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THE PLAY DAY/SPORT DAY MOVEMENT IN SELECTED COLLEGES OF  
THE SOUTH

*The University of North Carolina at Greensboro*

Ed.D. 1984

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THE PLAY DAY/SPORT DAY MOVEMENT IN  
SELECTED COLLEGES OF THE SOUTH


by

Stephen Isaac St. Clair

A Dissertation submitted to  
the Faculty of the Graduate School at  
The University of North Carolina at Greensboro  
in Partial Fulfillment  
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Doctor of Education

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Approved by

  
Dissertation Adviser

APPROVAL PAGE

This dissertation has been approved by the following committee of the Faculty of the Graduate School at the University of North Carolina at Greensboro.

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25 April 1984  
Date of Acceptance by Committee

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ST. CLAIR, STEPHEN ISAAC. The Play Day/Sport Day Movement in Selected Colleges of the South. (1984)  
Directed by: Dr. Pearl Berlin. Pp. 168

The purpose of the research was to study the presence of a Play Day/Sport Day approach to women's sport in four colleges in the South and to delineate the character of such play. Five questions framed the study. These were concerned with (1) prevailing medical and educational ideas, (2) specific events within college physical education and in society at large, (3) the changing nature of the movement, (4) the role of physical education leaders, and (5) the demise of the movement. Two methods of historical analysis were used, descriptive and theoretical. On-site visits to Winthrop College, Longwood College, James Madison University, and The University of North Carolina at Greensboro facilitated data collection. Yearbooks, catalogues, and newspapers provided the major primary sources of information supplemented by personal interviews with selected individuals.

Findings were synthesized and the following conclusions offered:

1. Medical and educational ideas of the period were influential in developing Play Day/Sport Days. Based on inconclusive medical claims, women physical educators promoted conservative programs with minimal intensity of play.
2. Specific events within physical education in college and in society at large affected the movement. Increased popularity of sport among women in the early twentieth century resulted in a

competitive form of play that was unacceptable to women physical educators.

3. The greater involvement of women outside of the domestic sphere contributed to the demise of Play Day/Sport Days. Sport for women benefited from this increased involvement; women sought increased competitive sport experiences.

4. Although Play Day/Sport Days were not readily accepted or adopted by the colleges in the present study, they were visible at all four institutions. Research indicated that the dominant figures in two of the schools were more adamantly opposed to intercollegiate sport than they were in support of a Play Day/Sport Day model. In the other two schools, the model of play did not replace an established program of intercollegiate sport.

5. In sum, the Play Day/Sport Day movement represented a response to a particular need for sport interaction. It was a conservative approach by well-intentioned administrators who advocated a slower pace for women.

CHAPTER I  
INTRODUCTION

Recent research about intercollegiate sports brought to light curious differences between men's and women's competitive programs. Some of the differences were the manner in which the programs originated, types of activities, and mechanisms of control. The most striking dissimilarity was associated with the attitude towards competition. While college men actively pursued vigorous and demanding intercollegiate sport, college women, on the other hand, turned toward a noncompetitive sport program.

The women's conservative view of intercollegiate play was the result of a particular philosophic orientation toward sport for women popularized in the mid-1920s. The new orientation, Play Day/Sport Day, came at a time when women in the broader societal context were beginning to establish a place within the athletic sphere. Females were participating and excelling in a variety of sports dispelling the association of physiological and psychological injury and athletic competition. Nonetheless, during the 1920s, leaders of womens' programs chose an alternate route to the collegiate sport experience. Rather than maximizing the potential for women to excel and advance athletically like their male counterparts, women leaders sought to limit female athletic involvement. The competitive nature of sport in colleges was de-emphasized and there was focus on what was

considered to be more desirable social outcomes of involvement, increased participation of many rather than of a selected and specialized few, and decreased incentive to win.

Students of women's athletics wonder what prompted women physical educators and students to align themselves with a new philosophy in the wake of the growing movement of intercollegiate sport. Did they see it as a socially acceptable alternative to sport that was attentive to medical and societal concerns, i.e., a political compromise? Or was it an innovative education-related concept designed to provide positive enrichment to the female athletic program?

The literature of the period reflects the Play Day/Sport Day movement as nationally pervasive with the exception of isolated pockets of intercollegiate play. Did the majority of women accept the new approach to athletics as the literature indicates or did they resent it? What did women view as their proper place within the athletic sphere? Major physical education history textbooks have devoted little to this sport phenomenon. Such an omission is puzzling in light of the time span involved in the Play Day/Sport Day movement, that is, from the mid-1920s through the latter part of the 1950s.

In the chapters that follow, the writer's examination of the Play Day/Sport Day movement at selected colleges in the South is reported. Particular attention is directed to the conditions and forces that impacted and molded the movement. The study was pursued to provide greater insight into the causes for the movement and

consequences of affiliation. Understanding of the philosophy and goals, and the eventual demise of Play Day/Sport Day was intended to shed more information about this once-popular and relatively little-known event in college women's sport experiences.

#### Statement of the Problem

The purpose of this study was to probe the influences of the Play Day/Sport Day movement in athletic programs of selected colleges in the South. Facts are studied with recognition of the times in which they occurred. The following research questions and hypotheses framed the research:

1. What were the prevailing medical and educational ideas of the period which may be associated with the Play Day/Sport Day movement? Hypothesis: Medical and educational ideas of the period were acknowledged considerations in developing a new form of college athletics for women, Play Day/Sport Day.

2. Were there other antecedent or prevailing conditions in colleges and universities that have particular relevance for the origination and the maintenance of the Play Day/Sport Day movement? Hypothesis: Specific events associated with physical education in higher education and selected developments in the society-at-large impacted on the Play Day/Sport Day movement.

3. Which professional leaders were effective in implementing the Play Day/Sport Day movement and what, if any, were the common characteristics among them? Hypothesis: Selected influential individuals, women physical educators of singular orientations,

were responsible for implementing and nurturing the Play Day/Sport Day movement.

4. Did the general characteristic of play remain the same over the movement's thirty-five year span? Hypothesis: The Play Day/Sport Day movement became more competitive as it developed.

5. What were the reasons for the termination of the Play Day/Sport Day movement? Hypothesis: The Play Day/Sport Day movement came to a natural termination as new medical awareness and changing roles of women in society made competitive sport more acceptable for women.

#### Definitions

The following meanings are specified to provide clarity in the text that follows:

Intercollegiate Sport. Athletic competition between two teams each of which represents a given college or university in a singular contest.

Play Day. A collective meeting of unrelated schools for the purpose of engaging in team sport and social interchange. Participants are divided into teams with no relation to school affiliation and players from different schools become teammates for the duration of the event. Particularly noted for lack of intercollegiate rivalry and intense competition.

Sport Day. A Progressive form of Play Day with each participating school functioning as a separate unit in a series of activities.

Emphasis still focused on the social aspect of sport and not the intensity of play.

Telegraphic Meet. A form of competition carried out in one's own institution, results of which are shared with other competition colleges or universities via telegram.

#### Assumptions

The researcher makes the following assumptions in carrying out the research:

The literature of the day reflected the philosophy of the time period. For example, women's physical education organizations emphasized the opportunity for all to participate in sport with a focus on the social element of play. A familiar slogan of the studied period was, "a girl for every sport and a sport for every girl."

Individuals interviewed as a part of the data collection reconstructed events correctly that occurred forty to fifty years ago in spite of the influences of time and recent advances in women's sport.

#### Scope

This study is concerned with the role of Play Day/Sport Day in women's collegiate sport within regionalized areas of the South. Local female physical education leaders responsible for implementing or administering physical education and sport programs are identified. An attempt is made to determine their allegiance to the Play Day/



Sport Day movement. The period of time studied ranges from the mid-1920s, the inception of Play Day/Sport Day, through its conclusion in the 1950s.

