



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

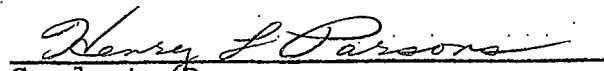
in

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 gymnasia 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

placed second in the Western District in their first year of this competition. It continued to compete in this event in later years; however, it did not secure any new honors (130).

Growing concern for the highly skilled woman athlete was become more apparent in the early forties when Gladys Palmer of Ohio State University initiated the first inter-collegiate tournament for women on a national level. In 1941, Ms. Palmer, chairwoman of the women's physical education department at Ohio State, and her colleagues sent a letter to colleges and universities inviting them to participate in a national golf tournament and in the formation of a Women's Collegiate Athletic Association (3,4,97).

Unfavorable reactions to this tournament by the two major organizations concerned with women's athletics, the National Section on Women's Athletics (NSWA) and the National Association of Directors of Physical Education for College Women (NADPECW), were elicited and at a meeting of the NADPECW in April, 1941, Ms. Palmer explained her proposal. The discussion which followed brought about a resolution by the NADPECW stating:

Since one institution has sent a letter to members, stating the belief that a need exists for opportunities in competing for college women of superior skill, and recommends the formation of a Women's Collegiate Athletic Association, the National Association of Directors of Physical Education for College Women has considered the matter and states its position as follows:

1. We believe that the needs of competition can be met in more advantageous ways than in competition on a national basis, and therefore consider national tournaments inadvisable.

2. We do not approve the formation of a national organization which would tend to increase the number of varsity competitions. (3)

The NSWA held similar views concerning Ms. Palmer's two invitations and sent her a letter recommending that she drop the use of the term "national" for this tournament and informing her that the Board did not approve the formation of a Women's Collegiate Athletic Association (4). Despite the disapproval expressed by the NADPECW and NSWA, the first women's National Intercollegiate Golf Tournament was successfully conducted in June of 1941.

Turmoil over the aspect of competition for women continued, and in 1943 the NADPECW Committee on Competition was established. The Committee conducted a study on "Competition for Women in American Colleges and Universities," and in 1945 the results of the study were published

in the Research Quarterly. The results indicated that 91% of the responding schools had intramural competition and 81% had some form of extramural competition, with 16% of this group sponsoring varsity-type competition. Varsity competition was reported as most frequent in the East, and undesirable outcomes of competition were reported as concentration on skilled players, over-emphasis on winning, and harmful effects on health. In response to the organization of state, district or national tournaments, the number disapproving was twice the number of those who approved (57).

Competition of an intercollegiate nature was virtually nonexistent at MSC during the period of 1925-1965, with the exception of a few intercollegiate swimming meets which began in 1947. The MSC swim team competed in a single dual meet in the years 1947, 1950 and 1951 with the University of Montana. It was coached by Marga Hosaeus, who was a physical education instructor at the college, and competition took place in the following events: free-style, crawl, back crawl, breast stroke and the medley relay. MSC won the competition in 1947 and lost to the University of Montana (Missoula) in the years that followed (131,133,132,135).

A renewed interest in a higher level of competition for expert players was apparent at the 1949 AAHPER convention in an address given by Alice Schriver, chairwoman of the NSWA. Schriver suggested that intramural programs were not challenging enough for the highly skilled player and that intramurals were a broad base on the pyramid of competition but a higher degree of competition was necessary to complete the pyramid (59).

Extramural competition at MSC continued in the early fifties in the form of sports days which were instigated because the play day no longer held enough interest. Hosaeus stated: "There were never any real winners and eventually the girls did want to see who was the best out of the groups" (7).

The organization of the sports day was developed, and the women began to compete for the honor of their own colleges. Competitors were sent in each sport, but since time was so short at the event, no final winner was every declared (7). Sports day activities continued as the main athletic event at MSC through the mid-sixties.

The athletic abilities of some MSC women who competed at the Western Women's Open Track and Field Games sponsored by the Amateur Athletic Union of the United

States in 1958 is indicative of the necessity for higher levels of competition to meet the needs and abilities of women athletes. The Physical Education Department provided a school station wagon and gas for travel to the Western Games in California. Four women from MSC (Bette Lowery, Phyllis Miller, Gerry Murphy and Nancy Nelson) went to the Games and they were coached and chaperoned by Schubert Dyche, Head of the Physical Education Department, and Marga Hosaeus, Chairperson, Physical Education for Women, at MSC. The women competed in several events and together they compiled enough points for a fourth place finish. One competitor from MSC, Bette Lowery, secured a first place finish and set a new record in the running broad jump. In addition to these honors she was named "Queen of the Western Games" (11,7,22,140). Having set a new record, Lowery had the opportunity to participate in the Olympic qualifying competition in New Jersey that same year, but she chose not to go because of the socio-cultural attitudes placed upon her. In 1979, she recalled the circumstances which influenced her decision.

I was always encouraged to go and find out what I could do, but when I had an opportunity to go to New Jersey for Olympic qualifying, adults concurred with me instead of encouraging me to

go on. I feel that I was a product of my culture. I was role oriented--I was going to go out and teach and that's what I knew I should do. (11)

Lowery said that if that same situation were to occur today she would not make that same decision (11).

Policies and Procedures for Competition in Girls and Women's Sports was published by the Division for Girls and Women's Sports (DGWS) in 1958 and it stated the following guidelines for college and university sports.

The philosophy that a well-rounded intramural and informal extramural program offering a variety of activities is sufficient to fulfill the needs and desires of the majority of girls and women should also be applied to the programs of colleges and universities. If it is considered desirable that opportunities be provided for the highly skilled beyond the intramural and extramural programs, the amount and kind of intercollegiate competition should be determined by the women's physical education department in accord with administrative policy. (34:52)

It was further suggested that if intercollegiate competition was considered appropriate for a college that it be conducted in conformance with the DGWS standards of health, participation, leadership and publicity. In effect, DGWS was not against intercollegiate competition but it was concerned with the conditions which surrounded the activities. Intercollegiate competition was an

approved form of athletics only when certain conditions as stated by DGWS were met.

The realization that DGWS was indeed interested in the highly skilled woman athlete was evident in this same year when DGWS joined forces with the National Association for Physical Education of College Women and the Athletic Federation of College Women to form a Tripartite Committee to evaluate the Intercollegiate Golf Tournament for Women. This committee, known as the National Joint Committee on Extramural Sports for College Women (NJCESCW), established the first national standards for intercollegiate golf for women and later expanded its influence and developed policies and procedures for the conduct of extramural events (46,93,95,97). The NJCESCW remained active in the administration of women's athletics until 1965, when it was felt that the purposes of it and DGWS were overlapping.

