



An historical analysis of womens athletics at Montana State University from 1893-1979
by Jo Ann Marie Buysse

A thesis submitted in partial fulfillment of the requirements for the degree of MASTER OF SCIENCE
in Physical Education
Montana State University
© Copyright by Jo Ann Marie Buysse (1979)

Abstract:

The purpose of this study was to record the history of women's athletics at Montana State University and to analyze the trends of women's athletics on the national level in relation to the events that occurred at Montana State University. Specifically, three time periods were under investigation in the study: 1893-1924, 1925-1965, and 1966-1979. The course of events which took place in the development of women's athletics both at Montana State University and at the national level were organized and recorded in a chronological order.

The study was delimited to the development of women's intercollegiate athletics at Montana State University from 1893-1979 under the auspices of physical education and athletics. Limitations of the study involved the availability and accessibility of materials significant to the study.

The writer hypothesized that there were three major trends which occurred in the development of women's athletics at Montana State University and that these trends were in direct correspondence with the events happening at the national level in women's athletics.

The historical method of research was employed in the study. Data were collected from both primary and secondary source material and subjected to internal and external criticism. Primary source materials included personal interviews, minutes of meetings, personal correspondence and monographs. College newspapers, books and periodicals were utilized as secondary sources in the study. Data indicated that women's athletics at Montana State University were influenced by social pressures which occurred during each time period being studied.

Some of the notable social pressures were: attitudes toward women competing in sports; feminist movement of the 60's; Title IX of the Educational Amendments; and a class action lawsuit filed by five women against Montana State University. Parallels between the history of women's athletics at the national level and the history of women's athletics at Montana State University were indicated; however, these parallels were more evident in some years than others. It was concluded that many events, individuals, and organizations have influenced the growth and development of women's athletics at Montana State University and throughout the United States.

STATEMENT OF PERMISSION TO COPY

In presenting this thesis in partial fulfillment of the requirements for an advanced degree at Montana State University, I agree that the Library shall make it freely available for inspection. I further agree that permission for extensive copying of this thesis for scholarly purposes may be granted by my major professor, or, in her absence, by the Director of Libraries. It is understood that any copying or publication of this thesis for financial gain shall not be allowed without my written permission.

Signature Jo Ann M. Bynne

Date August 3, 1979

i

To my parents
with love

AN HISTORICAL ANALYSIS OF WOMEN'S ATHLETICS AT
MONTANA STATE UNIVERSITY FROM 1893-1979

by

JO ANN MARIE BUYSSE

A thesis submitted in partial fulfillment
of the requirements for the degree

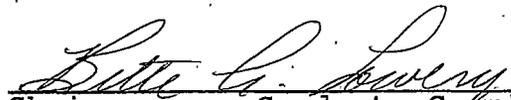
of

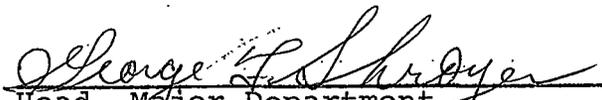
MASTER OF SCIENCE

in

Physical Education

Approved:


Chairperson, Graduate Committee


Head, Major Department


Graduate Dean

MONTANA STATE UNIVERSITY
Bozeman, Montana

August, 1979

ACKNOWLEDGMENTS

The author wishes to express sincere appreciation to Dr. Bette Lowery, who served as chairperson of the author's graduate committee and who provided great inspiration and direction for the study. Gratitude is also expressed to Ms. Marga Hosaeus, Dr. Gary Evans and Dr. Virginia Hunt, graduate committee members, who assisted in all aspects of this paper.

Appreciation is extended to Marge Burgess and Carol Sanford, secretaries in the Health, Physical Education and Recreation department, for their concern, understanding and assistance.

Finally, a very special thanks is extended to the author's family, Vincent and Ramona Buysse, Tom, Paul, Teresa, Mike, Dan, Chuck, Pat, Mary and Philip; and friends Kay O'Neil and Michelle Meyers, whose love, encouragement and support have been a great source of strength and guidance.

TABLE OF CONTENTS

	<u>Page</u>
DEDICATION	i
APPROVAL PAGE	ii
VITA	iii
ACKNOWLEDGMENTS	iv
ABSTRACT	vi
I INTRODUCTION	1
Statement of the Problem	3
Definition of Terms	4
Terms	6
Delimitations of the Study	7
Limitations of the Study	7
Justification	7
Methodology	9
Background Work	9
Data Collection	10
Organization of Data	10
II REVIEW OF RELATED LITERATURE	12
Studies Specific to the Development of Women's Intercollegiate Athletics	12
Studies Specific to the Development of Men's Intercollegiate Athletics	15
Studies Specific to the Organizational Development in Women's and Men's Intercollegiate Athletics	18
Studies Specific to the Organizational Development of Physical Education	20
III THE BASKETBALL ERA: 1893-1924	22
IV THE INTRAMURAL ERA: 1925-1965	40
V THE PROGRESSIVE ERA: 1966-1979	59
VI SUMMARY AND CONCLUSIONS	81
BIBLIOGRAPHY	90
APPENDIX	104
Interview Questions	105

ABSTRACT

The purpose of this study was to record the history of women's athletics at Montana State University and to analyze the trends of women's athletics on the national level in relation to the events that occurred at Montana State University. Specifically, three time periods were under investigation in the study: 1893-1924, 1925-1965, and 1966-1979. The course of events which took place in the development of women's athletics both at Montana State University and at the national level were organized and recorded in a chronological order.

The study was delimited to the development of women's intercollegiate athletics at Montana State University from 1893-1979 under the auspices of physical education and athletics. Limitations of the study involved the availability and accessibility of materials significant to the study.

The writer hypothesized that there were three major trends which occurred in the development of women's athletics at Montana State University and that these trends were in direct correspondence with the events happening at the national level in women's athletics.

