

WOMEN'S ATHLETICS AT KANSAS STATE
AGRICULTURAL COLLEGE: 1920-1929

by

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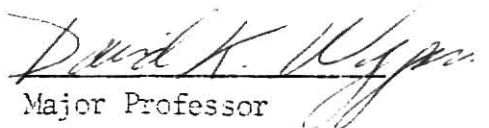
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Chapter 1

SIGNIFICANCE OF THE PROBLEM

The term "sport" connotes a variety of associations for the reader which depend on his or her setting and outlook. The historian may view sport as one contributing aspect to a culture's total history, or as a unique social phenomenon with a history in and of itself, or as a combination of the two.

As we look into American history, we find that sport has played a significant role in the lives of individuals. Americans on either side of the grandstand have been influenced by their involvement in sport. In turn, the impact of sport on the personal lives of athletes and spectators permeates the whole of society. Whether or not we consider ourselves to be active sport enthusiasts, we are still affected by sport to some degree because it is so paramount an institution in our culture.

Evidence as to the importance of sport in America abounds in our present daily existence. The consumer market is flooded with sport publications and products; sport personalities endorse a wide spectrum of merchandise; and sport broadcasts use up a large portion of television and radio air time. Sport is a notable entertainment feature, and a valuable participant activity for men and women alike.

Sport, and physical activity in general, have been an interesting aspect of the history of women in America. Parallels between social freedom and involvement in physical activity may be drawn without any

undue strain to this relationship. The role of women in American society has changed and developed in relation to broader historical trends. These trends are no less evident in American sport. A study of the history of women in physical activity, alone, could lead us to some conception of the history of women in America. However, the chronicle of women in sport is most useful to us when combined with the study of the many other aspects in the history of the American woman, leading us to a more thorough understanding of the female role in our cultural history.

This particular study is one piece of the research necessary to understand the history of the American woman in sport. This understanding can then be related to other historical knowledge concerning women in America. We can then trace a picture of the historical development of the role of the American woman.

Statement of the Problem

This study will focus on women's athletics at Kansas State University during the 1920's. The investigation will follow three lines of inquiry. First, the researcher will look into the status of women's athletics in American colleges and universities. Second, she will study the leaders in women's physical education, their ideas concerning athletics for girls and women, and the reasoning behind their philosophy. Third, the student will see whether the women's athletic program at Kansas State Agricultural College was a typical case for this time period.

For as thorough an evaluation of these inquiries as possible, the researcher will look at the following aspects:

1) the department of physical education for women at the college including its growth and development, instructors and their qualifications, requirements and courses; student characteristics, facilities, and competitive athletics;

2) the Women's Athletic Association and other campus organizations involved with women's collegiate sport participation;

3) the status of men's athletics at Kansas State Agricultural College during the same time period, emphasizing cooperation and communication between the men's department of physical education and athletics and the women's department;

4) the particular events and personalities of women's athletics at Kansas State Agricultural College including class teams, school tournaments, Play Days, and other athletic activities

5) the general setting of the college and its student population of the 1920's.

Limitations

There are several factors which will inhibit a completely thorough investigation of the subject. First: many records, manuscripts, personal files, letters, pamphlets, and other pertinent information were destroyed in a fire. Nichols Gymnasium, the home of the women's physical education department at Kansas State was gutted by fire in 1968. Second: the records and information remaining are difficult, if not impossible,

to attain. Personal recollections of those involved with women's athletics during the 1920's are altered and faded by the passage of time. Record keeping practices were, perhaps, not as encompassing or efficient as an historian would like. Much of the information is sketchy and brief, at best. Third, lack of time on the part of the researcher precludes a completely thorough investigation. This student imagines that some material will escape her research that could have been very useful in filling in gaps in the study. Unfortunately, the time and effort necessary to track it down are too much for the purposes of this investigation. From the information obtained the researcher will attempt to give an objective account in as thorough and detailed a manner as possible.

Delimitations

This researcher selected the time period of 1920-1929 for investigation because of several factors. First, the student wanted to research the beginnings of women's athletics at the institution in the hope of uncovering information which could help us better understand the situation at present. Through knowledge of the past, and by tracing development from one point to another, we can better understand the present state of affairs in any area of interest--in this case, collegiate sport for women. Second, this student considers it an important task to collect historical data from this era, as the information is sparse and difficult to obtain. Records, accounts of games and meets, personal recollections, and other sources are more numerous for more recent periods,

but not necessarily more important. The current status of women's athletics is deeply rooted in this period, strongly related to the views of its women physical educators, to societal attitudes about masculinity and femininity, and to other historical factors which can only be understood through thorough research of the 1920's. Third, the 1920's have been researched and subsequently referred to as the "Golden Decade" of American sport. Indeed, it was a period of significant progress in terms of the popularity of sport as a spectator entertainment, in development of individual star athletes and teams, in increase of numbers participating in sports, and in organization and structure in professional and amateur athletics. And fourth, women's athletics became more structured, during this era coming under the leadership of national organizations formed to guide the development of sport programs for women. A number of controversies surrounded this development of athletics for women. The manner in which these controversies were handled, and the choices that were made in programming physical activities for women are still an important influence in women's athletics. The connection between modern day programs in sport for women and events in women's athletics during the 1920's is worthy of our consideration.

Definitions of Terms

Kansas State Agricultural College refers to the land-grant college founded in 1863 in Manhattan, Kansas; one of many similar

institutions formed in the United States as a result of the Morrill Act of 1862. This institution is presently known as Kansas State University.

"Athletic activities" were defined by author Florence Somers in 1930 in the following manner. 'The term 'athletic activities' is used in a general sense to mean the vigorous plays and games which are natural to youth, and become recreative when carried on into adulthood.'" (25:70)

This researcher has worked according to this definition in her study of women's athletics during this era, and particularly at Kansas State Agricultural College.

During the 1920's and 1930's, a differentiation between educational athletics and spectator athletics was made by leading physical educators. Somers continued her definition,

"The term 'educational athletics' is sometimes used in contrast to that of 'spectator athletics.' The latter is the athletic contest (1) which is produced for the benefit of the spectator, (2) which is influenced in its emphasis on winning by the partisanship of the spectators, and (3) in which individual behavior is tremendously affected by the enthusiasm of the partisan..." (25:71)

The differentiation was emphasized between men's and women's athletics. According to physical educator and author Agnes Wayman in 1928, "Spectator athletics is a term which has grown up in connection with men's athletics as opposed to 'educational athletics.'" (27:171)

These different shades of meaning for the term athletics were

important to the physical educators of the time period under investigation. This researcher, thus, incorporated these definitions into her study in order to put herself into that frame of mind, historically. It is important that the reader share in this "historical mindedness" in evaluating the information presented in this study.

Chapter 2

COLLEGIATE ATHLETICS FOR WOMEN - 1920-1929

Athletics for women at American colleges and universities during the decade of the 1920's developed in a fairly unified manner. Great influence was exerted by the two major sports organizations for women; the National Section for Women's Athletics of the American Physical Education Association, and the Women's Division of the National Amateur Athletic Federation. The platforms and policy statements of these two groups were widely distributed among American physical educators. Both organizations emphasized mass participation in activities for the purpose of enjoyment of play. The Women's Division stated that, "To promote programs of physical activities for all members of given social groups rather than for a limited number chosen for their physical prowess," (29:3) was its first aim. This and other beliefs espoused by these two organizations were generally adhered to by women leaders in physical education in establishing their college programs.

Various cultural phenomena influenced the philosophical beliefs of women physical educators. Cultural attitudes about appropriate sex role behavior, myths about women's physiological and psychological make-up, and the social changes and technological advancements of the 1920's were some of the influential factors. All of these factors served to reinforce the conceptions on which women leaders in physical

education based their decisions and actions, and which directed the development of athletics for college women. The most pervasive of these conceptions was the need for participation for all girls and women in athletics. This ideal seemed to guide nearly every effort made in the formulation of athletic programs for women.

"A game for every girl and every girl in a game." This statement served as the motto of the National Section for Women's Athletics, and probably of many of the physical education programs for college women. This belief in the need for total participation by all women can be traced to several likely sources.

The results of military physicals taken during World War I showed that American youth were grossly out of condition. Educators and legislators lead a public outcry for physical fitness training in the schools. Most states passed laws to fund and implement physical education programs in the public schools and thus physical education came to be a part of the curriculum in most secondary schools and colleges in the U. S. Many educators saw that the concentration on a few talented athletes in developing a varsity team was not meeting this objective of physical fitness for all American youth. There was a desire to create physical education programs to benefit the entire school, but not always the necessary funds. When budgeting was done, there were often cuts in physical education so competitive athletics could be maintained. The women, especially, it seems wanted to make sure that all girls had the opportunity to participate in a physical education program. Perhaps because of the delay in developing athletic

programs for women (as opposed to those for men), women leaders had the opportunity to scrutinize the results of men's athletic programs. These women leaders could then make the changes they thought necessary to guide women's programs in an educational direction. It is likely that women's athletics were not, at first, seen as being on the same level as men's athletics regarding public interest or commercial potential. From the beginning women leaders worked to create athletic programs for the purpose of promoting physical fitness and lifetime sports.

Another source of the pervasive belief in universal participation was the previous lack of activity for women and girls. Women, for years less physically active and less involved in sports than their male counterparts, needed encouragement for and approval of their athletic endeavors. To encourage women to participate in physical activity was no easy task in view of the negative reinforcement which athletic females received from society. For decades women had been told activity was not ladylike and would have a negative effect on their health. Myths about masculinization were widely held, though unsubstantiated by medical research. Most women of the period had been conditioned to believe that they were not as physically suited for athletics as were men. Physical education and athletics for women had struggled for acceptance in American culture ever since physical training for women was first conceived and practiced. Gradually, the need for physical education for women was recognized by society as a whole and

accepted on the grounds that athletics would improve health. Women's athletic programs developed throughout America as more and more women took up some sport as part of an increasingly active lifestyle. Still, many women carried the inhibitions which had been perpetuated by previous years of Victorian standards in our culture. For many it was difficult to overcome these inhibitions and experience the joy, success, and sense of competence attainable via physical activity.

