emotional, and intellectual capacities of the individual. People seek to be daring and adventurous and to create experiences that involve them totally. This includes personal danger, physical fatigue and intellectual vigor.

3. Provides fun and enjoyment of activities without worrying about serious consequences of failure. A defeat in a sports contest may be disappointing, but a failure in an academic area can be devastating and have far reaching consequences.

4. Provides a sense of mastery through the acquisition of skills. Acquiring skills creates confidence, satisfaction, and success, and helps to minimize the effects of failure.

5. Provides a real and feeling experience that there are definite actions an individual can take that do affect the outcome of the game, and his attitude toward it. In these days when campuses are not happy places, but rather, according to psychologists and counselors, a community full of individuals, of despairing resignation it is possible that the joy of a game could help restore an individual's faith in the knowledge that his actions truly do effect change and life itself.

6. Provides a means of greater self-direction and accountability for some students. If students have an opportunity to make some self-directed choices about recreational pursuits they may
learn through experience the consequences of their choices without a danger of any lasting effect upon their lives.

7. Provides the intimacy and personal association so sought after at a large institution. The games, sports, and dances of a recreation program provide a focus of commonality among those with unique backgrounds and are used as a melting pot in the University community. It creates a 'coming together' for students, faculty, and administrators.

8. Provides social mobility and a measure of recognition for minority groups. The Black athletes are a source of pride to the Black community, the nation, and particularly the youngsters who attempt to imitate and model their heroes. It seems true in sports and recreation that talent is more important than color, race, or creed.

9. Provides new social horizons and new images for all students by acquainting them with adult leisure activities. We need to make a particular effort to encourage Blacks and women to participate in these life-time sports.

10. Provides an avenue for erasing the misfortune of cultural deprivation of women in sports. It is time to change the scene for women and provide an equitable recreation situation on campus. The attitude of both men and women toward the role of women in sports and the rearrangement of opportunities for women in sports must be changed on campuses, so our future leaders will go to communities throughout the nation dedicated to integrated opportunities for recreation.

11. Provides an avenue for cultural interchange with persons from other lands. In the campus community there are members from many lands. Through the exchange of games and dances from these countries all members of the community can gain insight into the culture of each country.

12. Provides an avenue for emotional, social and in some cases physical, adjustment for the physically handicapped. In some instances individuals can participate in the regularly scheduled activities, which is highly beneficial to their emotional and social well-being. In other cases we need to make a particular effort to encourage the handicapped to
participate by providing regularly scheduled, specially designed programs for them.

13. Provides the University with an opportunity to present an image which emphasizes the personal and humane aspects of living. Recreation is a vibrant avenue to the establishment of a true community concept for the campus.

Objectives of the Division

The existence of these values, or potential values, gives direction to the organization of a program of experience which meet desirable objectives and outcomes, and which suggest key functions to be performed. Some of these objectives for our Division are:

1. To develop student awareness of the significance of leisure time in one's life and an attitude about the uses of such time which will serve as the prime motivation to broaden interests and acquire new skills.

2. To emphasize physical activity during leisure time by providing a wide spectrum of activities and resources for individual experience which allows freedom of choice.

3. To develop student interests and skills in activities of a non-terminal, heterosexual nature which can be carried on throughout life and which might contribute to one's capacity to live a healthy, rich, well-adjusted and happy individual, family and community life.

4. To help satisfy the physical, social, emotional, intellectual, and ethical needs of the community in an environment in which desirable standards of both behavior and performance are identified and applied.

5. To provide students with an immediate use of academic course content and offerings by using such offerings as a major base for the recreation program and as a source of motivation and stimulation of interests.

6. To reinforce the educational process through the provision of formal and informal instruction in the recreation program.
7. To enrich the student-faculty relationship by providing situations, other than the traditional instructor-learner contact, for human interaction through play.

8. To develop identification with the University through popular activities club memberships, and service that build a sense of belonging.

9. To develop leadership qualities in students by providing, under skilled professional guidance, opportunities for them to initiate, organize and direct their own recreation activities.

10. To establish a liaison with community recreation programs, agencies and leaders as resource of knowledge in learning a recreation skill, and as an after graduation bridge for continuation of the interest.

11. To enhance the professional recreation curriculum in the University by utilizing the recreation program as a field work-laboratory experience in the professional preparation of recreation leaders and teachers.\(^{64}\)

Following through on the previously stated purposes and objectives of the Division, a broad program of recreational opportunities was provided to those within the university community. These included intramural sports for men and women, with categories of activities ranging from major team sports to individual and dual competition; to special events; a co-recreation intramural sports program; sports clubs; informal recreation; and women's intercollegiate sports. As principle needs for these programs were discussed, a reoccurring concern was that of program expansion as it related to facility space.

1. In most cases, especially in women's intramurals, the playing time of games needs to be lengthened

\(^{64}\)Ibid., pp. 3-6.
to make games more enjoyable. They have been critically shortened in order to accommodate as many students as possible in the inadequate facilities.

2. As soon as possible, all team sport intramurals need be eliminated in Ramseyer Gymnasium. Playing in that facility is hazardous both because the courts are too small, and because of all the gymnastics equipment stored along the walls.

3. Whenever facilities will allow these events need to be expanded to include more skill classification, both singles and doubles competition, and all single elimination tournaments should have a consolation bracket in each tournament.

4. Since many tournaments in this category are offered as one day events, they need to be offered more than one time each year to accommodate those unable to participate on a given day.65

It has been clearly expressed by the people within the division that the overriding need for all phases of the program was that of more facilities. This brings us to the last phase of development associated with the women's sports program at The Ohio State University. During the 1973-1975 biennium, over $10 million worth of building construction began on various activity complexes on campus. Proximity to student housing, flexibility in activity use and availability in hours were key factors considered in all of the construction undertaken.

When the men's and women's programs combined forces in 1971, significant changes began to occur in the area of facility usage for the women's programs. Many of the buildings which had previously been utilized solely for the men's activities now became

available to the women. As a direct result of the change in policy concerning facility usage, the women's sports programs increased in the variety of activities offered, and the number of available hours for recreational pursuits.

With the proposed completion of these facilities by the Spring of 1977, the Department's programs will be able to expand to broader horizons than ever before experienced.

The administrative transfer of women's intercollegiates to the Department of Athletics in July, 1975 prompted the official change in intramural sports from a division to that of a department. The title itself dictated no major changes in the administrative operation of the program; however, it did increase the area's visibility in the eyes of campus leaders. Sizeable increases in budgets associated with the department's programs reflect this change in present-day thinking. What once was a program considered secondary in nature, administratively housed within other University Divisions, now has assumed a primary position among campus affairs. University recreation is no longer viewed as an area servicing a small minority, but rather, an integral part of the university community directed at everyone associated with it.
CHAPTER IX

SYNTHESIS

The importance associated with the presentation of this historical work is three-fold. The initial task was that of designing continuity of program development in women's sport at The Ohio State University through the chronological recording of past events. Through this process, it was possible to compare the pace of Ohio State's development with that existing on the national scene, demonstrating that at various times within the past century The Ohio State University changed identities from that of a "trend setter" to one of a "trend supporter." An analysis of the materials presented will, hopefully, offer individuals additional insight into the program's past, therefore assisting them in determining its future. The following statements represent the author's conclusions in accordance with the information presented.

Several times within the past century, The Ohio State University has been recognized as a leader in the establishment of national trends for women's sports within institutions of higher learning.
The Ohio State University Women's Intramural Program Ranked Number One

The decade of the 1920's represented the first time that The Ohio State University was nationally recognized for its innovative ideas and strong leadership within the area of women's sport. With the hiring of Miss Lydia Clark as Chairman of the Women's Division of Physical Education in 1922, came the conviction to expand such a program. She was quoted as saying, "I hope ultimately to build up to a strong athletic department for girls, similar to that at Vassar, Bryn Mawr and the University of Wisconsin." Although she was stating support for the establishment of a program similar to those at the above mentioned schools, it was the first public statement made regarding the promotion of a women's sports program at The Ohio State University. The year 1922 also saw the hiring of staff members Gladys Palmer and Dorothy Sumption. Both women actively supported the development of women's sport.

In 1923, Ohio State initiated its intramural sports program for women. It reflected its strong commitment to the furtherance of sport for all. Since 1907, the only competition available to women at The Ohio State University was in the form of inter-class tournaments sponsored by physical education classes within the department.

On the national scene, attempts were just underway to create a Women's Division of the National Amateur Athletic Federation, which was being organized to promote the similar philosophy of sport for all.
The NAAF did not publish their platform until the Spring of 1924. Therefore, Ohio State's stand on "a game for all and all in the game" preceded that taken nationally.

In 1924, an Ohio State University delegate was elected recording secretary of the National Athletic Conference for American College Women for a period of three years. Minutes of that convention indicated enthusiastic endorsement of The Ohio State University's proposal for a revised Women's Athletic Association constitution developing standards, making it possible for a woman student to transfer schools and still maintain her equivalent W.A.A. affiliation earned at the previous institution. It was reported at that Conference that The Ohio State University's intramural program for women ranked "second to none" in the country.

As a result of extensive evaluation regarding the W.A.A. point system, Ohio State concluded that women were participating in sport for the wrong reason. They were seeking points rather than enjoyment from participation in sport itself. Therefore, in 1927, The Ohio State University abolished their point system, the first college in the country to do so. Professor Lydia Clark stated: "people all over the country are looking to us to prove the success of this idea." At the Fourth National Meeting of the ACACW, The Ohio State University's intramural sports program was recognized as "the best planned of all the universities."
Innovative Ideas in Recreation

In 1936, The Ohio State University designed the Women's Recreation Association—an organization which shifted the emphasis away from competitive sport to that of recreation. They promoted the W.R.A. as an alliance of activity clubs, organized to "provide opportunities and promote interest in participation in wholesome recreational activities." The national trend was still directed toward the Women's Athletic Association concept, with major attention being focused on the competitive aspect of sport.

In conjunction with the idea of new campus recreational activities came the creation of the "Mirror Lake Night Club"—good entertainment for students at a very low cost. The W.R.A. was becoming involved with the sponsoring of events that had nothing to do with competitive sport experiences. Miss Dorothy Sumption's Journal article in 1938, describing the activity, generated enough interest in other institutions across the country that they, too, began experimenting with similar programs.

In 1940, Miss Dorothy Sumption authored a book entitled, Sports for Women. It was published by Prentice-Hall and used by physical education departments throughout the country. The book presented many of the innovative ideas that were designed and utilized at The Ohio State University.
Renewed Interest in Sport Experiences for
the Highly Skilled Woman Athlete

Miss Gladys Palmer's 1938 presentation of a paper entitled, "Policies in Women's Athletics," to the Midwest College Physical Education Society marked the beginning stages of The Ohio State University's greatest contribution to women's sport. Later that year, her article was published in the Journal of Health and Physical Education. Miss Palmer was known throughout the country for her position favoring competitive sport experiences for the highly skilled woman athlete.

Her presentation had the most significant effect on her own faculty, who were stimulated to the level of total commitment. They stressed the need to put such verbalization into action. Tremendous concern existed over the importance of women physical educators maintaining control of women's athletics, rather than having the control go to outside agencies or men's athletics.

As a result of this concern, the physical education faculty at The Ohio State University sought the formation of a national organization entitled, The Women's National Collegiate Athletic Association. Its primary role would be that of conducting tournaments. In support of their organizational proposal, Gladys Palmer suggested the hosting of the First National Collegiate Tournament. After careful consideration, Ohio State chose to sponsor a golf tournament.
Tournament plans were announced to the profession in 1941 by Gladys Palmer in her famous paper, "Concerning Competition--An Open Letter to Directors and Teachers of Physical Education for Women in Colleges and Universities." Miss Palmer presented her proposal at the National Association of Directors of Physical Education for College Women in Atlantic City, New Jersey on April of 1941. She was met with total disapproval by her colleagues. As a result of this complete rejection by the profession, Ohio State's proposal for a national association for controlling women's intercollegiate sports was never considered.

However, Ohio State's firm conviction concerning the need for national level competition for highly skilled women prompted them to go against the recommendation of the profession and move forward in their plans to host the national golf tournament. This decision led to years of professional criticism and condemnation. Over a decade passed before national thinking caught up to Ohio State's position favoring national intercollegiate competition.

Administrative Support of Recreation

The Ohio State University was unique in that it incorporated professional responsibilities associated with intramurals and recreation as an equal consideration in each faculty member's total physical education teaching load. Quality leadership was the result. Generally speaking, universities across the country tended to have their women's sports program administered on faculty free time. This
volunteer service approach resulted in inconsistent leadership.

In addition to The Ohio State University's program being administered by faculty being reimbursed for their time, the program itself was financed by school funds. That meant organizations were spared the necessity of sponsoring money raising campaigns to finance activities. The national trend favored each organization funding their own activities out of money they themselves earned. The approach Ohio State took provided students the optimum in recreational endeavors associated with their clubs.

The Ohio State University Policies Used as Guidelines for Statewide Policies

In 1947, The Ohio State University established their first set of policies for intercollegiate competition for women. Their rationale was that, although the national standards were sound, there was a definite need to develop statements that were more applicable to the concerns of Ohio State students.

Two years later, the Ohio State policies were used as a guideline by the Athletic Policies Committee of the Women's Physical Education Section of the Ohio College Association in establishing state policies.
The Ohio State University Encouraged Other Institutions of Higher Learning to Become Involved in National Collegiate Competition

In 1952, Mr. Richard Larkins presented a challenge to institutions across the country. He felt it was time that the Collegiate Golf Tournament live up to its name—national. If it was to remain an Ohio State sponsored event only, then it should simply have been called their invitational tournament. His ultimatum forced other colleges and universities to evaluate the tournament's importance as a national event and placed the responsibility for its continuance on not just Ohio State, but rather, have it be a joint effort on the part of institutions throughout the country.

The challenge was met by several universities, but the Golf Tournament's future rested in complete uncertainty. No school was willing to make a firm commitment to host the event. Therefore, in 1956, the Tripartite Golf Committee was formed for the purpose of maintaining continuity and standards for the golf tournament. This joining of organizations represented the first national governing body for women's intercollegiate sports. Dorothy Sumption Wirthwein, of The Ohio State University, was one of the six original women who formed the committee. Her presence afforded the Tripartite Golf Committee tremendous foresight into the types of problems they faced in regulating the Golf Tournament.

As a result of the effective direction given by the Tripartite Committee, a National Joint Committee on Extramural Sports
for College Women was created in 1958. This organization's responsibilities were eventually assumed by what is now known as the Association of Intercollegiate Athletics for Women (AIAW).

Innovative Idea for Women's Intramurals

Until the early 1960's, women's intramurals focused on two types of competitive experiences, individual and team sports. It was apparent to Miss Phyllis Bailey, coordinator of women's sports at The Ohio State University, that greater consideration must be given to developing unique sport experiences that would appeal to a broader sampling of college women.

In 1964, the Bucki-Anna Games were created at The Ohio State University. The purpose of the Games were to offer a vast number of sport experiences in a short period of time; to promote team spirit; and to get women involved that might not normally participate in intramural activities. The program's format resembled that used in the Olympic Games, however, the incorporation of such an event had never been developed for use within a women's intramural program.