The historical method of research was employed in the study. Data were collected from both primary and secondary source material and subjected to internal and external criticism. Primary source materials included personal interviews, minutes of meetings, personal correspondence and monographs. College newspapers, books and periodicals were utilized as secondary sources in the study. Data indicated that women's athletics at Montana State University were influenced by social pressures which occurred during each time period being studied. Some of the notable social pressures were: attitudes toward women competing in sports; feminist movement of the 60's; Title IX of the Educational Amendments; and a class action lawsuit filed by five women against Montana State University. Parallels between the history of women's athletics at the national level and the history of women's athletics at Montana State University were indicated; however, these parallels were more evident in some years than others. It was concluded that many

events, individuals, and organizations have influenced the growth and development of women's athletics at Montana State University and throughout the United States.

CHAPTER I

INTRODUCTION

In the past 90 years there have been many events, organizations and individuals which have influenced the growth and development of women's athletics in the United States and specifically at Montana State University. The changes which have occurred are numerous and it is absolutely essential to record and analyze the course of events which contributed to the growth and development of women's athletics before primary sources are lost or unavailable. It was the purpose of this study to record the history of women's athletics at Montana State University from 1893-1979 and to identify corresponding events at the national level.

Participation in athletics by women was virtually unheard-of prior to 1890. Mid-Victorian ideals expressed the feminine role of a woman as wife and mother, and restrictive clothing hampered physical activity.

The invention of the game of basketball in 1891 and the foresight of female gymnasium instructors seeking a proper mode of sports activity for women were to a great extent responsible for the initial involvement of women in athletics. Avid participation in basketball became

prevalent, and soon other sports were added to the activities engaged in by the early competitive woman; however, there was little direction, leadership or organization evident.

The women at Montana Agricultural College (MAC) began to play basketball in 1898, and although the game was invented primarily for men, the women were competing with other schools before the male faction at the College had organized a team. Competition in women's basketball at MAC continued through 1910. Negative attitudes toward the value of competition for women began to develop throughout the nation, and an intramural program which emphasized "participation for all" materialized. The "evils" of men's athletics were feared by women physical educators, and organizations to control the competitive aspect were established.

An intramural era with less emphasis on competition began in 1911 at MAC and continued as an acceptable form until 1966 when intercollegiate athletics for the highly skilled athlete was once again initiated. The intercollegiate athletic program at Montana State University has gradually grown through the efforts of many individuals. Today, intercollegiate athletics for women are offered in

seven different sports at Montana State University, a separate Department of Women's Athletics has been established, and a full-time Director and coaching staff fulfill the needs of the woman athlete at the University.

Statement of the Problem

The general purpose of this study was to analyze the history of women's athletics at Montana State University from 1893-1979, and to determine if any parallels could be made between the development of women's athletics at Montana State University and the development of women's athletics on the national level. Specifically, the study was concerned with the course of events which occurred during three distinct periods of time. The researcher proposed that these time periods were trends in the development of women's athletics at Montana State University and directly in correspondence with the national development of women's athletics. The periods analyzed were:

1. 1893-1924

The beginning of Montana Agricultural College and women's sports participation to the decline of intercollegiate athletics.

2. 1925-1965

Disapproval of interscholastic and intercollegiate athletics for women by the National Association of Secondary School Principals' Commission on Athletics, the Women's Division of the National Amateur Athletic Federation, and the National Committee on Women's Sports of the American Physical Education Association to the re-birth of women's intercollegiate athletics at Montana State University.

3. 1966-1979

The initiation of a women's intercollegiate athletic program at Montana State University under the auspices of the Physical Education Department to the present program of women's athletics under a separate Women's Athletic Department.

Definition of Terms

Extramural Competition. Extramural competition includes all competition in which participants from two or more schools or colleges compete in a sports event, but does not involve season-long schedules, leagues, or championships (56).

Intercollegiate Athletics. Intercollegiate athletics are athletic programs for individuals and/or teams from the same college or university who are carefully selected and highly coached and who compete in a series of scheduled games or events against similar units from other colleges or universities (56).

Intramural Competition. Intramural competition includes all athletic competition engaged in by campus groups competing with one another on the campus. This includes interclass games, sorority games, faculty-student games, and all school tournaments which take place among these groups (56).

Play Days. Play Days are defined as gatherings at which girls participate in sports activities. The teams are composed of girls representing all of the schools at the play day (36).

Sports Days. Sports Days are gatherings at which girls participate in sports, playing on their own school teams and against similar teams from other schools (36).

Telegraphic Meets. Telegraphic meets are meets in which schools participate in activities on their own campuses and results are compared by telegrams, telephone, or mail and a winner is determined (36).

Trend. A trend in this study refers to the development of women's athletic programs in relation to the initiation, duration, and termination of programs during specific time periods.

Terms

- AAHPER American Alliance for Health, Physical Education and Recreation (established 1973). Formerly known as the American Association for Health, Physical Education and Recreation (established 1885).
- NAGWS National Association for Girls and Women in Sport (an Association within AAHPER). Formerly known as the Division for Girls and Women's Sports (DGWS), the National Section on Girls and Women's Sport (NSGWS), and the National Section on Women's Athletics (NSWA).
- NAPECW National Association for Physical Education of College Women. Formerly known as the National Association for Directors of Physical Education for College Women and the National Association for Directors of Physical Education for Women in Colleges and Universities.
- CIAW Commission on Intercollegiate Athletics for Women (established 1966).
- AIAW Association for Intercollegiate Athletics for Women.
- NCWSA Northwest College Women's Sport Association. Formerly known as the Northwest College Women's Extramural Association (established 1966).
- WAA Women's Athletic Association. Formerly known as the College Girls Athletic Association (CGA) at Montana State University.

MSU Montana State University. Formerly known as Montana Agricultural College (MAC) from 1893-1910 and Montana State College (MSC) from 1911-1964 (established 1893).