Leaders in college physical education for women saw it as their mission to develop "universal participation." (71) They believed that varsity athletics were exclusive and discouraged participation of those who needed it most. These physical educators then searched for the best method of promoting physical activity including alternative forms of competition among all women.

Myths About Women in Athletics

Several myths concerning the physiological and psychological make-up of women were widely held throughout society and, thus, influenced the status of women's athletics. These myths are labeled as such from our modern day point of view. To informed individuals of this era, these myths were considered to be facts.

1. Women and girls are too highly emotional for the pressures of competitive athletics. Many women leaders in physical education espoused this view, and felt that competitive situations (especially varsity

athletics) were harmful to the sound emotional development of women. These leaders thus tried to structure athletics with low-key competitive atmospheres. While team sports were used in their athletic programs, aggressive competitive behavior was not encouraged. Qualities of sportsmanship were emphasized. Most women leaders also thought that disallowing varsity team play with school representation would discourage competition. Many women physical educators thought that the pressure of intercollegiate athletics was too intense and would hurt the emotional health of young women.

2. Women are less physically capable of athletic participation than men; and should restrict their activities. Dr. E. H. Arnold writing in the American Physical Education Review in 1924 sums up the prevailing notions about the physiological aspects of athletic participation for women. "It seems plain to me at least that the female, after puberty, is unsuited to pursue athletics such as the male indulges in and that consequently athletics of that type are unsuited for the female." (11:45) Arnold pointed out that women could not perform efficiently in physical activity requiring strength, force by the extremities, or locomotor movement "... she is unsuited for prolonged small exertions such as walking. She is also unsuited for long runs and for jumping of all kinds." (11:453) Arnold, director of Arnold College (New Haven Normal School of Gymnastics) was an advocate of women's athletics. At his Normal school, Arnold conducted a series of studies on the effects of exercise upon menstruation, and with the publication of the results took a stand against athletic participation during menstruation.

3. Physical activity will result in harm to the childbearing ability of women. Some medical authorities and physical educators feared that the muscular development which would occur due to physical activity would tend to narrow the pelvis and complicate delivery. (11) It was thought that activities which reduced the number and intensity of menstruations would decrease fertility.

4. Women should not participate in physical activities during menstrual period. This belief was held almost universally among women. One objection to varsity athletic competition was that girls would try to hide their condition and proceed to play for personal or team honor. (17) Later in the period, medical literature stated that there was no medical reason to restrict all activity during menstruation provided the girl was accustomed to active play. However, the stipulation was made that women should avoid jumping, vaulting, and vigorous exertion. (12) Many educators realized the importance of continuing research on these medical questions. However, the knowledge which was disseminated at that time indicated physical health risks to women who participated in vigorous activity without taking the recommended precautions.

Convictions of Leading Women Physical Educators

Women physical educators sought to control the development of college physical education programs in the direction that would

serve the best interest of their girls. Certain beliefs, almost unanimously espoused by these leaders formed the philosophical foundation of womens' physical education programs at the college level during the 1920's. It was in acting on these convictions that these women leaders influenced the future course of college physical education and athletics for girls.

One such conviction was that athletic activity programs should meet the needs of all women, and be suited for all levels of ability. Striving for the objective of "universal participation" (71) physical educators structured their programs with opportunities for intramural and extramural competitions. It was thought that varsity athletics did not function to meet this objective because varsity teams were exclusive in nature, sacrificing the good of the "many" for the sake of the "few."

Furthering the non-competitive philosophy was the view that play for plays' sake should be emphasized in athletics. Women physical educators believed that for any form of competition to be acceptable, it should stress enjoyment of sport, self-expression, good sportsmanship and character. An undue emphasis on winning, record breaking, and championships was believed to be detrimental to the character of the participant. Rather than encouraging a lifetime of enjoyment of sport and play, varsity athletics were thought to lead to a "win-at-all-cost" attitude. (17, 18, 71)

Another important conviction which influenced the development of women's athletic programs was that the health of participants should be closely guarded. Physical examinations were required to begin participation in the athletic program, and a supervised follow-up program was encouraged. Monitoring of participation in athletics during the menstrual period was urged, so that girls would maintain a reasonable attitude about this issue. (71)

The desire to curtail competitiveness in women's programs was enhanced by the belief that awards for participation should not be of financial value. Symbolic awards and tokens were used; and even trophies and letters became more common by the end of the decade. College departments and the student led Women's Athletic Associations followed a point system for rewarding athletic achievement. For example, some points were earned for the minimum participation in a physical education class, and point totals ranged upward, representing the value of the achievement, to a maximum for being named on the school honorary varsity.

Another firm conviction held by women physical educators was that only women should be the leaders, coaches, administrators, and officials in women's physical education programs. It was believed that only women could serve the interests of women. A fear that male leadership would exploit women's athletics and take it in the direction of the men's intercollegiate sport existed among these women leaders. A woman physical educator replied in this manner to the survey conducted by Mabel Lee in 1930. "It would be sure to be conducted as is men's

intercollegiate athletic competition. Why do we think it would not be so conducted since there are so many men only too willing to step in and advise in that direction." (18:99) Ethel Perrin, a leader in the national organizations for women's physical education further encouraged women leadership. She stated in an article appearing in the October, 1919 issue of American Physical Education Review, "A program which hands over the best athletic material among girls to the men to train and leaves to the women physical educators, the masses, is a poor program." (19:475)

Other beliefs which gave direction to the programs of physical education and athletics for women centered on publicity and commerciality. Women physical education directors thought that publicity should be in an educational vein, stressing the value of play and sport, not the individual athletes. Apprehension about notoriety and adverse publicity was voiced by women educators. They did not want to see their girls exploited by the media. In discussing conditions which influenced women's athletics during the 1920's Florence Somers comments:

"A great deal of blame is attached to the newspapers for some of the undesirable features of school athletics today. The power behind the newspaper lays the blame on the public and claims that the newspaper gives only what the public demands. This view may be questioned and the reverse opinion proposed that the writings of untrained reporters with a knowledge of only the sporting type of athletics and lacking in the educational point of view, have trained the public to expect a certain sensational treatment of the subject of athletics." (25:65) (emphasis author's)

It was further determined that athletics for girls must be protected from the evils of commercialization: that is, exploitation of

athletes by the school, alumni, and general public; a "rah-rah-circus-sideshow atmosphere;" (18) a loss of perspective by the individual athletes regarding the importance of the game. Leading women physical educators thought that varsity athletics would inevitably lead to the commercialization and exploitation of women, as it had in men's athletics. This opinion was articulated by a women's physical education director responding to Mabel Lee's 1923 study.

'Men's athletic departments are struggling now with their difficult situation and are not, as yet, making much progress. In the present, unhealthy state of public and alumni opinion, inter-collegiate athletics for women would be subjected to the same pressure from the outside as are mens; ie, to make the game a good spectacle, to have a highly specialized team, so that it would be worth paying to go see, and very likely worth betting on.' (17:15) (emphasis author's)

It was believed best to avoid varsity sports all together and find other means of competition for women which emphasized participation.

The dominant approach to programming activities and sports for women was summarized by Gertrude Dudley and Frances Kellor in their book, Athletic Games in the Education of Women, as they discuss "Competitiveness and Public Games," "Under present conditions we believe that the conservative attitude of the majority of the instructors which include colleges, private schools, and a small percentage of high schools, is the best for the future good of the girls and of athletics." (24:152) (emphasis authors)

Impact of the Organizations Governing Women's Athletics

A network of institutions with the purpose of formulating and disseminating policy to govern the development of women's athletic

programs was organized. The impetus for establishing agencies to safeguard the development of women's athletics was provided by the question of female participation in the 1922 Olympics. The United States sent a number of women athletes to the games despite the objections of a majority of women physical educators. It was believed that Olympic participation would lead to the selection and training of a few talented athletes, and the consequential neglect of the physical activity needs of the majority of women. Moreover, the women leaders were apprehensive about the possibility of male organizations in control of women's athletics. This became a more urgent matter when the AAU assumed control of women's track and field in 1922. The leaders in women's physical education proceeded to form their own organizations in order to direct women's athletics on the course they believed to be best for all women.

One of the most influential agencies in this network was the National Section on Women's Athletics of the American Physical Education Association (APEA). In order to provide a more powerful voice to speak for women's athletics, the American Physical Education Association raised the status of the Committee on Women's Athletics (formed in 1917). This organization became the National Section on Women's Athletics of the APEA in 1927. The purpose of the Women's Section was to guard actively the development of women's athletic programs so that the needs of all women could be met. The Section was to act on this objective by encouraging research in the area; developing trained women instructors, coaches, and administrators; regulating the practices of women's athletic

departments through their policy and platform statements.

Another organization which exerted a powerful influence on the development of women's athletics in America was the Women's Division of the National Amateur Athletic Federation (NAAF). The National Amateur Athletic Federation was formed in 1922 with the purpose of promoting physical education and athletics in order to develop a more physically fit population through the organization of all sport interest groups and agencies. The Women's Division of the NAAF was created to guard the special needs of women in sport. The aims and beliefs of this organization are presented in the following quotation.

"(1) The encouragement of sports and games for everyone, and (2) the establishment of standards, principles, and ideals for girls' athletic programs that will insure the wise choice and direction of all games. It believes that there is a game for every girl...not just the few who excel. It believes that every girl...should be given an opportunity to participate according to her capacity for enjoyment throughout life. It further believes that there is greater joy and recreation in wholesome participation than in the intensive competition that aims at championships and records." (71:60)

The previous statement served as the purpose of the Women's Division and introduced the more detailed platform policy.

The leaders in the Women's Division drew up a point by point platform to promote their aims and beliefs. This platform was widely distributed to professionals and students in physical education. It had a significant impact on women's athletics during the 1920's. Most athletic programs for women at colleges, universities, academies, and high schools developed according to the guidelines of the platform of

the Women's Division of the NAAF. (This platform is included in its entirety in the appendix).