Schools throughout the country responded favorably to the idea, many attempting similar events. At present, the Bucki-Anna Games involve over 2,000 women students annually.

An Effective Model

With Miss Phyllis Bailey assuming the leadership associated with the guidance of women's sports at The Ohio State University, a new approach was introduced; one representing a rather conservative
philosophy. The principal advantage of that approach was the ability to maintain stability within the program during a national state of uncertainty.

The tremendous changes which have occurred concerning woman's role in society have resulted in significant revisions of women's intercollegiate athletic programs. Women have been eager to acquire their over due "fair" share, many times at the expense of sound planning. Such a decision often times resulted in mismanagement and the absence of a projected course of action. The Ohio State University chose to take a secure path, reluctant to create major changes, supportive of those methods which were proven successful.

The Ohio State University's women's sports program's major function within the past decade has been one of a model for other schools to follow. Ohio State has applied the established guidelines for women's intercollegiate athletics in a very effective manner, indicating that the present administrative structure does work.
APPENDIX A

A SAMPLE OF THE LETTER USED IN CONTACTING
PROSPECTIVE INTERVIEWEES
April 28, 1975

Dr. Mary K. Beyrer  
215 Pomerene Hall  
1760 Neil Avenue  
The Ohio State University  
Columbus, Ohio 43210

Dear Mary,

I am presently engaged in the gathering of research material for my dissertation which deals with the historical development of the women's sports programs at The Ohio State University. I am aware that your years of affiliation with the University has afforded you the opportunity to have been an integral part of the growth of women's sports at The Ohio State University. Therefore, I would appreciate your assistance in this historical pursuit.

For your consideration, I am enclosing a copy of the questionnaire that is being used as a guideline for the type of information that will, hopefully, be acquired for my study. I will be contacting you within two weeks, inquiring as to the possibility of setting up an interview with you. It is my hope that you will have no strong opposition to the taping of our conversation; I find it to be the most reliable method of retaining and transcribing information.

Thank you for your time and assistance in this research project. In this era of rapid accomplishment for the equalization of opportunities for women, the need to record the past is imperative in order to establish better direction for the future.

Sincerely yours,

Mary A. Daniels
APPENDIX B

INTERVIEW QUESTIONS
INTERVIEW QUESTIONS

DOCTORAL DISSERTATION -- THE HISTORICAL TRANSITION
OF WOMEN'S SPORTS AT THE OHIO STATE UNIVERSITY,
1885-1975, AND ITS IMPACT ON THE WOMEN'S
NATIONAL SPORT SETTING OF THAT PERIOD

DEFINITIONS:

EXTRACURRICULAR -- A term used in referring to women's
sports, including: intramurals, intercollegiate, play
days, sports days, and recreational opportunities.

INTERCOLLEGIATES -- Competition between college students
selected to represent their school in various sports
events.

INTRAMURALS -- Sports competition among players within
an institution.

PLAY DAY -- The coming together of two or more schools for
athletic activity where competition is based upon some
arbitrarily chosen division and not on the school against
school system.

RECREATION -- Activities which include team and individual
sports, indoor and outdoor games, and social opportunities
which may or may not involve the element of competition.

SPORTS DAY -- A form of competition in which two or more
colleges and universities collaborate for the purpose of
competing with one another in one sport, or in several
sports. Teams retain their school identities.

1. Who was responsible for the development of the Women's Recreation
Association at The Ohio State University?

--Was the W.R.A. the same as the W.A.A.; if not, what
differences existed between them?

--Was Ohio State University a forerunner in the develop-
ment of W.R.A.'s within the country?

--What role and impact did this organization have regard-
ing university functions?
2. What type of financial support was authorized for the operation of the women's extracurricular sports program prior to the 1920's, during the twenties, thirties, forties, fifties, sixties, and seventies?

3. What has been/is Ohio State University's position regarding a point system and awards for the women's extracurricular sports programs prior to the 1920's, during the twenties, thirties, forties, fifties, sixties, and seventies?

4. What role did Ohio State University play in the establishment of play days and sports days?

5. What stand did Ohio State University take regarding intercollegiate competition for women prior to the 1920's, during the twenties, thirties, forties, fifties, sixties, and seventies?

6. What effect did the depression have on the various extracurricular sports programs for women at Ohio State University?

7. What role has Ohio State University played in: (1) the development of policies and standards for women's recreation, intramural, and intercollegiate sports; (2) making opportunities available for women to compete?

---Within the State of Ohio

---Nationally

8. What was/is the attitude of the administration (Board of Trustees, President, Vice President, Administrative personnel within Physical Education, and Athletics) toward the women's recreation, intramural, and intercollegiate programs during your years of affiliation with Ohio State University?

9. When did it become apparent that there was, indeed, the necessity for the development of both intramural and intercollegiate programs for women?

---Did any administrative changes result from this decision?

10. Did the intramural and recreation programs suffer at the expense of the development and operation of the intercollegiate program prior to the 1920's, during the twenties, thirties, forties, fifties, sixties, and seventies?

---What were the priorities regarding these programs?

11. What are your recollections regarding the First National Intercollegiate Golf Tournament?
--Events and specific situations leading to the June 30-July 3, 1941 golf tournament.

--During the actual running of the tournament.

--Aftermath concerning the establishment of attitudes toward such an event.

12. In the opinion of the interviewee, name the women who contributed the most to the development of women's extracurricular sports at The Ohio State University.

--What contributions did each make?

13. In the opinion of the interviewee, name the men who have contributed to the growth of women's extracurricular sports at Ohio State University.

--What contributions did each make?

14. What influence did Ohio State University have in the development of the Tripartite Council?

15. Do you feel Ohio State has been a forerunner in the development of women's recreation, intramurals, and intercollegiates at the college level?

--If so, what contributions did Ohio State make?

16. What role has the Athletic Department (including the Athletic Council) played in the development of women's recreation, intramural, and intercollegiate sports at Ohio State University?

--Prior to 1971.

--1971 to the present.

17. Why did women's intramurals, recreation, and intercollegiates move from Physical Education to Student Affairs?

--Was the move anticipated?

--Who made the decision?

--What changes have resulted from this transfer in administration?

18. What impact do you feel Title IX and the entire women's liberation movement has had on women's sports programs at Ohio State University?
--What impact will it have on the future of women's sports?

SPECIFIC QUESTIONS FOR WOMEN COACHES:

1. What changes have occurred within the administrative structure of women's intercollegiates since your arrival to The Ohio State University?
   --Pertaining to the relationship existing between Physical Education, Student Services, and the Athletic Department.
   --Have the changes been beneficial or detrimental to the women's intercollegiate program?

2. What advancements have taken place in the women's intercollegiate program during your years of affiliation with the University?
   --Employing of coaches.
   --Programs
   --Budget
   --Facilities
   --Benefits to the athletes.

3. What are the major problems which have faced/are facing the women's intercollegiate athletic program at The Ohio State University?

4. In the opinion of the interviewee, name the women who have contributed the most to the development of women's extracurricular sports at The Ohio State University.
   --What contributions did each make?

5. In the opinion of the interviewee, name the men who have contributed to the growth of women's extracurricular sports at The Ohio State University.
   --What contributions did each make?

6. As a coach, what are some of the advantages and disadvantages of working under the present administrative structure?
   --Split contracts
   --Line of communication
--Effective administration

7. Do you foresee the July 1, 1975 move to the Department of Athletics as a positive step toward the establishment of a "better" women's intercollegiate program?

--What ramifications will this have on women's athletics and athletics as a whole at The Ohio State University?

8. What impact do you feel Title IX has had/will have on the women's sports programs at The Ohio State University?

9. How do you compare Ohio State University's women's intercollegiate program to other schools across the country?

--Do you feel Ohio State has been a forerunner in the advancement of women's intercollegiates? If so, what contributions has Ohio State made?

SPECIFIC QUESTIONS FOR ADMINISTRATORS IN PHYSICAL EDUCATION:

1. What working relationship presently exists between the Department of Athletics and the Department of Physical Education regarding the employing of women coaches?

--Qualifications?

--Work load?

--Salaries?

--Tenure and promotion?

How do these considerations vary from those practiced prior to the separation of women's athletics from Physical Education? (1971)

2. What kinds of problems are experienced when Universities use this split contract system of employment? Benefits?

3. Do you feel the Department of Physical Education has a responsibility toward the support and development of women's athletics?

--If not, why?

--If so, why?

4. What type of working relationship existed between physical education and the women's extracurricular sports programs prior to the 1971 division?
--What type of financial support was authorized for its operation?

--What kind of support did the men offer to the women's program?

5. Why did women's intramurals, recreation, and intercollegiate sports move from Physical Education to Student Affairs?

--Did you support the move?

--Was the move anticipated?

--Who made the decision?

--What program changes have resulted from this transfer in administration?

6. In the opinion of the interviewee, name the men who have contributed to the growth of women's extracurricular sports at The Ohio State University?

--What contributions did each make?

7. Where do you see the women's athletic program in regard to the total scope of the Physical Education Department?

SPECIFIC QUESTIONS FOR ADMINISTRATORS IN CAMPUS RECREATION:

1. Why did women's intramurals, recreation, and intercollegiates move from Physical Education to Student Services?

--Was the move anticipated?

--Did you support the move?

--Who made the decision?

2. What advancement have you seen in the women's extracurricular sports programs since it came under your direction?

--Money

--Program

--Personnel

3. What was your affiliation with the women's extracurricular sports programs prior to its 1971 split from Physical Education?
4. What is your role in the total scheme of the women's athletic program at The Ohio State University?

5. What role has the Athletic Department played in the support and development of women's recreation, intramurals, and intercollegiates at The Ohio State University?
   --Prior to 1971? (In terms of budget, facilities, personnel, and program).
   --1971 to present? (Same considerations)

6. Describe the administrative structure under which the women's programs function?
   --Intramurals and recreation
   --Athletics

7. What do you perceive as the future direction for the various women's sports programs, and why?

8. What role do you think the co-recreational aspect plays in regard to the over-all intramural and recreation program?
   --Do you consider it a replacement for men's and women's activities or as an addition to the existing program?

9. What impact do you feel Title IX and the entire women's liberation movement has had on women's sports programs at The Ohio State University?

10. Why has the Athletic Department assumed increased responsibility of and guidance in the growth of women's athletics?

11. What relationship or understanding exists between the Department of Athletics and the Department of Student Services in terms of support of women's intramurals, recreation, and intercollegiate athletics?
APPENDIX C

POLICIES FOR SPORTS DAYS AND INTRAMURAL

ATHLETICS FOR COLLEGE WOMEN, 1940
Five years ago, the members of the Women's Physical Education Section of the Ohio College Association faced a rapidly developing program of sports days which presented many pressing questions of policy and standard. A committee appointed by this association worked for three years on a statement of policies for the guidance of the colleges that were facing this problem. In 1938, a committee of the Midwest Association of College Teachers of Physical Education for Women took over the project. Using the Ohio report as a basis, and the Standards of the National Section on Women's Athletics as a guide, the following report of policies was developed. This report was approved by the Midwest organization at the April convention in 1940.

The Midwest Association is presenting the report in the hope either that these policies for the guidance of sports days and intramural athletics for college women may be further developed so that they will be useful beyond the middle west, or that other sectional organizations will be stimulated to develop similar statements of policies suitable for their areas. The report follows:

The major effort in this report has been to interpret the Standards of the National Section on Women's Athletics in terms of specific recommendations for the conduct of competition for college women.

The policies in the body of this report pertain to all competition in intramural and extramural programs, and are presented as recommended guides to action rather than as regulations.

Where the term "sports day" is used, it is interpreted to mean a form of competition in which two or more colleges and universities collaborate for the purpose of competing with one another in one sport, or in several sports.

I. In all competition, the health of the college women is of major consideration.

1. Medical examinations or re-checks should be given annually.

2. A student who has had an illness after her last medical examination, or re-check, should be required to present a satisfactory statement from a physician, or from the college health service before she is allowed to participate in competitive events.
3. All competition should be preceded by a conditioning period sufficient to enable the participant to avoid excessive fatigue.

4. The instructor or the sponsor of the competition is charged with the responsibility of being alert for signs of fatigue and emotional strain, and of removing the student from the competition for an appropriate period if the situation warrants it.

5. Competition should be held at a time that is consistent with the best health practices.

6. No student should participate in more than one full length game or match of a vigorous activity, or its equivalent, in one day or organized competition. This does not preclude the possibility of recreational games being also included in the program.

7. First Aid service should be available at all times during competition.

8. Since an authoritative statement concerning participation during the menstrual period is not available, a policy of caution should be adopted and each case should be considered individually.

II. All competition should be educationally sound.

1. Purposes of self-direction should be served by giving the students an opportunity to choose, plan, and execute the program of competition under faculty guidance.

2. In competition, stress should be on social contacts, skill in group thinking, and skill in extending and receiving hospitality.

3. Experience in competition should lead to increased emotional control.

4. Experience in competition should be pleasureable.

5. Intramural programs and sports days which provide an opportunity for every woman who is interested in sports to participate at her own level of skill and endurance, are to be encouraged.

6. Competition should be conducted by qualified women officials.
7. The rules governing the competition should be those developed or authorized by the National Section on Women's Athletics.

8. Adaptation of rules to allow competition for less able students is desirable.

9. Students on probation should not be allowed to miss classes in order to participate in competitive events.

10. Co-educational competition, in certain activities which seem adapted to this type of organization, may be considered.

11. No woman should participate in competition against men in men's intercollegiate sports.

12. Desirable publicity should be solicited.

III. Extending or accepting an invitation to a sports day should be considered in light of its total value to each individual woman in the institution.

1. Sports days should further and not supercede each institution's recreational and intramural program.

2. No institution should be represented at a sports day by a "varsity" team previously coached especially for such an event.

3. Sports days should not lead to a regularly scheduled series of intercollegiate competition.

4. It is recommended that sports days be organized on a basis of few schools with more participation from each school.

5. All teams competing in a sports day should have been under the direction of a qualified woman instructor.

6. It is the duty of the hostess school at a sports day to adapt the program to the schools invited to participate.

7. The institution acting as hostess for a sports day should have adequate facilities for showering and dressing.

8. There should be no admission for spectators to the competition. Tags sold to raise funds for the sports day are not inconsistent with this policy, except when such tags are used as admission tickets.
9. The number of sports days in which an institution may participate should be limited to such a number as will not interfere with its intramural program, nor with its regular class program.

10. Sports days should be scheduled at a time when the group may be accompanied by at least one member of the staff of the physical education department, or by an adult appointed to take the responsibility.

11. Sports days which entail long distances traveled should not be held unless provision is made for staying overnight.

12. Travel after dark is to be discouraged.

13. The cost of transportation to a sports day, and other expenses, should be within the means of every student who wishes to participate, or should be financed by departmental or W.A.A. funds.

14. Transportation should be by common carrier if possible.

15. Each student should be provided with a travel insurance policy for the duration of the trip.

16. Cars should not be crowded beyond normal capacity.

17. If private cars must be used, the owner should carry liability insurance.
APPENDIX D

WOMEN'S RECREATION ASSOCIATION

CONSTITUTION AND BY-LAWS, 1936
WOMEN'S
RECREATION ASSOCIATION
OF
THE OHIO STATE UNIVERSITY

CONSTITUTION AND BY-LAWS
Adopted Jan. 8, 1936
CONSTITUTION AND BY-LAWS

ARTICLE I

Name

Sect. 1 The name of this organization shall be the Women's Recreation Association of the Ohio State University.