A national study examining the pervasiveness of the Play Day/Sport Day phenomenon was considered to be too vast an undertaking. On-site research mandated for a representative sampling of the country was beyond the resources available to the writer. With this restraint in mind, the present study concentrated on a more regionalized description and interpretation. Four schools were examined: Winthrop College, the University of North Carolina at Greensboro, James Madison University, and Longwood College. A common thread shared by these schools was found in the element of financial support. Each school was a state-supported woman's college. Winthrop College was an obvious choice, not only because of its geographical proximity to the writer's home, but more importantly, it represented strength and leadership in the field of physical education for women in the state of South Carolina. The University of North Carolina at Greensboro was selected for more obvious reasons. Like Winthrop College in South Carolina, the University of North Carolina at Greensboro mirrored strength in leadership roles with Mary Channing Coleman and Ethel Martus Lawther. In addition to this, it would have been an error on the writer's part not to take advantage of the wealth of research available at this school and the personal contacts available. James Madison University and Longwood College were not selected for

the reasons cited above. Very little about these schools was known except that both were active in intercollegiate athletics early in their respective developing years.

The four studied schools are considered to provide a representative sampling of athletic events as they occurred throughout the respective states North Carolina, South Carolina and Virginia; thus permitting a regionalized interpretation.

#### Significance

The Play Day/Sport Day movement represented a change in the philosophical base of women's collegiate athletics as it existed prior to the 1920s. From a gradual build-up of intercollegiate sport in the late 1890s and early 1900s, women's sport took a sudden and marked change toward deemphasis on competition. Major physical education history textbooks and prescriptive literature of the day indicate that the Play Day/Sport Day movement had a major influence on women's sport and was responsible for influencing women's sport for many years to come.

Did the deemphasis on the competitive sport alliance of Play Day/Sport Day restrict the development of women's sport by giving women what educators felt was needed, rather than what women wanted? Was Play Day/Sport Day responsible for negating gains in women's sport and actually diminishing the development of their program? By asserting that intense competition was not medically sound, did Play Day/Sport Day give women a picture of themselves as nonaggressive

individuals that carried over from the sport sphere into their daily lives, thus influencing their choice of careers? Or, was Play Day/Sport Day influential only within a small sphere of women's involvement? Did Play Day/Sport Day actually help women's physical education and sport? Was the philosophical bent of Play Day/Sport Day of a higher nature, i.e., all sports should deemphasize competition or was it directed only toward women's sport? Did the initiators and perpetuators of Play Day/Sport Day hope that men's collegiate sport would follow their lead and mirror a similar program?

Insight into and interpretation of a movement that molded and shaped women's collegiate sport for over thirty years could provide some answers to these questions and heighten our understanding of the position that women's collegiate sport finds itself in today.

Using a small region of the country, this study attempts to test the pervasiveness of the movement by studying individual colleges, their philosophies, and the personal philosophies and orientations of those women physical educators most capable of influencing women's sport.

#### Data Sources

Five major sources were used in generating the data for this study:

Newspaper articles. College newspapers represent an important source of information describing events on campus. College newspapers used in this study included The Breeze, The Carolinian, The

Johnsonian, and The Rotunda. Other newspapers providing information included The Richmond-Times Dispatch and The State.

Interviews. Interviews represented a valuable source of information, providing first-hand insight into the mechanics of the Play Day/Sport Day movement.

Related literature. This literature focused on sources such as The Sportswoman, American Physical Education Review, Athletics and Outdoor Sports for Women, and The Journal of Health, Physical Education and Recreation. In addition, all of the history textbooks in physical education were examined.

Personal papers. The personal papers of Mary C. Coleman as found in the Coleman Gymnasium at the University of North Carolina at Greensboro were reviewed. Review was also given to the papers of Julia Post, Winthrop College, as found in the Archives at Winthrop College, the attic of Peabody Gymnasium, and in the home of Julia Post. No such papers were available at either James Madison University or Longwood College.

College bulletins, yearbooks, and minutes. Information that was not duplicated elsewhere was obtained from these sources. The minutes of Play Day committees at Winthrop College and the University of North Carolina at Greensboro did much to bring about an understanding of the behind-the-scene workings of various Play Day committees.

### Organization of the Report

This report was organized as follows: (1) Introduction, including the statement of the problem, definition of terms, assumptions of the study, scope of the study, significance of the study, data sources, and organization of the report; (2) Methods and Procedures; (3) Background Considerations, including sport in college/ university, medical ideas of the period, and educational ideas of the period; (4) Winthrop College, (5) the University of North Carolina at Greensboro, (6) James Madison University, (7) Longwood College, (8) Synthesis, (9) Conclusions.

CHAPTER II  
METHODS AND PROCEDURES

The procedures followed in conducting the present study were of a traditional nature. Preliminary consultation with physical education researchers and historians guided the methodology described in this chapter.

Framework for Historical Research

This study utilizes two methods of historical research, descriptive and theoretical. Chapters IV through VII represent the descriptive methods of historical research. In these chapters, the writer presents a separate account of each school's athletic program as it existed prior to and during the studied period. Chapter VIII, Synthesis, utilizes theoretical methodology. The writer researched questions and developed hypotheses within the problem statement as they pertained to the collected data. The use of hypotheses as a synthesizer is not to be interpreted as a form of contaminating or prejudging the data base before it was collected. It was designed to elicit more fully and satisfactorily an interpretation of the data base under examination. Johnson cited,

Nature gives no reply to a general inquiry...she must be interrogated by questions which already contain the answer she is to give...the observer can only observe that which he is led by hypothesis to look for.<sup>1</sup>

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<sup>1</sup>  
Allen Johnson, The Historian and Historical Evidence (New York: Charles Scribner's Sons, 1926), p. 157.

### Data Collection

The procedure for collecting the necessary data included on-site visits to the four schools identified in Chapter I. Two of the schools, Longwood College and James Madison University, did not have full-time archivists. The lack of such specialized personnel limited the data collection to school yearbooks, catalogues, and newspapers as the bulk of primary sources of information.

At Winthrop College and the University of North Carolina at Greensboro, the writer was informed of boxes of information stored within the gymnasias at each school, e.g., the Coleman Gymnasium at the University of North Carolina at Greensboro and an attic in Peabody Gymnasium at Winthrop College. The boxed material provided interesting insights into each program that were not available in their respective archives. The move into new gymnasium complexes at James Madison University and Longwood and the concomitant confusion that arises in such moves could be responsible for the ultimate loss of personal papers of department heads and overall correspondence within the departments. Early papers, lost in transition, would likely have added much to the study by suggesting or reflecting individual and departmental philosophical concerns and direction.

Personal interviews with selected key individuals represented a rich and interesting source of information. Communications by telephone and a follow-up letter with each individual was an established procedure. Telephone contact provided an opportunity to

explain the nature of the study. With consent given, a Self Report was mailed to each respondent requesting basic background information. (See Appendix A)

An interview schedule was developed that focused on three basic time periods in the respondents' sport life: (1) adolescence, (2) college years, and (3) post college years. Some of the initial questions were designed to jog the respondent's memory in preparation for later questions that dealt specifically with the Play Day/Sport Day movement. Many of the respondents felt the initial questions did help to stimulate their recall processes and were useful in orienting their focus on Play Day/Sport Day questions. (Appendix B) In spite of a structured set of questions and every effort by the investigator to maintain focus on the designed topic, interviews frequently gave much peripheral information.

The interview was also designed to provide a profile of the individuals who either participated in Play Day/Sport Days or who were in positions of administering Play Day/Sport Days. In only one instance did a contacted person opt not to participate in the interview process. The following persons were interviewed:

Winthrop College

Julia Post: Department Head of Physical Education at Winthrop College, 1932-1962.

Dr. Mary P. Ford: Student participant in the Play Day/Sport Day experience at Winthrop College, 1950-1954. Currently, Department Head of Physical Education at Winthrop College.



Dr. Mary Roland Griffin: Student participant in the Play Day/Sport Day experience at Winthrop College, 1953-1957. Currently, a staff member in the Department of Physical Education at Winthrop College.