At approximately the same time as the NJCESCW was organized, women became represented on the Olympic Development Committee. A Women's Advisory Board to the United States Olympic Development Committee was organized to improve the standards, policies and procedures pertaining to women's athletics in the Olympic Games. The purposes of the Women's Board were stated as follows:

The purpose of the United States Olympic Development Committee is to expand, improve, and coordinate programs involving Olympic activities in order to develop further our nation's athletic potential. The Women's Board of the Olympic Development Committee contributed to this purpose by:

- Working to increase opportunities for girls and women to participate in sports.
 - Increasing opportunities for the skilled girl to reach her potential in sports.
 - Providing opportunities for women physical educators, coaches and recreation leaders to become more competent in teaching and coaching girls in specific sports.
 - Providing opportunities for women to become more competent in officiating and judging Olympic sports.
 - Providing opportunities for women physical educators and leaders to clarify and to give leadership toward properly organized and administered sports experiences for girls and women.
 - Interpreting the role of competition in our culture and society both nationally and internationally.
 - Encouraging research in girls' and women's sports.
- (46:84)

For the first time, women's voices were being heard in the administration and organization of the Olympics to further meet the needs of skilled women athletes.

Concern for the proper development and training of highly skilled women athletes had become apparent in the 1960's following the 1960 Olympic competition. Although one American woman, Wilma Rudolph, won three gold medals in track at these games, the overall representation of the American women participating in the 1960 Olympics was poor.

This lack of good representation brought about an increased emphasis on programs for the development of the highly skilled woman athlete in the United States. Subsequently, the Women's Board of the Olympic Development Committee and DGWS made a joint effort to increase the depth of women's sports by establishing the National Institute on Girls Sports. The Institute emphasized the philosophy and interpretation of physical education through the teaching of selected sports and promoted improvement in teaching and coaching methods of women's sports. The First National Institute on Girls Sports was held in 1963 and it focused on track and field and gymnastics. Four additional Institutes were held between the years 1965 and 1969, each with a different focus. These Institutes helped to provide the dynamic thrust that changed the attitudes of the American people toward competitive sports for girls and women (46,97,109,72).

As concern for the development of the highly skilled woman was growing in the 60's, so, too, was the television coverage of women's sports. Television has had a love affair with sports since its invention; however, female sports events were rarely broadcasted. The increase in women's sports coverage began in the 60's

following the spectacular performance of Wilma Rudolph in track and field at the 1960 Olympics. During this period the television introduced the American public to women's participation in track and field and later to gymnastics. Today, coverage of women in sports is approaching equality with television coverage of men in sports (72).

Significant changes in attitudes toward women in sport were also evident in the new feminist movement of the 60's. Liberation of women from the traditional roles in society and freedom to be one's self was emphasized in the movement, and consequently more women entered the work force and freed themselves from the chains which had held them in the traditional roles of wife and mother. Women felt free to engage in a variety of new activities, and the images depicting women as weak and submissive were being challenged. The stereotype of women in sports as "muscular," "ugly" and "unladylike" was also being challenged, and more and more women entered into athletics. Women dared to deter from cultural standards in society because of the feminist movement and its emphasis on the "freedom to be" (72,68).

In December of 1961, at the DGWS Executive Committee meeting, Phebe Scott addressed the Committee members concerning attitudes toward competition and the highly skilled female athlete.

Although the official stand of DGWS includes the possibility of interscholastic competition as a desirable form of competition (subject to restrictions), in the field our organization is represented as opposing competition at this level. Whether we like it or not we have educated a whole generation of women to believe that somehow there is something slightly evil or immoral in competition for the highly skilled girl. We have tried to absorb her into the pattern of intramurals or an occasional sports day. This is not enough. (46:83)

That day the DGWS Executive Committee resolved to serve the highly skilled woman with more adequate programs "in order to keep up with the contemporary cultural patterns and changing times" (46:83).

Montana State University (MSU) continued its informal program of intramural and extramural competition under the direction of the WAA, with play days and sports days as the major activities.

In 1965, Ellen Kreighbaum was hired as an instructor in physical education and as the Director of Women's Intramurals. The program for intramurals was budgeted with \$500 from the Athletic Director, and this money was

used to buy equipment and awards. One night a week was set aside for women's intramural activities but the women continued to participate in the annual play day and a few sports days during the 1965-66 year (9).

The Northwest College Women's Extramural Association (NCWEA) was officially organized in 1965 and was composed of colleges and universities of the Pacific Northwest. At its first scheduling meeting, in addition to scheduling extramural events, the group discussed and voted "that the purpose of this organization is to... schedule extramural activities for college women and to make policies regarding control of northwest college women's extramural events" (20).

Although MSU was a university in the Pacific Northwest, it did not become a member of the NCWEA until 1969 (20,9).

CHAPTER V

THE PROGRESSIVE ERA

The women's intercollegiate athletic program at MSU evolved out of the women's intramural program in 1966 under the direction of Ellen Kreighbaum. Kreighbaum, who was unofficially acting as the Women's Athletic Director, believed firmly in intercollegiate competition for the women at MSU and chose to use the \$500 allotted to the women's intramural program for an intercollegiate program in volleyball and basketball. Regular season schedules and practices were initiated with Kreighbaum acting as coach, and competition was begun with most of the four-year colleges in Montana (9,11,13).

During this first year of intercollegiate competition, a meeting was initiated by Kreighbaum to discuss the possibility of forming a Women's Intercollegiate Athletic Association in the state of Montana. All of the Montana colleges supported this idea and, in the fall of 1967, the Montana Women's Intercollegiate Sports Association (MWISA) became a reality with Kreighbaum as president (9).

An increased interest in the provision of intercollegiate athletic programs for women had developed in 1965 when the Division for Girls and Women's Sports

(DGWS) appointed a Study Committee to recommend ways in which the previous functions of the recently dissolved Joint Committee on Extramural Sports could be handled

(109). The Study Committee made the following recommendation which reflected a supportive attitude toward intercollegiate competition by DGWS.

To meet the needs of girls and women in today's sports-minded society, a society which not only condones but encourages their participation in competitive athletics, it seems imperative that DGWS assume a more active role in the direction of women's intercollegiate sports. (1)

A proposal that the sanctioning of closed intercollegiate sports events and the sponsorship of national intercollegiate tournaments be undertaken as functions of DGWS was suggested by the Study Committee and in 1966 the Commission on Intercollegiate Athletics for Women (CIAW) was established to carry out these functions (26).

