

THE DEVELOPMENT OF
INTERCOLLEGIATE ATHLETICS
FOR WOMEN IN WISCONSIN

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ABSTRACT

It was the purpose of this study to show the growth of athletic competition for college women in the state of Wisconsin from 1900-1973. [During this time period, women's athletics in Wisconsin were influenced by the social pressures and economic conditions that were occurring not only in the state, but on the national level as well.] *hypothesis*

College women attending the Wisconsin Normal Schools experienced the popularity of athletic competition in the early 1900's. [Then, when competition for women became unacceptable because of the exploitation of women athletes, college women participated in intramural programs, in which there was no competition with other schools. In the 1960's, there was a renewed interest for more extensive athletic programs for college women, partly because of the need for highly skilled women athletes to participate in the Olympic Games.] *hypothesis*

In 1970, concerned physical educators from the various Wisconsin colleges, met to discuss the possibility of organizing these schools into a conference. As a

result of these meetings, the Wisconsin Women's Inter-collegiate Athletic Conference was organized to meet the needs of the expanding athletic programs for women at the collegiate level. Thirteen schools became members of the conference and, in 1971, the first athletic conference for college women in Wisconsin became a reality.

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CHAPTER I

INTRODUCTION

There has been a tremendous increase in the growth of athletic programs for college women in the state of Wisconsin in the 1960's and 1970's. [Historically, it *Problem/Purpose* is important that an investigation of the events that contributed to this growth be made before primary source materials are lost or unavailable.] Therefore, it was the purpose of this study to present an historical account of the development of intercollegiate athletics for women in the state of Wisconsin from 1900 to 1973.

Competition for college women is not a new concept in the United States or in Wisconsin. Rather, as this study reveals, college women in Wisconsin schools have *underlining attempt* been competing in sports since the first Wisconsin normal schools opened their doors to them in 1866. In some instances, women competed in basketball before men's teams were even organized, and when men began to participate and eventually compete in basketball, women coached the teams! (81:63)

In the 1960's and 1970's a trend developed toward increased intercollegiate athletic programs for women in the state of Wisconsin. As a result of this growth,

the Wisconsin Women's Intercollegiate Athletic Conference (WWIAC) was formed in 1971, thus giving added impetus to the expanding sports programs for college women.

Although this study deals only with the competition of women at the college level, it is noteworthy to mention that there has been a tremendous increase in girls' sports programs at the high school level in Wisconsin, as well as several other states in the United States. This increase, naturally, has resulted in expanded college programs as young women seek opportunities to continue to participate in athletics.

Competition among women in sports is not a new concept. Similar to other controversial topics, women's athletics has been encouraged at some points and repressed at still other times. There was a period in the early 1900's when women's athletics was very popular with the school public. (76:200) Competition among women revolved almost exclusively around basketball contests. During this period, competition for women was considered to be a worthwhile activity. A survey conducted in 1909, showed that nearly half of the colleges in the Midwest and West engaged in women's intercollegiate competition. In general, these contests were conducted under desirable controls, such as, women's officials, an audience by

invitation only, financial support by the colleges, and the absence of a professional spirit. (7:451)

In the 1905, Basketball Guide for Women and Girls, three prominent physical educators, Hitchcock, Gulick, and Berenson, expressed their views in regard to women competing in basketball. These early leaders in physical education felt that it was necessary to develop a sense of teamwork and cooperation among women, and that the game of basketball could help develop these traits. In their opinion, these traits were developed rather than inherited.

Dr. Edward Hitchcock, an M.D., and one of the early pioneers in modern physical education, supported basketball for women and said that basketball was to women what football was to men. (9:107) A woman, according to Hitchcock, by anthropometric measure, was lighter in weight, had smaller arms and legs, was shorter, and did not have the lung capacity of a man. In proportion of muscle and nerve, however, a woman could outlast a man. Women could develop the endurance that was necessary to play basketball. (80:25)

In the same book, Dr. Luther H. Gulick, one of the foremost leaders in physical education during the nineteenth and early twentieth century claimed basketball

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was needed by women because it was more difficult for women to develop teamwork than it was for men. Gulick felt that women were loyal to the home and its interests, but men had loyalties and interests outside of the family. (9:145)

In 1905, the role of women in American culture was changing from that of homemaker to community worker and career woman. This new role in society demanded characteristics that up to this time had been undeveloped in women. Educators felt that there was a discipline which could be developed from playing the game of basketball and that a woman could learn to subordinate herself for the interest of the team. (80:12)

Miss Senda Berenson was the third prominent physical educator interested in basketball for women. Miss Berenson, who taught at Smith College, was actively engaged in promoting basketball for women in the earliest years. In fact, it was Miss Berenson who edited the first basketball rules book for women. (4:160) She felt that team games were needed to help women develop the characteristics needed to enable them to participate in the increased number of opportunities open to them. (80:25) Miss Berenson, who believed that women needed a sport which would give them both physical development and

enjoyment, expressed her beliefs in the values of basketball for women in the following statement:

It is a splendid game to develop physical courage. Timid students who are afraid to jump a low rope, who say with a pale smile that they were not made for athletics--meaning anything in the world except making a ball of themselves over a book--get so interested that before they know it they are in the midst of the runners. It also cultivates self-denial, as it teaches to give up one's own honors for the good of the whole, and gives good opportunities for self-control and gentle manners, all of which form such a great part in the development of character and true womanhood. (4:160)

Although basketball was very popular with the general public, it was not included in the physical education curriculum. At this time, the physical education program in colleges, consisted primarily of instruction in gymnastics and calisthenics. (4:138)

Because of this, coaches emerged from the general public, with no training in the field of physical education. As a result of poor coaching methods, of too much pressure on the participants, and general misuse of the athletes involved, competition for women became discouraged in our culture. Many felt that women athletes were being exploited and justly so. (80:21)

INTRAMURAL ERA

In part, as a reaction to the above, the Intramural Era emerged in the 1900's. (3:457) Educators felt

that this type of program was best for college women because the pitfalls and stumbling blocks that marred previous competitive athletic programs for women could be avoided. Women physical educators were in charge of the programs, and with qualified women heading the intramural programs instead of men, there appeared to be a greater understanding of the needs of college women.

The intramural program satisfied many college girls but did not challenge the girls who were highly skilled athletes. The girls with above-average ability and a keen desire to compete with those of their own skill level were neglected.

The 1930's were marked by the public's demand for increased recreational programs. As a result of this new interest, the physical education programs in the colleges and universities shifted from a formal-type of program to one of informal activities. (3:453)

A wide variety of new activities were introduced to the physical education curriculum. Many of these were new to the instructor as well as the student. Some of the new activities included archery, badminton, speedball, squash, and miniature golf.