Polly Moore: Student participant in the Play Day/Sport Day experience at Winthrop College, 1931-1935. Staff member in the Department of Physical Education at Winthrop College, 1939-1960.  
The University of North Carolina at Greensboro

Ethel Martus Lawther: Staff member in the Department of Physical Education from 1932-1947. Appointed Department Head upon the death of Mary C. Coleman in 1947. Retired as Dean of the School of Health, Physical Education and Recreation in 1974.

Marjorie Leonard: Student participant in Play Day/Sport Day experience from 1936-1939. Staff member in the Department of Physical Education from 1939 to 1969.

Hilda Wallerstein: Member of the first graduating class of Physical Education at the North Carolina College for Women, 1926.

James Madison University

Dr. Caroline B. Sinclair: Department Head of Physical Education at William and Mary, 1944-1950; Department Head of Physical Education at James Madison College, 1950-1966. Organizer of the first Play Day in Virginia, 1948.

Dr. Leotus Morrison: Staff member in the Department of Physical Education at James Madison from 1949 to present; Staff member in

the Department of Physical Education at Lander College, Lander, South Carolina, 1947 to 1949.

#### Longwood College

Dr. Nancy Andrews: Graduate of Longwood College, 1959. Currently a staff member in the Department of Physical Education at Longwood College.

Mary W. Vaughn: Graduate of Longwood College, 1926.

Dr. Elizabeth Jackson: Alumna of Longwood College; Graduate of William and Mary College; Captain of the United States Field Hockey Team, 1948.

#### Historical Criticism

Van Dalen, Mitchell, and Bennett commented,

No one can hope to comprehend contemporary physical education who has no concept of the social forces, conditions and movements, the play of ideas and philosophies, that have come out of the present to shape the institutions of the present day.<sup>2</sup>

The above thought influenced the writer as he set out to bring into focus the Play Day/Sport Day movement.

A general assumption often held about historical research is that to develop an understanding of some topic of interest, one needs only to examine the evidence and "...truth can be ascertained absolutely." From this type of limited perspective, historians

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Deobold B. Van Dalen, Elmer D. Mitchell, and Bruce L. Bennett, A World History of Physical Education (New York: Prentice-Hall Inc., 1953), p. 1.

believe that at best such research can establish only facts beyond a reasonable doubt.<sup>3</sup> The researcher went beyond examining the available evidence identified in physical education history textbooks and the popular writings of physical educators on Play Day/Sport Day in the present study. The reexamination of old data, although a valuable source of information, could not stand alone and provide the insight needed for the study. "Fresh" evidence was needed from which to draw conclusions and make interpretations.

To determine the authenticity and meaning of the fresh sources of data, the basic methods of historical research, external and internal criticism, were used. College newspapers containing detailed accounts of Play Day/Sport Day events were found to be accurate sources of information. For example, duplicate write-ups of an upcoming Play Day/Sport Day and the results of those events marked for inclusion in The Johnsonian were uncovered in Peabody Gymnasium at Winthrop College. This type of information revealed that articles appearing in The Johnsonian were genuine, accurate, and written by first-hand observers--students within the department of physical education. Thus, the credentials of the reporter were established. In addition, Play Day/Sport Day invitations, programs, and evaluations were also found within boxed material in the gymnasias of Peabody and Coleman. All documents were signed by student presidents of athletic associations or department heads of physical education.

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Homer C. Hockett, Introduction to Research in American History (New York: The Macmillan Company, 1948), p. 56.

Information on actual Play Day/Sport Day occurrences was subjected to a further test, that of personal interviews with past heads of physical education departments and student participants. The writer felt that with the passage of time, individuals interviewed as a part of the study who had developed strong philosophical ties with Play Day/Sport Day would not attempt to color or present distorted pictures but recall information accurately and honestly. The data collected from interviews provided another source from which to validate information. Student participants of Play Day/Sport Days were quick to identify the adamant positions held by Post and Coleman on intercollegiate sport represented in print as correct.

Any study of a movement or a period is considered to be just one approach in identifying progress. Written records of movements or periods provide knowledge to interpret better the philosophical beliefs which formed the basis of these movements or periods.

History has the ability to reflect on past experiences, "...to bring distant times and conditions into focus and to help us evaluate our modern heritage." Through the method of critical inquiry, the writer investigated, documented, and interpreted data as it pertained to one aspect in the history of women's collegiate sport.

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<sup>4</sup>

Van Dalen et al., p. 1.

## CHAPTER III

## BACKGROUND CONSIDERATIONS

College and University Sport

Sport existed as a peripheral activity in colleges for women as early as the 1870s and became an integrated part of the physical curriculum in some colleges in the 1890s.<sup>1</sup> The curricular focus of programs of physical education centered on one of several systems of gymnastics exercises.<sup>2</sup> The well-known Swedish and Lewis systems were among those favored by women's colleges.

Disciples of Swedish gymnastics held that "...the functioning of the heart and lungs was the fundamental function of the body and that the Swedish approach was designed to develop these organs."<sup>3</sup> A quote often heard at the Boston Normal School of Gymnastics, a mecca for the Swedish program, was, "Get the heart and lungs right and the muscles will meet every reasonable demand."<sup>4</sup> The Swedish

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<sup>1</sup>  
Betty Spears, "The Emergence of Sport in Physical Education," paper presented at the American Association for Health, Physical Education, Recreation 88th Anniversary National Convention, Minneapolis, Minnesota, April 16, 1973, cited in Ellen Gerber, The American Woman in Sport (Reading, Massachusetts, Addison-Wesley Publishing Company, 1974), p. 49.

<sup>2</sup>  
Emmett A. Rice, John D. Hutchinson, and Mabel Lee, A Brief History of Physical Education 5th ed. (New York: John Wiley and Sons, 1969), p. 213.

<sup>3</sup>  
Ibid., p. 181.

<sup>4</sup>  
Ibid.

program consisted of the Day's Order, a schedule of eleven progressive exercises, ranging from light to strenuous in intensity and performed to verbal commands. Gerber gave the following characterization of Swedish gymnastics:

In the Swedish system an exercise consisted of a series of movements into a rather rigid, stereotyped pose, which was held until an instructor determined whether or not it was correct. More emphasis was placed on style than on movement. Exercises were executed to military type commands and students were in straight line formation.<sup>5</sup>

Apparatus work employed in the Swedish system consisted of swinging ladders, swinging and traveling rings, climbing ropes, bar stalls, rope ladders, and vaulting boxes.<sup>6</sup>

Dr. Dioclesian Lewis engineered a system of exercises around which dumbbells, wands, and Indian clubs were used. This system was most popular from the 1850s through the 1870s principally because it did not involve the heavy apparatus other systems required. Lewis' system could be practiced within the home, classroom, or other informal setting. Flexibility, agility, and grace of movement in addition to muscle strength were fundamentals of this approach.<sup>7</sup>

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<sup>5</sup> Ellen Gerber, Innovators and Institutions in Physical Education (Philadelphia: Lea and Febiger, 1971), p. 159.

<sup>6</sup> Rice et al., p. 180.

<sup>7</sup> Betty Spears and Richard A. Swanson, History of Sport and Physical Activity in the United States (Dubuque, Iowa: William C. Brown, 1978), p. 120.

Sports such as baseball, tennis, track, and lacrosse were enjoyed by students attending Eastern women's colleges from the 1870s to the 1890s. By the close of the nineteenth century, there was a steady growth of sport instruction in Eastern colleges with competition in interclass and field days. Senda Berenson's modification of Naismith's basketball game in 1892 is an excellent example of the use of sport as an instructional tool within physical education curriculums. Berenson's modified rules of basketball spread throughout the country at an epidemic pace.

Basketball provided a team sport that supported the basic program of physical education already established in women's colleges as well as some of the fundamental ideas about sportsmanship.