DGWS established the CIAW specifically for the purpose of improving intercollegiate competition, expanding sports opportunities and providing guidelines for intercollegiate competition (35). In 1967, the following General Statements and Agreements concerning these purposes were stated:

1. The department of physical education should determine policies for intercollegiate athletics for its own situation, giving consideration to the Guidelines published by DGWS.
2. Programs of intercollegiate athletics should be under the control of women physical educators.
3. Sources of funds for intercollegiate events may determine the structure of programs on each campus.
4. The Commission will review plans for sanctioning national and sectional intercollegiate tournaments.
5. The Commission will not be concerned with competition between individual colleges and universities.
6. This intercollegiate program is not designed to take the place of intramurals or clubs.
7. The objective of intercollegiate athletics is to give opportunities to the highly skilled, improve levels of competition and develop interest in the profession of physical education. (35:46-47)

These statements of policy by the CIAW were in effect at MSU as women physical educators continued to be in control of the women's intercollegiate athletic program under the auspices of the Physical Education Department. In 1966-67, the women at MSU were competing in volleyball and basketball, with Kreighbaum assuming the coaching duties as a faculty load responsibility in addition to the full-time instructional position which she held in the Physical Education Department (9). There was no

coaching stipend awarded for her responsibilities as coach. During this first year of intercollegiate competition in the MWISA, MSU compiled records of two wins and three losses in volleyball and seven wins and no losses in basketball.

On July 1, 1967, a division occurred in the Department of Physical Education and Athletics, making it into two separate departments. Due to this separation, the funds formerly given to women's athletics were discontinued. Kreighbaum saw the need for a new source of funding and petitioned for money from the Associated Students of Montana State University (ASMSU). ASMSU supported men's athletics and Kreighbaum felt that it was only fair that they support women's athletics as well (9). In June of 1967, Kreighbaum and the Chairwoman of women's physical education, Marga Hosaeus, submitted a proposal for the support of women's sports. They proposed that the WAA should disband and with the help of a Women's Sports Board a Commissioner of Women's Sports should be elected to serve as a representative to the Student Senate and as Director of Women's Sports on the Montana State University campus (101,104). The proposal was based on the following supportive statements:

1. With the increase in the student enrollment, there is an increase in women participating in intramural sports activities.
2. Any woman who wishes to participate should not have to pay \$1 to do so as has been done in the past. A woman student's activity fee should cover her sports activity.
3. As of July 1, 1967, there will be a division in the Department of Physical Education and Athletics making it into two separate departments. Women's sports will not be getting this \$500 support from the Athletic Department as they have in the past.
4. Montana State University should be represented at extramural sports activities as are 23 other universities of our size or smaller in the Northwest, including the University of Montana.
5. Montana State University has an increasing number of women skilled in sports areas. These women should be given the opportunity to compete and represent our school.
6. The men's intramural commissioner is unable to handle women's sports due to the difference in standards and needs between the two programs.
7. We feel that it is the responsibility of the student governing body to provide sports activities for the student body--men and women. (101)

In the fall of 1968, women's athletics received \$1,500 from ASMSU for student travel and equipment needs. Although the budget for women's sports had increased, it was still insufficient; uniforms for the teams consisted of T-shirts bought by the women athletes at the college bookstore. Coaching expenses continued to come from

personal monies, and coaches' salaries and/or release time were not provided. Kreighbaum and another physical educator, Bette Lowery, transported the teams to competition in their own cars and used personal funds to compensate for the limited budget (9,11).

Kreighbaum continued as coach for the 1968-69 season and took her basketball team to the NCWSA Class A division tournament. MSU had just joined the NCWSA and placed a very impressive second place in the tourney. At the end of the 1969 season, the basketball team had won 33 games and lost only 3 since Kreighbaum had begun the program in 1965. They had also won the MWISA State title for five years. Kreighbaum left the University to further her education from 1970 to 1972. During her absence, two women carried out the coaching duties in the sports of volleyball, basketball, gymnastics and track and field. Financial support of the program continued to be budgeted by ASMSU, and salaries for coaches were still nonexistent.

In their summer meeting in 1970, the Commission on Intercollegiate Athletics for Women (CIAW) discussed the need for and possibility of developing a membership program. The members felt that it was time to develop a

membership structure for intercollegiate sports for women and suggested that a document be prepared which included a basic plan for the membership organization, a plan for representation, and the purposes of such an organization for the meeting in November (2). At the DGWS meeting in November, the formation of a membership organization was approved and it was recommended that the CIAW formulate a proposed document for an association for intercollegiate athletics for women.

The Association for Intercollegiate Athletics for Women (AIAW) was formally organized in 1971-72 and it replaced the CIAW which was phased out in the spring of 1972. The AIAW provided a governing body, leadership, and representation of nine separate regions in women's intercollegiate athletics (32).

In the fall of 1972, Kreighbaum returned to MSU with the intention of directing most of her time to teaching. She said that she would no longer coach women's sports but would be willing to direct the program. Women's sports were still under the auspices of the Physical Education Department, and Dr. George Shroyer, head of the Department, said that graduate teaching

assistants could do the coaching as part of their assignments (9,11,13). During the 1972-73 school year, three teaching assistants were assigned the coaching duties and Kreighbaum continued in the women's sports program as the Director but assisted the teaching assistants in some coaching. She received no additional salary but was given some release time from her teaching assignments (9,13).

Title IX of the Education Amendments became federal law on June 23 of 1972 and stated that:

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance. (64)

Although the final provisions of Title IX were not issued until July 21, 1975, educational institutions were literally forced by law to end discrimination. Specifically at MSU, the athletic program for women was highly discriminated against. The men's athletic program was receiving \$86,000 from ASMSU for travel and equipment expenses and an additional \$111,582 from state monies for director and coaching salaries while women's sports received \$3,000 from ASMSU and were awarded no monies

from the Administration for coaching salaries (103). Competitive athletic opportunities for men were available in six sports, with qualified coaches and a trainer, while women had the opportunity to compete in four sports, with the coaching being done by graduate teaching assistants from the Physical Education Department, some of whom were not qualified for this assignment (103).

The Associated Students of Montana State University (ASMSU) passed a resolution on November 2, 1972, for administrative support of Women's Intercollegiate Sports. A copy of the resolution was sent to President Carl McIntosh. McIntosh responded to ASMSU Business Manager Vaughn Baker and said that he had discussed the resolution with Vice President Johnstone and they could not take any action at this time (27). A future meeting was to be set up with Vice President Johnstone and Baker to discuss the issue. Meanwhile, Kreighbaum met with President McIntosh and presented information regarding the inequities in athletics and a proposal requesting administrative support for two individuals to direct and coach women's athletics. President McIntosh felt that a good case had been made and suggested to Vice President Johnstone that staff reassignments or staff additions

should be made (28). On December 5, Vice President Johnstone and Baker finally met to discuss the ASMSU resolution. Johnstone stated that "The University could not commit funds to any new program until the budget is received from the Legislature." However, the Women's Intercollegiate Sports proposal would be presented to the Budget Committee at its meeting the next day (18). The Budget Committee made no decision regarding the proposal at that meeting.