ARTICLE II

Purpose

Sect. 1 The purpose of the organization shall be to provide opportunities and promote interest in participation in wholesome recreational activities.

ARTICLE III

Membership

Sect. 1 Membership shall be comprised of organizations and groups interested in recreation for women students.

Sect. 2 All new organizations and groups interested in recreation will be invited to send a representative to a Women's Recreation Council meeting and to continue in Women's Recreation Association if her organization so desires.

ARTICLE IV

Governing Board

Sect. 1 The governing body of the organization shall be a council.

Sect. 2 This council shall be composed of:

a. Two student representatives of each activity club, or organization, which shall be the vice-president and another representative.

b. Student representatives of colleges, appointed by their respective college councils.
c. Representatives of Intramural Representatives Group.
d. Faculty advisers of activity clubs.
e. Faculty representatives of the Dean of Women's Department.
f. Faculty members representing Colleges.
g. Director of Physical Education--Women's Division.
h. Chairman of Intramural Activities--Women's Physical Education Department.

ARTICLE V

Officers and Duties

Sect. 1 The officers of this association shall be:

a. President
b. Vice President
c. Secretary (recording)
d. Secretary (corresponding)
e. Treasurer

Sect. 2 The President shall preside at all meetings, and, in general, perform all the duties incident to her office.

Sect. 3 The Vice President shall perform the duties of the President if she is unable to act.

Sect. 4 The Recording Secretary shall keep all records of the Association, and, in general, perform the duties incident to her office.

Sect. 5 The Corresponding Secretary shall notify members of all meetings, have charge of correspondence, write a monthly news letter to the Sportlight, and, in general, perform the duties incident to the office.

Sect. 6 The Treasurer shall receive moneys of the Association and disburse them under the direction of the President. She shall keep accurate record of all receipts and disbursements, and shall, in general, perform the duties incident to the office.
ARTICLE VI

Nomination, Election, and Terms of Office

Sect. 1 The officers of this association shall be elected by the Sports Council. Only student members of the Council shall be eligible for nomination.

Sect. 2 Election of officers shall be held during the Spring quarter after activity club elections at a joint meeting of the old and new council.

Sect. 3 There shall be a nominating committee consisting of one faculty member from the Department of Physical Education, one faculty member not from this department, and two senior student members; all four are to be appointed by the President.

Sect. 4 The nominating committee shall present two candidates for the presidency; one for secretary; one for treasurer; Other nominations may be made from the floor. The candidate receiving the second highest number of votes shall be vice president.

Sect. 5 Nomination and election shall take place at the same meeting. Voting shall be by secret ballot.

Sect. 6 Only council members with a 2.5 average shall be eligible for nomination to the presidency.

Sect. 7 The term of office shall be for one year.

ARTICLE VII

Meetings

Sect. 1 Meetings of the Association may be called at the discretion of the president.

Sect. 2 Meetings of the Council shall be held every two weeks. These meetings shall be open to all students and faculty members interested. They may discuss all questions but shall have no voting power.

Sect. 3 There shall be a meeting of the officers immediately before each council meeting.
ARTICLE VIII

Voting Power

Sect. 1 All business of the association shall be transacted by the council, each member having one vote.

Sect. 2 A motion may be carried by a majority vote of the members present at any regular or called business meeting.

ARTICLE IX

Amendments

Sect. 1 This constitution may be amended by a two-thirds vote of the council.

BY-LAWS

ARTICLE I

Committees

Sect. 1 Standing committees and committees for special projects may be appointed by the president.

ARTICLE II

Representation to Senate

Sect. 1 The president of this association shall be the representative to the Student Senate.

ARTICLE III

A Quorum

Sect. 1 A majority of the Council membership shall constitute a quorum.
ARTICLE IV

Membership

Sect. 1 The following colleges and departments shall be represented on Women’s Recreation Council.

Arts College,
Commerce,
Home Economics,
Nursing,
Journalism,
Fine Arts,
College of Education,
Music.
APPENDIX E

PROPOSED CONSTITUTION AND BY-LAWS OF THE WOMEN'S NATIONAL COLLEGIATE ATHLETIC ASSOCIATION, 1941
CONSTITUTION AND BY-LAWS OF THE WOMEN'S NATIONAL COLLEGIATE ATHLETIC ASSOCIATION

As adopted June, 1941*

CONSTITUTION

ARTICLE I

Name

The name of this organization shall be "The Women's National Collegiate Athletic Association."

ARTICLE II

Purpose

The purposes of this association are:

(1) The provision for intercollegiate competition for women in suitable activities under the supervision of trained leaders.

(2) The upholding of the principle of institutional control of, and responsibility for, all collegiate sports for women.

(3) The stimulation and improvement of intramural and intercollegiate athletic sports for women.

(4) The formulation of rules of play for the government of intercollegiate sports for women, if necessary.

(5) The supervision of the regulation and conduct, by its constituent members, of intercollegiate sports in regional and national collegiate athletic tournaments, and the preservation of the records of all such events.

(6) In general, the study of the various phases of competitive athletics, physical education, and allied problems, the establishment of standards for women's sports, and the promotion of the adoption of recommended measures, to the end that the colleges and universities of the United States may maintain their athletic activities on a high plane and may make efficient use of sports for character building.

*Never officially adopted for use.
ARTICLE III

Membership

Section 1. All colleges, universities, and institutions of higher learning in the United States are eligible to membership in this Association.

Section 2. Active members shall consist of colleges and universities duly elected under and conforming to the provisions of this constitution and by-laws.

Section 3. Election to active membership requires an affirmative vote of two-thirds of the delegates present at an annual conference. After election, active membership is consummated by the payment of dues for the next succeeding year.

ARTICLE IV

Organization

For the purpose of this Association, the United States shall be divided into eight athletic districts as follows:


4. Illinois, Ohio, Indiana, Michigan, Wisconsin, Minnesota.

5. Missouri, North Dakota, South Dakota, Kansas, Nebraska, Iowa, Oklahoma.

6. Texas, New Mexico, Arizona, Arkansas.


ARTICLE V

Conditions of Membership

The members of this Association severally agree to supervise and, in so far as may be practicable, to control athletic sports for women, so that they will be administered in accordance with the principles of sport set forth in this constitution, and to establish and preserve high standards of personal honor, eligibility, and fair play. The self-government of the constituent members shall not be interfered with or questioned.

ARTICLE VI

Representation of Members

Section 1. Each member shall be entitled to one vote and may be represented at the annual convention and at special meetings by from one to three delegates. Member as well as non-member institutions are authorized to send visiting delegates who shall be without voting power and shall not actively participate in the business proceedings of the Association.

Section 2. Delegates shall be certified to the secretary as entitled to represent the member in question by the proper executive officers of their institutions. In case a member is represented by more than one delegate, each delegate shall be entitled to cast a fractional vote which shall be in proportion to the number of delegates representing her institution.

Whenever the Association votes to take a formal ballot, either written or viva voce, on any question, the names of the delegates as they vote shall be checked by the secretary in order to verify the authority of the voter. Only accredited delegates may vote, and not more than three representatives of a member institution may share in a proportional vote as defined in the preceding paragraph. Voting by proxy is not allowed.
ARTICLE VII

Eligibility

The acceptance of a definite set of eligibility rules shall not be a requirement of membership in this Association. All undergraduate women students enrolled in member colleges and universities shall be entitled to participate in tournaments conducted under the auspices of The Women's National Collegiate Athletic Association as long as the students remain members in good standing in their institutions. The constituted authorities of each institution shall decide what constitutes being a member in good standing.

ARTICLE VIII

Meetings

Section 1. There shall be an annual meeting of this Association at such time and place as the Council may determine.

Section 2. Special meetings of the Association may be called by a majority of the Council.

ARTICLE IX

Amendments

This constitution may be amended at any annual convention by a two-thirds vote of the delegates present and voting; provided that the proposed amendment shall have been submitted in writing to the secretary of the Association at least three weeks before the convention meets; and further provided that a copy of the proposed amendment shall have been duly sent to all members of the Association.

BY-LAWS

ARTICLE I

The officers of this Association shall consist of a president, eight vice presidents (one from each athletic district), and a secretary-treasurer. These officers shall all be women.
ARTICLE II

Duties of Officers

Section 1. The president shall preside at the meeting of the Association and of the Council. She shall call a meeting of the Council whenever necessary, and a meeting of the Association when requested in writing by ten or more of the institutions enrolled as members. In the absence of the President, or in case she is incapacitated from serving, one of the vice-presidents to be chosen by her shall take her place and perform her duties.

Section 2. A vice-president shall represent the President in her district. She shall carefully observe and supervise the conduct of intercollegiate athletics within her district, encourage the holding of the regional athletic contests, and forward to the secretary of the Association a report on the outcome of all tournaments. She shall appoint an advisory committee of three or more to assist in the performance of her duties. She shall render a report in writing to the annual convention on the following points, and this report should be in the hands of the secretary at least one month before the meeting:

(1) The degree of strictness with which the provisions of the constitution and by-laws and the existing eligibility rules have been enforced during the year;

(2) Modifications or additions to the eligibility code made by institutions, individually or concertedly;

(3) District competitions, if any;

(4) Any other facts or recommendations that may be of interest to the Association.

Section 3. The secretary-treasurer shall keep records of the meetings of the Association and the Council. She shall report at each annual convention the proceedings of the Council during the preceding year. She shall print such matter as the Association or the Council may direct. She shall have charge of all funds of the Association, and shall submit at the annual convention a detailed report of all receipts and disbursements which, after being audited, shall be printed in the annual proceedings.
ARTICLE III

Government

Section 1. A Council shall be elected at each annual meeting of the Association for a term of one year. The government and general direction of the affairs of the Association in the interim of the meetings shall be committed to this Council which shall be constituted as follows:

(a) One representative from each of the eight geographical districts--to be selected from the Faculty.

(b) Seven members at large--to be selected by the Council.

(c) The president and the secretary-treasurer shall be ex-officio members of the Council. For the trans-action of business, a quorum shall consist of a majority of the members of the Council.

Section 2. The Council shall meet as follows:

(1) Immediately after election;

(2) The day prior to the annual convention;

(3) At such other times as the president may direct.

It is empowered to transact such of the business of the Association as it may deem wise by correspondence--such action, however, to be noted by the secretary in her minutes and laid before the Association at its next meeting. The president may, of her own motion, or upon the written request of three members of the Council, submit to a vote by mail any question which might properly be passed upon at a meeting of the Council.

Section 3. In case of a vacancy occurring among the officers of the Association or of the Council, or committees formed at an annual convention, the Council by a majority vote may fill the vacancy. The elected member will be eligible to serve until the next annual meeting thereafter.
ARTICLE IV

Tournament Committees

Section 1. The Council, prior to the annual convention, shall appoint a committee or committees, who shall report to the convention through the Council nominees for the following tournament committees:

(1) Golf      (7) Riflery
(2) Tennis    (8) Bowling
(3) Swimming  (9) Table Tennis
(4) Fencing   (10) Preservation of Records of
(5) Badminton (11) all events
(6) Archery   (11) Arbitration

and others as necessity may arise.

These committees shall accept the playing rules set up by the National Associations governing each sport whenever possible. They shall, however, make whatever changes are necessary in tournament regulations to make them suitable for women college students. The chairman of each of the above committees shall report annually to the Council in writing the activities of his committee during the year.

Section 2. Nominations for the committees listed in Section 1 shall be submitted to the annual convention by the Council.

ARTICLE V

Annual Dues

The annual dues of each member shall be twenty-five dollars.

ARTICLE VI

Order of Business

At meetings of this Association, the order of business shall be as follows:

(1) Reading of minutes of previous meeting;
(2) Appointment of a Committee on Nominations;
(3) Reports of officers and committees;
(4) Miscellaneous business;
(5) Election of officers and committees;
(6) Adjournment.

ARTICLE VII

Amendments

These by-laws may be amended by a majority vote of the delegates present and voting at any annual convention of this Association, provided that notice of the proposed amendment shall have been sent at least three weeks before the date of the meeting to the institutions enrolled.

The differences between the N.C.A.A. and the W.N.C.A.A. Constitutions:

The Constitution of the N.C.A.A. has been followed wherever we felt it was possible to do so. Many minor changes in wording were necessary. The addition of the words "for women," in many places is an example of this sort of change. Such differences will not be listed on this page. The major changes are:

Article II: Addition of §1 in W.N.C.A.A. Constitution.
Article II: Purposes 3, 4, and 5 are omitted.
Article III: Sections 2, 4, 5, and 7 are omitted.
Article V: Reference to amateurism is omitted.
Article VI: Section 3 is omitted.
Article VII: Changed.
Article VIII: Section 3 is omitted.

By-Laws:

Article II: Section 2 is somewhat changed.
Article III: Section 2 is omitted.
Article IV: Section 1 is changed.
Article VII: Is omitted.
APPENDIX F

REACTION LETTER TO THE 1941 NATIONAL COLLEGIATE GOLF TOURNAMENT
The State University of Iowa
IOWA CITY
May 1, 1941

Miss Gladys E. Palmer, Chairman
Department of Physical Education
for Women
Ohio State University
Columbus, Ohio

My Dear Miss Palmer:

We have received with interest your open letter concerning competition. Last night an informal open discussion of the question brought out the opinions of students and faculty members at Iowa. Perhaps a summary of that discussion will be of interest to you. I shall add to it my personal reactions.

A. Points of group agreement arising from discussion:

1. Your basic assumption relegating to the past all opposition to any form of intercollegiate competition for women is unwarranted. While we do not share this opposition, we recognize its sincerity and contemporary strength.

2. Your basic assumption that undesirable competitive practices are a thing of the past is unwarranted. It is obvious that intercollegiate athletic competition at the present time has the same practical objectives that it has for years; i.e., to determine winners and to make money. Most of the directors of college athletics have attempted to alleviate conditions in their own institutions and in their own leagues. However, every one of the first five practices described on the last page of your letter as undesirable is prevalent in organized intercollegiate athletics today.

3. Since this is the picture which the public and press know, it is wishful thinking to believe that highly organized intercollegiate athletics for women could establish a totally different pattern. It is interesting that your first organized competition is in the form of a national collegiate championship. Where will the emphasis lie in this tournament?

4. The considerable financial outlay required to organize intercollegiate athletics for women might be met in the following ways:
a. Curtailing the intramural and physical education budgets.

b. Charging admission to games.

c. Receiving subsidies from the men's department.

d. Increasing department askings.

e. Taxing individual competitors.

Among these, a, b, and e are undesirable; c, d, and e not feasible.

5. Even if no additional cash outlay were involved, instructors' loads would be increased, and their emphasis shifted. As one student expressed it, "We would lose our instructors and get just coaches." Other students said it would be undemocratic to give the small numbers of highly skilled players more than their share of instructors' time and departmental money.