A great controversy surrounded the eventual participation of women on the U.S. Olympic Team in 1932. Both the National Section and the Women's Division refused to sanction the participation of women in the Olympic Games of 1932, held in Los Angeles. The organizations saw Olympic participation as incompatible with their goals and beliefs (as stated above). The dilemma as it appeared to the women physical educators was, to quote an article by Blanche Trilling, "The playtime of a million girls or an Olympic victory -- which?" This article, published in The Nation's Schools in August of 1929, articulated the concerns of the leading women physical educators and the Women's Division. Most felt that developing Olympic athletes would monopolize facilities, equipment, and teaching efforts. As Trilling saw it, "There is no escape. If schools and clubs encourage competition in the Olympic Games, the facilities provided to insure the physical fitness of all school girls will be devoted to developing the superior prowess of the few." (29:81) Trilling also pointed out the dangers of exploitation of the women athletes in supplying spectator entertainment. The controversy regarding the physical condition of women and potential harm from over-training was examined and Trilling concludes that, "The Women's Division... contents itself with the eminently sane position of refusing to sanction a form of sport that is under medical suspicion." (29:83) The position taken by Trilling and representative of the majority of women physical educators was to disapprove of Olympic competition for women as being in opposition to the ideal of "A team for every girl and every girl on a

team." (29:84) A letter known as the "Olympic Protest" was sent by the Women's Division to the U. S. Olympic Committee, and a similar protest was sent to the International Olympic Committee. In spite of these protests women did participate on the U. S. Olympic team in 1932. However, the governing bodies of women's athletics had made known the views of the majority of women physical educators concerning this matter. The Women's Division, National Section on Women's Athletics of the APEA, National Association of Directors of Physical Education for Women in Colleges and Universities, and other organizations of women physical educators passed similar resolutions on the Olympic question, all in opposition to Olympic participation by women. (The resolution of the Women's Division is included in the appendix.)

By means of shared committee members and a well operating communication network, these two organizations, the Women's Division and the National Section, cooperated to protect women's athletic programs from exploitation and commercialization, and to achieve educational goals.

Another important organization of the period was the Athletic Conference of American College Women (ACACW) formed in 1917 at the University of Wisconsin. The ACACW network extended through the American college system in the form of Women's Athletic Associations (WAA). The WAA's existed on nearly every college campus for the purpose of organizing the female coed's athletic programs in cooperation with the departments of physical education. The WAA was a student organization with faculty acting only in an advisory (not policy making or voting)

capacity. The ACACW tended to follow the lead of the Women's Division and National Section in the establishment of their beliefs, aims, and policies. The 6th National Conference of the ACACW, held in April of 1930 passed the following resolution: "ACACW oppose all intercollegiate competition, meaning competition in which whole teams from one college compete against whole teams from another college." (18:108) The ACACW joined with the National Section and Women's Division in opposing Olympic competition for women.

Agnes Wayman, educator and author, head of the department of physical education at Barnard College, Columbia University in New York, summarized the policy and attitude of the Women's Division of the NAAF in her article, "Competition" appearing in a 1929 edition of the American Physical Education Review. Wayman offers a view that competition is good, but opposes "highly intense specialized" competition and the evils of placing emphasis on winning. She concludes that the Women's Division "does not feel that...the intense intercompetitive system is productive of better girls or better women." (21:470)

The Programs in Action

Because athletic programs for women were under the auspices of the college physical education department, the curriculum leading to the bachelors degree should be examined. These college curriculums were the training grounds of the future educators, and the means for developing teaching skills and philosophy. Also, the present leaders were able to disseminate their beliefs through the college physical education courses.

Universal participation, wholesome play, and physical fitness were some of the aims of the college physical education departments.

Physical education curriculums expanded during the early twentieth century; beginning as limited gymnastic (exercise classes), moving to include dance activities and individual sports, and blossoming into broad activity programs including team sports (basketball, softball, field hockey, volleyball, etc.) Aquatic activities became an important part of the curriculums in the form of Red Cross Lifesaving Corps and progressive lessons. Major courses in the curriculum increased in number and scope during the period. Class topics included teaching technique, leadership of activities, and administrative skills. Examples of course titles include Playground Management, Organization and Administration of Physical Education, Play and Games, Elementary School Gymnastics, Teaching and Adaption of Physical Education. Course work also covered the science area (Human Anatomy, Zoology, Kinesiology, Physiology) and the education area, (Psychology of Childhood and Adolescence). (70)

The growth and development of the physical education departments in colleges and universities brought an increase in number of staff. The professional training of the staff greatly influenced the direction and outcome of the programs. As the physical education curriculum broadened, the responsibilities of the staff expanded to include the molding of athletic policy, management and scheduling, and financial organization. The women's physical education departments cooperated with the student-run Women's Athletic Associations in structuring the college's athletic program for women.

Forms of Competition

Intercollegiate competition barely got off the ground before its value was questioned by leading educators, physicians, and professionals in physical education. Subsequently, interclass, intramural, and extramural forms of competition were stressed. Mabel Lee, from the Department of Physical Education at the University of Nebraska, investigated the situation in women's collegiate athletic programs in a 1923 study. One women physical educator replied to Lee's survey on the need for competition in women's athletic programs in the following manner: "The entrance of women into the intercollegiate athletic world would take us still farther away from the goal physical educators seek--the goal of 'play for play's sake' and everyone on the field instead of in the grandstand." (17:15) Women physical educators saw tremendous disadvantages to varsity athletics. Mabel Lee conducted her first such study in 1923 to question the opinion of leading women physical educators on the subject of intercollegiate competition. Women physical educators, replying to the survey saw many disadvantages to women's varsity athletics, including professionalism, commercialism, fanaticism, a win-at-all cost attitude, undesirable publicity, neglect of school work by participants, and disregard for the well-fair of the many. (17) Women saw some advantages, such as the need for opportunity for high caliber competition for good athletes, and training for a competitive society. However, the vast majority of women physical educators generally felt that highly competitive athletics were detrimental to their programs. They felt that women's intercollegiate athletics would

imitate the men's programs, including their abuses. This attitude remained fairly stable through the decade, as reflected in this reply to Mabel Lee's follow up study done in 1930. "It is not a wholesome activity for a girl to enter judging from the experiences college men go through in their varsity competition." (18:97)

Less selective, less intense forms of competitions were thus sought out, organized, and encouraged by women's physical education departments. These other forms of competitive athletics included play days, sports days, and intramurals. According to women physical educators of the period, play and sport days were to have educational outcomes such as social adjustment, sportsmanship, and development of athletic skills.

Play Days were extramural sports activities in which participating teams composed of players from two or more schools took part. The objectives of Play Day were wholesome recreation, socialization, and physical fitness. Because teams were a mix of players from all schools, identity with the college, school spirit, and its attendant run away enthusiasm were avoided. Play Days included some informal means for determination of teams, such as designation by color and the use of colored ribbons for each participant. Play Days provided an opportunity for girls to meet with girls from other colleges who shared an interest in athletics. Agnes Wayman included "Suggestions for a Play Day Program" in her book, Education through Physical Education, published in 1928. The suggestions were listed in the following form.

"Planned so every one can play.
 Limited so no one over does.
 Health is emphasized first, all the time and last.
 Teams are chosen by lot, so no school plays another.
 Play Days can be scoreable and should be. ...
 Leadership must be by women well trained.
 Play Days are most successful when small, a 'twosome' or 'foursome'
 is better than ten, for many reasons.
 Activities must be planned for the skilful (sic) and unskilful (sic)
 in order to appeal. Everyone has a chance to play his favorite games.
 The spirit of play should dominate.
 Good sportsmanship is more spontaneous in Play Days than anywhere, by
 emphasizing the social side.
 Play Days should follow an intra-mural program and come at the end of the
 season.
 Health rules for training should be an all-year standard. ..." (27:251)

This Play Day form of low key competition was very common among college athletic programs for women.

Sports Day was an extramural form of competition that involved one team representative of each particular school taking part. This event usually included several sports, of both the team, and individual variety. A typical sports day at a midwestern university was described by Dorothy Sumption in her book, Sports for Women. "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." (26:91) The quality of play was raised as girls practiced and trained for one sport, and participated in that sport as a representative of their school.

Play Days and Sports Days were hosted by a particular school which invited other colleges in the area to participate. An example of a typical schedule for a Sports Day (which was held at Ohio State University) follows:

9-10 A.M. Registration
10-12 A.M. Baseball
Tennis
Archery, golf
Golf (10-2)
Riding (11-1)
12-1 P.M. Box luncheon
1-3 P.M. Baseball
Golf
Archery
Fencing
Badminton
Tennis
3-4:30 P.M. Swimming Meet
4:30 P.M. Splash Party (26:91-92)

Individual sports were often seeded, and team sports were typically conducted as round-robin tournaments. The competitive atmosphere was tempered by the addition of informal "fun" events (such as the Splash Party above.)

Intramural contests often took the form of interclass competition. Girls desiring to go out for their class team in a certain sport attended big group practice sessions lead by an instructor from the physical education department. Following these practice sessions which often included some form of competition for all the girls going out, class teams were selected. These girls practiced as a team and represented their

class in a tournament.

Intramurals for other campus organizations usually developed after the interclass sports activities had been taking place. The purpose of expanded intramural programs was to provide more girls opportunity to participate in competitions. Typically, intramural teams were formed to represent the various living groups--sororities, dormitories, and off-campus groups--in university sponsored competitive athletics.

The varsity team form was maintained by very few schools, most of which were located in the east. (17,18) It was difficult to conduct a varsity program. There just weren't enough schools with varsity teams to make it worthwhile for other schools to continue their teams. Difficulties in scheduling opponents, too much time spent in travel, and opposition from leading women physical educators kept the instances of varsity programs at a minimum. Even as women's physical education departments increased in number, size, and scope, varsity athletics for women did not grow during the 1920's. (18)

While it may not seem that a well-rounded physical education program serving all women, and a varsity athletic program for the better athletes were necessarily mutually exclusive, women physical educators of the period found this to be the case.