Concern over the future of the men's athletic program with regard to legislation and increased interest in women's athletics prompted the men's athletic conference (Big Sky) to have each member institution make a study of women's participation in intercollegiate athletics (29). MSU was a part of the Big Sky Conference and in December of 1972 the men's athletic director, Tom Parac, sent out a questionnaire to the directors of athletics, heads of physical education departments, the institutional presidents and the student body presidents of each member institution in eight different conferences (30). Survey results were compiled in May of 1972, with 75% of the institutions responding. Results indicated that:

intercollegiate competition for women was desired, the majority of institutions had already established intercollegiate competition for women in an organized conference, and the programs were financed by student organizations or state funding (113).

The results were presented to the Athletic Commission at MSU at its May 14 meeting. A discussion followed, and the Athletic Commission agreed that no action could be taken without a definite proposal containing the specifics of the Women's Intercollegiate Athletic Program at MSU. For this reason, it was requested that Kreighbaum formulate and present such a proposal to the Commission as a basis for further discussion and action.

The proposal was to provide the following information:

1. The number of sports in which girls would participate initially and with future projections for the years 1974-75, 1975-76.
2. The number of women students participating in the program initially and projected for the years 1974-75, 1975-76.
3. Number of FTE required to conduct such a program.
4. Level of funding required to conduct such a program.

5. Administrative structure under which you feel the program could be operated most effectively.
(25)

An historical development of the growth of Women's Inter-collegiate Athletics Program at MSU over the past five years was also asked to be included in the proposal.

Kreighbaum wrote a proposal and submitted it to the Athletic Commission in July of 1973 (103). The proposal for a future program in women's athletics is summarized in the following:

1. Four sports for the 1973-74 year with four additional sports being implemented by the 1976-77 year;
2. Coaches and directors of women's athletics be hired on a ten month contract through the Physical Education Department with one-fourth to one-half of their time teaching in this Department;
3. One full-time equivalent instructor (FTE) to be divided between a Director of Women's Intercollegiate Sports and a coach of one sport with teaching responsibilities;
4. Another .5 FTE (50%) to coach the remaining three sports which would commit approximately \$15,000 for salaries;
5. For each additional sport in subsequent years a .5 FTE, each of approximately \$5,000, be available. (103)

The following conclusion as stated by Kreighbaum emphasized the ramifications of the proposal:

The above proposal, I believe, is based upon thoughtful consideration of ramifications of alternative proposals and first and foremost of the student participant. Although other models may sound more expedient at present, we must consider where these decisions may lead in the future. I believe that other models will result, in the the long run, in more costly programs of lesser quality as will be noted that no mention was made of scholarships or financial aid. At present, the financial obligation of such aids would be at the expense of additional programs and our priority, I believe, is on programs.

The Athletic Commission and the administration should be aware, however, of the fact that in several court cases across the country the law has upheld the legal requirement of institutions to provide "equal opportunity" for female athletes to receive financial aid, IF the institution provides them for male athletes. If by chance a female athlete on our campus decides to take the issue to court, federal funds could legally be withheld from the institution until such financial aid is provided for her. [As an alternative, M.S.U. could withdraw all financial aid to male athletes (as one athletic conference in Washington State has done) to eliminate the legal obligation of the institution.]

A second ramification of the legal aspect of "equal opportunity" is that by federal law institutions are required to provide equal programs for men and women which includes coaches, salaries, facilities, equipment, desirable practice times, travel expenses, etc.-- a costly endeavor at least. I believe we at M.S.U. can avoid these severe and unnecessary occurrences by attempting to provide an adequate but less costly program before the law begins to dictate our needs. (103:8)

No action was taken by the Commission, and in the fall of 1973 Kreighbaum and Shroyer said that the Women's Intercollegiate Athletic Program could no longer be "sandbagged" by the Physical Education Department, and if no monies were allotted for coaching salaries it would end by winter quarter (141,9,13). ASMSU approved a travel and equipment budget of \$8,000 for the 1973-74 year; however, the money for coaching salaries had to come from the State budget given to MSU each year.

The MSU budget was controlled by a group of administrators known as the MSU Budgeting Committee. Several requests had been made of this Committee for the past five years on behalf of Women's Intercollegiate Athletics; each year these requests were denied. Vice President Johnstone, who had administrative control over budgeting, stated his reason for not funding women's athletics:

We are faced with a limited budget....My first priority for funding was instruction. I wouldn't fund a coaching budget for Women's Intercollegiate Athletics because it would have meant cutting back on some other program.

As far as women's athletics being equal to men's, it's just not true. If the two programs were the same I think a lot of people would be disappointed. (141:1)

There was a possibility that the University would receive a supplemental fund from the Legislature that winter, and, if it did, Johnstone said that the Budgeting Committee would be willing to consider coaching funds for women again. However, Johnstone stated: "I personally would place intramurals above Women's Intercollegiate Athletics on the list of priorities." (141:1)

Kreighbaum felt that it was foolish to spend ASMSU's money to travel if coaching monies were not provided to develop strong teams for competition. Former utilization of teaching assistants as coaches was ineffective because they were never on the staff long enough to provide consistency for a team (141,9).

In November of 1973, the Budgeting Committee appropriated \$2,000 to women's athletics in order to continue the program through the 1973-74 school year. The money was used to hire two coaches to coach the three remaining sports events that year, with \$650 being payed to the coach of each sport. The women's program was turned over to the Men's Athletic Department under the direction of Tom Parac, Men's Athletic Director. Kathy Harte and Cherry Spurlock were hired to coach for the remainder of

the year. Parac then met with Kreighbaum and Mollie Hatch, who was the Affirmative Action Officer at MSU, to discuss the restructuring of Women's Intercollegiate Athletics to be administered through the Director of Athletics, and all of them agreed on this principle of organization (31).

In February of 1974, Kreighbaum submitted a job description proposal for the 1974-75 year to Parac and the Athletic Commission. This proposal included the need for an assistant Athletic Director-Coordinator of Women's Athletics who would coach two women's sports and an additional coach for three women's sports with appropriate compensation (9,102).

In 1974, funds were allocated by the state for these positions. Peggy Elias was hired as the Coordinator of Women's Athletics and coach of gymnastics, and Cherry Spurlock was hired to coach volleyball, basketball, and track under the direction of Parac, the Athletic Director (9,11,12,14). Through this action MSU became one of the first four-year institutions in the United States to hire a full-time women's coach in an athletic department (14). A considerable amount of growing pains

developed during this first year because men's athletics were given priorities and it was difficult for Elias and Spurlock to adjust under Parac.

At the conclusion of her first year, Elias resigned and Spurlock was hired to replace her, with the title being changed to Assistant Athletic Director-Coordinator of Women's Athletics. Spurlock was also hired as head gymnastics and track coach. An additional coach, Susan Miller, was hired to coach basketball and volleyball (9).