The campaign to eliminate intercollegiate competition for women continued through the mid 1930's. The majority of women's athletic associations on the college

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campuses were directed by the department of physical education for women. As a result of this control, the main emphasis was placed on increased participation in intramurals, extramurals, and sportsdays. (3:457)

NEW SOCIAL CHANGES

When Congress adjourned in June, 1933, the United States had been introduced to a new social philosophy. The concept of rugged individualism was replaced by the theme of equal opportunity and "abundant living" for all. The Public Works Administration allocated over three billion dollars for public instruction. One sixth of this amount was for the building of school facilities. The Civil Works Project Administration also allotted millions of dollars that went to the improvement and construction of sports and recreational facilities in educational institutions. The Works Project Administration also encouraged the introduction of public programs by providing trained instructors in the field of recreation. (3:436)

With the onset of World War II, men went off to war and women took over most of the jobs they left behind. The concept that "woman's place was in the home" changed as women took on added responsibility in the world of work. The gradual emancipation of women from the home,

the improved attitude toward her freedom, and the increase of the number of women employed in the factories gave her a more independent social position. This was reflected in her choice of clothes, entrance into sports, and demand for expanded educational opportunities. (4:181)

With this change, a new philosophy regarding women competing in athletics came into existence, and as a result, athletic leagues for women emerged in city recreation programs.

When the war ended, women had gained some freedoms. Those girls who went to college were not satisfied with the intramural programs as they then existed, and the women physical educators were forced to extend intramural programs to meet their needs. As a result, competition with teams from other schools was sought, and the extramural program came into existence.

RELATED LITERATURE

Some historical studies related to the development of women's athletics and competition at the collegiate level include the following: Watts (82), in her study on "The Changing Conceptions of Competitive Sports for Girls and Women in the United States from 1880-1960," collected data from statistical and factual reports, opinions, and recommendations in addresses, editorials, and committee reports. Watts traced the intramural movement and identified the efforts of various people to promote an intercollegiate athletic program for women.

Kiefer (78) in, "The Desirability and Feasibility of Intercollegiate Sports for College Women" sent a questionnaire to sixteen four-year colleges in Kentucky in 1968. The results indicated that due to an insufficient number of faculty members at the institutions surveyed there were no intercollegiate athletic programs of any depth for women.

Heflin (77) in 1968, completed "An Analysis of Women's Intercollegiate Sports Programs in Selected Colleges and Universities." She pointed out that one of the main goals of education was to provide opportunities for all. If this postulate is to be adhered to, opportunities must be provided for the highly skilled

as well as those which affect athletic programs in these institutions.

women to meet their needs in sports activities. Colleges and universities should be providing more and better opportunities for the highly skilled woman in athletics.

In a thesis written by Morrison (80) at Ohio State University, the changes in philosophy regarding women in sports were studied. Morrison traced the changes in attitudes of women physical educators toward competition and showed how their changing philosophy brought about subsequent changes in women's basketball rules.

A dissertation related specifically to competition for men is the, "History of the Wisconsin State University Conference" by Ronald Smith (81). He traced the history of the first Wisconsin normal schools and focused on the development of their athletic conference.

There are many parallels between the development of the program for men and the currently developing program for women in Wisconsin. Many references were made to women athletes as Smith discussed the total athletic structure in the Wisconsin normal schools.

Another historical dissertation that dealt with physical education and athletics in the Midwest was a study by Foss (76). In this study entitled, "A History of Professional Preparation in Physical Education for Women in the Teachers Colleges of Wisconsin, Illinois, and Iowa," she discussed the development of a professional training program for women as well as trends which affected athletic programs for women in these institutions.

CHAPTER II

THE POPULAR YEARS

The creation of the game of basketball by James Naismith, a YMCA leader in 1891, had a tremendous impact on both men and women in the country. Nationally, women began playing basketball before men did in many of the nation's colleges. This was especially evident in the state of California where basketball was considered to be primarily a girls' sport until men started to play the game in 1910. (7:422)

This was true also in Wisconsin where women students, attending two-year normal schools, organized basketball teams before the male students had even played the game. Not long after the teams were organized, women were playing other teams from both normal schools and groups outside of the school. For instance, the girls at Oshkosh Normal School organized a basketball team in 1902 which defeated a team from nearby Ripon College. (51:97)

Basketball was so popular with the girls at Oshkosh Normal School that one young man put his feelings into this poem, "A Valentine to a Basketball Girl."

Will you be my valentine?
Or, Alas! Have I a rival?
If it's the game of basketball
Then all my hopes I stifle. (81:63)

In 1898, basketball was played by both men and women, but it was claimed to be "more of a ladies' game." The following year a men's team was organized at Oshkosh Normal School and coached by a woman who wanted a well-disciplined team. She stated that at the "first indication of indifferent or poor playing on the part of one of the regulars his place will be filled by one of the scrubs." This same situation prevailed at the Platteville Normal School where a woman coached both the men's and women's teams in 1903. (81:63)

It is quite possible that the main reason women were the first coaches for basketball was that each of the normal schools had a woman physical training instructor. A number of these women had been trained in the East and, no doubt, had come into contact with the game. Because there were no men physical training instructors until 1912, it was logical that the male students turned to the women instructors for assistance in learning the game of basketball. (81:64)

This situation was particularly evident at Oshkosh Normal School where Miss Elizabeth Rheem Stoner was the Physical Director. Miss Stoner, who was from Pennsylvania, had received her training in the East. In the fall of 1899, Miss Stoner was appointed the Physical Director at Oshkosh Normal School. (50:15)

When Miss Stoner arrived on the campus in 1899, basketball at Oshkosh Normal School was known chiefly as a ladies' game. However, because of the need for some indoor game for men, Miss Stoner opened the gymnasium to the male students also. This proved to be a great success and it did not take long before a sufficient number of men were actively participating on several basketball teams. These teams were organized and coached by Miss Stoner. (50:15)

Basketball was also very popular with the students at Stevens Point Normal School. In 1898, there were six girls' teams and four boys' teams under the supervision of Miss Crawford of the physical training department. The boys' team played against Lawrence College of Appleton, on February 22, 1898, in the first boys game ever played against another school by Stevens Point Normal. According to the school newspaper, "The school cannot boast of too many basketball victories, but her (Miss Crawford's) players have attained a fair degree of skill in the game . . ." (25:46)

A woman also supervised the basketball program at Platteville Normal School. Miss Agnes Otis Brigham was the physical training instructor and, like the other instructors at this time, had received her training in the East. Miss Brigham had studied at the Boston

School of Gymnastics, Harvard Summer School, and the Sargent School of Physical Training. Her teams at Platteville Normal School did not compete with teams outside of the school as the gymnasium floor at Platteville was too small for competition of this type. (32:56)

THE ROLE OF BASKETBALL

By 1880, more than half of the liberal arts colleges in the country admitted both men and women students. Social customs, then, as now, influenced the extent and type of participation by women in physical education and competitive sports. Basketball clubs were formed as early as 1882. In 1901, a rules committee for women's basketball became a reality. (5) This was true not only on the national scene, but also evident at the Wisconsin Normal Schools. Basketball was very popular with the female students attending the normal schools at Platteville, Oshkosh, Whitewater, La Crosse, and Stevens Point. The women students were quickly caught up in the game of basketball and formed class teams at their respective schools. In many cases, the women students were considered to be much more skilled than the male students, who were just learning the game. (72) At Oshkosh Normal School, for example, the girls organized basketball teams as early as 1897. (49:73)

The first basketball game in the history of Stevens Point Normal School was played on January 25, 1898. Both men and women participated in that first historic contest played before 350 spectators. The ladies started off the evening by playing their game first. Because the school colors were purple and gold, it was decided that the participating teams be named according to the school colors. Consequently, one team was designated the Purple Team, while their opponents were named the Gold Team. The following is an account of the first basketball game ever played at Stevens Point Normal School:

After playing for ten minutes Laura Burce succeeded in making a basket from the field. The Purples soon made one. At the end of the first half, the score was 2-2. The game, which lasted one-half hour, ended in a tie at 4-4. Miss Peterson captained the Purple and Miss Burce the Gold. (25:46)

Also that same year, the girls basketball team from Stevens Point Normal School, travelled forty miles to Weyauwega, and defeated their high school team by a score of 8-2. This marked the first time the team had defeated another school in a basketball contest. (26:76)

At Platteville Normal School, the year 1900 marked the beginning of girls' basketball at that school. Several ladies' teams were organized and they competed against the men of the school. According to the school annual, the Spectrum, "the ladies kept the rougher sex hustling to keep matters even." (70) This practice

continued into the 1901 season when there were two women's teams and two men's teams that competed against each other. The skill level was evenly matched and the games were generally quite even. (70)

In 1908, the First Team at Platteville Normal School had an enviable record. This team won all games played against the other six teams of the school as well as defeating the Platteville High School teams by scores of 49-2, 53-10, and 57-11. Members of this winning team were: Norma Verbeck, captain; Kathleen Beardsley, Bess Murphy, Eva Tenney, Edna Luchsinger, Millie Lewis, Rose Poland, and Gail Hickcox.

On January 17, 1908, this team travelled fifty-three miles to Monroe to take on the high school team of that community. The Platteville girls faced their first defeat of the season when they were defeated by the Monroe team, 30-4. The Platteville girls were at a definite disadvantage as they were not accustomed to playing on a waxed floor or in such a large gymnasium. The return game was held in the Normal gymnasium, but the Platteville girls were again defeated by the much taller and stronger Monroe team, 26-10. (73)

During this time, the girls at Oshkosh Normal School also fielded a basketball team in addition to the class teams. Eight girls made up the First Team which played

against Milwaukee Normal School on March 18, 1910. The Oshkosh girls played well, but they were defeated 18-10 by an experienced Milwaukee team.

Like the other schools, Whitewater Normal School, started basketball for girls in 1903 with class tournaments making up the competition. The class tournaments were very popular, but the girls did seek competition with teams outside of the school. In 1913, the girls basketball team from Platteville Normal School invited the girls from Whitewater to play a basketball contest with them, but the game did not take place. The Board of Regents, which governed the operation of the normal schools, decided that no basketball games could be played between the girls of the state normal schools. (38:97)

Even though the girls could not compete against other schools, they did have their own class basketball tournaments. Seven teams took part in the 1913 tournament at Whitewater Normal School, which was won by the Seniors who defeated the Third Year team two out of three games. The two teams were evenly matched and the Senior team was hard pressed in the first meeting to defeat their opponents, 10-8. As the score indicates, the game was very close, and was in fact forced into overtime. The teams played two extra five minute halves to determine the winner. The next meeting between the

two teams was more convincing as the Seniors overwhelmed the Third Year team 7-0. (38:98)

The La Crosse Normal School opened in 1909, and it was not long after that the first basketball teams were formed for both men and women students. The 1911 La Crosse yearbook, The Racquet, contains the following information concerning the popularity of basketball at that school. "The boys of the class organized a basketball team early in the fall and made for themselves an enviable record, winning the greater number of games played." The girls of the school also organized two basketball teams and practiced throughout the season, although they played no outside teams. (62)

Seven women composed the 1911 Senior basketball team at La Crosse Normal School. In November this team, which had been organized in 1910, took on the Junior team, and won the school championship by defeating them 15-9. This team was coached by Mr. Alfred Mueller, who was also the men's coach at the time. Mr. Mueller was quoted as saying, "this is the snappiest bunch that he had ever coached." The school annual went on to say that although the team played no games with other schools, the average observer could see that had the girls made a tour of the state, the championship could easily have been theirs. This team was noted for their fast play,

splendid teamwork, and the observance of signals. (62)

Although the team was coached by a man, there was a woman chaperone, in this case, Miss Thayer, who was a member of the physical education department.

A class basketball tournament was held in 1914, at La Crosse Normal School and proved to be a great success. It was felt that where the Physical Education Course played such an important part in the normal school offerings, the girls of the school should be represented in at least one form of athletics. It was through the efforts of Dr. Sputh, the first Director of Physical Education, and some students that the first class basketball tournament was conducted. The class tournament was a great success, and it was hoped that a similar contest could be held in the future. (63)

These class basketball tournaments for girls were also popular at the other normal schools. According to the 1915 Iris, one of the most interesting athletic events at Stevens Point Normal School was the girls' basketball tournament. The final game of the 1915 tournament was played on March 26, and there was more than the usual amount of excitement. The gallery was filled with students and townspeople who had come out to cheer their teams and favorite players. The Juniors

won the championship by defeating the Seniors, 5-0. As the score indicates, this was not a high scoring game, but even more unusual, there were no field goals made in the contest. (33:120) As an award for their participation in the championship game, each member of both teams received a box of candy from Dr. Bischoff.

Interest in basketball and sports for girls continued to grow in popularity at the various state normal schools. In the 1915, Racquet, it is interesting to note that a young lady, actively going for a shot, with tennis racquet in hand, is featured on the divisional page for the athletic section.

The girls who participated in basketball at Whitewater, Oshkosh, and Platteville were recognized for their athletic achievement by receiving school letters. Whitewater Normal School was the first of the schools to honor their female athletes with "W's." In 1913, twenty-four girls who participated in basketball at Whitewater Normal School were awarded the school letter. (38:98) It was felt that where women students were in such a majority, it was only natural that women's athletics should play such an important part in student activities.

In 1919, the girls who participated in athletics at Oshkosh Normal School were awarded a Normal "O." The requirements for the letter was that a girl must

be a member of the school team and have a grade average of eighty-five. Winners of the official "O" that first year were Helen Zingsheim, Ane Mathiasen, Lena Fosslund, and Irene Crosby. (53:133)

Women athletes at Platteville Normal School first received recognition for their athletic achievement in 1922. That first year, ten girls received school letters for their participation in basketball. (47)

The La Crosse girls did not receive letters from the athletic department, but their interest in class tournaments continued to grow. Seven teams took part in the Intramural Basketball Tournament at La Crosse Normal School in 1917. The participating teams were The Junior Phy. Eds., Junior Primary, Freshman Phy. Eds., College and Advanced Rural, Senior Phy. Eds., Grammar and Junior Grammar, and Senior Primary. The following is an account of the exciting final game played between the Junior Primaries and the Junior Phy. Eds.

It was a very close and interesting game. No person, either spectator or player was able to tell which team was winning, and not until the score was announced at the end of the game did the Junior Primaries know they were the champions. (64)

Girls athletics became increasingly prominent among the school activities at the state normal schools as well as being popular with the general public. However,

problems were encountered in running the program. Many of the administrative problems experienced today are not unique. The same problems faced women administrators years ago. The following is an account of a problem which existed at Stevens Point Normal School in 1917:

We need never worry in Stevens Point Normal about girls coming out for sports. All we need is space and equipment. The girls are enthusiastic. We have 152 girls out for basketball. The limited number of practice hours due to constant use of the gymnasium for other things made it hard to give everyone a chance a to play. We need a new gymnasium and we need some means of obtaining money for girls sports. (34:128)

ATHLETIC CLUBS ESTABLISHED

In 1914, a Girls Athletic Club was organized at Whitewater Normal School by Miss Julia Vinton Yeakle. The girls participated in tennis, association football, and basketball. During the war years of World War I, the coeds at Whitewater Normal School became even more actively involved in athletics. There were as many as 250 girls who participated in the Girls Athletic Association and who comprised the twenty-eight teams that took part in the various activities. The girls participated in tennis, basketball, hockey, baseball, track and field,

and aquatics. Their feelings regarding athletics for women appeared in the 1918 school annual:

Never before was there a time when the women of this country needed the best possible physical development as they need it now . . . in such a manner have we done our bit to make ourselves fit for our future duties as American women. (41:84)

Tennis became a very popular sport at the various Wisconsin Normal Schools. In 1921, a tennis club for girls was organized at La Crosse under the direction of Miss Thompson of the physical education department. During the first year of existence, thirty-nine girls participated in the club. Although the girls did not play against teams from other schools, they did have a tournament to determine a club champion.