6. We do not agree with your assumption that intercollegiate competition would satisfy the highly skilled golfer, badminton or tennis player, so she would not participate in out-of-college tournaments. It might do so in team sports, such as basketball or softball. On the whole, student opinion was that it would "add another tournament" to the skilled player's summer schedule.

7. We do not agree that intercollegiate competition, even if it were ideally managed, would change procedures in out-of-school competition. We do believe that trained leaders can do more in the latter respect by working within the out-of-school organizations.

B. Points on which opinion was divided.

1. Does our present plan offer enough competition to the highly skilled player? The chief lack was felt in swimming, in which telegraphic meets do not completely satisfy the best swimmer. According to some students, the highly skilled player can more advantageously learn other sports and organize recreational service projects, than to continue intensive specialization in one activity. (Satisfaction with informal "sport-day" competition in basketball, hockey, badminton, etc., was generally expressed).
2. Would intercollegiate competition attract some women who would not otherwise go to college? One student believed it would; others said it would be too bad if it led to proselyting.

My own personal reaction is one of regret that Ohio State University, which has contributed so much to progress, not only in physical education, but in education, is promoting an intensification of competition at a time when our society is in such great need of better techniques of cooperation. I believe that democracy can adapt to rapidly changing academic and social conditions. It must, however, move away from cut-throat competition of unregulated individuals toward acceptance of disciplined self-regulation and cooperative planning. Our schools must contribute more than lip service to this social evolution. They must evaluate with care the outcomes of every competitive situation in the school and college. Athletic competition should meet the following criteria:

1. Democratic use of time, money, and facilities, with equal opportunities for skilled and unskilled players.

2. No special privileges granted which result in an "athletic aristocracy."

3. Opportunities for self-discipline and cooperative planning provided for students, rather than coach-dictatorship and stream-lined regimentation toward the single goal of efficiency.

4. Use of Kant's ethical imperative (treating humanity always as an end, never as a means) as a basic guide to the conduct of players toward their opponents, coaches toward players, etc.

5. Development of individual's willingness to make supreme effort and self-sacrifice for a cause, to maintain a high level of excellence in performance, to develop smoothly coordinated team planning and play.

Many more could be given; I have selected a few which seem basic to the development of democratic skills and attitudes. Highly organized intercollegiate competition puts many barriers in the way of meeting the first four criteria. Some great coaches have been able to surmount these barriers. On the other hand, women in physical education have set up types of competition which meet the first four criteria. I grant we need to give more thought to the fifth. I agree with your statement that good competition has a contribution to make to the education of women and that it is our responsibility to provide
that competition. We are doing it. We can do it better but not through the channel of organized intercollegiate athletics.

Very sincerely,

Elizabeth Halsey

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APPENDIX G

THE FIRST INTERCOLLEGIATE POLICIES FOR WOMEN

AT THE OHIO STATE UNIVERSITY, 1947
GENERAL POLICIES

1. We do not wish to participate in events with schools who do not subscribe to the general philosophy we hold toward intercollegiate competition.

2. We will not become a member of a league which is organized for the purpose of determining winners, and will not select a standing varsity team.

3. We will encourage students to assume as much responsibility for planning and executing competitive events as they are capable of doing under faculty guidance.

4. We believe that competition with other college groups is, in general, more beneficial than that organized with non-college groups. Therefore, the majority of competitive events will be organized with other colleges.

5. Since events in which all participants have an equal chance of winning are more interesting and beneficial to the students, we believe that an effort should be made to arrange competition with colleges having players of comparable ability.

6. Since we considered that our intercollegiate program should be an outgrowth of our intramural program we will not participate on an intercollegiate basis in any activities which we do not offer for intramural participation.

7. Activities suitable for competition among men and women include the standard mixed events. However, we will not participate on an intercollegiate basis in any mixed activities which we do not offer in our intramural program.

8. We believe that women should not participate against men in men's intercollegiate sports.

9. We believe that there should be no restriction on the distance of travel but each proposed trip must be judged on its own merit.

10. We do not wish to participate in events for which admission has been charged.

11. We encourage an attempt to solicit desirable publicity for competitive events.

12. We discourage the use of the words "coach," "squad," and "varsity" in women's athletics because these are not in keeping with our philosophy.
POLICIES CONCERNING THE HEALTH OF THE PARTICIPANTS

1. Every participant must have had a physical examination at the University within the year and have been approved for competitive activities. The names of participants must be submitted to the medical advisor for approval prior to the event. In case of any illness or injury occurring after the approval by the medical adviser the student should not be allowed to participate.

2. Proper provision must be made for the treatment of injuries occurring during the event. This includes provision for first aid equipment, someone qualified to use it, and preliminary arrangements for medical care.

3. All competition should be preceded by practice sufficient to enable the participant to avoid excessive fatigue.

4. In arranging competition in team sports the students chosen to play should include only those who have been participating regularly in the activity. Therefore, two or three practices as a team are believed to be sufficient to develop team play.

POLICIES CONCERNING PARTICIPATION IN COMPETITIVE EVENTS

1. Since we believe that there are benefits derived from both out of town and home events, we encourage every activity group to plan both kinds of events.

2. No club should plan more than six competitive events with outside groups during any one school year. No more than three of these events should be out of town events.

3. No one student should participate in more than four out of town events during the school year.

4. No compulsion or pressure should be put upon students to participate in intercollegiate activities.

POLICIES CONCERNING ARRANGEMENTS BETWEEN COLLEGES

1. All events planned with other colleges should have the approval of the chairman of all the departments of Physical Education concerned. Each college should have the approval of its chairman before issuing or accepting an invitation.
2. Plans for intercollegiate events should be made at the beginning of the school year. Because of the short season for hockey in the fall we suggest that plans for this activity be made during the previous spring quarter.

3. In planning competition care should be taken to see that the events do not interfere with important school events.

4. Rules and events should be pre-arranged and agreed upon by the faculty members of the participating schools.

5. Time of play should be of sufficient duration to be satisfying to participants, but not so long that it is exhausting.

6. In individual activities it is desirable to arrange competition for several participants rather than for one or two individuals from each school.

7. In case of individual activities the players of each school should be ranked and matched according to ability.

8. Because of weather conditions in planning any out-of-door event, arrangements should be made in advance for an indoor alternate program or postponement.

9. We must have qualified officials for all activities. These would include teachers of physical education, students approved for officiating, or other qualified women. Exception to this may be made when a sufficient number of qualified women are not available. Arrangements should be made for officials prior to the time of the event and the officials chosen should be agreed upon by all the colleges participating.

10. A social event organized for the participants is highly recommended. However, it is essential that this event not interfere with the proper amount of rest prior to an event. This is particularly pertinent when students stay over night.

11. In planning one day events we believe that more desirable outcomes may be obtained with small groups than with large. Therefore, we suggest events involving more than 50 people should not be planned.

12. All correspondence carried on by students should also bear the signature of the faculty member in charge of the group.
POLICIES CONCERNING THE SELECTION OF PARTICIPANTS

1. In activities for which there are clubs the selection of participants shall be made by the faculty adviser and the members of the club or a committee selected by them.

2. In activities for which there is no club the selection of participants shall be made by the members directly in charge of the intramural activities.

3. In activities for which there are both clubs and intramural tournaments the selection of participants shall be made by the faculty members concerned.

4. Selection will be made from club members and consistent participants in the specific intramural activities.

5. The number of participants selected should be sufficient to allow for an adequate number of substitutes. This applies to individual activities as well as team sports.

6. We are not concerned as to whether a participant is of professional or amateur status as long as she is a regularly enrolled student of the University.

7. Since we consider intercollegiate competition as an educational experience we are not setting any scholastic requirement for the participants. However, we expect the faculty member in charge of the selection to use her best judgment in doubtful cases.

8. No graduate student will be eligible to participate in intercollegiate competition.

9. Financial arrangements should be made so that participation is within the reach of all.

POLICIES FOR ARRANGEMENTS FOR EVENTS HELD AT HOME

1. A committee of students and faculty should be on hand before the earliest arrival is expected. They should make sure that all arrangements are completed and should serve as hostesses when the visitors arrive.

2. When arranging housing for participants it is desirable to have groups of two or more girls who know each other housed together.
3. Adequate arrangements for checking valuables should be made.

4. Showering facilities and adequate dressing space should be available to all those participating.

5. In the event of inclement weather visiting teams shall be notified before leaving home if possible. However, if the visitors have already arrived, the indoor program which has been planned should prevail.

POLICIES FOR EVENTS AWAY FROM HOME

1. A woman teacher of Physical Education must accompany any group of women students representing the University. In case the group consists of both men and women it is desirable to have a man teacher of Physical Education as well as the woman adviser.

2. The staff member is responsible for acquainting student with their responsibilities as representatives of the University. This includes:

   a. Acquainting the students with the appropriate dress for the activities and travel.

   b. Acquainting the students with the fact that there will be no drinking of alcoholic beverages.

   c. Acquainting the students with the fact that their conduct should be above reproach and in accordance with the regulations of the college they are visiting. This should include a discussion of the appropriateness or inappropriateness of:

      (1) gum chewing
      (2) smoking
      (3) boisterousness
      (4) keeping late hours

3. The staff member is responsible for the conduct of the students under her charge.

4. The staff member should be alert to signs of fatigue or injury and should remove the student from competition for as long as necessary.

5. If the money is available financial arrangements should include:

   a. Transportation to be paid by the department of physical education.
b. Meals to be paid by students except upon special occasions when recommended by the person in charge.

c. All fees connected with the activity to be paid by the department.

d. Travel insurance to be paid by the department.

e. Lodging to be paid by the department if it is not provided.

6. The following safety precautions regarding transportation should be followed:

a. Use of University or public conveyance is recommended.

b. If private car must be driven, the driver and car should be approved by the adviser of the group.

c. The car should not be loaded beyond normal capacity.

d. The car must be covered by liability insurance.

e. It is recommended that daylight hours be used for driving if possible.

f. Travel insurance should be purchased for each student going on the trip.

Committee:
Mary Yost, Chairman
Ann Paterson
Dorothy Wirthwein
Barbara Yager

Approved by
The Department of Physical Education
--Women's Division
March, 1947
APPENDIX H

STATE OF OHIO POLICIES FOR SPORTS
DAYS FOR COLLEGE WOMEN
POLICIES FOR SPORTS DAYS FOR COLLEGE WOMEN

AS PROPOSED BY

THE STATEMENT OF POLICIES SUB-COMMITTEE OF THE
ATHLETIC POLICIES COMMITTEE OF THE WOMEN'S
PHYSICAL EDUCATION SECTION OF THE
OHIO COLLEGE ASSOCIATION

During recent years it has become evident that, although all colleges subscribe to the policies originated by this association, adopted by the Mid-West group in 1940, and approved by the National Association in 1941, nevertheless, the practices follow very different patterns. Therefore, the Athletic Policies Committee assigned this sub-committee the task of stating those policies more specifically so that schools which endorse these policies can arrange competition with other schools that believe as they do. Furthermore, schools which do not endorse these policies may use them as a starting point for explaining in what respects they differ when they are arranging competitive events.

In writing these policies the committee has used the Standards Report of the National Section on Women's Athletics and the previous statement of policies as a basis. We have omitted certain ones like "experience in competition should be pleasurable" and "desirable publicity should be solicited," because we felt that they necessarily were so vague that they were meaningless in a specific set of policies. In other words, we consider this report one which supplements the previous statement of policies rather than on which replaces it. Throughout we have starred those items which we consider in the nature of regulations, and have not starred other items which we consider are equally important but of such a nature that failure on that part of any school to follow them in no way influences the successful conduct of a competitive event.

The term "Sports Day" as defined in the policies of the National Association is a "form of competition in which two or more colleges or universities collaborate for the purpose of competing with one another in one sport or in several sports." We have accepted this definition and have set up policies to cover this type of competition. Play Days in which mixed teams are used would be included under the same policies. Since the conduct of a school's intramural program does not affect its relations with other schools, this report does not cover policies for intramural activities as the former one did.
GENERAL POLICIES

*1. Since many colleges do not wish to participate in Sports Days with schools that do not hold the same point of view that they do, no college accepting or issuing an invitation shall deviate from those policies without stating that the deviations exist.

*2. No school shall become a member of a league which is organized for the purpose of determining championships.

3. Students should be encouraged to assume responsibility for planning and conducting Sports Days under faculty guidance.

*4. Since Sports Days are considered to be an outgrowth of the intramural program, no school shall participate in an activity at a Sports Day unless it offers opportunity for intramural participation in this sport. (Note: The intramural program is considered to include tournament play, practice games, recreational hours that are supervised, sports clubs, and voluntary classes. It does not include required work program, a situation in which two or three practices are held only because an invitation is issued or accepted, or the situation in which the same group practices regularly more than twice a week throughout the season.)

5. Since events in which all participants have an equal chance of winning are more interesting and beneficial to the students, an effort should be made to arrange competition with colleges having players of comparable ability.

6. Activities suitable for competition among men and women include the standard mixed events and can be included when desired.

*7. No woman should participate against men in men's intercollegiate sports, and any woman who does shall not be eligible to participate in a Sport's Day for the period of a year thereafter.

8. There should be no restriction on distance of travel since each trip must be judged on its own merits. In the case of long trips arrangements should be made to stay overnight and to avoid night driving insofar as possible.

*9. No admission shall be charged for any Sports Day events.

*10. It seems unnecessary and undesirable to give awards at Sports Days. If the competing school agrees that some award is desirable and suitable each individual award shall not exceed One Dollar ($1.00) in value. (An example of this would be ribbons for a horse show.)
11. Policies concerning competition with non-college groups should be determined by each college.

*12. No school shall be represented in a team sport if the team has been taught or coached by a man.

POLICIES CONCERNING THE HEALTH OF THE PARTICIPANTS

*13. Every participant must have had a medical examination within the year and have been approved by a physician for competitive activities. Preferably, this examination should be given by the college, but when such an arrangement is not possible, the statement of the family physician may be accepted.

*14. A student who has had an illness or injury since her last examination is required to present a statement from a physician saying that she is able to participate in competitive events again.

15. Since students selected for Sports Days have been regular participants in the intramural program, the competition will have been preceded by practice sufficient to enable the participants to avoid undue fatigue. This is particularly true if Sports Days are not scheduled immediately before or after vacations and examinations. If, for any reason, two or more weeks elapse between the participation in the intramural program and the Sports Day, special practices should be scheduled.

*16. Proper provision must be made for the treatment of injuries occurring during the event. This includes provision for first aid equipment, someone qualified to use it, and preliminary arrangements for medical care.

*17. The program for a Sports Day must be planned so that competitive events are not scheduled immediately after eating or late night.

*18. The instructor in charge of the group, or, in her absence, the sponsor of the competition is charged with the responsibility of being alert for signs of injury, fatigue, and emotional strain, and of removing the student from the competition for an appropriate period if the situation warrants it.

*19. The program for a Sports Day should be so planned that the maximum participation for each student does not exceed the following standards:

   a. Basketball, Hockey, Soccer, Speedball, LaCrosse, and Volleyball: 1 regulation game.
b. Golf: 18 hole match.

c. Bowling: 3 game match.

d. Badminton and Tennis: 2 single matches, or 3 doubles matches, or 1 single and 1 doubles match.

e. Softball: 1 regulation game or a maximum of ten innings if more than 1 game is played.

f. Table Tennis: 3 regulation matches.

g. Fencing: 4 bouts.

h. Archery: 1 Columbia Round or its equivalent.

i. Swimming: 3 events exclusive of form swimming events.

j. Riding: 3 events.

k. Rifle: 60 rounds.