The four-fold role for which Spurlock was responsible became increasingly more difficult because she was given very little authority for those responsibilities and in February of 1977 she resigned (5,9,11,14). Upon her resignation, Spurlock met with the Athletic Commission, the Athletic Director, and administrations of Montana State University to explain her reasons for resigning. She found the position of coordinator of women's athletics untenable without proper authority. It was her feeling that the Women's Athletic Department had to be separate and parallel to the Men's Athletic Department in order for authority in the programs to be channeled in the desired directions (9,5,).

At this same time, Kreighbaum was on the Athletic Commission and was working on Title IX and an equal athletic program for women at MSU. She had recently been a plaintiff in a class action suit along with four other women. The suit was filed in 1973 against the University "alleging discrimination in pay and promotion, as well as underrepresentation and underutilization of women faculty members as a class" (41:233). On February 17, 1976, a verdict was rendered against Montana State University, in support of the five women faculty plaintiffs, and \$355,500 was awarded in back pay to 79 women at the University (5,41).

In a direct way, the lawsuit had a significant effect on the future direction of women's athletics at MSU, because Kreighbaum was a plaintiff and the Athletic Commission and Administrators knew that she would file further action against the University if equal opportunity was not achieved in women's athletics (5,9, 11,14).

Kreighbaum was asked to be interim Women's Athletic Director in March of 1977 and subsequently wrote a proposal to the Athletic Commission on how equal athletic

opportunities could be best achieved at MSU. The proposal was based on the number of athletes per coach in the men's program and that formula was applied to the number of athletes in the women's program. It conveyed the need for a Director of Women's Athletics, four head coaches and two assistant coaches for the 1977-78 women's athletic program. A salary study was also done by averaging all of the salaries of the men's coaches and applying them to women's coaches in the same positions. The Athletic Commission came forward with a recommendation for the hiring of coaches and a Women's Athletic Director and in the spring of 1977 a search committee was formed. Miller retained her position as basketball coach and three additional coaches and a women's athletic director were hired that summer. A separate Women's Athletic Department was established with the following staff assignments: Dr. Virginia Hunt, Women's Athletic Director; William Neville, head volleyball and assistant track coach; Neil Eliason, head track coach; Richard Keyes, gymnastic coach; and Susan Miller, head basketball coach. Hunt feels that a separate program of women's athletics is much more effective than a combined department with the men because each person is responsible

to provide for his or her own program. The following year Miller resigned as basketball coach and Maureen Frederick was hired to fill this position. In addition, a women's ski coach was hired, Betty Stroock, and monies were also allocated for three part-time assistant coaching positions in track, basketball and volleyball (8,9).

Today, the Women's Athletic Program at MSU competes in Division I of NCWSA - Region IX of the AIAW and continues to grow in all aspects. As a Division I institution, MSU offers full scholarships to women athletes in volleyball, basketball, track, cross-country, gymnastics, tennis, and skiing. During the 1978-79 year, approximately 125 women participated in athletics. However, this figure is not indicative of the number of women wanting to compete because 30 women had to be cut during basketball try-outs (8). In reference to the present intercollegiate athletic program and the opportunities available to the female athlete at MSU, Hunt made the following statements:

I think that we're creating a very successful program. The success is based on the number of athletes we have in the program; the response of the athletes toward the program as to the

challenge and enjoyment and whether or not it's demanding excellence; and the change in performance level of the athlete and in the team's won-loss record. The opportunities that we're presenting to the athlete are very good opportunities, and I think we're being very successful with individual athletes. I also think program-wise we're being very successful because we're in a way going from nowhere within the Region to in every instance a team that has to be reckoned with. (9)

The growth and development in women's athletics throughout the United States has been a progressive one in the past 14 years of this study. Women's participation in recreational intramural programs has developed into intercollegiate competition with as many as 18 national championships in 13 different sports being offered by AIAW. The AIAW has become the largest governing body for intercollegiate athletics, with over 900 active institutional memberships and a full range of competitive opportunities at different levels of program development. The philosophy of AIAW is one which originated in the early organizational development for women's athletics in 1923.

The cardinal principle and philosophical tenets are expressed by Dr. Joan S. Hult, past chairperson of the AIAW Ethics and Eligibility Committee, in the following:

AIAW's cardinal principle is that the justification of intercollegiate athletics is its educational value and that the focus of athletics should remain on the individual participant in her primary role as college student.

The Association's underlying philosophical tenets are: 1) fair competition for all; 2) concern for the health and safety of the participants; 3) institutional autonomy whenever viable; 4) protection of the human dignity of the college student who also happens to be an athlete; and 5) treatment of the student-athlete as much as possible like any other student. (44:12)

AIAW has developed into a strong organization which has shown that it can meet the needs of women athletes and the needs of its member institutions. Despite efforts made by male athletic organizations to control women's athletics, AIAW President Dr. Carolé Mushier feels "that it is very important that AIAW and women's athletics be allowed to maintain their identity separate from the men..." (44:14)

CHAPTER VI

SUMMARY AND CONCLUSIONS

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 and on the national level were organized and recorded in a chronological order.

This study was delimited to women's athletic events under the auspices of the Physical Education and Athletic Departments at Montana State University. 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 on the national level.

The historical method of research was employed in this study. Data were collected from both primary and secondary source material and subjected to internal and external criticism. Primary source material included personal interviews, minutes of meetings, personal correspondence and monographs. College newspapers, books and periodicals were utilized as secondary sources.

Each of the chapters were organized chronologically and included a comparative study of events at Montana State University and the national level.

ANALYSIS

It is evident that athletics for women have experienced periods of growth and decline throughout the nation during the past 90 years. A brief analysis of each time period under study follows:

1893-1924

This period was a time of popularity and growth in athletics for women. Basketball was invented in 1891 and women actively engaged in the new game and soon began to participate in other sports as well. The Montana State University women began to play basketball in 1898, and in 1905 they won a state championship. Teams were often

self-directed or directed by men and in many areas this type of leadership created conflict. Athletic involvement by women grew rapidly; however, the lack of organization and controls soon led to a decline. Women physical educators expressed fears of exploitation and commercialism in competition and placed emphasis on programs which met the needs of all women, not just the highly skilled athlete. Women's athletic groups began to organize and they developed philosophies against intercollegiate or inter-institutional competition and began to set controls on the type of activities in which women would be allowed to compete. Programs of an intramural type developed as promoted by women physical educators, and the harmful effects thought to be caused by competition were removed from women's athletics.

1925-1965

In 1925, three organizations took a firm stand against intercollegiate and interscholastic competition for women and virtually all schools turned to the intramural programs of play day and interclass competition. At Montana State University, this intramural competition remained through 1965 in addition to some extramural competition. Some physical educators realized that the

needs of the highly skilled athlete were being neglected during this period and gradually a more positive attitude developed toward varsity programs. Toward the end of this era many women in colleges and universities were competing in varsity athletics; however, Montana State University women continued their activity in play days and sports days.