Tennis was also very popular at Whitewater Normal School. On May 23, 1922, the girls tennis team travelled to nearby Milton College to play their tennis team in a match. Viola Krueger of Whitewater won the singles, but the doubles team of Miss Krueger and Mary Courtney lost to Milton in a close match. A return match was held at Whitewater on May 27, with the same results as the previous contest. Miss Krueger again won the singles, but the doubles team from Whitewater could not defeat the strong Milton team although the match was extended to the full three sets. (42:113)

Even though the girls at Whitewater Normal School did compete against other schools in tennis, basketball was still confined to tournaments within the school. Miss Seghrua and Miss Edgerton, the physical directors, believed that girls were not strong enough to stand the strain and excitement of playing basketball games with other schools. (42:119)

The Girls Athletic Association was organized at Stevens Point Normal School on November 26, 1918. In order to become a member, a girl must have earned 100 points through her participation on the various teams. The activities in which a girl could compete included basketball, volleyball, tennis, hockey, and track and field. In 1929, the name was changed to the Women's Athletic Association. Emphasis was placed on year round participation in the organization. The WAA slogan was, "Sports for all--All for Sports."

At Oshkosh Normal School, the Girls Athletic Association was established in 1920. It was the purpose of this club to promote good fellowship among the girls of the school. Points were awarded for participation in the various activities. (54:109) The girls at Oshkosh Normal School carried on an active program revolving around a variety of sports. It was said by some that the girls' games were played just as well and were as exciting as the Inter-Normal games played by the men. (55:186) Besides being

active in sports, the GAA girls were active in promoting sports in general. To show school spirit, the GAA girls staged their own football game between halves of the 1925 Homecoming game. (56:116)

The years 1923 and 1924 were very important dates for the coeds at the La Crosse Normal School campus. It was in the spring of 1922, when Miss Emma Lou Wilder of the Physical Education Department, organized the Women's Athletic Association. The purpose of this group was to promote and supervise the athletic activities of the girls and to create an interest among women in all phases of athletics. The various sports offered in the intramural program that first year included basketball, volleyball, baseball, tennis, and swimming. Tournaments were held in the three major sports (basketball, volleyball, and baseball) to determine the championship team. (65)

The Trident Swimming Club was organized in 1924 to further interest in swimming and to encourage members to pass the Red Cross Life Saving Test. Interest in the WAA continued to grow throughout the years and it rapidly became one of the most popular clubs on the La Crosse Normal School campus. The fact that there were over 100 girls participating in each of the major intramural

tournaments was indeed indicative of the girls' interest in the activities offered by the WAA. (68)

The first Intra-Class Track Meet was held at La Crosse Normal School in 1928. Field events dominated the meet as two of the nine events involved running. The meet was directed by a senior student, Cloe Doyle. Individual honors went to Hazel Webb, who won the medal with 13 points. The Senior team won first place honors and were rewarded by having their class numerals engraved on the Track and Field Cup. Members of the victorious Senior team were Gretchen Siebert, captain; Hazel Webb, Margaret Lonsdorf, Doris Leppla, Irene Dornek, Mabelle Amundson, and Jessie Dunham. Miss Chappell, a member of the physical education staff, had introduced the sport in the program. (67)

The girls at La Crosse Normal School were also interested in dance. In 1932, Orchesis was established with twenty-eight members in the group under the direction of Miss Elizabeth Sehon. Miss Sehon had studied under Margaret H. Doubler, who was the founder of the modern dance movement in education, at the University of Wisconsin, Madison. The purpose of the group was to interpret dance and produce dance dramas.

RECREATION MOVEMENT

There was a shift of interest from athletics to recreation in the early 1930's due to the economic depression which swept the entire United States and world. The depression pointed out the importance of recreation in the life of the average American as the public as a whole lacked the money to pay for entertainment. As a result, the public sought relaxation in the less expensive community recreation programs. Attendance at these recreation centers doubled between 1932 and 1934. (3:442)

In 1932, the American Association for Health and Physical Education appointed two committees to study various ways in which physical education could contribute to youth's leisure time activities. As a result of this study, the committee concluded that physical educators should place more emphasis on skills involving recreation. (3)

This recreational theme was also experienced at the college level, as it affected the philosophy of the GAA organizations. At La Crosse Normal School, the Women's Athletic Association changed its name to the Women's Recreation Association. This would indicate that the college women at La Crosse Normal School were concerned not so much with athletics, but considered recreational values to be more important.

New activities, such as tap and social dancing, public discussion (made up of women who were interested in public problems), and painting were added to the new WRA program. According to the 1934 Racquet, "The organization has truly lived up to its name. It has become a recreation association." With the new emphasis on recreation rather than competition, there appeared to be an increase of interest in the organization from women outside of the physical education field. Until the change in philosophy, only ten women, who were not in physical education belonged to the WRA, but in 1934, the number of non-physical education majors participating in the WRA program had increased to forty. (68)

This recreational theme continued to prevail at La Crosse Normal School and in 1936 the WRA Board of Directors carried the idea of recreation one step further. The Board abolished the point system for awards. Members felt that "the purpose of this organization is activity for activity's sake." This philosophy was in complete contrast to the initial beliefs of the organization where the point system played such an integral part of the group. (69)

This same sentiment prevailed at the other normal schools as well. In 1934, the GAA at Oshkosh Normal School did not function under this name. Activities were carried out, but it was just referred to as Girls' Sports. A rec-

recreation room was constructed where both men and women students could play table tennis, shuffle board, and dart ball. Awards were presented to those who excelled in the various sports. (57:133) More emphasis was placed on the individual sports such as tennis, archery, and golf. As the following statement indicates, recreation was the main objective in the girls sports program at Oshkosh Normal School in 1937:

Oshkosh College does not advocate intensive competition which aims at championships and star players; we believe there is greater joy and recreation in wholesome competition such as in the society tournaments and intramural games. (59:96)

In 1938, the girls' sports organization at Oshkosh Normal School became known as the WAA. It was the purpose of this group to offer college women the opportunity to learn to spend their leisure time in the best possible advantage. (60) The philosophy of the WAA of Oshkosh Normal School in 1940 was expressed as:

The real purpose of the WAA program is to provide activities in which all the women can participate for their own pleasure, rather than to develop only the few, who are skilled to represent the group. (61:115)

What occurred at La Crosse Normal School in 1936 was an indication of what was to happen eventually on the national level. Five years after the La Crosse coeds abolished their point system, the National Section of Women's Athletics (NSWA) issued a "Statement of Standards" that

was published in the 1941 Basketball Guide. (80:43)