'The literature failed to reveal a single instance where the National Section on Women's Athletics or the Women's Division rejected the idea of carrying on both an intramural program and a varsity program. The problem hindering such an ideal situation, according to Lee, was that 'no school had sufficient staff or equipment to carry out a correct program for both the 'many' and the 'few'.' " (71:79)

The pros and cons of varsity athletics for college women were discussed by women physical educators of the period, with the majority siding against varsity athletics, and a few standing in favor of this form of competition. The literature indicates that the majority against varsity athletics for women were very vocal in their opposition. There was a minority among women physical educators in favor of varsity sports for girls who were less inclined to voice their opinion. One such minority opinion appearing in Mabel Lee's 1930 study points out the need for quality competition to benefit good athletes. 'Mass participation levels the best to mediocrity and unless other opportunity is given to the best, the best is lost,' (18:99) Opinions voiced against inter-collegiate athletics for women emphasized the evils of men's varsity sports, and the fear that women's programs would be subject to the same abuses. A representative statement of this majority opinion comes, again, from Agnes Wayman.

"When we have thoroughly established the principle of 'sport for sport's sake,' of play for the fun of playing; when we know that as a Nation our girls and women are participating in recreation and sport, and that the desire to defeat an opponent is over shadowed by the joy of the game itself, then we may begin to consider specializing somewhat with the few who stand out as experts among their kind and allowing them to meet under favorable circumstances experts from other groups. That time has not yet arrived and the danger we are running of ruining our whole scheme is constantly before us in the spectacle of men's athletics and their problems." (27:202)

This line of thinking continues over the decade of the 1920's, as men's intercollegiate athletics only became worse in the eyes of women physical educators and others. In 1919 the Carnegie report indicted college varsity athletics as exploitive of the athletes and

out of touch with the purpose of education. Most university athletic departments saw the purpose of intercollegiate athletics as being to secure financial success and notoriety, rather than to achieve educational goals.

The original education aims of physical development, recreation and relief from the pressures of study, and forming good character had been drowned out by the commercial aspects. Seeing men's athletics in this light, it is little wonder that women physical educators were leary of organizing such sport programs for women. Improvements were needed for men's intercollegiate sports. Women physical educators desired to direct women's athletics on a better course than men's had taken. The dilemma of how best to do this, in order to serve the interests of all girls was met by women physical educators of the period. Throughout the 1920's they controlled the development of women's athletics in order to meet the needs of their students. Generally, women physical educators saw non-competitive and educational programs as the best means to reach their objective of participation for all.

Chapter 3

WOMEN'S ATHLETICS AT KANSAS STATE AGRICULTURAL COLLEGE; 1920-1929

The collegiate athletic program for women at Kansas State Agricultural College (KSAC) was generally conducted in accordance with the guidelines provided by the national leadership in athletics and physical education for women. The KSAC program was organized and directed by the women's physical education faculty with the help of student leaders in important supporting roles. Students participated actively through the Women's Athletic Association (WAA) and Women's K Fraternity. While an official philosophy was not defined by the department of physical education for women, the platform of the Women's Division of the NAAF was followed in most cases. According to one former member of the women's physical education department, "The policy was to give everyone a chance to play." (34) Interclass competition took place in sports such as basketball, baseball, field hockey, volleyball, and track. Aquatic and dance activities were also important with each of these areas sponsoring special events, including water carnivals and dance recitals, during the school year. The physical education curriculum and the interclass athletics were closely related, with both structured on a seasonal basis. That is, certain sports were designated for fall, others for winter, and still others for spring. Students were able to learn and practice the sport skills in physical education class while having the opportunity to participate in the sport in interclass athletics. A section on women's athletics in the KSAC

yearbook, the Royal Purple, describes some of the physical education objectives.

"The department prides itself in that it encourages girls to engage in the various sports and also gives them a chance to play in large numbers of games thus not limiting the sport to those who have made teams." (46:159)

National Leadership and Women's Athletics at
Kansas State Agricultural College

Katheryn McKinney, KSAC student 1930-1934 and physical education department member, 1946-1977: "We didn't question national. It wasn't the age of questioning then that it is today." (39)

The women's athletic program at KSAC exemplified the philosophy of the national leadership in women's physical education and athletics. In brief, this national philosophy included a belief in "universal participation (71) and a desire to de-emphasize competition (especially varsity team athletics). A policy statement of the Women's Division, adopted at the first annual meeting in April of 1924 begins, '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...' (29:3)

The KSAC women's athletic program was a fairly representative case as it worked to achieve these and other objectives which it shared with the national leadership.. For instance KSAC never offered varsity athletics for women, but rather emphasized participation in the physical education classes, interclass athletics, and intramurals. This concept

of participation was highlighted in the stated purpose of the KSAC Women's Athletic Association.

"The purpose of the Women's Athletic Association is to interest all girls of the college in athletic activities of some nature. The creed of the organization is fine sportsmanship, good leadership, and good fellowship. W.A.A. makes possible the transformation of high ideals into action." (53:234)

Another important aim of the national leadership was the objective of safeguarding the health of women who participated in athletics. The platform of the Women's Division of the NAAF referred to this concern in five of its sixteen enumerated points. For example, aim number nine is, "To secure adequate medical examination and medical follow-up advice as a basis for participation in physical activities." (29:4)

Faculty of the KSAC women's physical education department and their students shared in the national concern for the physical well-being and development of all women. This concern was reflected in departmental policy regarding participation in physical education classes. There was a two year (or four semester) requirement in physical education for freshmen and sophomores. KSAC required women to have physical exams before participating in physical education classes or athletics. Such a procedure is described in the 1925 Royal Purple.

"Every year before entering the classes each girl must have her heart and lungs examined. If she is a freshman or a new student she has a thorough physical examination. If she has any physical defects, abnormalities or other weaknesses, she is enrolled in a corrective gymnasium class." (49:209)

Another concern of the national organizations which guided women's physical education and athletics during the twenties was the

elimination of varsity teams, intense competition, and sensational publicity. Competitive athletics for women at KSAC took the form of interclass play. Class spirit was nearly at its peak during this era as support for the class teams and interest in their games ran high among the women students interested in athletics. Competition for positions on the class teams was hardly relaxed, and the students who made their class squad took a great deal of pride in their accomplishment. Perhaps the most intense level of competition took place in these interclass tournaments. However, this form of competition was still seen as preferable to varsity intercollegiate athletics. Interclass tournaments afforded more women the opportunity to be on a team. Also, class rivalries were seen as being much less intense than school versus school rivalries. Furthering the objective of de-emphasizing competitiveness, no awards were presented to the winning teams. Nevertheless, these women who participated on class teams played hard and played to win. According to most former KSAC athletes and instructors, however, the enjoyment of play and social objectives overshadowed the competitiveness.

Bertha Worster Pierce, participant in women's athletics, KSAC, 1922-1926:

"Competition, oh heavens yes. Once I was wacked on the ankle with a hockey stick. I played as hard as I could play, hoping I'd make it. You got on the team with your feet, not with your mouth." (36)

Ida Conrow McGehee, participant in women's athletics, KSAC, 1921-1926:

"Winning wasn't as important then as it is now-a-days; of course we wanted to win, but it was the fun part I remember best." (38)

Rachel Herley Frey, participant in women's athletics, KSAC, 1922-1926:

"We were just glad to do it. I remember feeling real proud to make the team roster." (40)

Most women who participated in athletics at KSAC seemed to indicate that having fun and having the chance to play were significant to the young female athletes. To be able to do one's best was seen as more important than beating out others.

A purely honorary varsity team was chosen for each sport at the end of the class tournament. This team was recognized at the WAA banquet and WAA points were awarded to the members, but no intercollegiate games were arranged for this team.

Bertha Worster Pierce (*idem*):

"I don't remember that we wanted to play intercollegiate sports; girls didn't do that." (40)

Ida Conrow McGehee (*idem*):

"We didn't even think of playing intercollegiate sport because it wasn't done, but the rural high schools did play other little schools." (38)

In summary, individual performance was important to each athlete in that she wanted to display her best efforts. Competition between individual athletes for team positions, and between class teams was present, and sometimes quite intense. However, emphasis was normally placed on the fun aspects of participation in activities.

The national leadership in womens' physical education and athletics further urged that the coaching and teaching in women's programs be in the control of competent women leaders, not men. For example, point number eight of the Women's Division platform was stated as being, "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." (29:3)

This was also an objective of the women's physical education and athletic program at Kansas State Agricultural College. It is doubtful that men were ever considered as potential coaches for the women at KSAC, although during this era men often coached girl's teams at the high school level in Kansas. Coaching, officiating, and organization in women's athletics was handled capably by the women physical educators at KSAC. Communication with the men's athletic and physical education departments lead to cooperation on budget and equipment matters. However, that is as far as it went, and the men's department probably did not offer help with coaching or instruction. The men's and women's departments were distinctly separate, having different facilities, leadership, courses, and activities.

It appears that the national leadership's concern over the participation of men in the organization of women's programs was related to the desire to protect women's athletics from the exploitation and commercialism which were manifest in men's intercollegiate sport. In this regard the leaders in women's physical education and athletics discouraged "sensational publicity", and encouraged the use of only symbolic rewards in recognizing athletic achievement.

These objectives of limiting publicity and awards were acted upon by the women physical educators and students at KSAC. A bulletin board located near the women's gymnasium served as the information center for women's athletics. At this bulletin board the women could

sign up for class team tryouts, and it was here that the final class team rosters were announced. The women would check this bulletin board for game schedules and other announcements. According to former KSAC athlete, Mrs. Ida Conrow McGehee, "The games weren't advertised back then, mainly just the gym teachers and players knew."

There was very little room for spectators in either the girls' gymnasium or swimming pool. Thus, "crowds" and the potential hazards of commercialism this entailed were kept to a minimum. More spectators could, however, be accommodated at special events like gymnastics and dance demonstrations. Outdoor sports such as tennis, track, baseball, and field hockey could also accommodate more spectators because of their larger and more easily accessible playing arenas. However, women's athletics did not inspire the spectator interest that men's intercollegiate sports did.

Publicity of women's games and meets was probably very sparse during this era. Clippings kept by some former athletes indicate that women's athletics were sporadically reported on in local newspapers and in the KSAC paper, the Collegian. The publicity for women's athletics was minimal when compared to that for men's athletics, which seemed to command the interest of a larger and broader public spectrum.