If students participate in 2 activities they should engage in no more than half of the maximum playing time for each activity as outlined above. When the program is planned so that the majority of students will participate in more than one game or activity, the playing time for each activity should be shortened accordingly.

POLICIES CONCERNING ARRANGEMENTS BETWEEN COLLEGES

*20. All events planned with other colleges should have the approval of the chairman of all the departments of Physical Education concerned. Each college should have the approval of its chairman before issuing or accepting an invitation.

*21. All correspondence carried on by students must also bear the signature of the faculty member in charge of the group.

22. Plans for Sports Day events should be stated at the beginning of the school year. Because of the short season for Hockey in the fall, we suggest that plans for this activity be started during the previous spring quarter.

23. In planning competition, care should be taken to see that the events do not interfere with other important school events.
*24. Rules and events should be pre-arranged and agreed upon by the faculty members of the participating schools. The rules used must be those approved by the National Section on Women's Athletics.

25. Time of play should be of sufficient duration to be satisfying to the majority of participants.

26. In individual activities it is desirable to arrange competition for several participants, rather than for one or two individuals from each school.

27. In individual sports the players of each school should be ranked and matched according to ability.

28. In planning any out-of-door event, arrangements should be made in advance for an indoor alternate program or postponement if the weather is inclement.

*29. Rated officials are desirable for all activities, but when they are not available, other trained and qualified people may be used. Women officials are recommended, but an exception to this may be made when a sufficient number of qualified women are not available. Arrangements must be made for officials prior to the time of the event, and the officials chosen must be agreed upon by all the colleges participating.

*30. No student shall referee or umpire any game in which she participates as a player. No faculty member who is directly in charge of a team shall referee or umpire any game in which her team participates.

31. A social event, organized for the participants, is highly recommended. However, it is essential that this event should not interfere with the proper amount of rest prior to an event. This is particularly pertinent when students stay overnight.

32. In planning one day events we believe that more desirable outcomes may be obtained with small groups than with large. Therefore, we suggest events involving more than 50 people should not be planned.

POLICIES CONCERNING PARTICIPATION IN COMPETITIVE EVENTS

*33. No student who is on probation shall be eligible to participate in a Sports Day.
*34. Only regularly enrolled undergraduates may participate as players in a Sports Day.

*35. No school shall plan more than six competitive events per sport with other colleges during any one school year. No more than three of these should be trips to other colleges.

*36. No one student may participate in more than two away and two at home events during any one sports season. (The seasons are classified as fall, winter, and spring, with the exact dates varying with different schools.)

*37. No student is eligible to participate in a Sports Day unless she has participated in that activity in the intramural program during that school year.

*38. A student's total supervised practice time in a sport should not exceed an average of three hours per week for the season. Practices may be scattered throughout the season or concentrated at the time of the Sports Day.

POLICIES CONCERNING THE SELECTION OF PARTICIPANTS

*39. All students engaging in Sports Days must meet the scholastic, physical and participation requirements set forth above.

*40. Selection of the participants for each Sports Day shall be made by the faculty and student leaders involved in that activity. This does not exclude the possibility of a specific group like the winning intramural team extending or accepting an invitation provided that the invitation is so stated and also that for the next Sports Day other groups are also considered.

41. The number of participants selected should be sufficient to allow for an adequate number of substitutes. This applies to individual activities as well as team sports.

42. Financial arrangements should be made so that participation is within the reach of all.

POLICIES FOR ARRANGEMENTS FOR EVENTS HELD AT HOME

*43. A committee of students and faculty must be on hand before the earliest arrival is expected. They should make sure that all arrangements are completed and should serve as hostesses when the visitors arrive.
*44. Adequate arrangements for checking valuables must be made.

*45. Showering facilities and adequate dressing space must be available to all those participating in sports that require dressing.

*46. In the event of inclement weather, visiting teams should be notified before leaving home, if possible. If the visiting schools have already arrived, the decision to start or to continue play shall be made by the faculty members in charge of the groups. If the weather is deemed inclement, the indoor program previously planned shall prevail.

**POLICIES FOR EVENTS AWAY FROM HOME**

*47. A faculty member of the college must accompany any group of students representing the college at a Sports Day. It is recommended that this faculty member be a woman, and in trips involving overnight stays, a woman must accompany the group.

*48. The staff member is responsible for acquainting students with their responsibilities as representatives of the college. This includes:

   a. Acquainting the students with the appropriate dress for the activities and travel.

   b. Acquainting the students with the fact that there will be no drinking of alcoholic beverages.

   c. Acquainting the students with the fact that their conduct should be above reproach and in accordance with the regulations of the college they are visiting.

*49. The staff member is responsible for the conduct of the students under her charge.

50. The following safety precautions regarding transportation should be followed whenever possible:

   a. Use of University or public conveyance is recommended.

   b. If private car must be driven, the driver and car should be approved by the Department of Physical Education, and the driver must have a current license.
c. The car should not be loaded beyond normal capacity.

d. The car must be covered by liability insurance.

e. It is recommended that daylight hours be used for driving, if possible.

f. Travel insurance should be purchased for each student going on the trip.

We hope that the work of the committee will meet with your approval.

Respectfully submitted.

Committee Members:

Martha Bryan, Miami University, Oxford, Ohio
Betty Doughman Dillahunt, Wittenberg College, Springfield, Ohio
Gladys Hoyman, Capital University, Columbus, Ohio
Mary Yost, Ohio State University, Columbus, Ohio
APPENDIX I

SPECIFIC DUTIES OF THE WOMEN'S RECREATION ASSOCIATION BOARD MEMBERS
President

1. Conduct Executive Board and WRA Board meetings.
2. Encourage WRA projects and participate as much as possible.
3. Work co-operatively with all WRA officers on their projects in an effort to co-ordinate WRA activities.
4. Appoint committees with approval of WRA Executive Board
5. Act as liaison officer to represent the opinion of her group to other organizations on campus.
6. Assist in planning a training program for officers.
7. Act as ex-officio member of all committees.
8. Vote only in case of a tie.
9. Call meetings of the board when necessary.
10. Submit a thorough report at the end of her term of office concerning her responsibilities during her term of office.

Vice-President

1. Shall in the absence of the President assume the president's duties and responsibilities.
2. Shall serve as the chairman of the Intramural Representatives.
3. Shall supervise the Orientation program of WRA.
4. Shall submit a thorough report (in duplicate) concerning her responsibilities during her term of office.
5. Have on hand a plan of the minimum duties of an Intramural Representative to her living unit.

Secretary-Treasurer

1. Shall keep a record of the proceedings of all WRA meetings.
2. Shall keep a complete record of the attendance of the board members at all of their meetings.
3. In charge of all correspondence directly pertaining to the WRA board.
4. Notify all Board members of special meetings.
5. Take charge of funds allotted directly to the WRA board.
6. Authorize payment of all bills charged to the above allotted funds.
7. Submit a financial report upon request from the Board.
8. Submit a thorough report (in duplicate) concerning her responsibilities during her term of office.

Publicity Chairman

1. Assume responsibilities for all publicity pertaining to WRA.
2. Assist in publicizing special events upon request.
3. Be responsible for the publication of the quarterly activities guide.
4. Submit a thorough report (in duplicate) concerning their responsibilities during their term of office.

Special Events Chairman

1. Be responsible for organizing and promoting special events for WRA during the year.
2. Be responsible for organizing and promoting an orientation project for new women during orientation week every Fall.
3. Submit a thorough report (in duplicate) concerning her responsibilities during her term of office.

WSCC Representative

1. Represent and co-ordinate the WSCC board with the WRA board.
2. Submit a thorough report (in duplicate) concerning her responsibilities during her term of office.
3. Make sure the WSCC presidents realize their minimum duties in publicizing their club during orientation week.

Sport Chairman Representative

1. Represent and co-ordinate the sport chairmen with the WRA board.
2. See that the sport tournaments are set-up and run so as to provide the women students with---
3. Meet with the sport managers at least two times per quarter.
4. Submit a thorough report (in duplicate) concerning her responsibilities during her term of office.
APPENDIX J

ADMINISTRATIVE AND PROGRAM ORGANIZATION OF THE DEPARTMENT OF PHYSICAL EDUCATION AND ATHLETICS, 1954

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APPENDIX K

TRIPARTITE COMMITTEE REPORT, 1956
June 15, 1956

TO: Governing Boards of:
   National Association of Physical Education of College Women
   American Association for Health, Physical Education, and
   Recreation (NSGWS)
   Athletic Federation of College Women

FROM: Committee Appointed to Draft Plans for the Continuation of the
   National Collegiate Golf Tournament for Women

SUBJECT: Committee Report

The committee appointed by the NAPECW, AAHPER (NSGWS), and AFCE to
draft plans for the continuation of the National Collegiate Golf
Tournament for Women met at Purdue University, June 13-15, 1956, and
submits its report to the three organizations for action.

The report is prepared in three parts:

PART I: Statement of Purpose of the Tournament, and Recommendations for Action by the Organizations. See page 1 - 3 of this report.

PART II: Suggestions to be Submitted to the Proposed Joint Committee for Consideration. These are items which were discussed during the meetings. They are submitted to the governing boards for information only; no action by the governing boards appears necessary. See pages 3 - 6 of this report.

PART III: The Growing Problem of National Collegiate Tournaments for Women in Other Sports has Come to the Attention of this Committee. While it was not part of the charge to this committee to consider this broader problem, the members believe that the importance of action on this problem at the earliest possible time warrants the inclusion of some recommendations as Part III of this report. See page 6 - 7 of this report.

Respectfully submitted,

PART I -- STATEMENT OF PURPOSE

The Tripartite Committee is in agreement that the National Collegiate Golf Tournament for Women can further the educational growth of college women. This committee accepts the following as purposes of the tournament:
1. To provide opportunity for college women interested in golf to participate in a national tournament with others of comparable level. This opportunity should be extended to the highly skilled players and also to those of lesser skill.

2. To provide for participation in a tournament organized and conducted in accordance with the philosophy and standards of NAPECW, AAHPER (NSGWS), and AFCW.

3. To provide opportunities for college women to grow in appreciation of highly skilled performance and of the factors which contribute to its development.

4. To provide the opportunity for individuals to conduct themselves in accordance with the highest ideals of sportsmanship when under the stress of keen competition, and to observe and appreciate sportsmanship as demonstrated by others.

5. To provide for further motivation and experience in a worthy leisure time activity.

6. To provide social experiences which are a part of the total education of college students.

7. To further cultural understandings and appreciations through contact with students from other schools and geographic areas.

To achieve these purposes:

1. It is recommended that the annual National Collegiate Golf Tournament for Women be continued.

2. It is recommended that a joint committee be appointed to have the power to act in making decisions relative to the policies, organization, and administration of the National Collegiate Golf Tournament for Women. It is further recommended that the committee structure be as follows:

   a. Two representatives from NAPECW, two from AAHPER (NSGWS), the executive secretary of AFCW, and as ex-officio (non-voting) members, one student representative from AFCW, the head of the physical education department or an appointed staff member of the hostess school for the current year and of the hostess school for the next year, and the AAHPER Consultant for Girls and Women's Sports.
b. Each organization make appointments to the committee in such a way as to insure continuity. Consideration for the first appointees might be given to the people who have gained experience through the meeting at Purdue.

c. Each organization state at the time of appointment the term of each of its representatives.

d. The chairman of the joint committee be elected annually by the members and be one of the representatives of NAPECW or the AAhPER (NSGWS). For the first year the AAhPER Consultant for Girls and Women's Sports shall be empowered to call the meeting and prepare the agenda.

3. It is recommended that necessary financial aid for the meetings of the Joint Committee be secured from sources other than the cooperating organizations with the understanding that determination of policy shall rest with the Joint Committee.

PART II -- SUGGESTIONS TO JOINT COMMITTEE

A. Policies

1. There need to be policies formulated for the following:

   Standards Evaluation of tournament
   Eligibility Finance
   Type of tournament Awards

2. The following are suggested as policies for these areas:

   a. Standards: This tournament shall be conducted in accordance with the NSGWS Standards for Girls and Women's Sports and the NAPECW policy on competition.

   b. Eligibility:

      (1) Any woman student who is regularly enrolled as an undergraduate student in a college, junior college, or university and is making normal progress toward a degree, is eligible to participate in the tournament.

      (2) Seniors graduating any time during the school year immediately prior to the tournament may participate.
(3) A student may participate no more than four times.

c. Type of tournament:

(1) Competition shall be on a match play basis under U.S.G.A. rules with provisions for flights (determined by scores in the qualifying round) to include all participants and provision for consolation flights.

(2) In addition to the actual tournament itself, provision should be made for other events, such as double team play, mixed scotch foursomes, contests, and pitch and putt contests.

(3) Opportunities should be provided for informal social activities throughout the tournament week.

d. Evaluation of Tournament: There shall be provision for evaluation of the week's activities.

e. Finance:

(1) The operational expenses for the tournament shall be financed by the entry fees (not to exceed $10.00 for each contestant), and the financial resources of the hostess school.

(2) In accordance with the NSGWS standards, gate receipts shall not be charged.

f. Awards:

(1) There shall be a rotating trophy awarded to the winner of the championship flight, to be retained until the next tournament.

(2) There shall be individual awards given to the winners and runners-up of all flights. Awards may be given for other events scheduled. These awards should be of such a nature that they are valued by the recipients as recognition of achievement rather than for their intrinsic value.
B. Administrative Procedure for the Joint Committee

1. The following administrative procedures are recommended:

   a. The joint committee should have the responsibility of the selection of the hostess school.

   b. The joint committee should assume the responsibility of insuring that contestant evaluation at each tournament be administered by the hostess school.

   c. The joint committee should meet annually, preferably at the time and place of the tournament.

   d. The joint committee should make adequate provision for the keeping of permanent records of the tournament, including the history of the past twelve tournaments.

   e. The joint committee should decide upon an appropriate means for the disposition of an existing fund contributed by friends of Gladys Palmer for recognition of her leadership in initiating and developing the National Collegiate Golf Tournament. Two suggestions follow:

      (1) A permanent trophy or award, to be known as the Palmer Award, be given each year to the contestant who best exemplifies the spirit of the tournament (this person to be selected by the contestants themselves).

      (2) A rotating trophy, to be known as the Palmer Trophy, be given to the tournament winner. (This award would replace the present cup, which should then be returned to the Ohio State University.)

   f. The joint committee should prepare a handbook of suggestions and recommendations for the hostess school. The materials available from past tournaments should be utilized.

C. Selection of Hostess School

1. The hostess school should be selected three years in advance.

2. Adequate facilities should be available:

   a. An 18-hole golf course in close proximity to the housing facilities.
b. If possible, club house facilities available for contestants.

c. Suggest housing of contestants together, preferably in a dormitory, with students and young faculty members from the hostess school living with contestants.