1966-1979

In 1966, the Montana Women's Intercollegiate Sports Association (MWISA) was established largely as a result of a woman physical educator at MSU who wanted to see intercollegiate competition at MSU and who wanted to organize accordingly. A program of intercollegiate athletics was begun at MSU and it was run on limited funds under the auspices of the Physical Education and Athletics department. Coaching was done on a volunteer type basis as no salaries were given. Society slowly began to accept the competitive desires of an increasing amount of women and women's sports groups continued to promote and guide the female athlete with sound standards. Today, women's athletics have become a significant part of most colleges and universities. The Association of Intercollegiate Athletics for Women (AIAW) was established as

the official governing structure in women's athletics and it sets policies for membership, eligibility, scholarships and championship events. Region IX of the AIAW includes the states of Washington, Oregon, Alaska, and Montana. Montana State University became a member of the NCWSA Region IX of the AIAW and participates in the regional tournaments which facilitate the selection of the best teams to the national tournaments. Opportunities in athletics for women have become increasingly more equal to men's athletic programs, and for the first time women's athletic organizations are allowing athletic scholarships for women in colleges and universities.

CONCLUSIONS

From the information gathered within this study, it may be 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. Parallels between the history of women's athletics on 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.

Participation in the sport of basketball by women in the early 1900's was largely a result of the invention of the game by Dr. James Naismith and its later introduction at Smith College by Senda Berenson. Rule modifications in 1901 by Senda Berenson were influential in the acceptability of the new sport by women physical educators and subsequent competition in it.

The competitive spirit developed in college women sport enthusiasts and participation in varsity athletics was increasing. Women physical educators began to express attitudes against varsity athletics because of the neglect of the "mass" or lesser skilled women in colleges and universities.

The position taken by 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 against interscholastic and intercollegiate competition for women in 1925 virtually eliminated competition for women.

The initiation of the first national intercollegiate golf tournament by Gladys Palmer of Ohio State University

in 1941 expressed that a growing concern for more highly organized competition that would meet the needs of the skilled woman athlete was necessary. Attitudes of "no competition" slowly changed into "competition for women with the proper controls" by women's sports associations.

The interest in women's sports generated by the five National Institutes had an influence on better teaching and coaching methods and, subsequently, higher performance levels of women in athletics.

The new feminist movement of the 60's had an effect on changing societal attitudes toward women and eventually toward women in sport. Subsequently, there was an increase in women's sports participation.

Television was a major influence in making the American public aware of women's sports achievements beginning in 1960. The introduction of women in sport on television helped to create a new interest in women's sports competition.

The employment of Ellen Kreighbaum in the Physical Education Department in 1965 at Montana State University had a significant effect on the development of women's athletics at the University. Kreighbaum was a major

"change agent" in women's athletics at Montana State University.

The decision by the Physical Education Department at Montana State University to no longer subsidize women's athletics coerced the University to begin considering financial support of women's athletics and subsequent coaching salaries.

A class action law suit against Montana State University on the grounds of discrimination in pay and promotion for women had a major influence on the development of a separate Women's Athletic Department because Kreighbaum, who was one of the five plaintiffs in the suit, was also trying to establish a women's competitive athletic program with appropriate funding from the University.

The development of the AIAW as a membership organization in women's athletics and its subsequent sponsorship of intercollegiate athletic tournaments for women has been a major force in the sound athletic leadership in women's athletics today.

Title IX of the Educational Amendments of 1972 has provided some force and guidance in the administration of women's athletics at the college level, which has

subsequently led to improved funding in all aspects of women's athletics; however, the money allocations to men's and women's athletics are in no way equal.

BIBLIOGRAPHY

BIBLIOGRAPHY

I. Primary Sources

A. Minutes of Meetings

1. Minutes of the Division for Girls and Women's Sports. March 18-22, 1966.
2. Minutes of the Commission on Intercollegiate Athletics for Women. May 28 - June 7, 1970.
3. Minutes of the National Association of Directors of Physical Education for College Women. April 29, 1941.
4. Minutes of the National Section on Women's Athletics. April 29 - May 3, 1941.

B. Personal Interviews

5. Clark, Don. Personal Interview. May 24, 1979.
6. Fechter, Helen. Personal Interview. May 21, 1979.
7. Hosaeus, Marga. Personal Interview. May 22, 1979.
8. Hunt, Virginia. Personal Interview. May 31, 1979.
9. Kreighbaum, Ellen. Personal Interview. May 29, 1979.
10. Lowery, Bette. Personal Interview. October 17, 1978.
11. Lowery, Bette. Personal Interview. May 10, 1979.
12. Parac, Tom. Personal Interview. May 25, 1979.
13. Shroyer, George. Personal Interview. May 18, 1979.

14. Spurlock, Cherry. Personal Interview.
May 18, 1979.
15. White, Edna Tracy. Personal Interview.
May 3, 1979.
16. White, Edna Tracy. Personal Interview.
May 29, 1979.

C. Personal Correspondence

17. Baker, Vaughn. Personal Correspondence to
Carol McIntosh. November 3, 1972.
18. Baker, Vaughn. Personal Correspondence to
Ellen Kreighbaum. December 15, 1972.
19. Betts, Edith. Personal Correspondence to
Jo Ann Buysse. July 12, 1979.
20. Bond, Alice. Personal Correspondence to
Jo Ann Buysse. April 11, 1979.
21. Dyche, Schubert. Personal Correspondence to
Jo Ann Buysse. November 12, 1978.
22. Dyche, Schubert. Personal Correspondence to
Jo Ann Buysse. November 14, 1978.
23. Dyche, Schubert. Personal Correspondence to
Jo Ann Buysse. May 26, 1979.
24. Dyche, Schubert. Personal Correspondence to
Jo Ann Buysse. May 27, 1979.
25. Hunt, William. Personal Correspondence to
Ellen Kreighbaum. May 15, 1973.
26. McGill, Francis. Personal Correspondence to
Marie Sexton. April 26, 1966.
27. McIntosh, Carl. Personal Correspondence to
Vaughn Baker. November 8, 1972.

28. McIntosh, Carl. Personal Correspondence to William Johnstone. November 10, 1972.
29. McIntosh, Carl. Personal Correspondence to Tom Parac. December 18, 1972.
30. Parac, Tom. Personal Correspondence to Administrators of University Athletic Programs. December 28, 1972.
31. Parac, Tom. Personal Correspondence to Carl McIntosh. November 28, 1973.

D. Monographs

32. AIAW Handbook. Association for Intercollegiate Athletics for Women, Division for Girls and Women's Sports, American Association for Health, Physical Education and Recreation, 1975-76.
33. Biennial Record. National Association for Physical Education of College Women, 1951-1969.
34. Policies and Procedures for Competition in Girls and Women's Sports. Division for Girls and Women's Sports, 1958.
35. Proceedings: First National Conference of College and University Administrators of Health, Physical Education and Recreation. American Association for Health, Physical Education and Recreation, 1968.
36. Proceedings: 57th Annual Convention. American Association for Health, Physical Education and Recreation, Division for Girls and Women's Sports, 1952.
37. Statement of Policies for Competition in Girls and Women's Sports. Division for Girls and Women's Sports, 1964.