Berenson wrote:

...directors of gymnasias for women saw at once that it (Basketball) was, perhaps the game they were eagerly seeking--one that should not have the rough element of football, 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 and base ball are for men.<sup>8</sup>

Sport, particularly basketball, was quickly favored over the rigid requirements of gymnastics. Fleming reported, for example, that as early as 1895, sport was the preferred activity over gymnastics with students at Winthrop College.<sup>9</sup>

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Cited in Spears and Swanson, p. 178.

9

Rhonda K. Fleming, "A History of the Department of Physical Education at Winthrop College: 1886-1970" (Master's Thesis, University of North Carolina at Greensboro, 1975), p. 31.

The immediate popularity of basketball within colleges in the 1890s was also experienced outside of institutions of higher education with equal fervor. Previously, women had had to be content with tennis, riding, cycling, and walking as chief forms of recreation. Basketball opened a new avenue to them--one of team play. Married and single women organized basketball clubs and teams for play at local armories and YMCAs.

Competition in basketball varied. Some colleges sponsored interclass competition while others opted for intercollegiate play. If the intercollegiate format was selected, the base of team selection came from the larger area of participation, e.g., interclass. Competition also occurred between colleges, high schools, and private clubs.

As basketball moved into the twentieth century, behaviors were identified which were disturbing to women physical educators and society at large. Concerns centered on (1) a win-at-all-cost mentality, (2) grooming of a few athletes for championships instead of attention to many, and (3) the appearance of spectators and paid admission at games designed for the benefit of players and not an audience. Women physical educators cautioned the profession about (1) the all-too-frequent display of unladylike behaviors, (2) play

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Rice et al, p. 197.

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Frances A. Kellor, "Ethical Value of Sports for Women," American Physical Education Review 11(September, 1906):161-162.



during menstrual periods, (3) nervous strain in competition as promoted by tournaments and championships, (4) lack of medical examinations, (5) the use of male coaches, and (6) an overemphasis on winning.

Increased interest in sport activities displaying conduct of a noneducational nature heightened concerns among women physical educators. In addition to writing in the available physical education literature, women physical educators formed new organizations. For example, a meeting of what was to become an influential organization was held at Wellesley College in 1910. Amy Homans extended invitations to other women physical education directors in the New England area to meet and discuss the program of physical education. From this meeting came the Conference of College Directors of Women Physical Educators. In 1920 this conference voiced its disapproval of intercollegiate sport for women.

In 1917, Blanche Trilling of the University of Wisconsin, organized a meeting of Women's Athletic Associations in the Midwest. A total of twenty-three schools sent student representatives. The intent of the meeting was to discuss the status and problems of athletics for college women. From its beginning, the student

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Dorothy S. Ainsworth, "The History of Physical Education in Colleges for Women (U.S.A.)," in History of Physical and Sport in the United States and Canada, ed. Earle F. Zeigler (Champaign, Illinois: Stipes, 1975), p. 172.

13

Rice et al., p. 261.

delegates took a position against varsity intercollegiate sport for women, choosing instead to promote interclass programs to benefit all.<sup>14</sup> The regional meeting of 1917 mushroomed into a national organization the next year, the Athletic Conference of American College Women, (ACACW). The support for this organization was in part demonstrated at the Sixth National Conference in 1930. By that year membership had increased to 117 colleges. Conference members, college women students rather than women physical education directors, in that year reaffirmed their collective support to oppose intercollegiate competition in which intact college teams would play other intact college teams. They pledged their support to activities that promoted mass participation, such as Play Days/<sup>15</sup> Sport Days.

The ACACW was renamed the Athletic Federation of College Women (AFCW) in 1933. By 1967 membership had increased from the original charter of twenty-three schools to 198 colleges and universities.

At the 1933 national conference, the following Platform of the AFCW was delineated:

1. To increase the number of women participating in Women's Athletic Association activities
2. To promote those activities which may be adapted to the needs of women after college life

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<sup>14</sup>

Ibid.

<sup>15</sup>

Mabel Lee, "The Case for And Against Intercollegiate Athletics for Women and the Situation Since 1923," Research Quarterly 2(May 1931):108.

3. To accept as far as possible only well trained and properly qualified women instructors and officials of Women's Athletic Association activities
4. To require medical and physical examinations without exception for participating in all Women's Athletic Association activities
5. To offer assistance in the promotion of a sane program of athletics for high school girls
6. To oppose commercialized women's sports
7. To promote sports in which both men and women may participate together
8. To promote the adoption of a health concept by all college women with the hope of actual improvement in habits of living
9. To simplify the system of awards<sup>16</sup>

Another organization, created in 1917, was the American Physical Education Association (APEA), which appointed a Committee on Women's Athletics. This committee was challenged to establish standards and official rules for girls and women in sport. Sport competition within the school--not competition of an interschool nature--was encouraged by the committee.

In the spring of 1923 another organization was born. The Women's Division of the National Amateur Athletic Federation was organized in response to the continuing trend of women becoming increasingly involved in competitive sport. The Women's Division was successful in channeling collegiate sport for women in a direction away from intense competition as in intercollegiate play, and toward a form of competition which emphasized the social element of play.

The concerns that were initially discussed in physical education literature were eventually the primary agendas for a number of

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"Platform of the A.F.C.W." A.F.C.W. Newsletter, 12, No. 3 (1933).

conferences and organizations. Some women in educational leadership roles began to take a more definitive stand against intense competition such as intercollegiate sport during the early 1920s. A different form of competition was introduced: Play Day/Sport Days and Telegraphic Meets. Such competitive events emphasized the social side of play rather than the "do or die" effort. Play Day/Sport Days and Telegraphic Meets encouraged and permitted the participation of many and not the specialization of a few. They were, therefore, more acceptable to women physical educators and in keeping with what were considered to be the desired feminine behaviors of the time.

#### Medical Ideas of the Period

At the beginning of the twentieth century, sport began to have greater meaning for women. The realization of the pleasure of sport for its own sake seems to have taken hold and women became more skilled. Yet, in order to justify sport for females, it had to be practiced in the name of good health. "Pleasure and fun were not sufficient reasons...to participate...good health was the only acceptable motive; with the implication...that the good health of a woman would have a positive effect on her offspring." As the level of skill improved, the sport focus took other forms. Achievement and competition gained prominence. With the new focus,

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Mary H. Leigh, "The Evolution of Women's Participation in the Summer Olympic Games, 1900-1948," (Ph.D. Dissertation, The Ohio State University, 1974), p. 97.

published articles emphasizing negative and positive positions were identified.

Paramount among the medical claims associated with women who engaged in sport was menstruation. A 1925 article on "Athletic Strenuosity" printed in The Journal of the American Medical Association issued concern over females playing basketball in the midst of the "feminine function."

Our young girls in this age of feminine freedom, are also overdoing athletics...How many of a basket ball team of girls scheduled to compete with another team on a given day, are beginning or in the midst of this feminine function, in which the uterus is physiologically congested and temporarily abnormally heavy and hence, liable to displacement by the inexcusable strenuosity and roughness of this (basketball) particular game? Why should girls try tests of vaulting? Is such prowess worth the possible price?<sup>18</sup>

A study conducted by Arnold in 1926 explained his concerns about the impact of sport on the menstrual cycle. Arnold indicated that the menstrual flow in subjects tested was decreased in time, frequency, and pain of discomfort under a regimen of physical activity. He felt such a reduction of flow in the function of the uterus could lead to a chain reaction of negative factors.

If athletics will diminish the function of the uterus, if the lessened function means an infantile uterus, if an infantile uterus means a small pelvis, the chain of evidence would seem to be closed.<sup>19</sup>

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"Athletic Strenuosity," The Journal of the American Medical Association 85(July 1925):270, reprinted in "Extracts, Abstracts and Notice of Magazine Articles," American Physical Education Review 30(November 1925):524.

19

E. H. Arnold, "Athletics for Women," American Physical Education Review 29(October 1926):454-455.

Gerber indicated most women were aware of the medical literature that varied in opinion on the merits of exercise during the menstrual flow. However, women educators opted to stay on the safe side<sup>19</sup> restricting active play during menstruation.