Among other recommendations, the "Standards" suggested that the rewards of participating in sports were to be the pleasure of playing and not cups, medals, or letter awards. (80:44)

CHAPTER III

THE DECLINE

The period from 1905 to 1938 was a difficult one for women's athletics. (80:20) Basketball, as previously discussed, was the first team sport in which women participated, and just as the first games were patterned after the men's games, so was the direction of athletics for women. Women's teams played for gate receipts, received all kinds of adverse publicity, and placed emphasis on winning at all costs. Most of the teams were coached by men and were also officiated by men. There were no standards concerning the welfare of the players. Unfortunately, women did not have a background for playing basketball under these conditions. Most of the players were emotionally unstable in meeting the pressures of athletic competition. (80:21)

Around 1925, there appeared to be a definite trend away from athletic competition for women. There was virtual elimination of state and national championships for women and even opposition to women competing in the Olympic Games. (82:163) The reasons for this de-emphasis were cited as lack of leadership, over-emphasis on champions, and championship teams, little regard for the health of the

players, and neglect of the poorly skilled girl. With regard to this situation, Coffey writes:

. . . the image of the sportsminded girls was becoming slightly tarnished. Displays of emotionalism and unlady-like conduct resulting from poor leadership took place in full view of the American public.

When no women were present to take the leadership in sports, men stepped in to give the young sportswoman a taste of vigorous activity. As enthusiasm for girls' sports spread, leadership was not always of the highest. In many cases health examinations were ignored. Thus the first seed was planted for the ever present controversy regarding the extent of sports for women. (20:39)

A typical example of this can be seen in the results of a survey that was conducted in 1928 in the state of Pennsylvania. The survey revealed that eighty-two per cent of the schools had interscholastic sports for girls and from this group, twenty-two per cent did not require a health examination, twenty-six per cent had a man in charge, and seventy-seven per cent used the girls' game as a prelude to the boys' game. These practices caused much opposition to competition for girls among women physical educators. (7:453)

During this time women athletes were considered masculine as it was the opinion of most educators that women should not compete in sports which involved a high level of competition. The abuse by an audience brought out the worst in young women who did not have the poise and security necessary for such pressures. In order to

have freedom of movement, the players wore clothing which was not socially acceptable. For example, the exposing of the legs was considered improper at this time.

The wearing of a costume which was suitable for an active game such as basketball proved to be a controversial subject during these years. The following quote is an example of the feelings expressed by the public in regard to costumes for women athletes:

In a certain city two equally well matched club teams met for a public basketball game in an important championship series. The home team came on the floor wearing shoe top socks and suits of extreme cut--of 'conversational' interest to the spectators; the visitors arrived, conservatively dressed, stockings above the knee, well fitted bloomers and middy blouses--creating an impression that won the fancy of the spectators. As the game progressed, it became evident that the moral support of the spectators had gone to the visiting team. With a tied score and twenty seconds to go the visitors were awarded a free throw. Fans say they prayed that ball through. (80:23)

A former sports writer and well known short story writer, Paul Gallico, sized up the "muscle molls" of the 1920's and 1930's with such phrases as:

tennis ladies . . . Look at the shoulders . . . forearms . . . Those legs! Never saw a good lady swimmer with small feet . . . Track athletes . . . Flat chested . . . close-cropped hair . . . and those legs . . . The freaks bring up the rear guard . . . ballplayers . . . toughies and exhibitionists. For the most part they have ugly bodies, hard faces, cheap minds. (6:117)

NEED FOR WOMEN COACHES

To overcome this situation, women physical educators tried to gain control of women's athletics. The philosophy of professional educators was that play should be for fun and recreation. To accomplish this, the National Section on Women's Athletics, advocated that women coach women's teams, girl's rules be used and the players be properly supervised. The objectives of basketball were being defeated with the exploitation of women's teams by an unconcerned public. It was unfortunate that men coaches were primarily concerned with winning and neglected the health and welfare of the players. (80:22) In 1922, women from the United States participated in the Olympic Games for the first time and the professional women in physical education were shocked that American women would compete in an event where such pressures were placed on winning. (80:22)

A reform movement regarding athletic competition for women began in 1922. At this time, three prominent groups united in an effort to influence the attitudes of physical educators regarding intercollegiate athletics for women. The concerned groups were The Committee on Women's Athletics of the American Physical Education Association, The National Association of Physical Education for College Women, and The National Athletic Conference of American College woman. (3:429)

Also, in 1922, Mabel Lee, of the University of Nebraska, conducted a study to determine the status of intercollegiate athletics for women in fifty colleges and universities.

The results of the study showed that of the fifty schools surveyed, only eleven sponsored competition in the following sports: basketball (11), tennis (9), field hockey (7), swimming (5), baseball (4), archery (2), rowing (2), and fencing (1). Miss Lee found that very few women directors of physical education favored the varsity type of intercollegiate competition for women. (3)

Although women physical educators were successful in eliminating intercollegiate competition, negative features remained in other levels of competition. There was a tremendous growth of competition in elementary and secondary schools as well as in industrial leagues. At this time, girls' teams were fighting intensely for district, regional, and state championships. Frequent trips to play other teams or to participate in a tournament forced the girls to be away from their jobs or to miss school. The trips were, in general, poorly chaperoned. A large number of spectators were drawn to these emotion-packed contests and sporting interests were quick to commercialize on the tremendous following these games had with the general public. (3)

NATIONAL GROUPS TAKE ACTION

In the fall of 1922, the National Recreation Congress, passed a resolution opposing the current status of athletic competition for women. Clark Hetherington, a prominent physical educator, then suggested to Blanch M. Trilling, chairman of the Committee on Women's Athletics of the American Physical Education Association, that women physical educators should organize a national women's athletic association that would be similar to the National Amateur Athletic Federation (NAAF). Miss Trilling, who was director of the Department of Physical Education for Women at the University of Wisconsin, Madison, further discussed the situation with Colonel Henry Breckinridge, President of the NAAF. (3) In 1923, Mrs. Herbert Hoover, then Vice President of the NAAF, called a meeting of all women interested in athletics for women. A Women's Division of the NAAF was formed and a platform was drawn up. (22:34)

This group continued to work for high standards in athletic competition for women until it united with the National Section on Women's Athletics of the American Association of Health, Physical Education, and Recreation in 1940. Through its efforts, state basketball tournaments for high school girls were eliminated and intramural programs were widely adopted. The commercialization

of the female athletes was partially controlled, and the health supervision of the athletes improved. (22)

The aims and resolutions of the NAAF created some confusion among women physical educators. Some interpreted the platform to mean that the Women's Division of the NAAF did not advocate interscholastic athletics for women. This was not the case. They did, however, advocate standards which they felt would be for the welfare of the players. (80:24)

The following are the aims of the Women's Division of the National Amateur Athletic Federation. (80)

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 athletes from exploitation for the enjoyment of the spectators for the athletic reputation or commercial advantage of any individual or organization.
3. To stress enjoyment of the sport and the development of sportsmanship, and to minimize the emphasis on individual accomplishments and the winning of championships.
4. To eliminate types and systems of competition which put emphasis upon individual accomplishment and winning rather than upon stressing the enjoyment of a sport and the development of sportsmanship among the many.
5. To restrict recognition of 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 competition.
7. To put well trained and properly qualified women in immediate charge of athletics and other physical education activities.
8. To work toward placing the administration as well as the immediate leadership of physical education activities for girls and properly qualified women.
9. To secure adequate medical examinations 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.