II. Secondary Sources

A. Periodicals

38. American Physical Education Review,
XXIII:289-290, 1923.
39. Arnold, E.H. "Athletics for Women."
American Physical Education Review,
29:452-457, October 1924.
40. Ballentine, Harriet I. "The Value of
Athletics to College Girls." American
Physical Education Review VII:151-153,
June 1901.
41. Clark, Don. "Discrimination Suits: A
Unique Settlement." Educational Record,
58:3:233-249, 1977.
42. Coffey, Margaret A. "The Sportswomen -
Then and Now." Journal of Health, Physical
Education and Recreation, 38:27, March 1967.
43. Crawford, Elinor. "DGWS Cooperates with
National Sports Organizations." Journal of
Health, Physical Education and Recreation,
36:25 and 86. January 1965.
44. Hult, Joan S. "Different AIAW/NCAA Eligi-
bility Rules: Tip of the Iceberg?" Athletic
Purchasing and Facilities, 3:12-16, April
1969.
45. Jernigan, Sarah Staff. "Fresh Winds are
Stirring." Journal of Health, Physical
Education and Recreation, 38:27, March 1967.
46. Jernigan, Sarah Staff. "Mirror of Time:
Some Causes for More American Women in Sport
Competitions." Quest, XXII:82-86, June 1974.
47. Kellor, F.A. "Ethical Value of Sports for
Women." American Physical Education Review,
XI:161-162, September 1906.

48. Lee, M. "The Case for and Against Intercollegiate Athletics for Women and the Situation as it Stands Today." Research Quarterly, 2:93-127, May 1931.
49. Ley, Katherine. "DGWS National Intercollegiate Athletic Championships for Women." Journal of Health, Physical Education and Recreation, 39:24-27, February 1968.
50. Ley, Katherine. "The Roots and the Tree." Journal of Health, Physical Education and Recreation, 33:34-36 and 57, January 1962.
51. Montana Collegian. Associated Students of Montana State University, Winter 1979.
52. Mosher, C. D. "The Means to the End." American Physical Education Review, 30:535-540, December 1925.
53. Perrin, E. "More Competitive Athletics for Women - But of the Right Kind." American Physical Education Review, 34:473-474, October 1929.
54. Perrin, E. "A Crisis in Girls' Athletics." Sportsmanship, 1:3:10-12, December 1928.
55. Ricaby, R.D. "Circumspice!" The Sportswoman, 1:19, October 1928.
56. Schoedler, Lillian. "The Women's Division." American Physical Education Review, XXIX:308, 1924.
57. Scott, M. Gladys. "Competition for Women in American Colleges and Universities." Research Quarterly, 16:49, 1945.
58. Scott, Phebe. "Communication on Intercollegiate Athletics for Women." Journal of Health, Physical Education and Recreation, October 1966.

59. Shriver, Alice. "Competition: NSWA Faces the Issue." Journal of Health, Physical Education and Recreation, XX:451, September 1949.
60. Smith, Helen Norman. "Trends in Health and Physical Education." American Physical Education Review, IX:21, 1938.
61. "Standards in Athletics for Girls and Women." Research Quarterly, :23, 1937.
62. "Statement of Policies for Girls and Women's Sports." Journal of Health, Physical Education and Recreation, 34:31-33, September 1963.
63. Summers, Florence A. "The Right Kind of Athletics for Girls." American Physical Education Review, XXI:369-375, 1916.
64. Verheyden-Hilliard, Mary. "The Title IX Primer; The Read-It-in-the-Original Guide to Title IX." Cracking the Glass Slipper: Peer's Guide to Ending Sex Bias in Your Schools, 40:1-32, 1978.
65. Wayman, A.R. "Competition." American Physical Education Review, 34:469-471, October 1929.
66. "Women's Athletics - All Uses - No Abuses." American Physical Education Review, 29:517-519, 1924.

B. Books

67. Betts, John R. America's Sporting Heritage: 1850-1950. Reading, Massachusetts: Addison-Wesley Publishing Co., 1974.
68. Boslooper, Thomas and Marcia Hayes. The Femininity Game. New York, N.Y.: Stein & Day Publishers, 1973.

69. Burlingame, Merrill. A History of Montana State University. Bozeman, Montana: Office of Public Instruction, 1968.
70. Clarke, David H. and H. Harrison Clarke. Research Process in Physical Education, Recreation, and Health. Englewood Cliffs, New Jersey: Prentice Hall Inc., 1970.
71. Duncan, Margaret M. Play Days for Girls and Women. New York: A.S. Barnes and Company, 1929.
72. Gerber, Ellen W. The American Woman in Sport. Reading, Massachusetts: Addison-Wesley Publishing Co., 1974.
73. Hackensmith, C.W. The History of Physical Education. New York: Harper and Row, 1966.
74. Halsey, Elizabeth. Women in Physical Education. G.P. Putnam's Sons, 1961.
75. Lee, Mabel. The Conduct of Physical Education. New York: A.S. Barnes and Company, 1937.
76. Lockhart, Aileene S. Chronicle of American Physical Education: Selected Readings 1855-1930. Dubuque, Iowa: Wm. C. Brown, 1972.
77. Magnusson, Lucille. "The Development of Programs." Women's Athletics: Coping with Controversy. Washington, D.C.: American Alliance of Health, Physical Education and Recreation, 1974.
78. Montanan. Associated Students of Montana State University. Bozeman, Montana, Vol. 58, 1965.
79. Montanan. Associated Students of Montana State University. Bozeman, Montana, Vol. 59, 1966.

80. Montanan. Associated Students of Montana State University. Bozeman, Montana, Vol. 60, 1967.
81. Schoedler, Lillian. "Intercompetitive Athletics for Girls." Official Handbook of the National Committee on Women's Athletics. New York: American Sports Publishing Company, 1925.
82. Scott, Harry A. Competitive Sports in Schools and Colleges. New York: Harper and Brothers Publishers, 1951.
83. Sefton, Alice A. The Women's Division, National Amateur Athletic Federation. Palo Alto: Stanford University Press, 1941.
84. Spears, Betty. "The Emergence of Women in Sport." Women's Athletics: Coping with Controversy. Washington, D.C.: American Alliance of Health, Physical Education and Recreation, 1974.
85. Van Dalen, D.B. A World History of Physical Education. New Jersey: Prentice Hall Inc., 1971.
86. Von Borries, Eline. The History and Functions of the National Section on Women's Athletics. Washington, D.C.: American Association for Health, Physical Education and Recreation, 1941.