Lee in 1930 emphasized the concern of women physical educators to intense competition during the menstrual period.

There would be ever present the tendency to take an active part in activities during the menstrual period for the sake of the trip and the honor of having played. Also the members of a team who can be the least spared by their team would be urged to keep secret their condition so the team would suffer no handicap through their absence, the desire to play the best players being so much more intense in intercollegiate games than it would ever be in a series of interclass or intramural games.<sup>20</sup>

Lee further documented the concern by requesting a response to the question, "Do intercollegiate athletics for women harm participants?" from a survey conducted in 1930. A majority of the institutions surveyed responded affirmatively. Sixty per cent in the 1923 study and slightly less, fifty-three per cent in the later<sup>21</sup> 1930 study.

Wayman argued for caution in participation based on the chief biological function of woman--bearing children.

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Ellen Gerber, "The Controlled Development of Collegiate Sport for Women, 1923-1936," The Journal of Sport History 2(Spring 1975): 17-18.

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Lee, p. 96.

21

Ibid., p. 110

Does participation in sport and games build strength and endurance for the bearing of children or does it cause sterility and increase the difficulty in childbirth?<sup>22</sup>

She added the point of view that the scientific community could not support either argument and called for the exercise of safety and  
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against extreme forms of competition.

Perrin also spoke of the biological difference between the sexes.

Girls are not suited for the same athletic programs as boys ...Under prolonged and intense physical strain a girl goes to pieces nervously. She is "through" mentally before she is completely depleted physically. With boys, doctors' experience in this problem of athletics maintain, the reverse is true. A boy may be physically so weak that he has not strength to "smash a cream puff," but he still has the "will" to play. The fact that a girl's nervous resistance cannot hold out under intensive physical strain is nature's warning. A little more strain and she will be in danger both physically and nervously.<sup>24</sup>

A phrase coined by Lee and adopted by many women physical educators expressed succinctly their concerns over the medical issue and sport.

They would be apt to get more physical straining than physical training.<sup>25</sup>

There were also those who approved of the increased physical activity for females and promoted the physical benefits of sport. Ballintine argued for physical training as a medium to raise the

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Agnes R. Wayman, A Modern Philosophy of Physical Education (Philadelphia: W. B. Saunders Company, 1938), p. 165.

23

Ibid.

24

Ethel Perrin, "A Crisis in Girls' Athletics," Sportsmanship 1(December 1928):10-12.

25

Lee, p. 96.

standard of health. She considered the sacrifice of some female qualities for the playing of sport for principles of good health to be of small significance. Ballintine stated,

...if refinement and quietness are but the results of weakness and inactivity and a pronounced manner must necessarily be the outcome of a more vigorous life, we must be willing to sacrifice the former feminine attributes for the more precocious possession of good health.<sup>26</sup>

Ballintine indicated that in 1897 a group of fifteen women opted to take a course in athletics at the Harvard Summer School of Physical Training. The general consensus among the women was that sport activities were no more fatiguing than the exercises women had been accustomed to.<sup>27</sup>

Foster, of Bryn Mawr, also took a positive position for the competition derived from athletics. In an 1897 article, "Basketball for Girls" Foster stated,

Have girls any use for such training and practice! Yes,--a thousand times yes! Women are taking places in the industrial world as integers no longer as fractions, and what one particle of the body politic requires that does another. The self-supporting women of today need the same equipment for seizing an opportunity, using it well and passing it on, that the man requires.<sup>28</sup>

Reinforcement of the position taken by Foster and Ballintine came from Hill but with an air of caution. Hill wrote,

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Harriet Ballintine, "Out-of-Door Sports for College Women," American Physical Education Review 3(March 1898):42.

27

Ibid., p. 41.

28

Alice Foster, "Basketball for Girls," American Physical Education Review 2(September 1897):152-153.



As a means to an end, the value of athletics is as great-and-greater-for women as for men; but while we enthusiastically seek the health and recreation which comes with natural play, we must avoid the evils which are so apparent to thoughtful people in the conduct of athletics for men.<sup>29</sup>

Women attempted to substantiate their need for sport by comparing the needs of their physical systems to that of men. Ballintine, Foster, and Hill felt that athletics provided another form of education in terms of camaraderie, cooperation, and team work--essential tools transferrable from the athletic sphere to situations outside of it, e.g., the work force.

Gerber pointed out that the medical concerns were used to substantiate both view points. Women were originally encouraged to participate in sport for the health benefits. In this respect, medical concerns were a positive force in introducing females to sport. However, as the popularity of sport increased beyond the healthful benefits and was replaced with achievement of skill and competition as new goals, medical issues became "negative and inhibiting."<sup>30</sup>

Women physical educators exercised extreme caution in developing the sport programs for their students. Although there was no scientific proof to support the medical claims (or disclaims) identified

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Lucille E. Hill. "Introduction" Athletics and Outdoor Sports for Women, (New York: The Macmillan Company, 1903) cited in Aileen S. Lockhart and Betty Spears, Chronicle of American Physical Education 1855-1930, Selected Readings, (Dubuque, Iowa: Wm. C. Brown Pub., 1972), p. 228.

30

Ellen Gerber, Jan Felshin, Pearl Berlin, and Waneen Wyrick, The American Woman in Sport, (Worcester, Massachusetts: Addison-Wesley, 1974), p. 17.

by Wayman, a sensible philosophy of safety was engineered. The adoption of a conservative climate by women physical educators was a key factor in reducing the intense element of play considered injurious to women. Sports considered to be potentially harmful were eliminated and others modified. The stage was set for a type of competition that contained the basic element of play without the trauma of physical and emotional strain.

#### Educational Ideas of the Period

College and universities in the United States were originally founded to prepare young men for the clergy. Thus, the purpose of a student in seeking a college education was to enter a profession. In the mid 1800s women began to seek admission to colleges and uni-<sup>31</sup>versities. They also were motivated by professional aims. The climate was politically ripe for this move. There was a call for universal education of men to provide for a more informed, educated electorate. Men recognized that such a mass effort at educating the male populace required many teachers. Inasmuch as men were not attracted to teaching, and moreover, given that women could be employed at considerably less cost, it was evident that mass male education could only be attained through employing women teachers. It followed, therefore, that if women were to provide instruction, they should at

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Mabel Newcomer, A Century of Higher Education for American Women, (New York: Harper and Brothers Publishers, 1959), p. 15.

least know as much as the students they were to teach. Thus, substantial numbers of women had to be educated.<sup>32</sup> Teaching was one of the few professions open to the women who attended colleges.

Education had new meaning for women in the mid-1800s. Previously, women had received little instruction in reading and writing. With an increase in labor-saving devices, women began to have more leisure time for reading.<sup>33</sup> Intellectual curiosity was associated with new reading skills. This provided yet another reason for women going to college.

The first women to take advantage of a college education were those whose fathers had attended a university and thus created a university tradition in the family. Parents of such women were more likely than not to be professional and wealthy business class people. Initially, few middle-class parents took advantage of a college education for their daughters.<sup>34</sup>

A college education was considered more important for a man than a woman. It increased his social standing by providing him with a good position. A college education for a woman was a question of much debate. This debate centered on three issues. First, women were held to be mentally inferior to men. As such, questions were

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Ibid.

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Ibid., p. 16.

34

Ibid., p. 25.

raised about women's abilities to meet the high academic standards established in men's institutions. If a woman proved to be a successful achiever, she was judged to have a "masculine mind." Males furthered their argument insisting that the entry of women into their institutions would lower the academic standards and reduce the quality of education for the men.<sup>35</sup> Second, males questioned the health status of a woman attending college. The pressure of an academic life, they argued, could cause "brain fever." If women survived and were able to meet their chief biological function in life, it was speculated that their offsprings would most assuredly be sickly.<sup>36</sup> Third, the education of a woman was considered by some as a threat to the existence of the family. By attending college, it was thought that a woman made herself unmarriageable, perhaps causing a decrease in marriages and ultimately a decline in the birth rate.<sup>37</sup>

Other concerns opposing women from going to college were such notions as (1) college women would make inferior housekeepers, (2) women in co-educational classes would distract the men, (3) colleges were founded and intended for men only, and (4) admission of women into male institutions would lower the esteem of the college.<sup>38</sup>

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35

Ibid., p. 26.