CHAPTER IV

THE REVIVAL

In the 1960's, a new philosophy emerged regarding the involvement of women in sports. There was a feeling that the highly skilled woman athlete had been neglected by not being permitted to compete with others of her skill level. Margaret Lamaster, a member of the physical education staff at the University of Wisconsin, Madison, and State Chairman for DGWS, expressed her philosophy regarding the skilled athlete in an article written in 1964.

Disadvantages sometimes arise from competition. This is to be expected when dealing with something so widespread and universal as competition. The sad part of it is that because of these ill effects too many people conclude that athletic competition is not good. Instead of wishing to abolish it because of some poorly conducted programs we should seek to get to the bottom of the problem. As teachers and coaches, we need to check on ourselves and see that all phases of the program are carried on in a wholesome manner instead of being willing to deprive all students, especially the more highly skilled since it is at this level where the controversy arises, of the opportunities to advance their learning and skill. (18:4)

The poor showing of women athletes in the Olympic Games of 1960, further substantiated this concern. American women could not compete on the same level with women from other countries. It was felt by some that one way to improve this situation would be to develop a more com-

petitive sport program for girls at the secondary and college levels.

Due to past restrictions surrounding competition, women physical educators were not highly trained in coaching. It became necessary to provide them with an opportunity to strengthen and improve their techniques of coaching. The result was a series of National Institutes for Girls Sports. The idea was conceived by the Women's Board of the United States Olympic Development Committee. The Institutes were planned and sponsored by the Board and the Division of Girls and Women Sports of the American Association of Health, Physical Education, and Recreation. (16)

These institutes were primarily for women who were interested in coaching and for those who were interested in increasing the scope of women's sports in the United States. The clinicians at these institutes were, themselves, highly trained and skilled athletes whose task it was to present information and techniques of coaching various sports to the clinic participants. The participants were representatives from the respective states, and following each Institute they were to return to their states to conduct a sports workshop similar to the National Institute. Through these workshops, the state representatives were able to teach others, who in turn would motivate school girls to participate and compete in the various sports.

The First National Institute for women's sports was held in 1963, and dealt with gymnastics and track and field. Gymnastics, track and field, kayaking, fencing, and diving, comprised the activities of the second institute in 1965. The third institute involved skiing and figure skating in 1966. A fourth session in the coaching of basketball and volleyball was also held in 1966. The fifth and final one, in 1969, offered basketball coaching and officiating, gymnastics officiating, and track and field. (16)

These institutes were attended by Wisconsin teachers who were concerned about developing a more extensive competitive athletic program for girls in the state. Wisconsin's representatives at the First National Institute were Beatrice Baird and Jean Foss, faculty members from the UW-La Crosse, who participated in track and gymnastics respectively, and Margaret Lamaster from the UW-Madison, who was the general representative and coordinator for the state DGWS. Other Wisconsin representatives have been Mary McLellan, gymnastics and kayaking; Patricia Pollack, skiing; and Lee Stephenson, track and field and basketball.

The United States Olympic Development Committee influenced the Presidents of some of the major colleges and universities to encourage the Women's Physical Education Departments to re-evaluate their programs regarding com-

petition for college women. This was done through their conference athletic commissioners and athletic representatives in hopes of upgrading their sports program by including more high-level competition for women. (5)

THE GUIDING AGENCIES

With this increase of interest in more competition for college women it became evident that guiding agencies would be necessary to lead the groups in the proper direction. On a national level, a Commission on Intercollegiate Athletics for Women was formed by the Division of Girls and Women Sports in 1966. The Commission sanctioned a policy which provided for National Intercollegiate Championships for women in gymnastics, track and field, swimming, badminton, volleyball, and archery. (5)

This increase of interest among girls in sports and their desire for competition on a higher level led to the development of an athletic conference for women in Wisconsin's colleges and universities. Women physical educators felt that the current program consisting of extramurals and sportsdays was not enough to meet the challenge of the highly skilled women athletes. They were in favor of an expanded tournament program that would enable the more experienced athletes to compete with others at their own skill level.

There were other people, in addition to women physical educators, who were aware of the need for an expanded sports program for college women in Wisconsin. One such person was Fred Jacoby, who was the Commissioner of Athletics of the State University Conference. It was Mr. Jacoby, who, at a Board of Regents of State Universities Meeting, on May 21, 1970, reported on the emerging situation regarding intercollegiate athletics for women. At that time, this area of athletics was not the responsibility of the Wisconsin State University Athletic Committee. During the discussion which followed regarding the subject of women's athletics, it was the consensus of those present that the subject of women's intercollegiate athletics should be referred to the Faculty Athletic Committee. This committee would then meet with athletic directors and women representatives from the colleges to discuss further the possibility of expanding the current athletic program to include an intercollegiate athletic conference for women.

Further action was then taken by women physical educators who agreed that it was necessary for such a conference to be formed. A meeting to establish the guidelines and foundations for an intercollegiate athletic conference was held at Stevens Point, Wisconsin, September 18-20, 1970. Representatives from the various Wisconsin colleges and

universities attending the session included the Chairman of the Women's Physical Education Departments and other members of the physical education staffs who were interested in organizing an athletic conference. The meeting was organized by Miss Mary Jo Mullen, a faculty member at UW-Stevens Point and Miss Judy Wilson, who was on the staff at UW-River Falls.

The following is an account of that meeting:

"To: Council of Presidents

"From: Mary Jo Mullen, State Chairman of
Intercollegiate Athletics for Women

"Date: October 6, 1970

"Subject: Intercollegiate Athletics for Women

"For the past few years, women in the state of Wisconsin have been expressing the interest and need for organized women's intercollegiate athletics. Many states have already moved in this direction; others are in the process. It was agreed that Wisconsin also move in this direction.

"On September 18 and 19, WSU-Stevens Point was host to Wisconsin college women physical education teachers who met for the purpose of organizing intercollegiate athletics for women throughout the state. The state universities were well represented with forty members, including six chairmen or directors. Other institutions represented were University of Wisconsin and Northland College.

"Most of the sessions were informative discussions. On Friday evening, the group met with consultants to determine which direction to take in formulating policies and procedures. This helped to set up the framework from which to work. Saturday morning Mr. Fred Jacoby, Commissioner of Men's Athletics, spoke to the women on the men's program, their benefits, and the services that were available to the women. Major items were discussed at length. The

women indicated great concern for medical benefits, released time for coaching, budget, facilities, officials, scheduling events and conference structure. Having been informed on many of the areas of grave concern, the women moved to elect working committees for the purpose of gathering and compiling the necessary information for policies and procedures. The following positions were elected: Chairman, Miss Mary Jo Mullen, WSU-Stevens Point; Vice-Chairman, Dr. Mary McLellan, WSU-La Crosse; Writing Committee, Dr. Helen Briwa, WSU-Oshkosh; Miss Mary Ann Riccio, WSU-Whitewater; Miss Joan Hedrick, WSU-Superior.

"Student committees had been formed previously to set up policies which they thought were necessary for the organization. These policies will be then submitted to the writing committee. Reaction to all policies and refinement of procedures will take place at a meeting set for January 29 and 30 at WSU-Eau Claire.