Although the titles of the above were changed in the years from 1893-1979, the titles during the period under study were utilized throughout the study. Abbreviations of these terms were used throughout the study following an initial explanation of the term.

Delimitations of the Study

The study was delimited to the development of women's intercollegiate athletics at Montana State University from 1893-1979 under the auspices of physical education and athletics.

Limitations of the Study

The study was limited to the availability and accessibility of material significant to the study.

Justification

A survey of literature concerning women's intercollegiate athletics at Montana State University (MSU) has shown that very little has been written on the development of intercollegiate athletics for women at MSU. The

researcher believed that the trends which have occurred in women's athletics at the national level were indicative of the development of women's athletics at MSU. The researcher further believed that the history of women's intercollegiate athletics at MSU had significant value and the presentation of this history 1) may be beneficial in the understanding and appreciation of the growth and accomplishments made by women in athletics, 2) may aid in the evolvement of women's athletic programs in the future, and 3) may aid in avoiding mistakes of the past. Clarke and Clarke substantiate the need for historical research in the following paragraph.

Historical research should be encouraged because it relates to the heritage of any field. No established profession has depth, traditions, customs, or a present without a history. This heritage should be recorded and preserved for future generations (70:63).

The knowledge brought forth in this study is of intrinsic interest to the Department of Women's Athletics and the Health, Physical Education and Recreation Department at MSU. Bette Lowery, an associate professor of physical education at MSU further substantiates the need for a study of this nature in the following:

As a total independent program for women's athletics has recently been established on

this campus, it is appropriate that the historical process to achieve this event be thoroughly studied and preserved (10).

Methodology

Background Work

The procedure for background work consisted of reading the available material pertaining to women's athletics at MSU and corresponding material on the national level as well. Selected readings on various social and historical events that may have influenced women's athletics during the time periods being analyzed were researched and recorded. A preliminary chronology was then developed to aid in the understanding and compilation of when certain events occurred and how these events related to the time periods being studied. Informal discussions were held with a number of persons who were familiar with individuals involved in women's intercollegiate athletics at MSU. These discussions helped to determine the significant individuals to be formally interviewed and were influential in the selection of questions to be asked in the formal interview.

Data Collection

The data for this study were collected in the following ways: 1) source material from the MSU library archives; 2) personal interviews with selected knowledgeable persons which were tape recorded; 3) correspondence by mail and telephone; 4) minutes from the Commission on Intercollegiate Athletics for Women (CIAW); 5) minutes from the Northwest College Women's Sports Association (NCWSA); and 6) minutes from the Division for Girls and Women's Sports (DGWS).

From this data the researcher classified the materials into primary and secondary sources, criticized the material both internally and externally, identified the social milieu surrounding the time periods, and extrapolated conclusions based on the analysis of the above material.

Organization of Data

The data was formulated in a logical chronological progression according to the time periods under study.

The paper was organized according to the following chapter outline: I) Introduction, including the statement of the problem, definitions, terms, assumptions of the

study, limitations, justification, and methodology; II) Review of literature; III) The Basketball Era: 1893-1924; IV) The Intramural Era: 1925-1965; V) The Progressive Era: 1966-1979; and VI) Analysis and Conclusions.

CHAPTER II

REVIEW OF RELATED LITERATURE

Although there have been no studies done specifically on women's athletics at Montana State University, there have been several studies which reflect the development and growth of women's athletics nationwide. In presenting these historical studies, it was the intent of the researcher to review the scope and organization of the literature rather than the content. The review of literature contains four subdivisions in which the studies were classified according to topic or subject heading. The four subdivisions were the following: a) Studies Specific to the Development of Women's Intercollegiate Athletics; b) Studies Specific to the Development of Men's Intercollegiate Athletics; c) Studies Specific to Organizational Development in Women's Athletics and Men's Athletics; d) Studies Specific to the Organizational Development of Physical Education.

Studies Specific to the Development of Women's Intercollegiate Athletics

A study by Watts (112) on the "Changing Conception of Competitive Sports for Girls and Women in the United States from 1880-1966" traced the intramural movement and

identified the efforts of many people who worked to promote intercollegiate athletic programs for women. She cites the year of 1925 as the beginning of a trend away from athletic competition for women. During this time, state and national championships for women were virtually eliminated, and opposition against women competing in the Olympic Games developed.

By using both historical and descriptive methods, Hodgdon's (95) study "An Investigation of the Development of Interscholastic and Intercollegiate Athletics for Girls and Women from 1917-1970" identifies four distinct periods that were influential in the development and decline of girl's and women's athletics. The years 1917-1924 were found to be years of growth and development, while the period from 1925-1946 was found to be the years of decline. Redevelopment in women's athletics occurred from 1947-1965, and 1966-1970 was identified as the period of modern athletics for women.

The need and possibility of intercollegiate sports for women was investigated by Keifer (98), utilizing the questionnaire method. She sent a questionnaire to 16 four-year colleges in the state of Kentucky. Results indicated that the reason for no athletic programs of any

depth for women was due to an insufficient number of faculty members at these institutions.

A study by Gilbertson (90) on "The Development of Intercollegiate Athletics for Women in Wisconsin" was concerned with the growth of women's athletics in Wisconsin from the years 1900-1973. Her collection of data revealed that women's athletics were influenced by social pressures and economic conditions not only in Wisconsin but on the national level as well.

Heflin (93) gathered information from 180 four-year selected colleges and universities in the United States and from the 20 largest four-year colleges and universities in Canada utilizing the questionnaire method. Heflin selected the following areas for questioning in her study: activities offered; length of existence; problems encountered; eligibility requirements; method of transportation; scholarships; required insurance; physical examinations; scheduling; and league membership. She found that all of these areas were lacking in quality and quantity compared to men's athletic programs.