Awards for athletic accomplishment in the women's program were more symbolic than financially valuable. For example, one of the highest honors was the K sweater which was awarded to an individual

upon the accumulation of a set number of points earned for various athletic achievements. The individual athlete then paid for half of the sweater herself, while the K was given to her by the Women's Athletic Association. The feeling of pride at having earned the K sweater was the main reward in this case. The only other award mentioned in the constitution of the KSAC Women's Athletic Association was the WAA pin awarded to individuals who had earned 500 points. But, according to the constitution, "Each girl receiving a pin must pay cash for it." (30) Other "honors" included chevrons and stars awarded for points earned after the K sweater had been won.

The basis of these aims regarding awards, publicity, female leadership, forms of competition, and other objectives of the Women's Division platform was the belief in "the spirit of play for its own sake" (29:3) There was also a commitment to mass participation on the part of the national leadership. KSAC women's physical education and athletics also emphasized these points in much of its literature and publicity. A case in point is the Women's Athletic Association creed as published in 1928.

"If you want to get acquainted with your classmates, see college ideals translated into action, and KSAC women at their best, sign up for sports and join WAA. There is no athletic aristocracy, except that based on fine sportsmanship, splendid leadership, and good fellowship.

W.A.A. makes it possible for you to discover the joy and exhilaration of wholesome, invigorating outdoor sports." (52:216)

Programs and Organizations in Women's Athletics
at Kansas State Agricultural College

The Women's Athletic Association offered organizational leadership to women's athletics on the KSAC campus. The WAA strived for increased participation in physical activities by KSAC women, and sought to encourage and maintain interest in women's athletics. Another important organization for women athletes was the Women's K Fraternity. Membership in this fraternity was limited to women who had earned enough points to be awarded the K letter. A high point standard was set, and consequently relatively few women achieved this honor. These coeds were generally regarded as the leaders in women's athletics on the KSAC campus.

Organizational Structure of the Women's Athletic Association

The women's Athletic Association was organized nationally at the University of Wisconsin in 1917. The KSAC chapter was established that same year through the efforts of Edith Bond, head of women's physical education at the time. The ideals behind the WAA remained fairly stable throughout the decade, and are reflected in the organization's statement of purpose. As stated in 1921, the purpose was "To foster ideals of good sportsmanship, to create an interest in gymnastic activities, and to promote high physical efficiency among the women of KSAC. (45:307)

Membership in the WAA was open to all female students who had earned and reported 100 points, and paid the dues of \$0.75 per semester. These members elected a WAA council, consisting of officers and sports managers. The sports managers assisted the women's physical education

instructors in organizing practices and scheduling games for their particular sport. These leaders in WAA also helped maintain point records for the participants. The women physical education instructors served as "advisory members" to the Women's Athletic Association.

The WAA Point System

A rather complicated and extensive point system was maintained by the WAA for the purpose of encouraging and rewarding athletic participation. Points were awarded for participation in various activities, making class and honorary varsity teams, and perfect class attendance. A detailed listing of the WAA point system was presented in a 1926 pamphlet put out by the KSAC chapter.

WAA memberships required 100 points; a WAA pin, 500 points; and a K sweater, 1200 points. For every 200 points above 1200, a chevron was awarded to be worn on the sleeve of the K sweater. Points were awarded for activities according to the following schedule: (32)

<u>Activity</u>	<u>Points</u>
1. Perfect attendance in all physical education classes-----	30
2. Hiking 30 miles-----	30
3. Basketball squad-----	25
4. Basketball team-----	75
5. Hockey squad-----	25
6. Hockey team-----	75
7. Baseball team-----	75

8. Archery -----	50
9. Track -----	50
10. Swim team -----	100
11. Red Cap -----	50
12. Blue Cap -----	100
13. Lifesaving -----	100
14. Tennis -----	15-100

The point system was an integral and manageable aspect of the WAA structure during the 1920's. WAA officials helped record points, and maintained these records on each individual. Each athlete probably kept track of her own points as well, especially those working towards the K sweater award. Later, as more coeds became involved in athletics the point system became too immense a task to administer and was dropped. According to former KSAC physical education instructor, Katheryn McKinney. "The point system sort of killed itself off, really. It just got too complicated to keep track of all the points for all the girls." (39)

K Fraternity

The K Fraternity was composed of a small number of women who had earned a standard number of points. They were usually juniors or seniors, and were recognized as leaders in achievement in athletics for women. The number of points needed to earn a K increased during the decade by 100 points each year, from the original standard of 800 points to the eventual requirement of 1200 points, established in 1925. The purpose in raising the point requirements appeared to be the maintenance of high

standards of achievement in women's athletics. K women were described as leaders in collegiate athletics and sportsmanship, and they helped to promote physical education on all levels. Only a member of the K Fraternity was eligible to be elected president of the WAA. The K Fraternity was a body of the Women's Athletic Association and did not have separate officers or official business. "The Women's K Fraternity was organized at KSAC in 1917, and reorganized in 1922." (47:262) It is unclear as to when the K Fraternity was dissolved and for what reason. The purpose of the K Fraternity was described in 1923 as being,

"to promote friendship and good fellowship among the women of K.S.A.C. who have won honors in athletics and also to promote, take part in, and give encouragement to all things pertaining to the welfare of women's athletics." (47:262)

Membership in the K Fraternity was an attractive goal to women, who genuinely enjoyed participating in athletics. Earning a K letter was no easy task. The K represented a high level of achievement in the women's athletic program, and was a cherished honor to the women in the K Fraternity.

Bertha Worster Pierce (idem):

"Back then it was a man's world; they could play a few minutes in a game and get their sweater. We had to accumulate points for all four years." (40)

Women's Athletic Association Activities

The WAA sponsored various special events throughout the school year, including gymnastic, swimming, and dance demonstrations. Two popular and important events were the WAA Frivol, and the Annual Women's Day. In various years, Women's Day included a public demonstration of

women's physical education classes, the interclass track meet, the final interclass baseball game, final tennis matches, and the evening 'May Fete.' This Annual Women's Day, co-sponsored by the department of physical education for women and the WAA, involved some program changes throughout the decade, varying the events and demonstrations. For example, by the end of the decade the May Fete and women's track meet were being held on alternate years. (51) The May Fete usually revolved around a theme which inspired the dance exhibitions and program, and included the crowning of a May Queen. The participants practiced their dance routines in physical education class in preparation for the demonstration.

Other regular activities sponsored by the WAA included various sport banquets and "spreads," featured at the conclusion of each sport season. These spreads were organized by the sport manager and functioned as a social event for the sport participants. Winning teams and outstanding athletes were recognized, including the announcement of the honorary varsity team. This honorary varsity was composed of women who had participated on the various class teams in the interclass tournament.

A WAA spring banquet was also an important social event for the KSAC women athletes. Athletic exploits of the past year were recalled and some individual athletes, faculty, officers, and sports managers were honored.

Participation in the Athletic Conference of American College Women

The KSAC chapter of the Women's Athletic Association sent representatives to the various national conferences throughout the decade.

In this way, the organization at KSAC maintained a direct line of communication with the national leaders in women's physical education. Thus the beliefs and policies of national leaders and organizations extended influence to the KSAC campus. Women's physical education and athletics at KSAC generally followed the national trends in women's sport, and acted on the policies of these national organizations. The KSAC chapter was a member in good standing of the national network of WAA organizations, the Athletic Conference of American College Women. The ACACW held national and regional conventions for social and educational purposes. The convention workshops and lectures focused on matters which were of importance to the Women's Division and to all leaders in women's physical education and athletics.

A sampling of these concerns and policies of the ACACW is shared from the April 1927 national convention. The following were listed as meeting, lecture, or discussion topics in the program of that 1927 convention: Mass Participation, Arousing and Maintaining Interest in Athletic Programs, Intramural Sports, Play Days, Point System, Awards, Finances, Studies in Training, The Training Tables, and Training--Its Importance (which was presented by Agnes Wayman). (31) These topics indicate the national leaderships continuing concern with the goal of local participation and the best methods for achieving it.

It is likely that the KSAC representatives brought back the information and policies formed and shared at this and other conventions to the KSAC chapter. In addition, other campus WAA chapters from across America shared their ideas and literature with the KSAC members. The

The nearly universal agreement on policy in women's physical education and athletics resulted, in part, from the communication of ideas by national leaders at such conventions. That KSAC was represented regularly is an indication that the women's athletic program adhered to these national policies.

The State Network of Women's Athletic Associations

Throughout much of the decade the Women's Athletic Associations at the various colleges and universities in Kansas maintained communication. The third annual state WAA conference was hosted by KSAC in October of 1926. Most Kansas colleges and universities with WAA organizations were represented at this and other state conventions. This sharing of ideas, philosophies, and practices by the state WAA chapters encouraged uniformity among these developing programs of women's athletics.

Presentations at the third annual conference at KSAC covered topics relating to the concerns of national organizations, as well as to particular local interests. The program agenda of Friday, October 29 included the following items which were presented by representatives of the various colleges in attendance: History of KSWAA; the NAAF and ACACW; Program for GAA; Hockey Clubs as an Incentive to after School Sports; Finance; Health Week; Standardization and Transfer of Points; and Constitutions. These topics indicate a concern with uniformity in women's athletic programs, and an interest in high school and post-college athletic opportunities. KSAC athletic director, Mike Ahearn, gave the welcoming address, and the President of the college, Francis David Farrell, spoke to the conference on athletics and scholarship. The fact

that these men participated in the conference demonstrates that women's athletics was not totally ignored by the male leadership at KSAC, and perhaps that women's athletics was seen as an important contributing aspect of the college.

Activities in the Women's Athletic Program at Kansas State Agricultural College

A variety of sports were offered as extracurricular activities to the women of KSAC. In addition, opportunities to participate in aquatic and dance activities were made available. These various enterprises were organized through the cooperative efforts of the women's physical education faculty and the Women's Athletic Association. The team sport programs generally began with practices and try-outs for class teams, and concluded with the interclass tournament. In various years, the aquatic activities included class swim teams, individual achievement awards, and a water show. Dance performances and exhibitions in aesthetic, modern, clog, and folk dance, among other forms, also afforded opportunities for participation.