C. Unpublished Documents

87. Cox, Robert. "The New York State Public High School Association in Historical Perspective." Unpublished D.P.E. Dissertation, Springfield College, 1973.

88. Fagerberg, Seigfred. "A History of the Intercollegiate Athletic Program at the University of Southern Mississippi, 1949-1969" Unpublished Ed.D., University of Southern Mississippi, 1970.
89. Fleischer, Michael. "A History of the Eastern College Athletic Conference." Unpublished Ph.D., Columbia University, 1960.
90. Gilbertson, Diane. "The Development of Intercollegiate Athletics for Women in Wisconsin." Unpublished Master's Thesis, University of Wisconsin, LaCrosse, 1973.
91. Gray, Marvin. "The History and Philosophy of Intercollegiate Athletics for Men at Ball State University." Unpublished P.E.D., Indiana University, 1968.
92. Hackney, Rufus. "The History of the Dixie Conference and a Comparative Study of the Athletic Departments of Member Institutions." Unpublished Ph.D., University of North Carolina (Chapel Hill), 1970.
93. Heflin, Betty Lou. "An Analysis of Women's Intercollegiate Sports Programs in Selected Colleges and Universities." Unpublished Master's Thesis, University of Wyoming (Laramie), 1968.
94. "History of the Women's Physical Education Department: 1893-1944," Montana State College.
95. Hodgdon, Paula. "An Investigation of Inter-scholastic and Intercollegiate Athletics for Girls and Women from 1917-1970." Unpublished Ph.D. Dissertation, Springfield College, 1973.
96. Hosaeus, Marga. "History of the Women's Physical Education Department: 1945-1965," Montana State College.

97. Hunt, Virginia. "Governance of Women's Intercollegiate Athletics: An Historical Perspective." Unpublished D.P.E., University of North Carolina (Greensboro), 1976.
98. Keifer, Leigh F. "The Desirability and Feasibility of Intercollegiate Sports for College Women." Unpublished Master's Thesis, Western Kentucky University (Bowling Green), 1968.
99. Korsgaard, Robert. "A History of the Amateur Athletic Union of the United States." Unpublished Master's Thesis, Columbia University, 1952.
100. Kreighbaum, Ellen. "Proposal to Athletic Commission to fulfill Title IX Regulations by July, 1978." March 1977.
101. Kreighbaum, Ellen. "Proposal to Support Women's Sports." 1967.
102. Kreighbaum, Ellen. Job Description Proposal - Women's Intercollegiate Athletics. February 4, 1974.
103. Kreighbaum, Ellen. "Women's Intercollegiate Sports." 1973.
104. Kreighbaum, Ellen. "Women's Intercollegiate Sports Competition." June 14, 1967.
105. Ladd, Wayne. "The Athletic Institute: A Study of an Organization and Its Effect on and the Reflection of the Development of Sport, Recreation and Physical Education in the United States." Unpublished D.P.E., Ohio State University, 1974.
106. Leaf, Carol Ann. "History of the American Academy of Physical Education: 1950-1970." Unpublished D.P.E., University of Utah, 1974.

107. Marcus, Barbara. "The Identification and Analysis of Contemporary Changes in Women's Intercollegiate Athletic Programs in AIAW Member Schools." Unpublished Master's Thesis, East Stroudsberg State College, 1974.
108. Peavey, Robert Darwin. "History of the American Academy of Physical Education: 1926-1950." Unpublished Ph.D. Dissertation, University of Utah, 1973.
109. Remley, Mary Louise. "Twentieth Century Concepts of Sports Competition for Women." Unpublished Ph.D. Dissertation, University of Southern California, 1970.
110. Shults, Frederick Davis. "The History and Philosophy of Athletics for Men at Oberlin College." Unpublished P.E.D., Indiana University, 1967.
111. Swetek, Barbara Nelle. "A History of the California Association for Health, Physical Education and Recreation, 1930-1972." Unpublished Master's Thesis, California State University (Long Beach), 1973.
112. Watts, Doris Page. "Changing Conceptions of Competitive Sports for Girls and Women in the United States from 1880-1966." Unpublished Master's Thesis, University of California, 1961.
113. Women's Intercollegiate Athletics: Survey Results, Montana State University, Men's Athletic Department, May 1973.
114. Wims, Lu David. "A History of the Administration of Intercollegiate Athletics in the Ohio Athletic Conference." Unpublished Ph.D. Dissertation, Ohio State University, 1970.

D. College Newspapers

115.	College Exponent	November 1898
116.	College Exponent	November 1899
117.	College Exponent	January 1900
118.	College Exponent	January 1902
119.	College Exponent	March 1903
120.	College Exponent	April 1903
121.	College Exponent	March 1904
122.	College Exponent	April 1904
123.	College Exponent	March 1905
124.	College Exponent	April 1905
125.	College Exponent	February 1906
126.	College Exponent	March 1906
127.	College Exponent	February 1910
128.	College Exponent	March 1912
129.	College Exponent	October 30, 1928
130.	College Exponent	November 5, 1941
131.	College Exponent	April 2, 1947
132.	College Exponent	April 20, 1950
133.	College Exponent	April 27, 1950
134.	College Exponent	May 18, 1950
135.	College Exponent	April 26, 1951
136.	College Exponent	April 11, 1958

137.	College Exponent	April 25, 1958
138.	College Exponent	May 2, 1958
139.	College Exponent	June 6, 1958
140.	College Exponent	October 3, 1958
141.	Exponent	October 30, 1973
142.	Exponent	November 9, 1973
143.	Exponent	October 18, 1974
144.	Exponent	October 22, 1974
145.	Exponent	January 27, 1976
146.	Exponent	February 20, 1976
147.	Exponent	February 27, 1976
148.	Exponent	March 2, 1976

APPENDIX

INTERVIEW QUESTIONS

1. a. In what way have you been involved in women's intercollegiate athletics at Montana State University?
b. When were you directly involved?
c. With whom did Montana State University compete?
2. Through the years you have had an opportunity to observe the growth and development of Women's intercollegiate athletics at Montana State University.
a. Could you identify any specific changes which have occurred?
b. What affect did these changes have on women's intercollegiate athletics?
c. What was the role of the WAA?
3. What has been the attitude toward competition by the NADPECW from your viewpoint? DGWS? CIAW? AIAW?
4. a. What individuals with whom you have been associated would you characterize as "change agents" in women's intercollegiate athletics at Montana State University?

- b. What were their strengths? Weaknesses?
5. From your vantage point, what have been the strengths in the women's intercollegiate athletic program at Montana State University? Weaknesses?
 6. Do you feel that the present intercollegiate athletic program for women is adequate? Why? Why not?
 7. How do you view the future of women's intercollegiate athletics at Montana State University? Nationally?

MONTANA STATE UNIVERSITY LIBRARIES



3 1762 10013162 0

N378
B987
Cap 2