A survey was done by Marcus (107) of 329 AIAW schools in order to analyze contemporary changes in women's athletic programs in AIAW member schools. The survey was

done according to sources, nature and extent of both successful and unsuccessful efforts. Marcus examined the data in both quantitative and qualitative methods according to the changes accomplished. Results indicated that changes in women's athletic programs had been fairly extensive in the past five years, and the incidence of quality changes accomplished were significantly lower than the incidence of changes accomplished.

Studies Specific to the Development of Men's Intercollegiate Athletics

When reporting on "The History and Philosophy of Intercollegiate Athletics at Ball State University," Gray (91) utilized the historical research method in examining the origin, growth and development of the program. Emphasis was placed on the philosophies which guided the direction and the purposes of the intercollegiate program and the forces which determined the intent of the program. Procedures followed for the study were: 1) location of sources and collection of data; 2) organization, analysis and criticism of data; and 3) presentation of findings. A conclusion was made that the intercollegiate program was considered only one phase of the total physical education program.

"A History of the Intercollegiate Athletic Program at the University of Southern Mississippi" by Fagerberg (88) depicted the historical growth of the men's athletic program from 1949-1969. Fagerberg analyzed the success of the athletic department through university presidents, athletic directors, coaching, and through a description of major and minor sports in the study. The study included biographies of key athletic personnel and university presidents as well as a comprehensive appendix of win-loss records in both major and minor sports, coaches, and lettermen.

Shults (110), in his study on "The History and Philosophy of Athletics for Men at Oberlin College," located, organized, and interpreted facts concerning the educational value of the athletic programs at Oberlin and the educational philosophy of the men responsible for its creation and development. Shults' study evolved upon the hypothesis that Oberlin had made a unique contribution to the development of athletics as a form of education. He collected data from both primary and secondary sources and arranged the information according to the following categories: historical background of the college, including philosophy and traditions; the development and

effectiveness of the Oberlin athletic program, subdivided into service classes, intramurals, intercollegiate sports and games; current philosophy and traditions by focusing on the words, beliefs, and feelings of Oberlin presidents, directors of physical education and distinguished alumni; conclusions and recommendations. His original hypothesis was found to be true.

In recording the history of the Dixie Intercollegiate Athletic Conference, Hackney (92) identified key men, events and institutions significant to the historical development of the conference. He utilized both the questionnaire technique and personal interviews in the historical study method. The study was organized according to the following outline: introduction, early development that led to the formation of the conference; recorded history of the Dixie Conference; facts concerning member institutions; and findings gathered from the questionnaire.

A similar study concerning the history of the Ohio Athletic Conference from 1902 through 1969 was done by Wims (114). His research was based on the examination of minutes from conference meetings, constitution and by-laws of the conference, general histories of member colleges, history of both the physical education and athletic

departments of member schools, correspondence with the presidents of the Ohio conference schools, texts on the history of physical education, and personal interviews with the athletic directors of conference schools. Events leading up to the founding of the conference and its historical growth and development were discussed in detail.

Studies Specific to Organizational Development in Women's and Men's Intercollegiate Athletics

A study by Hunt (97) traced the conditions and circumstances which led to the formation of the Association for Intercollegiate Athletics for Women (AIAW). Her data sources were interviews with selected persons and the archives of DGWS and AIAW. She organized the study by applying the chronological approach; however, a topical approach was used to present critical issues. Chapter one was organized according to four time periods and was written in a chronological sequence stating the causes of formation for specific women's athletic organizations. A second chapter examines the critical issues including the problems sponsored by athletic scholarships, rules and regulations concerning eligibility and recruitment, growth of national championships, the effects of Title IX, the

effects of men's governing bodies and the effect of philosophical attitudes toward competition. Implications for the future were also discussed and a summary was presented.

"A History of the Amateur Athletic Union of the United States" by Korsgaard (99) attempted to: discover the athletic conditions which led to the conclusion that an organization such as the AAU was desirable or necessary; gather in one source the information concerning the development of the AAU; to indicate the role of the AAU in athletics, educational institutions, sports clubs, and other groups; and to contribute to the knowledge of the fields of physical education and recreation. Data sources were minutes of the annual AAU meetings, periodicals and books, brochures and newspapers, educational books and doctoral projects, personal interviews and unpublished typewritten materials.

In examining the role of the Athletic Institute in relationship to the development of sport, recreation and physical education from 1934-1972, Ladd (105), organized his study according to a topical basis with corresponding chronological dates. The paper was organized in the following order: The development of sport and the sporting

goods industry; Founding of the Athletic Institute (1934-1940); President John L. Griffith (1940); The Post-War Era (1944-1947); The Institute Program of Ted Bank (1948-1965) and The Institute from the Mid-Sixties to the Early Seventies.

Studies Specific to Organizational Development
in Physical Education

In a study on the "History of the American Academy of Physical Education: 1926-1950," Peavey (108) collected, verified and collated facts pertaining to the Academy. Data sources consisted of official files of the Academy, unpublished writings, personal correspondence, interviews, Journal of Health, Physical Education and Recreation publications, and pictures. In general, a chronological order was followed with the few exceptions of placing together separate items under a larger topical heading.

A similar study by Leaf (106) included the history of annual meetings and other selected functions of the "American Academy of Physical Education from 1950-1970." She collected, analyzed and interpreted data and presented the material in an informative year-by-year chronological pattern.

Swetek (111) compiled and organized the historical data in the archives of the California Association for Health, Physical Education and Recreation from 1930-1972. She presented the material chronologically under the topics of officers, membership growth, dates and cities of organizational conferences, advocated legislative measures and the changing functions of the Association.

CHAPTER III

THE BASKETBALL ERA: 1893-1924

The invention of the sport of basketball has been one of the most significant causes for the growth and development of women's intercollegiate athletics at Montana State University and the nation as well.

When Dr. James Naismith invented basketball in 1891, he probably had no idea that the game would attract women enthusiasts from coast to coast. Naismith, in his original intention, saw the need for a game to be played indoors during the winter months.