36

Ibid., p. 28.

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Ibid., p. 30.

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Ibid., p. 31.

The proportion of women among the total college population showed an increase in enrollment from twenty-one percent in the 1870s escalating to slightly over forty percent of the total student population by the 1940s. Newcomer indicated that even with increased numbers attending colleges and universities, women were less likely to continue through the entire course of work.<sup>39</sup>

Women's colleges felt the most appropriate course of study was one that paralleled that of their male counterparts. As such, they adopted much of the curricular focus of men's institutions. Since publicity alleged the lack of stamina and intelligence of women, colleges for women were under pressure to prove they could follow the same curricular offerings and excel. A major difference in the course offerings at colleges for women was in health and recreation. From the beginning, many colleges for women sought to protect themselves from charges that women were inferior and introduced physiology, hygiene, and basic forms of physical education courses as a structured part of their curriculums. Similar programs in men's institutions existed but to a lesser extent.<sup>40</sup>

Thus, education for women was ostensibly to serve the same purpose as education for men--to give women credentials necessary to enter a career. The course of study was similar to that of the men.

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39

Ibid., p. 47.

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Ibid., p. 28.

However, a college woman was faced with the choice of career or marriage while the college man was not. Colleges and universities provided women with basically the same education that a man received. In school, women were expected to work hard and compete with their male colleagues. But in the work place they were expected to capitulate to men. A different dilemma for the college woman existed.

## CHAPTER IV

## WINTHROP COLLEGE

Winthrop College in South Carolina was founded in 1886 with initial funding coming from the Peabody Educational Fund to establish a training school for teachers. In 1891 the school became state supported and operated under the name The South Carolina Industrial and Winthrop Normal College. Two years later in 1893, the school was renamed Winthrop Normal and Industrial College of South Carolina. In 1895 the college was moved from its original location in Columbia to its present site in Rock Hill. In 1920 the college was again given a new name, Winthrop College, The South Carolina College for Women.<sup>1</sup>

The Athletic Structure and Programs  
of Winthrop College

Research at Winthrop College revealed no established inter-collegiate sport programs until the 1960s. Thus, instituting a Play Day/Sport Day program did not involve eliminating a firmly established program or sport/athletic tradition.

Athletics in the 1920s and during prior years centered around interclass competitions in hockey, basketball, volleyball, baseball,

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<sup>1</sup>  
Winthrop College Catalog, vol. 72. (Rock Hill, South Carolina, 1980-1981).

and track and field. There were two instances in which Winthrop College participated in telegraphic meets and did quite well. In 1924, a student received honors by scoring the most individual points in a telegraphic swimming meet, then again in 1926 the school finished in first place in the National Women's Intercollegiate and Scholastic Track Meet.<sup>2</sup> A program of athletics of such character resembled that of many schools during the 1920s.

The following examples provide instances of sport events which differed from the above. Beginning in the spring of 1925, Winthrop College hosted a state-wide girls high school track meet. Research did not reveal the specific reasons or the persons who initiated this annual event which was repeated for nine years. The program was well received and state-wide participation was evident. For example, neighboring and across-the-state high schools would often write letters of interest inquiring about the spring meet before official invitations were mailed. The official program printed records and names of record holders in the meet's combined ten running and field events. A silver cup was awarded to the team winning the highest number of points.<sup>3</sup>

The second noteworthy event involved Winthrop's hosting the Catawba District high school girls basketball championship beginning

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<sup>2</sup>  
The Tatlar, 1925,1926 (Winthrop College, Rock Hill, South Carolina).

<sup>3</sup>  
The Johnsonian, April 25, 1925 (Winthrop College, Rock Hill, South Carolina).



in 1925. The winner of this tournament in which several schools participated represented the Catawba District in the state championship tournament. The district tournament remained at Winthrop College throughout the 1930s and into the 1940s with members of the physical education staff directing the competition and officiating.

A third instance occurred in the early 1920s when Winthrop College groomed one of its athletes for competition in national and international competition in track and field. During the spring of 1922 at Winthrop's annual track meet, Ludy Godbold broke the American record for women in the shot put. At the suggestion of Ruth Bartlett, Department Head of Physical Education at Winthrop College, a fund-raising effort was launched by the faculty and student body to send Godbold to the Women's Olympic tryouts in New York. At the trials Godbold broke her own record and became a member of the first American team to compete in the newly formed Women's Olympics held in Paris in 1922. To finance Godbold's trip to Paris, the faculty and student body were asked again to share in the expense. With this type of financial and moral support to make her participation possible, Godbold achieved first place in the shot put, third place in the two-handed javelin, fourth place in the 300-meter race, and fourth place in the 1000 meters.

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<sup>4</sup>  
Rhonda K. Fleming, "A History of the Department of Physical Education at Winthrop College: 1886-1970," (Master's thesis, University of North Carolina at Greensboro, 1975), p. 71.

<sup>5</sup>  
George Pallett, Women's Athletics, (London: The Normal Press, Ltd., 1955), p. 255.

Julia Post, Department Head of Physical Education at Winthrop College from 1932-1962, revealed that Mary Channing Coleman at Woman's College of the University of North Carolina and Agnes Wayman told her that Winthrop College was criticized by women's national physical education organizations for this move. Moreover, Winthrop College, according to Post, was considered to be a professional disgrace for participating in an event that was not endorsed by women's physical education organizations.

Dr. Mary Ford, Department Head of Physical Education at Winthrop College and a Winthrop undergraduate from 1944-1948, when interviewed recalled hearing the staff talk about how Godbold had disgraced the school, not how great it was for a former student to have participated in an international track and field competition like the Women's Olympics. Ford indicated she did not know how far such an attitude permeated the campus in the mid-1940s or if it was just felt within the physical education staff.

A telegram dated July 16, 1928 from E. H. Arnold of New Haven, Connecticut, to Dr. David Johnson, President of Winthrop College, may provide some clarity to the beginnings of the three programs described above. The purpose of Arnold's telegram was to provide a recommendation for Alice A. Sefton to become head of the department

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<sup>6</sup>  
Interview with Julia Post, Rock Hill, South Carolina, February 26, 1983.

<sup>7</sup>  
Interview with Dr. Mary Ford, Winthrop College, Rock Hill, South Carolina, November 30, 1982.

of physical education upon the retirement of Ruth Bartlett. Arnold indicated,

Miss Sefton is fully the equal of, in some respects even superior than Ruth Potwine (Bartlett) was at the same stage of development. She is not quite as good an athlete.<sup>8</sup>

One may assume, therefore, that Bartlett's athletic skill, ability, and interest gave impetus for the initiation and conduct of the exceptional events.

### Elimination of the Annual Girls High School

#### State Track Meet

The Catawba District and the state high school girls track meets, beginning in 1925, were widely accepted events. The Johnsonian reported that Winthrop College received many letters in favor of the movement.<sup>9</sup> Interest grew to the point where an average of twenty-five schools were represented annually during the nine years of its existence. Letters of appreciation for a good time and the stimulation of an organized meet were received. In addition, there was an expressed anticipation and excitement for future meets. Such letters were frequently received from participating high schools.

However, a change in leadership within the department often brings about change in programs. In the fall of 1932, Julia Post

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<sup>8</sup>  
Telegram from E. J. Arnold to Dr. David Johnson. Winthrop College Archives, Winthrop College, Rock Hill, South Carolina, July 16, 1928.