3. All college women, regardless of race, color, or creed, are eligible to participate in the tournament. The hostess school and golf course should be able to adhere to this policy.

4. The hostess school should be able to assume the complete financial responsibility for running the tournament.

   a. Entry fee for 1957 shall be $10.00. The joint committee for 1957-58 should discuss this item further.

   b. The fees for caddies, housing, food, etc., for the contestants should be kept at a minimum.

   c. Transportation of contestants to the golf course should be provided by the hostess school, if needed.

5. The staff of the physical education department of the hostess school should evidence active support of AAHPER (NSGWS), NAPECW, and AFCW.

6. Tournament dates shall not be during the school year. The second week in June is suggested.

7. Rather than set up a definite geographic rotation plan which might limit the field of contestants, the joint committee should decide upon the site of the hostess school, giving consideration to the dates of major tournaments and their locations, recommendations by contestants, studies of geographic distribution of contestants, etc.

   PART III -- RECOMMENDATIONS REGARDING THE TOTAL PROBLEM OF NATIONAL COLLEGIATE TOURNAMENTS

The committee believes that NAPECW, AAHPER (NSGWS, and AFCW should carefully consider the growing total problem of women in national collegiate sports. Coeducational sports are a part of the total problem. This present committee is aware of the developments in national collegiate sports other than golf, such as tennis, synchronized swimming, field hockey and lacrosse (as they affect the college girl), and telegraphic meets in archery, bowling and riflery.
The Tripartite Committee sees among many possible ways of working on this problem two specific ones:


2. If the above is thought to be impossible or not available, a "Conference on National Collegiate Competition for College Women" might be sponsored by NAPECW.
APPENDIX L

TRIPARTITE COMMITTEE REPORT, 1957
June 14, 1957

TO: Governing Boards of:
National Association for Physical Education of College Women
American Association for Health, Physical Education and
Recreation (DGWS)
Athletic and Recreation Federation of College Women

FROM: Council Appointed to Study the Larger Implications of
Extramural Sports Competition for College Women.

SUBJECT: Committee Report

The committee appointed by the NAPECW, AAHPER (DGWS), and ARFCW, to study the larger implications of extramural sports competition for college women met at the University of Illinois, June 8-14, 1957 at the time of the 13th Women's Collegiate Golf Tournament.

The report has been prepared with an "Introduction" and three parts:

Part I: Statement of Beliefs

Part II: Recommendations for Action by the Governing Boards

Part III: Concluding Statement. This part summarizes recommendations, states reasons for some of them, and makes suggestions for implementation of this report.

Respectfully submitted,

Jean Homewood (Chairman),
State University of Iowa, NAPECW

Pat Arbuthnot (student)
University of Nebraska, ARFCW

June McCann
University of California,
Los Angeles, AAHPER (DGWS)

The following persons met with the Council in a non-voting capacity:

Rachel Bryant, Consultant for Physical Education and Girls and
Women's Sports, AAHPER
Laura Huelster, Head, Department of Physical Education for Women,
University of Illinois
Nancy Porter, Women's College, University of North Carolina, AHPER (DGWS)
Jean A. Smith, Southwest Texas Teachers College, Executive Secretary, ARFCW (as of July 1, 1957)
Dorothy S. Wirthwein, The Ohio State University, NAPECW
Mary Jean Mulvaney, University of Nebraska, ARFCW

INTRODUCTION

In studying the problems of extramural sports competition for college women the Council recognizes that there are many desirable programs for college women conducted by educational institutions and by other organizations. There are, however, programs which do not meet the standards and policies of the three organizations (NAPECW, DGWS, ARFCW), and which do not provide the most desirable educational experiences for college women. Further, it is believed that many colleges do not provide extramural programs which are broad enough in scope and which offer activities conducted on a level of skill sufficiently high to meet the sports interests and needs of present-day college women. The most important implication of the problem is that the three organizations should initiate a program of positive action to extend the benefits of desirable sports experiences to a greater number of college women.

PART I -- STATEMENT OF BELIEFS

Before the Council could proceed with recommendations for action, it was considered essential to come to agreement on a statement of beliefs. The Council unanimously agreed that:

A. Sports are taking an increasingly important place in our changing culture. Therefore, it becomes important for college women to develop attitudes, skills and understandings which will encourage them to participate in sports activities with satisfaction and enjoyment.

B. In our present-day culture it is acceptable for a girl or woman to have a high level of skill in sports.

C. Leadership is the most essential factor affecting the value of an extramural sport experience of the participant, regardless of the organizational pattern of the event (sports day, meet, tournament, etc.).

D. The development of student leadership and responsibility are valuable and important as aspects of the program, and as assets for community service.
E. Sponsorship of extramural sports events should originate with groups which follow the standards and policies of the three organizations.

F. College staffs and students should make a strong effort to provide broad opportunities for their college women to have experiences in sports on a high skill level.

PART II -- RECOMMENDATIONS FOR ACTION

A. Implementation of statement of beliefs

1. It is recommended that departments of physical education examine their programs of extramural sports for women in the light of the changing culture and determine a course of appropriate action with regard to:

a. Development of high level of skill in sports for their college women.

b. Provision of a broad program of extramural sports events, including sportsdays, meets, tournaments, and conferences. (Suggestions: planning with students and staff members of other institutions; working with agencies outside the institution.)

c. Selection and in-service education of staff for competency in teaching activities on a high level of skill.

d. Development of more highly qualified leadership through professional curricula and in-service education in: philosophy; competency in the activity on a high level of skill; and student leadership and responsibility.

2. It is recommended that the three organizations utilize their resources to work with the college to achieve effecting the foregoing.

B. Continuation of the Council (See Part III)

C. In specific identified problem areas

1. Committees appointed to study and make reports to Council. (Committee patterns vary in relation to the charge. In some cases joint committees are recommended; in others specific delegation is indicated.)
a. Skiing

(1) Charge: To identify problems and general practices in events sponsored by colleges and by outside organizations; to find out what standards and rules are used; to discover non-conformance to DGWS standards regarding housing, transportation, events included, classification for participation. (Note: A West Coast study is being conducted by Mrs. Nanette McIntyre at UCLA.)

(2) Structure: A joint committee of six to eight members, two from NAPECW, two from DGWS, and two to four students from ARFCW. It is recommended that one staff member and one student be appointed for each of the geographical areas in which skiing is prevalent (Pacific Northwest, Southwest, Inter-mountain, Eastern).

b. Synchronized Swimming -- (To be appointed only after the association named is contacted to see whether they wish this done. Previous conversations and correspondence with advisers indicate that they do.)

(1) Problem: Continuity, size, and affiliation of the National Association for Synchronized Swimming for College Women.

(2) Charge: To work with officers and advisers of the National Association for Synchronized Swimming for College Women to help determine its future.

(3) Structure: Joint committee, one from each organization. Note: It is suggested that members be appointed from the area near Vassar College to facilitate meeting at the time of the Association's next conference.

c. Amateur Status

(1) Charge: To collect statements of definition and interpretation of amateurism from AAU, USLTA, WGA, etc.; to suggest questions to include in proposed survey; to become informed on work of the AAHPER committee on amateurism; to study the information from the survey as a basis for their report and recommendations to the Council.
(2) Structure: Joint committee, one from each organization.

d. Leadership

(1) Charge: To prepare a concise, clear statement of what we mean by "qualified leadership" in sports for college women; to become informed on AAHPER and other studies on leadership; to make recommendations for action to improve leadership.

(2) Structure: Joint committee, one from each organization.

e. Co-Recreation

(1) Charge: To collect information on studies which have been made, or which are in progress.

(2) Structure: One person, to be appointed by DGWS.

2. Proposed survey on extramural sports for college women

a. Purpose: To identify problems which will guide future action of the Council.

b. Recommended Procedure: Refer to the Research Chairman of NAPECW and DGWS for recommendation as to feasibility, value, and procedural methods for the conduct of the survey. (NAPECW to take leadership and work with chairman of Council.)

c. Elements of the survey:

(1) Information is needed in the following sports areas:

- archery
- lacrosse
- synchronized swimming
- badminton
- outing clubs
- swimming and diving
- basketball
- riding
- (competitive)
- bowling
- riflery
- table tennis
- fencing
- sailing
- tennis
- golf
- skiing
- track and field
- gymnastics
- softball
- volleyball
- hockey

(2) Survey of literature to avoid duplication of information.
(3) Types of information needed for each activity:

Types of events
By whom sponsored: College, Department of Physical Education for Women or other department; non-college agency
Does the college cooperate in planning or guiding events sponsored by non-college agency?
Number of college girls from your institution involved in any event
Is event invitational? Open?
What geographical area is represented?
Section of state, state, regional, or national?
Does the college approve, sanction or assist girls to enter competition sponsored by non-college agencies?
Problems with relation to standards and/or rules? If so, what?
Is this activity included in the instructional program? Intramural program?
Have you encountered problems of amateurism? Is there lack of participation? Cause?
Is there lack of opportunity for participation? Reason?
Under what leadership is this program carried on?

(4) Cover page of study should provide opportunity to report data about the institution such as type and size, financial support or extramural program, information about staff, etc.

(5) The accompanying letter should stress the importance and purpose of study.

d. Possible uses of information

(1) To see if special committees are necessary.

(a) on specific sports, i.e., skiing

(b) on general problems, i.e., on cooperation with outside agencies (USLTA, ABA, AAU, etc.)

(2) For use in the work of these committees.
e. Suggestions for helping to assure the success of the study. It is believed that the success of the study will be largely dependent upon the understanding and cooperation of the college personnel. It is suggested that NAPECW work through its district organization and newsletter and the AAHPER publicize it through the Journal and ARFCW through the Sportlight.

3. Approval for sports events organized for a statewide or larger geographic area.

As is stated in the introduction to this report, there are many extramural sport events for college women which do not meet recommended standards. The Council believes that it can stimulate the improvement of programs by setting up policies and procedures for approval of events as meeting the standards of the three organizations. The Council proposes to consider for such approval only events which are organized for a statewide or larger area. However, it is intended that these policies may also serve as a guide for institutions planning to conduct events for a smaller area.

a. Policies for extramural sports

(1) Purpose: The purpose is to provide an opportunity for college women interested in the same sport to participate and compete with other college women of comparable skill. The event shall be open to highly skilled players and to those with lesser degrees of competency. It shall extend educational and social benefits to participants beyond those available in the local area.

(2) Sponsoring Institution: The staff of the physical education department of the hostess institution shall evidence active support of the AAHPER (DGWS), NAPECW, and ARFCW.

(3) Standards: All events shall be conducted in accordance with the DGWS Standards for Girls and Women's Sports and the Statement of Policies and Procedures for Competition in Girls and Women's Sports, the NAPECW policy on competition, and the ARFCW Policy Statement on Competitive Events.

(4) Eligibility
(a) any woman student, regardless of race, color, or creed, who is presently enrolled as an undergraduate student in good standing in a college, junior college, or university in the United States shall be eligible to participate in the event.

(b) a student may participate in the same annual event no more than four times.

(c) any student who has received a bachelor's degree from a four-year college or university shall not be eligible to participate.

(d) all participants must be of amateur standing as defined by the particular organization concerned with the activity. College students who teach in summer camps and recreational programs are considered by this Council to be amateurs and eligible to participate.

(e) the following exceptions to the above shall be made when determining eligibility for events held during the summer vacation:

1) any woman student who has been regularly enrolled for the semester or quarter immediately preceding the event shall be eligible to participate in the event.

NOTE: Because of precedent in the Women's Collegiate Golf Tournament, a student shall be eligible for this tournament if she has completed one semester or two quarters during the academic year prior to the tournament. (This exception is under study.)

2) seniors graduating any time during the school year immediately prior to a tournament held in the summer may participate
(5) Housing: Participants shall be housed together, preferably in dormitories which are under college regulations. The housing of all participants shall be approved by the hostess institution.

(6) Facilities: If college facilities are adequate, they shall be used. When this is not possible, arrangements may be made with community, private and commercial agencies. If the facilities include a bar serving alcoholic beverages in the areas used by participants, it should be closed during the hours scheduled for events.

(7) Scheduling:

(a) The event shall not interfere with the academic schedule any more than is absolutely necessary.

(b) Events shall be long enough to be satisfying to the participants but shall not be of excessive duration. The event shall be conducted under healthful conditions and provide educational and social experiences for the participants.

(8) Social and recreational activities: Opportunities shall be provided for informal, social and recreational activities throughout the duration of the event. In addition to the actual event, provision should be made for novelty and other events related to the particular sport.

(9) Health: Arrangements shall be made in advance for adequate care in case of sudden illness or injury of a participant.

(10) Publicity:

(a) Before the name of the Council may be used in connection with the event, the event shall have been approved by the Council as meeting the required standards and policies.

(b) Publicity releases shall be in good taste and conform to the standards of the hostess school.
(11) Finances:

(a) The operational expenses may be met in the following ways:

1) by entry fees (these should be kept at a minimum).

2) by the hostess school.

3) by foundations organized for the purpose of promoting interest in the given activity and recognized by the AAHPER. (Note: This does not include individuals or single commercial concerns.)

(b) In accordance with the DGWS standards, gate receipts shall not be charged.

(c) The costs of housing, food and incidental fees for the participants shall be kept at a minimum.

(12) Awards: Awards for events may be given. These awards shall be of such a nature that they are valued by the recipients as recognition of the achievement rather than for their intrinsic value. In the acceptance of gifts for awards, there shall be no advertising or publicity for the donor.

(13) Evaluation: Student evaluations of an event are recommended. These may prove helpful to future sponsoring groups.

b. Procedure for securing approval

(1) A committee on approval, appointed by the chairman of the Council, shall be delegated the responsibility of receiving and taking action on requests for approval of sports events.

(2) The Approval Committee shall be composed of three members of the Council, one from each of the three organizations.

(3) When the chairman of the Approval Committee receives a request for approval of an event, she will send in reply a covering letter, the policy statements of three organizations, the list of
policies of the Council, and an application form. (Note: Until such time as the three organizations formulate a composite statement, the policies and standards of each organization will be sent with the application form.)

(4) The application form shall be filled out in triplicate and sent to the Chairman of the Approval Committee who shall submit it to the other two committee members. All three members must agree that an event meets the standards and policies set forth by the Council before it is approved.

(5) If the event is approved, the chairman will notify the applicant, the Council, and the heads of the three organizations.

(6) If the event is not approved, the chairman will inform the applicant, indicating the reasons for failure to receive approval. Reapplication may be made.

(7) Following approval, the Council may request an observer to attend and evaluate the event. This evaluation will be submitted to the Council and the Council will transmit a copy to the hostess school.

D. Structure, Functions, Duties, and Recommendations Regarding the Council.

1. It is recommended that there be a National Council on Extramural Sports for College Women, composed of representatives from the NAPECW, AAHPER (DGWS), and the ARFCW.

2. The following structure is recommended:

   a. There shall be six members of the Council, two from each of the three participating organizations. (NAPECW, DGWS, and ARFCW)

   b. The term of office shall be:

      (1) Three years for representatives of NAPECW and AAHPER (DGWS). (It is suggested that for the first appointments, one delegate from each organization be appointed for only two years, to ensure continuity.)
(2) A number of years to be determined by ARFCW for its representatives, such number to ensure continuity insofar as possible.

   c. The chairman shall be elected annually by the Council.

   d. The Council shall meet annually at the call of the chairman, and at other times as the chairman deems necessary.