"MJM:et" (74)

On January 29, 1971, the first organizational meeting to write a constitution for the Wisconsin Women's Intercollegiate Athletic Conference was conducted at Stevens Point, Wisconsin. At that meeting, Mary Ann Riccio of UW-Whitewater and Helen Briwa of UW-Oshkosh were appointed by the representatives of the WWIAC to write a constitution for the conference.

In that same year, the following officers were elected to serve the Wisconsin Women's Intercollegiate Athletic Conference: Mary Jo Mullen, UW-Stevens Point, Chairman; Patricia Collins, UW-Platteville, Chairman Elect; and Kit Saunders, UW-Madison, Secretary-Treasurer.

A list of recommendations was drawn-up by the WWIAC regarding conference policies and submitted to the Council of Presidents at a meeting, April 8, 1971, by the WWIAC

Chairman, Mary Jo Mullen. The following is a list of the recommendations which were submitted to the Council for their approval.

"Recommendations by the Wisconsin Women's Intercollegiate Athletic Conference presented to the Council of Presidents on April 8, 1971 for approval and action necessary to put these recommendations into effect.

- " I. We recommend that the WWIAC Constitution, By-Laws and Operating Code be adopted and officially put into effect at the beginning of the 1971-72 academic school year.
- " II. We recommend that the equivalent weight of lab contact hours be given to the student contact hours in a coaching assignment when considering teaching loads.
- " III. We recommend that a sufficient number of women faculty members be employed to fulfill the responsibilities of both teaching and coaching.
- " IV. We recommend that for the academic year 1971-71 each physical education department of the Wisconsin State University System be allotted at least one new woman's position, in addition to those positions already allotted. This additional position will be necessary for scheduling reasonable teaching loads and permitting adequate released time for coaching.

"Submitted by,
Mary Jo Mullen
WWIAC Chairman
WSU-Stevens Point." (75)

These recommendations were discussed at the Council of Presidents' Meeting and the following questions were addressed to the Council by President Dreyfus of UW-Stevens Point: (1) Should the System have a women's athletic conference? (2) Should it be system-wide in its organization, or by campus? (3) Should it include an assigned position

on each campus to act as director? In the discussion that followed it was noted by President Ullsvik, UW-Platteville that, "the council should agree to have a women's athletic conference organized under the Athletic Commissioner and operated by the athletic committee on each campus whose membership would be increased to include more women." It was the opinion of Dr. Gates, from UW-La Crosse, that the present men's conference was considered educationally sound and that in order to continue that policy it would be necessary to support a women's conference. In the discussion which followed, the Council of Presidents passed the following resolution regarding the women's athletic conference:

Moved by President Guiles of Oshkosh, seconded by President Ullsvik, Platteville, that the Council officially recognize the Women's Athletic Conference for this System which will be operated through the office of the Commissioner of Athletics. Local responsibility for administration and organization of the Conference will rest with the present faculty committee on athletics.

The development of an athletic conference for college women in Wisconsin was indeed a very important step in formulating extensive athletic programs for women. The approval of the Council of Presidents indicated that most educators felt that athletic competition for women was an accepted part of student life.

The Council did advocate the athletic conference for women, but several of the Presidents brought up points for further discussion. Some of these comments included the following: President Carter from UW-Whitewater, suggested that a separate director of women's athletics be appointed at each of the campuses. This would mean that women's athletics would be handled separately from the men's athletic directorship responsibilities. Another point which was brought up by President Meyer of UW-Superior was that the motion to approve an athletic conference for women, no way implied a fiscal impact on the university or the commitment of a faculty position, but only a recognition of the conference. This same sentiment was also expressed by the other Presidents.

CHAPTER V

THE PRESENT

The year 1971, marked the beginning of the Wisconsin Women's Intercollegiate Athletic Conference. Thirteen Wisconsin colleges were charter members of the conference. The following year, one more school joined the conference, and fourteen schools competed in the various sports sponsored by the WWIAC during the 1972-73 season.

In the academic year 1971-72, the thirteen member schools participated in eight conference sports. These sports were basketball, volleyball, tennis, badminton, swimming, track and field, gymnastics, and softball. Team championships were conducted in all conference sports with the exception of tennis and gymnastics. The conference champions in that first year were UW-La Crosse, UW-Madison, Carthage College, and UW-Stevens Point. UW-La Crosse won championships in basketball, track and field, and badminton (tie); UW-Madison won the volleyball and swimming championships; Carthage College shared the badminton title with UW-La Crosse; and UW-Stevens Point won the softball championship.

In 1972-1973, the conference eliminated the softball program. The remaining sports that the conference sponsored and the number of teams that participated in were badminton (8), basketball (12), competitive swimming (10), gymnastics (12), tennis (8), track and field (11), and volleyball (12). There were no sports in which all fourteen member schools participated, but basketball, volleyball, and gymnastics were the most popular, with twelve schools fielding teams in each of the sports.

There were three schools that participated in all seven sports that were sponsored by the WWIAC and only three schools that competed in fewer than four of the sports. The schools that participated in all of the conference sports were UW-La Crosse, UW-Oshkosh, and UW-Stevens Point.

The 1972-73 sports season was completely dominated by the coeds from UW-La Crosse as they won conference championships in all the sports in which a team champion was determined.

SUMMARY

X It is evident that athletics for college women in the state of Wisconsin have experienced popularity and repression at various times throughout the last seventy years. X In the 1920's, athletics were very popular with the women students and the general public, but in the 1930's, there was a decline due to poor coaching methods and ne-

glect of the athletes. This led to the intramural movement, which did not permit college women to compete with teams outside of the school. The extramural program became an outgrowth of intramurals and was the only competition allowed women during the 1940's and 1950's. In the 1970's, competition for college women again experienced a renewed interest when extensive athletic programs were established for college women attending Wisconsin's colleges and universities.

Physical educators, as well as the general public, have accepted the fact that athletic competition among women is a necessary part of life in our society. In the past, some college physical educators opposed intercollegiate athletic competition for women because they believed there was a physiological strain placed on the female athletes. They also felt that young women who competed in sports would lose their feminine image if they engaged in a highly competitive athletic program. (15)

There has been considerable discussion over the years in regard to these two issues involving women competing in athletics. The physiological issue has been resolved through extensive medical research completed in this area. All evidence indicates that participation in most athletic events by healthy, normal women is not harmful. (5)

Another issue which has affected women's athletics has been society's view of the "femine image." In the past, society has tended to restrict girls from competing in sports because competition was not considered within the femine role. This feeling has been, in part, altered as young women take on more active roles in sports. To be a woman athlete is now more sociably acceptable than in the past. (5)

Fortunately, these issues have been resolved and are no longer hindering women's athletics. At present there is enthusiasm and increased opportunity for women to compete in intercollegiate athletic programs. (15)

CONCLUSION

Many of the problems which have faced men over the years in regard to competitive athletics are now facing women administrators as women become more involved in extensive athletic programs at the collegiate level. Some of the problems which are confronting women physical educators in reference to an athletic program include: Budgeting, Eligibility Rules, Athletic Scholarships, and Suitable Schedules. (5) How these problems are handled will certainly influence present and future athletic programs for women in sports.

Betty McCue, Chairman of the Department of Physical Education for women at Duke University in 1971 had the following opinion regarding the administration of intercollegiate athletic programs for women.