Facilities

During the 1920's, Nichols gymnasium, which had been constructed in 1910-11 served as the headquarters of both men's and women's physical education and athletics. (Funds for Nichols gym were appropriated by the Kansas Board of Regents at the end of the tenure of the fifth president of KSAC, E. R. Nichols, and the structure was then named in his honor). The women's gym was located in the basement of Nichols and had

no seating, and very little standing room for spectators. The men and women also had separate swimming pools, both located in Nichols. Again, the women's pool was smaller and had no facilities for accommodating spectators. The women athletes also had use of the smaller of two locker rooms located in Nichols. Various open fields on the campus were used for outdoor sports by the women, but it is doubtful that the women ever considered using the men's playing field. The tennis courts were relatively few in number and a plan of alternate use of this facility was worked out by the men and women.

Costume

The physical education uniform consisted of a white middie blouse with a black tie, black bloomers, meeting long black stockings, and white tennis shoes. Eventually, the stockings gave way to knee high socks, and the knee length bloomers were replaced by black knickers. This costume was to be worn at all physical education classes, practices, and games.

Social Objectives

Rachel Herley Frey (idem):

"Athletics was a good way to get acquainted with other girls. It was the girls who I played on teams with that I remembered at class reunions."

Former KSAC women athletes emphasized the importance of the social aspect of their collegiate athletic days. The common interest in sport provided a basis for unity and friendship among the women involved in athletics. Former athletes felt that more than most other activities and sororities, it was athletics that afforded them the greatest

opportunity for social and personal development. While all KSAC women were exposed to physical education, it was relatively few who became enthusiastically involved in extracurricular athletics. Seeing each other on a regular basis in the sport setting led to familiarity with events, individuals, and items of interest common to the athletes. These women had each other to share their athletic concerns with, but rarely did they approach the non-athletes about the subject. Women athletes, in the minority among the student body, became a close knit group because of their shared experience in athletics.

Ida Conrow McGehee (idem):

"The main benefit of athletics to me, was social--to mingle with the other girls and become friends--lifelong friends."

Rachel Herley Frey (idem):

"We had fun because we liked to do these things. Not a majority of girls played athletics. I was in a sorority all four years and was the only one who went out for athletics. Girls were just not as active back then."

Most of the women athletes were involved in other college activities, sororities, and academics. Athletics was a very important part of their total college experience. It is doubtful that the athletic women would have wanted to devote more time than they did to sport. Nevertheless, the time they did devote to athletics gave them a unique college experience, and inspired a close relationship which was unique and special to the athletes.

Bertha Worster Pierce (idem):

"We had fun, but we were there for an education. Athletics was second."

Training

As previously mentioned, athletics were but a part of the total

college experience for the female student. Women athletes of this era did not devote the time and intense effort to training that their modern day counterparts do. It is also important to remember that the physical capabilities of women were in question during the 1920's. Leading physicians and physical educators urged caution in implementing athletic programs for women. They considered too high a level of activity to be potentially harmful to women because of the dangers of over-straining, injury, and fatigue. Training rules for KSAC women athletes appeared to be in touch with these concerns. These rules were basically guidelines for a healthy lifestyle and encouraged daily exercise, and proper rest and diet. The Constitution of the Women's Athletic Association of 1925 stated the training rules in section four as follows:

"The following are the training rules adopted by the Athletic Association: They are uniform for all sports and are to be observed rigidly. The association will consider a girl who does not keep training unworthy of a place on a squad or team.

- a. Three regular meals per day.
- b. Seven consecutive hours of sleep each night for six days of the week.
- c. One hour exercise daily." (30)

Basketball

The style of play during the 1920's was somewhat less vigorous when compared to today's five player-full court version. Their basketball

court was divided into three sections. Each team had two guards; two centers, a jumping center and a side center; and two forwards. Players were not allowed to cross the court divisions, thus preventing full court play. The running and vigorous activity level of full court basketball was thought to be too strenuous by most medical and physical education experts of the era. This form of divided court play was typical for women's basketball.

Many young women came to KSAC with previous experience at playing basketball on the high school level. Thus, basketball was one of the most popular sports, and often involved keen competition for positions on class teams.

Up until 1924, basketball season began with a color tournament in which all interested girls could participate. Teams were randomly selected and designated by a different color. During this tournament the physical education instructors observed the players, looking for demonstrations of skill, enthusiasm, and sportsmanship. They then selected the fifteen class team members, based on the level of play in this tournament. The interclass tournament was held after the class teams had the opportunity to practice together as team units under the coaching of a physical education instructor. Practices were held after classes ended and before the dinner hour, usually between 3:00 and 5:00 P.M. Class team work outs took place only two or three times per week. It was not uncommon for team members to miss a practice because of family responsibilities or other involvements. However, players who made class teams were usually motivated by their interest in athletics

and tried to attend practices regularly. The class team was an important achievement for the women who were selected. The inter-class tournament games were played during the 3:00-4:00 P.M. time period in the girl's gymnasium. The girl's play in the tournament was generally described as enthusiastic with one-hundred percent effort.

In 1924 the color tournament was put aside in favor of separate practices for the various classes. This was done in order to allow the physical education instructors the opportunity to scrutinize play more closely and to make more accurate team selections.

Field Hockey

The sport of field hockey was offered during the fall. Field hockey was organized along the same lines as basketball. The color tournament was used in the early 1920's, and then dropped in favor of the class practices. Play by the athletes representing their class teams was characterized as enthusiastic and intense.

Agnes Bane Chartier, participant in women's athletics, KSAC, 1925-1929:

"Oh the girls played their best and of course wanted to win. I remember one girl who was a good friend, and we still are in touch; I hit her on the shin with my hockey stick because I knew it was necessary to get to the ball first. Generally, though, we were good sports and played fair. There wasn't any cheating that I was aware of." (35)

Baseball

Baseball was one of several spring sports available to the women athletes at KSAC. While the term baseball was used, the game was more like modern day fast-pitch softball. The class tournament system,

as previously described for basketball and field hockey, was also used for baseball. The championship game was played as part of the Annual Women's Day during some years. However, baseball competed with other spring sports, including track and tennis for participants, and did not seem to have the popularity of either basketball or field hockey. The 1925 KSAC Royal Purple yearbook offered this analysis of women's baseball,

"In the spring, baseball classes are crowded. Some of us can pitch quite as well as the boys and can even knock three baggers! This again offers an opportunity for many contestants." (49:210)

Hiking, Tennis, and Track

Hiking was a popular activity during the warmer weather of spring and autumn. Thirty WAA points were awarded for hiking thirty miles. Some hikes were organized by the WAA, or as part of a physical education class, while other such excursions were free lance efforts by small groups of students. Records of miles hiked for each participant were maintained by the WAA Hike Manager.

Tennis was pursued as a spring sport in physical education class and in tournament forms. Participants played individually and not as class teams in the tennis tournament. Finals of this tournament were often held in conjunction with the May Fete. It is interesting to note that for a period of time tennis classes were limited to advanced players only because of a lack of facilities. "This year the tennis classes have been open only to the best players because of the few

available courts and therefore there can not be any beginning or intermediate classes." (49:211) This seems somewhat contrary to the belief in participation for the masses. Unfortunately, no further explanation of this practice could be located.

Track events were rather limited by comparison to modern standards and included events like the baseball throw, javelin, high jump, broad jump, low hurdles, and 100 yard dash. Participants were limited to three events in the all class track meet held in the spring. These restrictions on variety and number of events in track was typical for this period, considering the beliefs commonly held about the physical abilities of women. The track events were attempted and practiced in physical education class.

Aquatics

Swimming classes were an important part of the physical education program, and aquatics became significant as an extracurricular activity also. In the spring of 1922 the interclass swim meet was inaugurated. The meet was sponsored by the WAA, and was held in the women's swimming pool. This small facility was ill-equipped for accomodating spectators. This situation inhibited the development of enthusiasm for the swim meet, water carnival, and other aquatic events. Another aquatic organization, the Red Cross Life Saving Corps, was an integral part of the women's physical education and athletic program. Members of the Corp taught and tested the approved Red Cross swimming method, and werevisited on occasion by a Red Cross swimming

representative. The aquatics program also developed a series of progressive tests which gave swimmers the opportunity to demonstrate their skills and earn WAA points. Differentiated as Red or Blue cap, these tests varied respectively in the level of skill and endurance required.

Dance

Dance classes and activities were popular as the dance curriculum expanded its variety of offerings through this period. The physical education curriculum included classes in aesthetic and interpretive dance, character dance, clogging and tap dance, and folk dance. The WAA did not, it appears, recognize dance in its point system, although opportunities for participation in extra-curricular dance activities were available. To the KSAC women the May Fete was probably the most significant of these opportunities, as it attracted the interest of nearly the entire college community. This annual event involved dance and musical performances, and skits which were based on a spring season theme. The May Queen, selected from among the KSAC coeds, was crowned at the conclusion of this event. Other dance performances and exhibitions by dance and gymnastic classes were featured throughout each school year.

Play Days

The Play Day concept was popularized by the national leadership in women's physical education during the middle part of the decade. KSAC hosted and attended Play Days on a sporadic basis during the later 1920's. A Play Day was hosted by the Women's Athletic Association of KSAC in

May of 1928. This event included team and individual sports, demonstrations, a swimming carnival, an exhibition of dance and stunts, and social events. The two day program proceeded according to the following schedule.

Friday		Saturday	
Registration	10:30	Volleyball	7:45
Campus Tour	10:30*	Track	9:00
Luncheon	12:00	Dancing	9:00
Baseball	2:00	Tennis	9:00
Demonstration Hockey	4:00	Horseshoes	9:00
Open Hour Swimming	5:00	Program of Stunts, Dancing,	
Dinner	6:00	Clogging	11:00
Instructions	7:30	Luncheon	12:15
Basketball	8:00	Finale	2:30
Rifle Gallery Inspection	8:00		
Swimming Carnival	9:30		

In keeping with the philosophy of "play for play's sake" and "a game for every girl and every girl in a game," the KSAC Play Day offered a wide variety of activities so that the participant would have a choice. Hopefully the women could find one or more activities which they genuinely enjoyed. Non-competitive events like the swimming carnival and dance program added to the cooperative atmosphere. The campus tour, luncheons, and dinner afforded opportunities for social activities away from the playing field. There was little likelihood of intense competitive behavior since the program was so varied and moved regularly from one event to the next, leaving very few openings for rivalries to develop.