3. The following are suggested as functions of the Council:

   a. To be alert to and to have concern for problems and existing conditions in the area of sports for college women.

   b. To assist in the coordination of efforts to guide groups organizing sports events (tournaments, meets, clinics) for college women on a statewide or larger geographic area.

   c. To determine general policies relating to collegiate sports for women.

   d. To present recommendations to the parent organizations.

4. The following are suggested duties of this Council:

   a. To formulate and maintain an up-to-date operating code.

   b. To study the issues concerning collegiate sports events for women, to take appropriate action, and to make recommendations to the parent organizations.

   c. To define the charge of appointed committees, guide the work of the committees within the general policies of the Council, set up the framework within which committees operate, receive the committee reports, and recommend appropriate action.

   d. To set up a Committee on Approval of the Council to take action on requests from applicants for approval of extramural sports events organized for statewide or larger geographic areas.

   e. To provide for long-term evaluation of sport events which have received the approval of the Council.

   f. To present an annual report to each of the parent organizations.
PART III -- CONCLUDING STATEMENT

This part of the report is presented because the Council believes that it is important to summarize the recommendations made, to explain the thinking behind two of the recommendations, and to offer suggestions pertinent to the implementation of the report.

A. Recommendations:

1. The Council has presented in Part II the following recommendations for action by the governing bodies of the three organizations:
   
   a. That the organizations utilize their resources to work with the colleges to implement the statement of beliefs of the Council. (Part II, A)
   
   b. That the Joint Council be continued and its function expanded. (Part II, B)
   
   c. That committees in certain sports (skiing, synchronized swimming) and problem areas (amateurism, leadership, co-recreation) be appointed, (Part II, C, 1) and a survey be made (Part II, C, 2) to identify problems which will guide future action of the Council.
   
   d. That the policies and procedures for approval of extramural sport events on a statewide or larger geographic area be approved (Part II, C, 3).

2. The Council further recommends:

   a. That the three organizations prepare one mutually acceptable statement of policies for extramural sports competition for college women.
   
   b. If the policies and procedures for approval of extramural sports events are approved by the three organizations, that ways and means be set up to publicize the action and the source of application forms.
   
   c. That the expanded purpose of the golf committee (to include the general area of extramural golf for college women) and the proposed change in structure (dropping the AAHPER consultant and making the student ARFCW representative a voting member) be approved.
d. That the organizations review the purposes and functions of the Council in the light of the results of the proposed NAPECW-AAHPER (DGWS) conference on "The Changing Culture and Implications for Physical Education and Sports Programs in Recreation."

e. That a periodic review of the purpose, structure and function of the Council be made by the three organizations.

B. Explanations:

The Council wishes to express its reasons for two of the recommendations which it has presented.

1. The Council has made its recommendations concerning the future of the Council (Part II, D) because:

   a. In the limited time available the Council was unable to thoroughly explore the problem of extramural sports for college women and plan for progress toward solution (even though 311.75 "woman hours" were spent in Council meetings).

   b. There was not adequate time between appointment and the first meeting to collect information needed for study of some phases of the problem.

   c. There appears to be a need for a continuing coordinating group to:

      (1) Work with special committees appointed to study specific problems or sport areas, and to coordinate their efforts.

      (2) Make recommendations to "parent organizations" as needed action.

      (3) Keep alert to the continually changing culture with regard to sports for college women.

2. The recommendation concerning approval of sport events organized for statewide or larger geographic areas (Part II, C, 3) appears to be a radical departure from present functions of the three parent organizations.

   a. The Council bases its recommendation upon the belief that it could be a valuable factor in:
(1) Increasing the number of extramural sport events providing desirable educational experiences for college women.

(2) Providing a source of guidance for institutions and non-college organizations wishing to provide such events.

(3) Assisting staff members and students in determining which events would be valuable student experiences.

b. The Council believes, further, that such a plan is feasible, that the number of approvals requested would not be excessive, and that there are competent and willing persons in each of the three organizations to carry on the function.


1. The following suggestions are presented to the governing boards of NAPECW, AAHPER (DGWS), and ARFCH because the Council has become impressed with the need for starting a program of action at the earliest possible time. It recognizes the problems involved with approval or modification of a report when three different organizations are concerned with such action, these problems presenting a real possibility for delay in initiating a recommended plan for action. These suggestions are, then, respectfully submitted as possible means for expediting.

   a. Each organization finding the report and recommended action generally acceptable could "approve in principle," and indicate needed modifications which would give complete approval without further board action.

   b. Any organization desiring major changes in the report could indicate which parts are not acceptable, recommend to the Council changes or deletions, and state steps to be followed for acceptance. Acceptance might then be made through a mail ballot, rather than waiting for the next board meeting.

2. Should the continuance of the Council be approved, it is recommended that the members be appointed, according to procedure stated (Part II, D), as soon as possible. It would be advisable to appoint at an early date to permit the Council to collect information and to adequately prepare for a meeting in conjunction with the AAHPER Convention in Kansas City in 1958.
3. The Council will continue to function, with its present chairman, until notified by the present organizations that it is dissolved.

The Tripartite Council report has been accepted in principle by the three parent organizations, NAPECW, DGWS, and ARFCW.

Following are recommendations for changes by DGWS:

Part II -- C-3 Change "Policies and procedures for extramural sports events for college women."

First paragraph -- change wording to agree with change in procedure.

Part II -- C-3-
(4)-(a) Add "within the geographical limits of the U.S."

Part II -- C-3-
(4)-(b),
(c),(e) Do not include as such--too specific--but call attention to the problem and recommend that college set its own policies, depending on the event.

Part II -- C-3-
(4)-(d) Change to something to the effect that "college has the responsibility to let the participants know whether their amateur standing will be jeopardized by participation."

Part II -- C-3-
a-(8) Question use of novelty events--don't always have them in sports days.

Part II -- C-3-
a-(9) Rword

Part II -- C-3-
a-(12) Awards should be taken from operating expenses--should not accept gifts for awards.

This will have to be completely rewritten.

Recommendations for changes by NAPECW Board:

Part A Passed

Part B Passed with change of order and some change of wording

Part C Passed

Part D Change "collegiate" to "extramural" all the way through the report. Passed.
Substitutions for Part II, D-d, e:

That the committee establish a set of policies and procedures for the conduct of extramural sports events for college women to be sent on request to any college desiring to sponsor such an event. If the college felt that it conformed to these, it would be free to announce that conformity in its invitations and publicity.

ARFCW has approved the Council report with some modifications—not yet available.
APPENDIX M

FIVE YEAR PLAN FOR RELOCATION AND DEVELOPMENT OF
THE WOMEN'S INTERCOLLEGIATE PROGRAM
FIVE YEAR PLAN FOR RELOCATION AND DEVELOPMENT OF THE WOMEN'S INTERCOLLEGiate PROGRAM

The women's intercollegiate program has been recognized for its value across the country. The program at Ohio State has a long and proud history. The rapid growth in the program, combined with a reorganization within Physical Education, have already produced one program realignment. Now after much consideration, a request is being made to relocate the women's intercollegiate program within the Athletic Department.

This program needs to improve at a rapid rate since:

(a) high school interscholastic programs and community sports programs are feeding many more highly skilled athletes into college programs;

(b) the public is demanding more athletic opportunities for women and expecting colleges to help develop women athletes;

(c) the formation of the Association for Intercollegiate Athletics for Women (AIAW) is for women what the NCAA is for men; it is establishing national championships in many collegiate sports. Such national recognition is presur- ring improvement of intercollegiate athletics for women on all campuses; and

(d) the national scene through the goodwill touring teams, University World Games, Pan American Games, and Olympic Games is presurring for better college athletic programs for women.

In order to provide for the needed improvements, and to keep pace with the rapid growth of the program, it seems advisable to request that the women's program be transferred to the Athletic Department. In making such a request, it is only fair to present a projected five year plan of expenditures. Such a projection plan follows:

First Year

A. Personnel would be the major concern the first year. Because of the historical development of women's athletics and because
of the adjustments and further incorporations of organizations into one structure, it is imperative at this time that the administration and coaches of women's athletics be women. The transfer of the program to the Athletic Department can only be recommended if all parties involved are willing to accept the principle that women should run the women's athletic program.

1. Coaches -- An effort must be made, in cooperation with the School of Health, Physical Education and Recreation, to strive for a separate woman coach for each sport. When a person is responsible for only one intercollegiate sport, then adequate time can be given to planning, coaching, conducting clinics, assisting with high school tournaments and other special events, as well as writing and research in the sports area. In order to maintain continuity in the program and to provide for constructive growth, all coaches should be regular faculty members of the School with the rank of Instructor or above. As the intercollegiate program has increased in opportunities and intensity, the demands on the coaches time have become increasingly greater. Therefore, it is necessary to increase the percentage of time designated to the coaching assignment. The following plan is submitted for the women coaches:

<table>
<thead>
<tr>
<th>Sports</th>
<th>Percent In Athletics</th>
<th>Percent In School</th>
<th>Salary In Athletics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basketball</td>
<td>50%</td>
<td>50%</td>
<td>$3,750</td>
</tr>
<tr>
<td>Gymnastics</td>
<td>50%</td>
<td>50%</td>
<td>5,304</td>
</tr>
<tr>
<td>Softball</td>
<td>30%</td>
<td>70%</td>
<td>3,182</td>
</tr>
<tr>
<td>Speed Swimming</td>
<td>50%</td>
<td>50%</td>
<td>3,500</td>
</tr>
<tr>
<td>Synchronized Swimming</td>
<td>50%</td>
<td>50%</td>
<td>5,244</td>
</tr>
<tr>
<td>Field Hockey</td>
<td>40%</td>
<td>60%</td>
<td>3,715</td>
</tr>
<tr>
<td>Tennis</td>
<td>40%</td>
<td>60%</td>
<td>3,715</td>
</tr>
<tr>
<td>Golf</td>
<td>40%</td>
<td>60%</td>
<td>3,907</td>
</tr>
<tr>
<td>Fencing</td>
<td>40%</td>
<td>60%</td>
<td>3,200</td>
</tr>
<tr>
<td>Track and Field</td>
<td>40%</td>
<td>60%</td>
<td>3,200</td>
</tr>
</tbody>
</table>

Total of Coaches Salaries $42,624

Such coaching percentages support the need to hire a separate women coach for each sport. If the University "freeze" on hiring, combined with the lateness of the academic year, make it impossible to achieve this goal for next year, there
should be an assurance from the School of HPER that the administration will attempt to reach that goal next year. Also, the School should assure all personnel involved that they will be willing to adjust schedules as such hiring is achieved.

2. **Woman Athletic Director** -- This shift of the women's intercollegiate program at this time of the year creates a couple of significant problems. Having spent fifteen years of leadership in attempting to develop the programs of recreation, intramural sports and intercollegiate sports for women, I have genuine concern that no phase of the program should be upset even temporarily by such a realignment. Therefore, I would be willing to attempt to administer all of these programs one more year as a smooth transference of responsibilities is achieved.

3. **Secretary to the Women's Director** -- It is essential at this point to have a full-time secretary, classified to supervise student and part-time help. She would handle the mechanics of the women's intercollegiate program. Her job would include all correspondence regarding scheduling, handling of contracts, all travel arrangements and requisitions, all arrangements of officials, all correspondence for the coaches, setting up of event sheets, making special programs, and preparing materials for clinics. She would work with student managers, as they performed office type duties for the coaches. Starting salary should be $7,200.

4. **Office** -- An office for the Women's Athletic Director should be established in the Athletic Complex of St. John Arena. It is important that a woman in this position become a part of the Athletic Department from the very beginning. (Therefore, I would propose one-half day in each office during the interim period next year. These times would be set into a definite pattern so everyone would know when which hat was being worn.) The secretary could handle business, make appointments, and transfer the telephone calls the other half of the day. It seems important that the coaches establish the habit of going to St. John Arena to conduct their business.

   Equipment for Director's office and secretary's office -- $1,000.
5. Earlier this year Mr. Weaver was asked if other areas of Athletics would be able to absorb the service support for the women's athletic program. At that time he said not to worry about incorporating such expenses into an operating budget. However, such needs should be mentioned because they will involve additional expenses for the Athletic Department. The immediate areas involved are the following:

a. Expenses for operating the current athletic facilities:

   (1) St. John Arena (heat, electrician, janitor, security, etc.)
   (2) Natatorium (engineer, janitor, matron, etc.)
   (3) Stadium -- mainly security

b. The set-up of areas before athletic events and the tear down following such events: This would add a number of hours of work for Mike Dolan's crew during the course of a year. (When M. Dolan was asked to submit his budget for next year with an 8% decrease, I know he proposed saving some money by not providing services to the women's athletic program.) If the women's program becomes a part of the total operation of Athletics, then it would be assumed the set-ups would be performed by M. Dolan's crew.

c. As the program expands there are added expenses in supplies and student hourly rated for Al Hart and the training program.

d. The care of women's uniforms will need to be transferred to the Athletic Department. At the present time the civil service personnel in Pomerene Hall issue, check-in, launder and repair uniforms, as well as putting them into individual outfits ready to re-issue before the next game. It will have to be determined whether or not John Bozick and his current staff can handle the women's uniforms and equipment also, or whether a woman may need to be added to his staff to handle this aspect. I
would assume such an addition would not need to be made this year.

e. It would seem fair to assume that Marvin Homan and his staff could handle the publicity for women's athletics at little or not additional cost to their operation.

6. The proposed operating budget, which was later revised and given approval by the Athletic Council was for the sum of $20,000. However, the following items of telephone, printing, and office supplies were absorbed in the general budget of the Area of University Recreation, Intramural Sports and Women's Intercollegiates, and now would need to be absorbed by the Athletic budget. Therefore, $200 - $300 would be spent for such items.

Total estimated budget for 1973-74 -- $70,824

Second Year

A. Hire a full-time Women's Athletic Director. This is to complete the initial step taken in 1973-74. With an eleven sport program and the development of new phases, it is time to create a full-time position.

Suggested salary on 12 month contract -- $22,000-$25,000

B. A travel budget needs to be allotted for travel of the women's director. One can not administer such a program without attending meetings and conferences to make one's personal contribution to the thinking and developing of the overall athletic program for women. This is also important in order to keep abreast of the rapid changes taking place, to schedule events and change policies, and as a means of recruiting qualified women coaches. Therefore, a travel allowance needs to be established for this purpose. There also should be travel allowance for coaches to attend workshops or clinics, and to attend national tournaments when appropriate.

The suggested travel allowance: $1,250

C. Two years ago the initial request was made for a full-time woman trainer. Al Hart and I are still of the opinion that a woman trainer should be hired. So, that salary should be added to his budget. $10,000

D. The operating budget should be raised to $40,000.

Total estimated budget for 1974-75 -- $114,802
Third Year

A. Add two Teaching Associateships to Al Hart's trainer's budget for women graduate students. In cooperation with Physical Education and Physical Therapy, we should develop an instructional curriculum in the athletic training program to train and to certify women trainers. There are many young women seeking graduate study in this field. Two TA's would give us two assistant trainers to help with the major sports of each season.