There is no administrative pattern to follow in intercollegiate sports for women since this part of the athletic program has been almost nonexistent until recently. It is obvious, however, in this new program that women should determine the policies for women's athletics; and it is also evident that the program needs the interest and understanding of the person who is head of the administrative unit, whether this person be a man or a woman. (15)

A Intercollegiate athletics are being designed for the highly skilled athlete who is well-coached and trained to play in a series of scheduled games with teams of similar skill. With this new development it is important that intramural programs are not neglected or eliminated. It is recommended by the leaders in women's sports that intercollegiate varsity programs be an extension of existing extramural programs. (15)

* The Division of Girls and Women's Sports recommends that athletic programs should be designed for women and that policy, organization, and administration of the program should be the responsibility of the department of physical education for women. (15)

Decisions about the administration of intercollegiate athletics for women will affect programs for years to come. This has been an account of the development of intercollegiate athletics for women in the state of Wisconsin. How the problems, issues and challenges of intercollegiate competition for women will be resolved in the future remains to be recorded.

APPENDIX

DEFINITION OF TERMS

- COMPETITION** - Contests between individuals or teams to determine the winner in a sports event or contest.
- CONFERENCE** - A league in which school or club teams join, records are kept; and games are scheduled well in advance of the actual date.
- EXTRAMURAL** - An outgrowth of the intramural program, in which intramural teams from one school compete against intramural teams from another school.
- INTERCOLLEGIATE COMPETITION** - Events or contests that take place between two or more schools at the college level. Contests are scheduled well in advance of the playing date.
- INTRAMURAL** - A program that provides a wide variety of activities for all students. All competition takes place within the walls of the institution.
- NORMAL SCHOOLS** - Two year colleges established in the state of Wisconsin for the primary purpose of preparing teachers. Ten such schools were established during the period from 1866-1916.
- PLAY DAYS** - A type of event in which several schools, clubs, or organizations within commuting distance meet on a friendly basis for play, with emphasis upon play with not against. Students from each of the schools form the various teams. Emphasis is on participation, not winning. (Weston, p. 280)
- SPORTS DAY** - An event in which two or more teams from area schools participate in various sports. Teams from one school compete against each other, but the emphasis is still on participation, not winning.

WWIAC 1971-1972 member schools listed will be competing in the following activities as conference sports.

| <u>La Crosse</u> | <u>Platteville</u> | <u>Eau Claire</u> | <u>Oshkosh</u> |
|------------------|--------------------|-------------------|----------------|
| Badminton | Badminton | Badminton | Badminton |
| Basketball | Basketball | Basketball | Basketball |
| Comp. Swim | Gymnastics | Comp. Swim | Comp. Swim |
| Field Hockey | Volleyball | Gymnastics | Field Hockey |
| Gymnastics | Track & Field | Volleyball | Gymnastics |
| Softball | | Track & Field | Softball |
| Tennis | | | Tennis |
| Volleyball | | | Volleyball |
| Track & Field | | | Track & Field |

| <u>Stevens Point</u> | <u>Madison</u> | <u>Carthage</u> | <u>Superior</u> |
|----------------------|----------------|-----------------|-----------------|
| Badminton | Badminton | Badminton | Badminton |
| Basketball | Basketball | Basketball | Basketball |
| Comp. Swim | Comp. Swim | Gymnastics | Gymnastics |
| Field Hockey | Field Hockey | Softball | Volleyball |
| Gymnastics | Gymnastics | Tennis | |
| Softball | Softball | Volleyball | |
| Tennis | Volleyball | Track & Field | |
| Volleyball | | | |
| Track & Field | | | |

| <u>Stout</u> | <u>Whitewater</u> | <u>Parkside</u> | <u>River Falls</u> |
|---------------|-------------------|-----------------|--------------------|
| Basketball | Basketball | Gymnastics | Basketball |
| Comp. Swim | Comp. Swim | Tennis | Comp. Swim |
| Gymnastics | Gymnastics | Track & Field | Field Hockey |
| Softball | Softball | | Gymnastics |
| Volleyball | Tennis | | Softball |
| Track & Field | Volleyball | | Volleyball |
| | Track & Field | | Track & Field |

U of Wisc.
(Milwaukee)

Badminton
Basketball
Gymnastics
Softball
Volleyball

WWIAC SPORTS 1972-73 (14 Member Schools)

Badminton (8)

La Crosse
 Carthage
 Oshkosh
 Superior
 Eau Claire
 UW-Milwaukee
 Platteville
 Madison

Tennis (8)

Carthage
 Stevens Point
 Oshkosh
 Whitewater
 Parkside
 La Crosse
 *River Falls
 *UW-Milwaukee

Basketball (12)

Carthage
 Stevens Point
 River Falls
 Oshkosh
 Whitewater
 Stout
 Superior
 Eau Claire
 UW-Milwaukee
 Platteville
 Madison
 La Crosse

Track & Field (11)

Carthage
 Stevens Point
 River Falls
 Oshkosh
 Whitewater
 Stout
 Parkside
 Eau Claire
 Platteville
 La Crosse
 Madison

Competitive Swim (10)

River Falls
 Stevens Point
 Oshkosh
 Whitewater
 Stout
 La Crosse
 Madison
 Eau Claire
 *UW-Milwaukee
 *Parkside

Volleyball (12)

Carthage
 Stevens Point
 River Falls
 Oshkosh
 Whitewater
 Stout
 Superior
 Eau Claire
 UW-Milwaukee
 Platteville
 La Crosse
 Madison

Gymnastics (12)

Carroll
 Oshkosh
 Whitewater
 Stout
 Parkside
 Superior
 Eau Claire
 UW-Milwaukee
 Platteville
 La Crosse
 Madison
 Stevens Point

* New Schools, first year in this sport.

WWIAC CHAMPIONSHIP RESULTS

| | 1971-72 | 1972-73 |
|--------------------|--|--|
| BASKETBALL | 1-UW-La Crosse 2-UW-Eau Claire 3-UW-Whitewater 4-UW-Oshkosh | 1-UW-La Crosse 2-UW-Oshkosh 3-UW-Eau Claire 4-Carthage College |
| VOLLEYBALL | 1-UW-Madison 2-UW-La Crosse 3-UW-Superior | 1-UW-La Crosse 2-UW-Madison 3-Carthage College |
| TENNIS | No Tournament | 1-UW-La Crosse 2-UW-Whitewater (Tie) UW-Oshkosh (Tie) UW-Parkside (Tie) UW-Stevens Point |
| BADMINTON | 1-(Tie) UW-La Crosse (Tie) Carthage College | 1-UW-La Crosse 2- |
| SWIMMING | 1-UW-Madison 2-UW-Oshkosh 3-UW-La Crosse 4-UW-Stevens Point | 1-UW-La Crosse 2-UW-Madison 3-UW-Oshkosh 4-UW-Eau Claire |
| TRACK AND FIELD | 1-UW-La Crosse 2-UW-Oshkosh 3-UW-Platteville 4-UW-Stevens Point | *1- 2- 3- 4- |
| GYMNASTICS | No Team Champion | No Team Champion |
| SOFTBALL | 1-UW-Stevens Point 2-UW-La Crosse 3-UW-Oshkosh 4-Carthage College | Not a Conference Sport |

*Results not available at time of writing.

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