<sup>9</sup>  
The Johnsonian, April 25, 1925 (Winthrop College Archives, Winthrop College, Rock Hill, South Carolina).

succeeded Alice A. Sefton. Under Post's leadership several changes occurred. First, due to an oversight by Post or a general lack of interest for the track meet, invitations for the ninth annual meet were not issued to the high schools as before. This action prompted a flurry of letters to both the President of the College, Dr. Kinard, and to Post inquiring about the meet. Kinard then dispatched letters to various superintendents of city schools throughout the state in an attempt to determine their feelings about the state meet. <sup>10</sup> The response was favorable towards continuing the meet.

Following the decision to continue the state meet, letters announcing the event were mailed to school systems throughout the state. Participation remained similar to that of past years.

In reflecting on the 1933 state meet, Post indicated the girls appeared to be more interested in going to the gymnasium and hanging on the equipment than seeing how far they could jump or how fast they could run. <sup>11</sup> This observation coupled with Post's admission that she was not particularly interested in track prompted her to suggest the elimination of the state meet in favor of a district Play Day for <sup>12</sup> area high schools.

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Letters to A. J. Thackston, S. J. Pratt, and E. C. McCants from Dr. Kinard, Winthrop College Archives, Winthrop College, Rock Hill, South Carolina, March 22, 1934.

<sup>11</sup>

Interview with Julia Post, Rock Hill, South Carolina, February 26, 1983.

<sup>12</sup>

Ibid.

The next year the suggestion became a reality. In an exchange of letters between Dr. Kinard of Winthrop College and Charles M. Lockwood, Secretary-Treasurer of the South Carolina High School League, Lockwood indicated that Post had discussed fully with him plans for a district Play Day for high schools near Winthrop College. He indicated it was a splendid idea and felt sure no one in the League would have any unfavorable reactions toward a Play Day. He gave his congratulations to the staff for such a splendid idea and offered his services.<sup>13</sup> In a follow-up letter to Post, Lockwood indicated he hoped the Play Day would take the place of the track meet and felt greater benefits would come as a result of its conduct.<sup>14</sup>

On March 28, 1934 Margaret McLeod, President of the Winthrop Athletic Association, initiated a letter with Post's endorsement, to surrounding high schools in the Rock Hill area. In this letter, McLeod indicated,

In accordance with the State High School League's endeavor to do away with all state championships, we are planning to have a district Play Day at Winthrop College this spring instead of the former annual State Track Meet.<sup>15</sup>

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Letter from Charles M. Lockwood to Dr. James P. Kinard, Winthrop College Archives, Winthrop College, Rock Hill, South Carolina, March 5, 1934.

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Letter from Charles M. Lockwood to Julia Post, Winthrop College Archives, Winthrop College, Rock Hill, South Carolina, April 9, 1934.

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Letter from Margaret McLeod to area high schools, Winthrop College Archives, Winthrop College, Rock Hill, South Carolina, March 28, 1934.

McLeod gave further explanations of the Play Day concept with its emphasis on playing "with" rather than "against" each other. She stated that participants would be organized by "lot" into teams.

Post recalled there were no particular objections to the cancellation of the meet, saying, "I don't remember that there was much regret that we didn't have a track meet."<sup>16</sup>

Research of materials in the Winthrop College Archives did not reveal letters questioning the cancellation of the meet as there had been the year before inquiring about the next date of the state track meet. An article published in the initial issue of the South Carolina Physical Education Association Bulletin, May 1933, questioned the move from a state meet to a Play Day. Sarah Godbold, author of the article, praised Winthrop College for its ruling to restrict contestants to participation in more than three events, thereby negating any recognizable strain or exhaustion and demonstrating that girls' track can be made a safe sport. Godbold implied the state track meet should remain intact and a State Play Day be held in connection with the state meet or as a separate "feature." Godbold felt this move "...would be an excellent plan for developing the social side of our lives."<sup>17</sup>

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Interview with Julia Post, Rock Hill, South Carolina, February 26, 1983.

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Bulletin, South Carolina Physical Education Association.  
"The State Track Meet for Girls," Volume I, Number I, May 1983.

Post did not recognize herself as the driving force behind the move to eliminate a state track meet for girls. However, it would appear that since the South Carolina High School League was in favor of eliminating this championship, it found in Post a willing instrument whose philosophy of sport competition for girls made the transition to a Play Day possible. Post's philosophy emphasized the alleged physiological and psychological differences between the sexes which led women to display characteristics unsuited for competitive sport.

The elimination of the state high school girls track meet came in the spring of 1933 nine years after its beginning. The District Play Day which Winthrop College substituted in lieu of the state meet was held for four consecutive years ending in the spring of 1937. There was not another recorded high school Play Day at Winthrop College for twenty-two years thereafter. Reasons for the discontinuation of the high school Play Day and the long periods between Play Days were not immediately discernible.

The ending of the state track meet for girls appears to have had no influence on a similar program in basketball for girls. Starting in 1925, Winthrop College hosted the Catawba District Basketball Playoffs. Staff members served as officials of the tournament. The winner represented the Catawba District at the state championship tournament. One can only hypothesize why this level of competition remained intact and the state track meet was terminated. Post

indicated that the majority of coaches in the state track meet were women with some men while there was a greater number of men coaching girls basketball. It may be speculated that higher male involvement coupled with the popularity of basketball, community interest, and support might have been unpopular if the South Carolina High School League attempted to remove girls' basketball from tournament competition.

Beginnings of Play Day/Sport Day  
at Winthrop College

The association of Winthrop College with a Play Day/Sport Day at the collegiate level appears to be rather inconsistent with an on-again-off-again approach until 1945. In 1945 Winthrop College began a ten-year period of hosting a state-wide Play Day/Sport Day for women in South Carolina colleges. Before 1945 Winthrop College had four recorded experiences with a Play Day and one letter expressing interest in developing a Play Day.

In 1928 and again in 1929, Winthrop College athletes traveled to Greensboro, North Carolina for participation in its first Play Day. The event hosted by the North Carolina College for Women was participated in by ten colleges. The Play Day reflected the philosophy commonly associated with Play Days, namely, the separation of athletes into one of four color-coded teams: red, green, blue, and lavender.

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The Johnsonian. Winthrop College, Rock Hill, South Carolina, November 3, 1928.



Further mention of a Play Day was found in a letter of inquiry from Helen Smith of the University of South Carolina to Alice A. Sefton, Department Head of Physical Education at Winthrop College. Smith indicated the Women's Athletic Association at South Carolina was considering sponsoring a Play Day for women in South Carolina women's colleges for the spring. She felt that since the concept was new to the South, the WAA should attempt to measure interest in such a novel approach to sport activity. Smith sought insight and suggestions for the proposed program content.<sup>19</sup> Sefton replied she was interested in the Play Day movement as measured by Winthrop's two previous involvements in the Play Day at North Carolina College for Women. The experience provided

...happy occasions for getting together of neighboring schools and for the last two years our girls have come back each time, very enthusiastic.<sup>20</sup>

Sefton also indicated that participation in the Play Days at NCCW supported the idea of having a Play Day at Winthrop College in the spring. However on conferring with the administration, it was decided that the spring schedule was too full to include an additional activity.<sup>21</sup> Sefton declined to give suggestions for South Carolina's proposed Play Day. However, the University of South Carolina did host a state-wide Play Day that year.

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Letter from Helen Smith to Alice Sefton. Winthrop College Archives, Winthrop College, Rock Hill, South Carolina, March 3, 1930.

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Letter from Alice Sefton to Helen Smith, Winthrop College Archives, Winthrop College, Rock Hill, South Carolina, March 25, 1930.

21

Ibid.

In May of 1934, Winthrop College initiated its First Play Day. This Play Day was limited to Winthrop College students and dedicated to Julia Post. The official program of the Play Day explained the purpose of the program:

...to give every girl an equal opportunity for health and joyous recreation...play for play's sake...spontaneous fun which is unspoiled by the tension of an overexcited audience and an overstimulated team.<sup>22</sup>

These goals mirrored those of the Women's Division of the National Amateur Athletic Federation. The program reflected team and individual sports and an emphasis on recreational activities.