"Basketball was introduced as a deliberate attempt to supply, for the winter season, a game that would have the same interest for the young man that football has in the fall and baseball in the spring." (76:309)

Women's gymnasium instructors saw at once that it was the game they were seeking, "... one that should not have the rough element of foot ball (sic), yet should be a quick spirited game, should cultivate strength and physical endurance, and should be interesting enough to become a part of physical training for women as foot ball (sic) and base ball (sic) are for men." (76:209) Senda Berenson, director of women's physical education at Smith College, began a basketball program for women shortly

after its introduction. In her book, Basketball for Women, she wrote:

"The value of athletic sports for men is not questioned. It's a very different matter, however, when we speak of athletics for women. Until very recent years, the so-called ideal woman was a small-waisted, small-footed, small-brained damsel who prided herself on her delicate health, who thought fainting interesting and hysterics fascinating." (68:92)

In November of 1898, the women at Montana Agriculture College (MAC) decided to form a College Girls' Athletic Association (CGA) because of the growing interest in girls' athletics. Through this association the idea of sport competition for women at MAC was conceived and the women of the CGA invested in the necessary outfit for basketball (115). The first women's basketball team at MAC was a self-directed one with player-coaches, and they practiced twice a week in what was known as the college drill hall. The drill hall facility was in effect an armory which was designed for use by the cadet battalion. It was a low framed building, 100 by 60 feet, and obviously not intended to be a place to play the newly-formed game of basketball. The team was challenged to its first game by Montana State University at Missoula in 1898; however, the MAC team did not feel that its expertise in

the new game was sufficient enough for competition, and they did not accept this first challenge (115). The entire first year of basketball for women at MAC was devoted to practicing and developing the essential skills necessary for future competition. In 1899, Mr. W. J. Adams, who was a student at the college, volunteered to devote some of his time to the coaching of the basketball team. The game had sparked the interest of so many women that two teams had to be formed. These two teams were called the "Reds" and the "Yellows," and they were divided equally in strength and number. In addition to regular practices, competition between the Reds and Yellows was held every Friday. They also played three exhibition games, one of which was played for the benefit of the visiting University of Montana football team so that the men could see how the game was played (116).

Although the game of basketball was invented primarily for men, the male faction at MAC had not yet organized a team; however, the women at the college were very enthusiastic over the game, and a weekly edition of the school newspaper suggested the following: "It would be a good idea for the college boys to organize a

basket-ball (sic) team after the football session is over." (115:6)

The following year the women began to compete in inter-school basketball and they lost their first game to Helena High School by a score of 7-9. Scores were often low in those early games of basketball because there were no "out of bounds" areas and the playing surface was enclosed by a net to protect the spectators. After a basket was made there was a center jump instead of the present rules which allow for a "throw in" (23). The games at this time were played by men's rules, which consisted of two 20-minute halves and positions of right and left forwards, right and left guards, and a center. To assure the girls of plenty of practice, two games were played against the male faculty of the college in 1900. These games were open to the public and 10¢ was charged for the admission fee. The games were well attended by both the faculty and students of the college. Although the women's team lost both of these games (7-11 and 9-10), the student newspaper lauded the excellent "goal throwing" of Miss Fannie Jacobs (117).

Basketball for women at MAC began to lose emphasis in 1901 when the team played only one outside game which

was with St. Patrick's Team of Butte. No record of the results of that game could be secured. The following year was even less active competitively as no outside games were played (118).

The mid-Victorian attitudes toward women were slowly beginning to fade in the minds of people, and a physical culture class for women at MAC was begun in 1902 with the following philosophy:

The aim of the girls' classes in expression is to build up worthy characters and then demand that our bodies truly represent us. It is becoming a disgrace to one's intelligence to be sick. A beautiful form is better than a beautiful face. (118:10)

The traditional Victorian ideal for women was one of "feminine delicacy," which was believed to be attained through lack of exercise and tight-fitting corsets. Sport promoted the antithesis of this ideal, especially in the game of basketball because it required such vigorous activity. The question was often raised during this time period concerning the concept that women were no longer women if they engaged in vigorous physical activity as in the case of sports (72).

The sport of basketball was revived in 1903 by the women at MAC, when a total of six games was played with

outside schools. Although the majority of these games were won by the opponents of blue and gold, the MAC squad did have the satisfaction of defeating its number one rival, the University of Montana, by a score of 10-9 (119). The 1903-04 season lasted from January through May and both home and away games were played against St. Patrick's of Butte, the Fort Shaw Indians, and the University of Montana at Missoula. The Fort Shaw Indians were by far the most prominent women's basketball team in the West because of their expert "basket throwing" and overall playing ability. They defeated their opponents with ease, the scores being phenomenal considering the usual basketball game in the early days, as can be seen by their winning scores over MAC (36-9 and 20-0). The latter game drew a crowd of over 800 fans which packed the "Old Story Hall" to its utmost limits (120). "Story Hall" was located off campus on the corner of South Third and Main Street.

A women's National Basketball Rules Committee was formed in 1899 under the leadership of Senda Berenson, who is often considered to be the "Mother of Basketball" (50,72). A considerable amount of confusion had evolved over the fact that men's rules were thought to be too

rough by the coaches. Some women's teams had already begun to modify the rules on their own. The Rules Committee was organized for the sole purpose of establishing one set of rules to be followed by women competing in basketball. The first official basketball guide for women was published in 1901 under the following premise:

...the men's rules had been modified to be suitable for delicate, feminine creatures inhibited by yards and yards of material arranged appropriately to shroud the female form. (50:36)

Despite these new rules which consisted of three court basketball, limited dribbling, six players on a team, and a smaller ball, the women's team at MAC did not comply with them until 1904. The new rules did not go over too well at MAC even when they were finally introduced. The women did not feel comfortable with the new game and had liked the men's rules just fine. The college newspaper reported that: "Practice has not been as regular nor as well attended as hoped" (121:8). Despite a decreased level of participation, the college was able to field a team of six players that year; however, their competition was limited to two outside games with the Billings High School team. Both games were lost by MAC, presumably because of their inexperience with the new rules and the

degree of roughness with which the Billings team played.