The Women's Physical Education Faculty at
Kansas State Agricultural College

The faculty in women's physical education at KSAC directed both the curricular aspects and the athletic program. These women were educated at schools with strong academic programs in physical education, including the Sargent Normal School, Oberlin College, and the University of Wisconsin. Most held the masters degree which was comparable to the modern day doctorate in the amount of prestige it carried. (37,39) In short, these women emerged from top schools with traditions of solid programs in physical education. They were taught by many of the national leaders in physical education of the 1920's and previously. It is likely that the KSAC teachers brought with them the influence and guidance of their instructors to their own physical education classes and activities.

The faculty in women's physical education at KSAC has been described as highly qualified and dedicated to their work. J. T. Willard, former professor of history at Kansas State offered a more detailed explanation in his history of the college, written in 1940.

"As the young women have no intercollegiate athletic contests, no coaches become storm centers in this section, and the members of the staff are free to carry on without complications the important work of conserving, developing, and correcting the physiques of the students in their charge." (69:396)

Willard later referred to the establishment of a curriculum in women's physical education as an important influence on the quality of faculty at KSAC. He suggests that a four year curriculum leading to the

bachelor's degree in physical education for women was somewhat of a rarity in higher education. The fact that such a program existed at KSAC was a factor in drawing more highly qualified faculty. A lesser program of primarily activity classes would not have been as attractive to those holding advanced degrees. Willard stated,

"These curricula not only added to the opportunities for students but made positions on the staff more attractive. Throughout the department the personnel has been of high quality, largely through this influence." (69:514)

The first department head of the decade was Edith Bond, a 1917 graduate of the University of Wisconsin--an institution particularly strong in dance and women's physical education. She was highly regarded for her organizational ability in beginning, among other programs, the Women's Athletic Association chapter at KSAC, color tournaments, and swimming carnivals. Miss Bond resigned at the conclusion of the 1920-21 academic year, and Louise Tausche took the reins as director of physical education for women.

Louise Tausche, a graduate of the Sargent School of Physical Education in Boston, had joined the KSAC faculty in 1920. She was most noted for her leadership in aquatics, including the establishment of the Red Cross Lifesaving Corps at KSAC. Miss Tausche later joined the faculty at the University of Wisconsin as director of physical education.

Another graduate of the Sargent School who joined the faculty at KSAC was Mary Worrall. A former track athlete and world record holder in the women's high hurdles, Worrall was especially successful in coaching track and field hockey at KSAC. Both Miss Tausche and Miss Worrall

resigned at the end of the 1922-23 academic year.

Myra Wade, from Oberlin College in Oberlin, Ohio served on the KSAC faculty from 1922 through 1927. She taught basic classes in exercise and posture, and lead the dance program, including aesthetic dance classes and the May Fete.

Also from the University of Wisconsin was Ruth Morris, who served as department head from 1923 through 1928. Under her direction a four year curriculum leading to the bachelor's degree was formulated.

Miss Morris was joined on the faculty by Geneva Watson in 1923. A graduate of the University of Chicago, Watson was noted for her accomplishments as the basketball coach for the interclass program.

Ruth Trant was employed as an assistant in women's physical education in September of 1926. Her main responsibility was instructing the required physical education courses for freshmen and sophomores.

Joining the faculty in 1927 was Katherine Geyer, a graduate of the Sargent School who earned her advanced degree at Ohio State and Dorothy Sappington from the University of Missouri. Miss Sappington and Ruth Trant resigned their positions at the end of the spring semester in 1929. Miss Geyer continued to serve on the faculty in women's physical education until her retirement in 1974. She held the position of department head from 1943 until 1969.

Helen Saum joined the faculty in 1928 as an associate professor

of physical education. In addition to the full-time faculty, a number of graduate assistants and student assistants were employed in order to relieve the faculty of some teaching and coaching duties.

The tendency for certain colleges to be represented repeatedly in the educational backgrounds of the faculty is noted by this researcher. The schools from which the KSAC teachers received their training were recognized as leading schools of physical education. This common background of the various faculty likely brought a continuity in philosophy and technique to the program at KSAC. There is also a tendency for the women physical education faculty to be single. Rarely were marriage and career combined by women during this era. It is probable that women who chose a career oriented life shared some common personality and philosophical characteristics, which, in turn, influenced their professional efforts and the results of their work. These faculty members were recognized for dedicated and enthusiastic service in their roles as physical educators.

The Relationship to Men's Physical Education and Athletics

During the 1920's, men's athletics were enthusiastically supported at KSAC by the student body, alumni, and general public. The women's athletic program was of little significance by comparison. Women supported the men's program as fans, and as part of a pep organization known as the Purple Pepsters. The men's department was supportive of women's athletics as the program was being administered at that time.

The programs were almost totally separate, with different faculty and curriculum, separate facilities, and distinct athletic activities.

Men's Athletics. Football was extremely popular at KSAC, with much support coming from the student body and alumni. In 1922, a campaign to raise funds for a World War I Memorial Stadium was inaugurated, and the west wing was built that year. The east wing of the new football arena was built in 1924. Charles Bachman, who coached during the first part of the decade was highly respected, and credited for much of the success in developing a strong football program at the college. KSAC publications offered elaborate coverage of the football teams and games of this decade, an indication of the importance of men's intercollegiate athletics in campus life. Other significant sport programs for the men were baseball, basketball, and track. Minor sports programs such as wrestling, boxing, tennis, and swimming were sporadically attempted by the athletic department. An intramural program was begun during the 1920's and it experienced increased interest and growth throughout the decade. Intramurals were associated with the men's physical education department, separate from the men's athletic department. Intramurals eventually became a rationalization for the intercollegiate program. This is explained in a description from the 1927 Royal Purple.

"Intramural athletics fill a more important place in the program of the college than all varsity sports combined, furnishing a means of athletic activity for every student on the Hill who wishes to participate in a sport.

The chief justification of the emphasis now placed on the major sports, which allow competition on the part of only a limited number of students, is that the facilities and funds thus provided may be utilized for the physical betterment of all students at the college." (51:214)

Perhaps the opinions of the leading women physical educators combined with other factors to influence men's athletic programs at the colleges. In any case, men's intramurals expanded during the decade (as did men's intercollegiate sport).

The amount of coverage given to the various extracurricular activities by student publications may be taken as an indication of their importance to the college, particularly the student body. Men's intercollegiate athletics were by far the most thoroughly reported on and received the most elaborate coverage. Intramurals for men received far less coverage than intercollegiate sport but still more publicity than women's athletics.

The national interest in intercollegiate sport of the 1920's was reflected in KSAC intercollegiate athletics, especially in the football program.

Ruth Trant Beuche, KSAC physical education department, 1925-1929:

"Very competitive in football. Then as it is today, that was where the money was. The boys had fun in other sports." (34)

During this era KSAC was not reported to have awarded any athletic scholarships as we know them today. It was more common practice to help the athlete locate employment near the college which would accommodate his practice schedule.

Cooperation with the women's athletic program. It seems that the men's athletic department was supportive of women's athletics during this era. However, the women's program was doubtfully a challenge to

the men's for financial or public support. The women had separate facilities, including a smaller gymnasium and swimming pool, neither of which had any appreciable spectator capacity. The women's athletic budget was also small with only \$50.00 coming from the men's department annually. (37) The women used old equipment from the men, or equipment from the women's physical education classes. Thus, at least, they did not have to spend their small allowance on equipment. Also, the men's department did not assist with coaching or officiating for the women. The cooperation necessary was really quite minimal and easily managed by the men's and women's departments.

Katherine Geyer, KSAC physical education department member, 1927-1974:
 "Mike Ahearn and the men's department were helpful, except for towels. I had so much trouble getting towels out of that man. He was very helpful otherwise and backed the girls 100 percent." (37)

Ruth Trant Beuche (idem):

"As I remember it the men's P.E. Department was very cooperative. Had we been more demanding I do not know what their attitude would have been." (34)

Bertha Worster Pierce (idem):

"We never did feel like we were given equal opportunity, but we never complained; we never asked for it, we never expected it, I guess. It was so completely optional. We were just glad to do it. I remember feeling real proud to make the team roster. Rewards--it just hadn't been done and we weren't prone to ask for more than was set up." (40)

Rachel Herley Frey (idem):

"We didn't resent the cramped facilities. We were conditioned to our role in society. We didn't fight it." (36)

1925 Royal Purple, 'Women's Athletics':

"But considering our cramped quarters and inadequate facilities we are proud of our showing." (49:211)

Chapter 4

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

During the 1920's, the women's athletic program at Kansas State Agricultural College was conducted in over all accordance with the beliefs of the national leadership in women's physical education, including the Women's Division of the National Amateur Athletic Federation. Very few activities or philosophies which would be considered contrary to the national policy were discovered by this researcher.

Educational Background and Professional Orientation of Faculty

The KSAC program was directed by women who were educated at schools known for sound, effective curriculums in physical education. Their solid educational backgrounds tied to the mainstream of opinion in physical education contributed to their willingness to accept and implement national policy. The women physical educators at KSAC appeared to have faith in the leadership of their national organizations, and respect for the beliefs and methods they had been taught. The physical education faculty had little reason to question the value of the Women's Division's platform and other policy statements. They and nearly every other faction with an interest in women's physical activity programs had been exposed to, if not indoctrinated with, the philosophy of "play for play's sake." The KSAC program with physical education classes, interclass athletics, and other extracurricular

activities was oriented toward this goal of mass participation. Through their program, the faculty attempted to pass on the beliefs of the national leadership to their students. This was reinforced by the information and philosophical statements presented at national conventions which KSAC representatives took an active part in. The KSAC program was exposed on all sides to the nationally accepted and publicized philosophy. This national leadership presented a consistent front to its constituents. (For instance, not one article in support of women's competitive varsity athletics could be found by this researcher in any of the American Physical Education Reviews published during the 1920's). Confronted with frequent propaganda espousing "the spirit of play for play's sake" and its attendant beliefs and practices, it is little wonder that KSAC physical educators and athletes conducted a non-varsity, participation oriented program.