Two T.A.'s @ $2,400           $4,800

B. Add a strong student manager system with a small expenditure in order to recognize them in some way. (This expense can be built into the operating budget.)

C. Operating budget -- $55,000

Total estimated budget for 1975-76 -- $132,636

Fourth Year

A. Add three assistant coaches positions at salaries of $300 each. This would enable the Director to hire graduate students as assistants. In the beginning, at least, these assistant coaching positions should not be designated to specific sports, but should be used in the most advantageous way for the total program. Each coach would be given an opportunity to request an assistant coach. All would understand the rationale for the hiring of these assistants.

Total expenditure -- $900

B. Competition in women's athletics by now may have progressed enough that it may seem feasible to shift or increase several coaching salary percentages. No major change in the percentage of coaching time would be proposed. Financial involvement would be minimal.

C. This might be the year to initiate an admission charge for spectators in two or three selected sports. This would be handled in close consultation with the ticket office, and would be carefully evaluated as to whether or not it is really profitable. Perhaps some admission might be for a combined women's event and then a men's event.

D. The operating budget should be raised to $72,000.

Total estimated budget for 1976-78 -- $150,781
Fifth Year

A. Add Rifle and Pistol Teams to the women's athletic program. These teams have requested support twice. Since the men's teams are supported by Athletics, it would seem plausible to support the women's teams as well.

B. Between the fifth and tenth years several other teams may be added. These may be include badminton, lacrosse, skiing, ice skating-figure and speed, or others as deemed necessary. It would be suggested such sports start on the club basis and only become varsity sports when the caliber and demand of outside competition indicate such a shift would be to the best advantage of the participants.

C. It is feasible that the program may have grown to the level where an assistant director for women's athletics may need to be hired. It would be her responsibility to assist other members of the Department with jobs related to the women's publicity, promotion of special events, assisting women athletes with schedules and advising, recognition banquet, ticket sales, etc.

Total estimated budget for 1978-79 -- $150,000

As far as it is possible to foresee and project, this first five year period would be a major period of growth. Then there would be a leveling off of expenditures that would rise or decline with the economy of the University and country.

During the second five year period, and only after the program has reached specific standards, the administration of the women's program and the Athletic Council would have to reach some decisions about a program of financial assistance for women athletes. A plan may be developed for a grant-in-aid or athletic scholarship program. Since AIAW has approved such financial support, some decisions will have to be made regarding a program for women at Ohio State.

There is no desire to initiate such a financial assistance program until the more vital program needs have been met.

Following is a digest of the proposed financial support needed for the five year program submitted herewith.
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Submitted by: Phyllis J. Bailey  
May 2, 1973
APPENDIX N

WOMEN'S ATHLETIC MEDICINE PROGRAM.
WOMEN'S ATHLETIC MEDICINE PROGRAM

Goals

WAMP, the Women's Athletic Medicine Program, provides a means of optimizing individual and team health. Peak athletic performance and personal safety will be encouraged through preventive and rehabilitative training methods as well as traditional care of illness and of acute and chronic athletic injuries.

Scope

WAMP will apply to all female athletes involved in intercollegiate competition. As this program is developed, certain aspects relating to prevention and treatment of illnesses and injuries could be expanded in the future to cover intramural and recreational activities.

Requirements

The requirements of WAMP may be divided into four functional areas. These include: (1) injury prevention, (2) treatment of the acute injury, (3) care of intercurrent illnesses and (4) rehabilitation.

Injury Prevention

A. The Trainer.

Prevention of injuries through adequate physical conditioning prior to seasonal competition is a well established fact both in athletics and medicine. It is, therefore, mandatory that the services of an athletic trainer certified by the NATA be made available on an appropriate basis to provide proper preseason and in-season physical training and conditioning, as well as preventive measures prior to the actual competitive events.

B. The University Health Service.

An administrative position of Team Physician for women athletes has been created within the University Health Service. The function of this office is to coordinate medical care for women athletes in much the same fashion that male athletes have traditionally been treated.

In addition, review of each individual's medical record will be accomplished by the Team Physician or his designees prior to the time she actually tries out for a team. This will help to insure that the individual had no underlying health problem which could be made worse or which might predispose her to an acute injury.
Once accepted by a team, a comprehensive physical examination will be accomplished. A copy of this examination must be on file with the Team Physician and the original on file with the trainer, before the athlete will be permitted to compete.

C. Consultants.

The Director of the Division of Orthopaedics, Department of Surgery, The Ohio State University, College of Medicine will act as consultant in developing a program of training, injury prevention and research in sports medicine in women athletes. Other orthopedists who are also full-time in the Division will serve as consultants when the Division Director is unavailable.

The Director of the Division of Orthopedics or his designee will also participate in the comprehensive physical examination and will perform special evaluations of the musculo-skeletal system heretofore not available. This information will then be used in the development of baseline data to direct current training methods and as a basis for comparison in the event of future injury.

Treatment of the Acute Injury

A. Triage.

The term, triage, indicates that injuries may be sorted out according to degrees of severity. Treatment can then be rendered at various levels of medical expertise. The Trainer will perform this initial evaluation, treating those injuries of which she feels capable and referring to the Team Physician others which may require extensive medical diagnosis and treatment. The Team Physician may decide to treat the patient or refer her to an appropriate specialist best suited to handle the problem. In routine cases, the patient is informed about her injury and pertinent authorized medical information along with any special training instructions is released to the Trainer. The Trainer notifies the coach and provides follow-up to the physician on the patient's current status and eventual recovery. In the event of serious injury, perhaps requiring hospitalization, the attending Physician will notify the athlete's family, the Team Physician and the Trainer.

B. Emergency Room Care.

In the past, a good deal of confusion has arisen concerning the treatment of injuries incurred during periods of time when the Student Health Center is normally closed. A plan has been developed to insure that these athletic injuries receive prompt attention in the Emergency Room of University Hospital (see Attachment #1). The plan also provides for appropriate medical follow-up after the initial treatment.
C. Medical Expense.

Due to the costs involved in hospitalization or emergency room care, it is strongly recommended that each individual be covered by adequate health insurance coverage. The Ohio State University Student Group Program provides adequate low-cost health insurance broad enough in coverage for virtually all athletic injuries, and is, therefore, recommended if the athlete is not already covered by another insurance program.

Rehabilitation

The most important goal in the treatment plan of all athletic injuries is to return the injured or damaged part to normal function. Rehabilitation may take the form of corrective surgery, medication and appropriate exercises or any combination of treatments to gain the desired end point. It must, however, represent a cooperative effort between the individual athlete, physician, trainer, and coach. It is believed that the close communication developed between members of the Department of Intercollegiate Athletics, the University Health Service and the Division of Orthopaedics of the College of Medicine will enhance the possibilities for full rehabilitation.

Conclusions

The basis of an adequate WAMP resides in a multi-discipline approach concerned with the application of three fundamental principles. These are: (1) Injury Prevention, (2) Care of Injury or Illness, (3) Rehabilitation. The key members of this team include: (1) the Trainer who performs the initial evaluation and appropriate treatments, (2) the Team Physician who diagnoses and treats the more complicated injuries or illnesses, and (3) the consultant who works with the most difficult problems.

The program can be expected to reduce disability, improve team and individual performance and increase the total fund of knowledge relating to female athletic activity.
APPENDIX O

RECORDS OF SPORTS ACTIVITIES AVAILABLE TO WOMEN -- 1884-1975
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Source: Information compiled from the Quarterly Intramural Reports, 1927-1975.
INTERCOLLEGIATE SPORTS COMPETITION AVAILABLE TO WOMEN AT THE OHIO STATE UNIVERSITY

| Year       | Field Hockey | Golf | Wrestling | Basketball | Swimming | Riflery | Archery | Badminton | Tennis | Softball | Volleyball | Riddage | Billiards | Gymnastics | Track | Synchronized Swimming | Cross Country | Individual Participation | Number of Sports |
|------------|--------------|------|-----------|------------|----------|---------|---------|------------|--------|----------|------------|---------|-----------|------------|-------|--------------------|---------------|-----------------------|----------------|----------------------|
| 1949-1950  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 111                  | 10             |
| 1950-1951  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 122                  | 10             |
| 1951-1952  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 138                  | 10             |
| 1952-1953  | X            | X    | x         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 118                  | 9              |
| 1953-1954  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 133                  | 8              |
| 1954-1955  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 124                  | 10             |
| 1955-1956  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 159                  | 9              |
| 1956-1957  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 119                  | 8              |
| 1957-1958  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 133                  | 11             |
| 1958-1959  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 103                  | 9              |
| 1959-1960  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 84                   | 6              |
| 1960-1961  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 103                  | 7              |
| 1961-1962  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 98                   | 7              |
| 1962-1963  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 92                   | 8              |
| 1963-1964  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 124                  | 8              |
| 1964-1965  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 151                  | 8              |
| 1965-1966  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 125                  | 9              |
| 1966-1967  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 144                  | 10             |
| 1967-1968  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 176                  | 9              |
| 1968-1969  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 164                  | 9              |
| 1969-1970  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 253                  | 11             |
| 1970-1971  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 207                  | 11             |
| 1971-1972  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 218                  | 11             |
| 1972-1973  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 191                  | 11             |
| 1973-1974  | X            | X    | X         | X          | X        | X       | X       |            |        | X        | X          | X       |           |            |       |                    |               | 209                  | 11             |

*These years represent the period of time in which annual scheduling was done between Ohio colleges for the purpose of collegiate competition.

### Participation Figures of Women Participating in the Annual Bucki-Anna Games

<table>
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<tr>
<th></th>
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<th>Basketball</th>
<th>Billiards</th>
<th>Bowling</th>
<th>Fencing</th>
<th>Gymnastics</th>
<th>Judo</th>
<th>Swimming</th>
<th>Rifle</th>
<th>Volleyball</th>
<th>Archery</th>
<th>Table Tennis</th>
<th>Golf</th>
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<th>Softball</th>
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<td>30</td>
<td>22</td>
<td>32</td>
<td>97</td>
<td>9</td>
<td>7</td>
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<td>38</td>
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<td>164</td>
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<td>23</td>
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<td>8</td>
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<td>50</td>
<td>8</td>
<td>76</td>
<td>7</td>
<td></td>
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<td>Sp 1973</td>
<td>28</td>
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<td>69</td>
<td>126</td>
<td>34</td>
<td>30</td>
<td>83</td>
<td>32</td>
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<td>25</td>
<td>66</td>
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<td>Sp 1975</td>
<td>31</td>
<td>144</td>
<td>66</td>
<td>132</td>
<td>27</td>
<td>17</td>
<td>117</td>
<td>24</td>
<td>502</td>
<td>43</td>
<td>67</td>
<td>29</td>
<td>152</td>
<td>456</td>
<td>58</td>
<td>88</td>
<td></td>
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<td>1953</td>
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**Source:** Information compiled from the Quarterly Intramural Reports, 1964-1975.
APPENDIX \ P

COMPARATIVE FIGURES BETWEEN THE ENROLLMENT OF WOMEN STUDENTS AND PARTICIPATION IN INTRAMURAL SPORTS
### STUDENT ENROLLMENT BY FISCAL DECADES
THE OHIO STATE UNIVERSITY
1879-1880 TO 1969-1970

<table>
<thead>
<tr>
<th>Decade</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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<tbody>
<tr>
<td>1879-1880</td>
<td>263</td>
<td>39</td>
<td>302</td>
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<tr>
<td>1889-1890</td>
<td>426</td>
<td>67</td>
<td>493</td>
</tr>
<tr>
<td>1899-1900</td>
<td>1,144</td>
<td>108</td>
<td>1,252</td>
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<tr>
<td>1909-1910</td>
<td>2,556</td>
<td>719</td>
<td>3,275</td>
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<tr>
<td>1919-1920</td>
<td>5,751</td>
<td>2,066</td>
<td>7,817</td>
</tr>
<tr>
<td>1929-1930</td>
<td>9,691</td>
<td>4,804</td>
<td>14,495</td>
</tr>
<tr>
<td>1939-1940</td>
<td>12,277</td>
<td>5,726</td>
<td>18,003</td>
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<tr>
<td>1949-1950</td>
<td>21,691</td>
<td>6,599</td>
<td>28,290</td>
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<tr>
<td>1959-1960</td>
<td>18,964</td>
<td>8,772</td>
<td>27,736</td>
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<tr>
<td>1969-1970</td>
<td>29,812</td>
<td>17,724</td>
<td>47,536</td>
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**Source:** Annual Reports of the Registrar and Director of Admissions, 1879-1970.
<table>
<thead>
<tr>
<th></th>
<th>Fall Participation</th>
<th>Winter Participation</th>
<th>Spring Participation</th>
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<tr>
<td>1929-1930</td>
<td>495</td>
<td>566</td>
<td>340</td>
<td>1,400</td>
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<tr>
<td>1939-1940</td>
<td>230</td>
<td>419</td>
<td>154</td>
<td>803*</td>
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<tr>
<td>1949-1950</td>
<td>362</td>
<td>639</td>
<td>280</td>
<td>1,201</td>
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<tr>
<td>1959-1960</td>
<td>686</td>
<td>486</td>
<td>180</td>
<td>1,352</td>
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<tr>
<td>1969-1970</td>
<td>817</td>
<td>411</td>
<td>783</td>
<td>2,013</td>
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<tr>
<td>1974-1975</td>
<td>1,527</td>
<td>853</td>
<td>3,422</td>
<td>5,802</td>
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</table>

*Figure reflects trend toward sports clubs resulting in less participation in intramural activities.

SOURCE: Figures compiled from the Quarterly Intramural Reports of those years represented.
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February 23, 1899.

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May 10, 1899.

September 13, 1899.

February 28, 1900.

April 25, 1900.

April 24, 1901.

March 19, 1902.

April 30, 1902.

February 24, 1904.

December 7, 1904.

January 25, 1905.

February 1, 1905.

March 22, 1905.

January 17, 1906.

February 21, 1906.

March 6, 1907.

November 27, 1907.

September 22, 1908.

October 28, 1908.

September 21, 1909.

November 17, 1909.

December 14, 1910.

February 21, 1912.

March 13, 1912.
March 27, 1912.
May 1, 1912.
October 30, 1912.
May 14, 1913.
November 18, 1913.
April 4, 1916.
April 17, 1916.
April 18, 1916.
May 11, 1920.
May 20, 1920.
June 2, 1920.
October 3, 1922.
November 16, 1922.
November 27, 1922.
January 22, 1923.
February 8, 1923.
February 12, 1923.
March 15, 1923.
March 16, 1923.
March 22, 1923.
March 29, 1923.
May 31, 1923.
June 1, 1923.
July 4, 1923.
January 4, 1924.
February 1, 1924.
February 4, 1924.

April 3, 1924.

April 30, 1924.

October 15, 1926.

February 9, 1927.

April 5, 1927.

April 26, 1927.

October 12, 1927.

October 28, 1927.

April 20, 1928.

April 25, 1928.

November 20, 1928.

January 21, 1929.

January 21, 1929.

January 22, 1930.

October 13, 1930.

January 20, 1936.


May 28, 1975.

June 5, 1975.

July 14, 1975.

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