The game was the first ever played here under the new girls' rules, and the home team was not as familiar as the Billings girls with the rules and this hampered their playing some. The game was extremely rough, the visitors carrying off the honors in that line. (122:11)

The MAC women's team secured its first state championship in basketball in the year 1905. This golden year in sport was captured through a season of four wins and two losses which was the best record in the state (123). Playoffs at the end of the season were not held at this time but, rather, state champs were declared by the best record in the state. Support for the team was outstanding in Bozeman as the "Story Hall" was once again "packed to its utmost capacity with wild excitement and rooting plentiful for both sides." One of the popular cheers for the 1905 team was as follows:

Fair M.A.C. Girls play your best in this game,
 For our hearts are all with you tonight.
 You have won other games and you'll win this one now;
 Such a victory will give us delight.
 Play Elgin and Osborn, Carmichael too,
 Krueger, Mountjoy and Tracy play hard.
 You're the girls that will win for the college we love
 College honors will be your reward.
 Rippity rip zip!
 Wa-hoo! We-hee!
 We yell! We yell!
 for M.A.C. (51:21)

Edna Tracy White was 17 years old when she first began to play basketball at MAC, and now at the age of 92 she recalls those years with the same enthusiasm with which she used to play.

My mother took a fit. She was shocked that I would ever wear those bloomers for basketball. They were made with yards and yards of goods... two separate pieces, a blouse and the bloomers. They made quite a fuss over us in those days. They used to introduce us with a trumpet before the games...we were quite popular. It wasn't easy to get around in those days. My father used to take me back and forth to school in the horse and buggy and for games out of town we used to take the train. (15)

Edna was five feet-nine inches and played a center position in basketball because she was the tallest player on the team. She was a member of the 1905 championship team and is presumed to be the only member of that team who is still alive today (15).

Six position basketball continued to be used that year, and though it is not known how the women played in regard to roughness, one can infer from the 58 fouls called in one game that it was not a smooth game. The fans were disappointed in this particular stop-and-start game that MAC played against the State Normal College of Dillon, and many of them left between the halves. Hard feelings developed between the two teams, and subsequently

there were no games scheduled the following years. It appears that the Normal College felt that they were being treated unfairly. Mrs. White, in reflecting upon this particular game, stated that: "I think they felt they (the officials) were unfair in calling fouls in that game" (16).

The 1906-07 basketball season consisted of a total of five games, some of which were played according to men's rules and some according to women's rules. Women's rules were becoming more accepted, and the smaller ball proved to be more effective for catching, throwing with greater accuracy, and in making baskets (125). The MAC women did not reclaim the championship title that year due to their one loss against Billings High School. "The small hall and smoothness of the floor were to a great extent responsible for their defeat" (126:18).

Women's interschool basketball began to decline in 1908 when interclass basketball began. The 1908-09 season consisted of only two outside games, and the same amount for the 1909-10 season. A lack of interest had accrued much to the despair of the loyal fans. The feelings of one person expressed this attitude in a 1910 edition of the college newspaper.

What is the matter with our girls' team? Hardly enough turn out to line up one team. Cut out your primping and come out. It's beat Billings Polytechnic here or bust; and it's bust unless you get some practice. Get the spirit, work for a good team. Don't say "I can't play." (127:4)

Despite this plea by a student at MSC, women's interschool basketball died out the following year and the women no longer held the center of the basketball stage (128).

The evolution of interclass games at MAC coincided with the feelings and attitudes toward competition being expressed by women physical educators throughout the country. Growing criticism toward "intense competition" and "winning at all costs" were influential in establishing intramural activities which allowed for more participation and emphasis on having a fun time. Harriet Ballantine wrote the following in regard to this issue:

If women are to enter into athletics it should be for the purpose of recreation and maintaining health. The making of records, while of some interest to the competitor, should only be secondary in importance. (40:153)

Francis Keller addressed this same issue with the following principles underlying sports for women:

1. Sports must be conducted for the good of the number, and not for the purpose of getting good material for championship teams; they are not for the purpose of developing record breakers, or track winners, but so each one may have equal

opportunity and training; the end desired is not to play well in a contest, but to better fit the individual for her place in life.

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

3. Women's games are for themselves and for their school or college. With few exceptions, the standards of women's athletic contests do not possess sufficient educational value to justify giving them before indiscriminate audiences who pay admission fees. (47:161-162)

There were, however, contrary opinions in support of the competitive element in sports to a satisfactory extent as expressed in the following statement by Florence Summers in 1916:

It would be extremely difficult to interest the majority of girls over fourteen in athletic sports without the spirit of competition. But in developing this spirit care must be taken not to overdevelop--not to emphasize it so much that the girl thinks more of the competition than of the game. This soon develops into that spirit of "winning at any cost." Girls show this spirit not so much by trying to win by unfair means as by using up all of their strength and nerve force, until they break down emotionally when the game is lost. (63:373-374)

Although competitive interschool athletics were dormant at MSC, they continued to survive in many schools under the direction of male coaches, and considerable

concern arose over the "fear of evils apparent in men's athletics," and the exploitation of the female athlete (82,77,42,109).

From the start, problems in women's athletics were different from those of men. There was a definite opposition to women taking part in interschool athletics. Consequently, the Women's Athletic Associations placed their emphasis upon promoting intramural sports. (85:441-442)

In 1917, Dr. Burdick, president of the American Physical Education Association (APEA), appointed a committee on women's sports specifically for the purpose of establishing standards for women's sports activities. The Women's Athletic Committee of the American Physical Education Association became the first group to set standards for women in athletics, and although they did not dispel the conflicting opinions toward competition for women, they did aid in solving some of the problems in regard to rules by publishing guidelines in various sports (85,95,98,109,50).