Characteristics of the Student Population

The generally conservative attitude of students, faculty, and most of the Kansas communities in contact with KSAC probably reinforced the manner in which women's athletics were conducted. Most of the young women students appeared satisfied with their athletic program, as they were with their role as students, and as women in society, in general. "Conditioned," as one former KSAC athlete put it, these young women were happy for the opportunities they had. Most were aware of the changes which had taken place in society, and were grateful

for advancements in women's rights.

A majority of the KSAC student body represented farm backgrounds and were planning to return to agriculture after graduation. In general, women students were planning to be teachers after graduation, and eventually to marry. KSAC served a very stable, tradition oriented population. This sort of atmosphere was not conducive to challenging national leadership, or even questioning its policies.

Statewide Uniformity

The other colleges and universities in Kansas probably had athletic programs for women similar to the KSAC arrangement. Uniformity on a statewide level appeared to have been an aim of the state WAA conventions. The Kansas delegates shared their beliefs and goals concerning women's athletics at these conventions, and through other means of communication. There appeared to be unity among the Kansas schools and agreement with the national leadership regarding the question of athletic competition for women. During this period, there was probably no serious consideration of intercollegiate play for women by these Kansas colleges and universities. Apparently, at each Kansas institution included in the WAA network, the needs of women for physical activity and athletics were being met without the use of varsity intercollegiate sports.

Personal Convictions of Faculty

Some of the most influential factors shaping the KSAC women's

athletic program were the personal convictions of each woman involved. The women physical educators and athletes at KSAC, to put it simply, believed in what they were doing. The women physical educators not only accepted the national leadership, but ardently supported the ideals of universal participation and play for the pure joy of sport. These faculty members saw to it that these ideals were real objectives of the women's program in physical education and athletics. The physical education requirement for women, interclass athletics, aquatics, and other programs in the women's department were created for the purpose of giving the women students a variety of opportunities for participation in a physical activity of their liking. The physical education instructors sought to encourage novice athletes to continue participation in sports, and to nurture the interests of athletically-minded women. These educators were convinced of the importance of physical education to the development of a well-rounded individual who could live effectively and happily in society. The faculty women saw programs of mass participation as necessary to achieve a genuine, lasting physical education in as many women as possible. While it may have been frustrating to see potential for superior athletic skill go undeveloped, it would probably have been equally difficult (if not more) to see a majority of women be denied the opportunity for a physical education. The educators concentrated their efforts on helping all women become more athletically skilled. They gave more talented athletes opportunities to compete and enhance their skills through the interclass athletic program, which was seen as the best for all concerned,

especially the athletes. To the women physical educators, varsity intercollegiate sports for women were not worth the effort it would take to initiate and maintain them.

Views of the Women Athletes

The athletes involved were content with the workings of their program, as well. Most were enthusiastic participants who took pride in their achievements in athletics. They were aware of the double-standard for men and women in athletics, but not unhappy with their program. The women students seemed to take pride in beating the odds, and in achieving athletic success in spite of inferior facilities and unequal opportunities.

Most of the women physical educators and athletes sincerely couldn't imagine challenging the established pattern of women's athletics. And, to put it simply, the women were having fun. Had the program, as it was, not been enjoyable for the athletes and faculty, changes probably would have been made with greater urgency. However, the women's athletics program as it was organized and participated in during the 1920's was a source of opportunity, entertainment, and enjoyment for those involved.

Ida Conrow McGehee (idem):

"Our philosophy; we played for fun."

Recommendations

In the research process a student usually manages to identify

areas for further inquiry. Several such areas of interest pertaining to this project remain to be investigated. Historical studies of women's athletics at Kansas State from 1930 to the present, and prior to 1920, would be worthwhile contributions to our knowledge. It would be interesting to know the path taken by women's athletics at this institution including the events leading to the inauguration of intercollegiate play. An investigation of the Women's Athletic Association would also be of importance. The WAA was discontinued at one time; reorganized at a later date; and finally abandoned as intercollegiate athletics for women became prominent. The history of the WAA probably reflects closely the cultural trends and changes in attitude regarding women in sport.

These are but a few specific suggestions for further research which developed out of this particular study. In general, research pertaining to athletic programs for women in other colleges and universities is still needed. Much, over all, remains to be learned about the role of women in American sport. It is through small, coherent units of study (such as these suggested) that the desired knowledge can be ascertained.

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APPENDIX A

WOMEN'S DIVISION

National Amateur Athletic Federation

PLATFORM

Adopted at the first Annual Meeting, Chicago, Ill., April 22, 1924

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 accomplishment 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 symbolical 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.

(12) To promote a reasonable and sane attitude toward certain physiological conditions which may occasion temporary unfitness for vigorous athletics, in order that effective safeguard 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.

The following additions to the Platform of the Women's Division were adopted unanimously at the Annual Meeting in May, 1926:

To promote an intelligent choice of physical activities for girls and women which will be in conformity with their structural and functional characteristics and their social traits, rather than an imitation of the activities, conditions and rules in boys' and men's athletics.

To secure the general adoption of special rules for the conduct of girls' and women's athletics whenever they exist and have been approved by this organization, and to promote the study of existing rules of all sports to the end of adapting them, wherever indicated, to the special needs of girls and women.

APPENDIX B

Resolutions Adopted by Women's Division, National Amateur Athletic Federation at Fifth Annual Meeting January 3-5, 1929, New York, N. Y.

- I. Whereas, competitions in the Olympic Games would among other things (1) entail the specialized training of the few, (2) offer opportunity for the exploitation of girls and women, and (3) offer opportunity for possible overstrain in preparation for and during the Games themselves.

Resolved, that the Women's Division of the National Amateur Athletic Federation go on record as disapproving of competition for girls and women in the Olympic Games.

- II. Whereas, the United States will be acting in the capacity of host to the other nations participating in the Games in 1932, in order that we may not seem to be inhospitable to the girls and women who may take part in the games, especially those from foreign countries.

Resolved, that the Women's Division send a letter to the proper committee or authority offering to assist in every way possible in the entertainment of the women participants in the Games in 1932.

- III. Whereas, the Women's Division is interested in promoting sports and games for girls and believes absolutely in competition of the right kind under the proper conditions, Whereas, the Women's Division is interested in promoting the ideal of Play for Play's sake, of Play on a large scale, of

Play and Recreation properly safeguarded,

Whereas, it is interested in promoting types and programs of activities suitable to girls as girls,

Resolved, that the Women's Division or whomever it shall designate shall ask for the opportunity of putting on in Los Angeles during the Games (not as a part of the Olympic program) a festival which might include singing, dancing, music, mass sports and games, luncheons, conferences, banquets, demonstrations, exhibitions, etc.

- IV. Whereas, as a result of the discussions which took place during the Convention, realizing that a crisis is at hand whereby the platform and principles of the Women's Division will be severely tested,

Be it resolved, that the members of the Women's Division and all of those who are interested in the Federation and its ideals, go back to their communities determined to do all in their power to spread more actively the principles advocated by this Division and to work unceasingly toward putting on, for girls, a program of sports and games in their individual situations which shall (1) include every member of the group; (2) be broad and diversified; (3) be adapted to the special needs and abilities and capacities of the participants; with the emphasis put upon participation rather than upon winning.

WOMEN'S ATHLETICS AT KANSAS STATE
AGRICULTURAL COLLEGE, 1920-1929

by

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B. S., Kansas State University, 1977

AN ABSTRACT OF A MASTERS THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Health, Physical Education, and Recreation

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ABSTRACT

The purpose of this project was to provide information about the development of women's athletics at Kansas State Agricultural College (KSAC) with specific attention to the time period of the 1920's. This work focused on the general organization of women's athletics at colleges and universities in America, including the leadership associations among women physical educators. The program at Kansas State Agricultural College was described and compared to the ideals and goals of the national leadership.

Programs in women's athletics were influenced by the American culture and values of the era, Victorian standards, and current medical knowledge regarding the physical limitations of the female. Having a great impact on physical activity programs for women were several national organizations of women physical educators. Two of the most influential of these organizations were the Women's Division of the National Amateur Athletic Federation (NAAF) and the National Section on Women's Athletics of the American Physical Education Association (APEA). The Women's Division of the NAAF formulated, published, and distributed a platform of objectives for women's athletics. Most programs of physical activity for women in American colleges and universities were formulated according to the points presented in the platform.

The physical education and athletics program at Kansas State

Agricultural College followed the guidelines of the Women's Division and other national leadership organizations. The KSAC program emphasized participation, sportsmanship, and an educational purpose in athletics. There were no varsity sport teams or intercollegiate play for women at KSAC. Class teams were organized and interclass tournaments were held in several sports. Activities were also organized in the areas of aquatics and dance. A curriculum leading to the bachelor's degree in physical education for women was implemented in 1925, and graduated its first majors in 1929. The instructors and department heads in women's physical education at KSAC were generally described as dedicated professionals of the highest quality. They served in teaching, coaching, and supervisory roles and as advisors to the student organization, the Women's Athletic Association (WAA). The WAA helped organize the interclass athletic program and employed a point system to award athletic achievement. Points were credited for participation in physical education class, making the class team or honorary varsity, and for other activities. A WAA pin and K sweater (purchased in part by the participants themselves) were awarded for reaching a certain point level.

Men's intercollegiate athletics, especially football, were very popular among KSAC students, alumni, and faculty, and local townspeople. There was really no comparison in terms of facilities, finances, and support between men's and women's athletics. The departments of physical education and athletics for men were supportive of the limited efforts by the women in physical activity. It is doubtful that the men

would have been so cooperative had the women been more demanding of equal facilities, equipment, and support.

In general, the women physical educators and student athletes were pleased with their athletic program. The students emphasized social objectives and enjoyment of physical activity.