The National Section on Women's Athletics (NSWA) developed from the Women's Athletic Committee in 1923, and formulated the following resolutions concerning competition:

Be it therefore resolved, that no consideration of inter-institutional athletics is warranted unless,

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

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

c. These activities are conducted under the immediate leadership of properly trained women instructors who have the educational value of the game in mind rather than winning.

Resolved, that in cases where:

1. The above condition obtain and proper responsible authorities (preferably women) deem it desirable educationally and socially to hold inter-institutional competitions the following requirements are observed:

a. Medical examinations for all participants

b. No gate money

c. Admission only by invitation of the various schools or institutions taking part in order that participants may not be exploited.

d. No publicity other than that which stresses only the sport and not the individual or group competitors.

e. Only properly trained women instructors and officials in charge.

Finally the Committee does not want it to be inferred from these recommendations that it is advocating or trying to promote a policy of inter-school games. (38:289-290)

The women at MSC had developed interclass activities to a further extent and they were offering competition in tennis, volleyball, and baseball as well, in addition to

the first interclass activity of basketball; however, there was no interschool competition at this time (94). The College Girls Athletic Association (CGA) which had been formed in 1898 conducted the interclass sports activities and by 1922 it offered competition between classes in basketball, volleyball, baseball, tennis, swimming, distance and speed hiking, and riflery (94).

On the national level, the Amateur Athletic Union (AAU) entered the scene of women's athletics in 1922. Harry E. Steward, a physical educator who had previously formed the National Women's Track Athletic Association in 1921, sent five women to participate in track at the Olympic Games in Paris. His action prompted the AAU to get involved, and it subsequently appointed a committee to devise a way to "properly regulate" the girl's athletics (72). The Board of Governors of the AAU decided to provide for competition for women and one year later the First National Indoor and Outdoor Championships for women were held. This action by the AAU triggered the formation of the Women's Division of the National Amateur Athletic Federation (WD of NAAF) which was initiated by Mrs. Herbert Hoover in 1923 because it was feared that the AAU would promote the "evils" of men's athletics.

Women leaders and experts in physical education were invited to a conference on athletics and physical recreation for girls and women. Over 200 women attended the meeting in April of 1923, and out of this conference the WD of NAAF was developed with the following purposes in mind:

To inaugurate and foster a national movement for sane constructive athletics and physical recreation for the girls and women of America;

To make it possible for all groups interested in such activities to come together in a central and unified body for better understanding and more effective service;

To formulate standards and establish them nationally for the sound conduct and development of girls' athletics;

To assist groups to put these standards into concrete effect in their work;

To make possible for girls and women a wider participation in suitable athletic activities;

To serve as the national research body and clearing house for all problems of athletics and physical recreation for girls and women. (54:443)

The Women's Division was formed to counteract the questionable practices and undesirable conditions which arose from the Post World War I boom in girls and women's athletics. An early report of the newly organized Women's Division by Lillian Schoedler stated the following:

The Women's Division believes in the spirit of play for its own sake and works for the promotion of persons in any given group... (56:308)

This attitude expressed by the Women's Division reiterated once again the growing concensus that interschool, extramural, and intercollegiate athletics for girls and women had negative connotations and the ideal sports program was one of an intramural type providing the greatest amount of participation. As stated in the original resolutions of the Women's Division:

Resolved, that for any given group we approve and recommend activities as makes participation possible for all, and strongly condemn the sacrifice of this objective for the intensive (even though physiologically sound) training of the few...(Resolved that athletics) be protected from exploitation for the enjoyment of the spectator, the athletic reputation, or commercial advantages of any school or organization. That schools and organizations shall stress enjoyment of the sport and development of sportsmanship and minimize the emphasis which is at present laid upon individual accomplishment at the winning of championships. (50:34,35) (83:77)

Additional support for this attitude and philosophy of the Women's Division was brought forth by Lillian Schoedler when she said:

The object of the Women's Division of the National Amateur Athletic Federation is to promote wholesome athletic competition for the greatest number of girls and women. The

type of organization which fosters extra-mural games does not build toward these ideals. Therefore, the Women's Division... for the present, stands firmly against the policy of extra-mural competition. (81:11)

The motto of the Women's Division: "A Sport for Every Girl and a Girl in Every Sport" clearly hampered the interschool competitive sports which were prevalent from the latter part of the nineteenth century through the early twenties.

CHAPTER IV

THE INTRAMURAL ERA: 1925-1965

In 1925, three organizations took a firm stand against interscholastic and intercollegiate athletics for girls and women. These organizations, the National Association of Secondary School Principals, and the combined groups of the Women's Division of the National Amateur Athletic Federation and the National Committee on Women's Athletics based their disapproval on the undesirable outcomes that may occur in athletics such as commercialism, overemphasis, and the harmful effects on the health of the women participants. Through the efforts of these organizations, competition for girls and women was virtually eliminated, and intramural programs were developed in most schools throughout the nation (82,95).

For the women at MSC, sports activities consisted largely of intramural and extramural competition with the exception of some intercollegiate competition in swimming. Intramural competition was held between classes and/or living groups at the college in both individual and team sports. The program was promoted through the efforts of WAA and was supervised by women physical education instructors. Coaching and officiating responsibilities

were held by the Spartanians, a women's honorary athletic fraternity. Points for activities in WAA were awarded and counted toward the final achievement of a "Bobcat Sweater." The amount of group and individual practices and the number of games played by the individual or team determined the amount of points being awarded, and additional points were acquired if a team won a tournament (129,6). Helen Fechter, a student at the college from 1927-1931, recalled in 1979 the sports activities for women and the WAA organization.

When I was in college...we competed only among ourselves-we had sorority teams and independent teams and competed against each other. I was a member of WAA, in fact I was president one year. WAA set up the tournaments for all the sports and kept the scores for all the teams that participated and an overall trophy was given to the group or sorority with the most points on Women's Day. "Women's Day" was really the high point of the year as far as the women at the college were concerned. On Women's Day scholarships were given as they are now, and WAA made all of their awards; girls who earned so many points were awarded "Bobcat Sweaters" and trophies for the teams who had won various tournaments in basketball, volleyball etc. were given out. (6)

Activities during that time consisted of basketball, volleyball, tennis, swimming, long distance and speed hiking, softball, and field hockey. Fechter won the long distance hiking medal one year by walking an average

of 12 miles a day. She got up every day at four in the morning and walked six miles before breakfast and then walked two miles back and forth to school three times a day. Weekends were spent walking to a neighboring town such as Belgrade, approximately nine miles from MSC (6).

Attitudes toward women in sports during the late twenties and early thirties were predominantly in favor of providing activity programs for girls and women which promoted physical and mental health but did not endorse intense sports competition. Ethel Perrin, chairwoman of the Women's Division of the National Amateur Athletic Federation in 1928, made the following statements concerning the general attitude of the Women's Division toward competition.

It works to promote the best type of athletics for girls. It can only oppose strongly a program that it considers harmful for the girls who may be chosen to train for teams, that requires an enormous expenditure of money and effort in order to produce a huge spectacle of exploitation and that necessarily diverts attention and interest from the sound purpose of athletics for girls-the increased opportunity for physical and mental health and joy for all.
(54:440)

She further stated:

Girls are not suited for the same athletic programs as boys. The biological difference between

them cannot be ignored unless we are willing to sacrifice our school girls on the altar of an Olympic spectacle. Under prolonged and intense physical strain a girl goes to pieces nervously. She is "through" mentally before she is completely depleted physically. With boys...the reverse is true. A boy may be physically so weak that he has not the strength to "smash a cream puff" but he still has the "will" to play. (54:441)

One MSC alumna expressed a similar view concerning the attitudes toward participation in sport when she said: "It just wasn't considered too ladylike to go all out for athletics" (6). However, intramural types of competition as sponsored by the WAA were acceptable by women physical educators of the time because it was felt that play within the school was not commercialized and it allowed for the participation by all women students rather than a select few.

In 1929, the Committee on Women's Athletics of the American Physical Education Association and the Women's Division of the National Amateur Athletic Federation joined forces to become one organization which was identified as the National Section on Women's Athletics (NSWA) (85). The NSWA became a section of the APEA in 1932, and in 1937 published Standards in Athletics for Girls and Women. The Standards publication was a guide

for the organization and administration of athletics and the NSWA's stand on competition is represented in the following excerpts from this guide.

The element of competition, present in all organized group play, should be treated as the most constructive factor in the experience of the player. Activities should be organized to allow the free and fair operation of the competitive factor, and to prevent its destructive or one-sided effects. The outcomes of competition are determined, not by what is played, but by the way it is played. There can be no hard and fast classification of activities or even of the organization of activities which will guarantee desired results. The common distinction between intramural as a safe organization of activities, and inter-team or inter-institutional as unsafe, does not hold in the face of facts. All of the vicious aspects of competition may be present in the most circumscribed scheme of play.... The only fixed guides to constructive competition are that the program of athletics shall offer equal opportunity to all in terms of individual ability, that it shall be wide in range rather than centered in one activity, that it shall be adapted to the needs and interest of the participants in every respect and that it shall be honestly and expertly led. (75:25-26)

In response to physical educators who opposed intercollegiate competition, Mabel Lee, in her book The Conduct of Physical Education, further explained the attitudes toward competition and the reasons for this attitude.

It is true they do not approve of competition built upon the modern intercollegiate pattern of men's sports...it's attention to the skilled and neglect of the unskilled...But they do believe in the competitive spirit of the true

sportsman and they desire for all girls and women an opportunity to experience...the kind of competitive athletics which foster that kind of experience. They want that kind of competition so much for all girls and women that they reject any program that will reserve this education for the few who readily show skill. Instead of too much competition for a favored few they ask for a moderate amount for all. (75:432)

Play days became a popular form of extramural competition at colleges and universities in the late twenties and at MSC the first annual play day was held in 1932 (94). Reasons for this new form of athletics were written by Margaret Duncan in 1929 in her book entitled Play Days for Girls and Women.

Play days have grown from the need of the great group of girls for play. Inter-school competition has held sway for many years over high school sports for girls, with the result that only a small percentage of girls have had the opportunity of learning to play for the fun of the game. Competitive athletics demand specialized players - skill comes only from hours of practice and training - and the natural consequence is a small group of girls highly trained to represent the school team, and a large group of girls who lack the knowledge of what is meant by "play." (71:1)

She further stated the advantages of the play day activity in the following paragraph:

The play day offers the solution to the problem of the physical education instructor, the advisor or the coach of high school girls' athletics. Here is a method of giving every girl

an opportunity to play with other girls from other schools without unnecessary strain or the intensive training of a selected group. (71:1)

At MSC, every unit of the Montana University System sent 10 women to the host school of the play day and these women were then split up into color teams with two women from each school on a team (7). The play days were held on weekends, with the women usually arriving at the host school on Friday evening. That evening was spent playing acquaintance games and then on Saturday the teams competed all day in a variety of sports activities (134). The play day became an annual event sponsored by the WAA, and it was held in the spring of every year, with each school alternating as host, from 1932 up until the mid-fifties. However, this was only one form of athletic competition being offered at MSC. The WAA interclass activities were still being held throughout the school year as well as a few telegraphic swim meets. Telegraphic meet races were run off locally and then telegraphed into the national meet headquarters. All colleges and universities were eligible to participate, and there were no expenses involved. MSC participated only in the telegraphic swimming meets, although there were other sports activities to compete in telegraphically. In 1939, MSC