Further reference to a Play Day was made in November 1937 when Winthrop College entertained its first South Carolina Sports Day. Seven women's colleges were represented with an estimated sixty participants. A variety of activities were included in the program which was in keeping with the philosophy of Play Days. Although the event was titled a Sports Day by The Johnsonian, the program content, the blending of schools into different teams, the demonstrations of new activities, and the many rest periods, as identified in the official program, reflected the Play Day approach.<sup>23</sup>

Still, added participation in a Play Day was recorded when Winthrop College accepted the invitation of Converse College to participate in a hockey and golf Play Day in 1941. The Winthrop

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22

Program for the Winthrop College Play Day, Peabody Gymnasium, Winthrop College, Rock Hill, South Carolina, May 15, 1934.

23

The Johnsonian, Winthrop College, Rock Hill, South Carolina, November 12, 1937.

College Varsity Hockey Team (honorary) represented the school. Two golfers also engaged in the Play Day. The event, although termed a Play Day, did not follow previous participation patterns. The teams from Winthrop College functioned as complete units against the other colleges.<sup>24</sup>

From the time of the competition at Converse College in 1941 until 1945, there was no record of Winthrop College's participating in any form of competition outside of the school, Play Day/Sport Day or Telegraphic Meet. There were the usual recorded experiences in interclass and interdorm competitions in field hockey, basketball, track, baseball, and on a limited scale, swimming.

Beginning in the Fall of 1945, The Athletic Association at Winthrop College, under the leadership of faculty advisor Dorothy Chamings, sent letters to state women's colleges to "test the waters" of interest in a state-wide Play Day hosted by Winthrop College. Five colleges responded favorably to the invitation. With confirmation by these schools, a firm date was announced for the Play Day to occur on December 1, 1945. As the event drew closer, articles began to appear in The Johnsonian explaining the program and defending it as well.<sup>25</sup>

Winthrop College continued to host the state-wide Play Day for ten years. At the end of the ten-year period, Winthrop College

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<sup>24</sup>  
The Johnsonian, Winthrop College, Rock Hill, South Carolina, December 12, 1941.

<sup>25</sup>  
Ibid., December 7, 1945.

invited other schools to host the program. For the next several years, various schools throughout the state provided leadership to the Play Day.

Beginning in 1946 and lasting at least four years, Winthrop College was also involved in a form of competition that in part resembled an early form of intercollegiate competition. Dr. Mary Roland Griffin, a 1950 Winthrop undergraduate, recalled some outside competition with other schools that was not in the Play Day setting. Griffin remembered the competition came about as a result of the honorary hockey all-star team wanting to experience something more than the honor of having their picture in the yearbook. Griffin stated they played a limited competitive schedule, perhaps three or four games with other schools.

Winthrop College began its first extramural program in the fall of 1962 when it played hockey against The Woman's College of The University of North Carolina. The golf team in 1962 took a second place in the Nineteenth Annual Women's Collegiate Golf Tournament held at Penn State University. Although Play Day/Sport Day remained a part of the fall program for a few years following 1962, the extramural programs in hockey, basketball, and volleyball began to take a more dominant place within the program.

The state-wide Play Day which began its long tenure at Winthrop College in 1945 was not an exact characterization of the Play Day as

operationally defined in the present study and in the early literature of the Play Day movement. An official letter from the Winthrop Athletic Association to individual colleges requesting registration for the specific sports of participants refers to the event as a "College Sports Day" and a "Play Day."<sup>27</sup> The term "Sports Play Day" also appears to be a common name in identifying the type of sports participation addressed in the present report. All three names appear to be interchangeable from 1945 to 1967 when the occasion was identified only as a Sports Day. Participating colleges in state-wide Play Day/Sport Day maintained their identity by playing as one complete unit against other schools in team competition and representing their school in individual competition. The latter type of activity was considered a Sport Day, a progressive form of sport participation derived from the original Play Day.

#### Student Reflections of Play Day/Sport Day

Two interviews were conducted with former Winthrop College students representing two different time periods. The purpose of these interviews was to gain a perspective of sport and athletics at Winthrop College.

Polly McNeill Moore attended Winthrop College as an undergraduate from 1931-1935 and taught in the Department of Physical Education at Winthrop from 1939-1960. Moore came from Tampa, Florida,

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<sup>27</sup>

Letter from Mary Roland Griffin to South Carolina women's colleges, Peabody Gymnasium, Winthrop College, Rock Hill, South Carolina, October 17, 1949.

where she was a participant in several sports. She focused primarily on basketball and baseball during her high school years. Participation in basketball was highly organized with interschool play among the various high schools in the Tampa area and with travel outside of the city to Jacksonville and Miami for additional competition. Moore registered surprise upon coming to Winthrop College and learning that there was no outside competition with other schools.<sup>28</sup>

Moore recalled that during her student years and into her teaching years at Winthrop College, the women who participated in sport wanted more involvement with other schools in the form of intercollegiate sport.

During my student years there was a physical education teacher who would talk to us about outside competition enough for the students to know how she felt, but this type of conversation was limited...she probably could not afford to pursue it.<sup>29</sup>

Post remained steadfast in her opposition to intercollegiate sport and was successful in keeping it out of the program during her tenure.<sup>30</sup>

One of the highlights of Moore's undergraduate years at Winthrop College occurred when the United States Field Hockey Team toured the South promoting the sport and giving exhibitions and workshops.

Moore remembered,

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<sup>28</sup>  
Interview with Polly Moore, Rock Hill, South Carolina, January 26, 1983.

<sup>29</sup>  
Ibid.

<sup>30</sup>  
Ibid.

They gave us a workshop and then we played with them and against them...the competition was keen...we got the socks beat off us...those things made us even more in want of the experience to go outside of the school...it was frustrating, just frustrating.<sup>31</sup>

Moore recalled numerous lessons associated with the Play Day/Sport Day experience which were not apparent to her and fellow colleagues until later when they began teaching. She stated,

We did not realize the value of the experience as students but when we were out in the field as teachers we were thankful for the organizational skills that we developed by planning such a program.<sup>32</sup>

A more important lesson learned, according to Moore, occurred during her teaching/coaching years in high school. She cited,

As a student we did not really understand the philosophy of the Play Day movement until we began coaching and then saw in practice the evils of competition. Girls felt anything went just as long as they won. They were under too much pressure.<sup>33</sup>

Moore also indicated that from time to time she and her Winthrop College colleagues would discuss the attitudes of high school girls in competition.<sup>34</sup> It was from these discussions that they developed a fuller appreciation and understanding of Post's position on interscholastic and intercollegiate sport.

Dr. Mary Ford, Department Head of Physical Education at Winthrop College at the time of the present study, provided additional insight

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<sup>31</sup>

Ibid.

<sup>32</sup>

Ibid.

<sup>33</sup>

Ibid.

<sup>34</sup>

Ibid.

to the researcher. Ford's undergraduate years spanned the years 1944-1948. She taught briefly at Anderson College in South Carolina before going to the University of Virginia for her Master's Degree.

Ford attended Winthrop College when it began hosting the state-wide Play Day. She remembered her athletic experiences at Winthrop College as enjoyable. Ford noted that coming from a background at the Winthrop Training School where there were limited sport offerings, it was easy to be satisfied, especially when the variety of opportunities available at Winthrop College was considered.<sup>35</sup>

In reflecting on the goals of Play Day/Sport Day, Ford recalled that the staff emphasized the social and recreational rewards of this type of competition while the students were more interested in the competitive side of the program.<sup>36</sup> Ford, like Moore, indicated the students would have enjoyed intercollegiate competition.<sup>37</sup>

Ford was immersed in the prevailing social mores of the period. She, along with her colleagues, accepted the fact that whatever was written in textbooks and articles about women and competitive sport was authored by experts. Thus, she concluded that it represented factual, nonbiased information. Such acceptance of the literature was furthered reinforced through the teachings of physical educators at Winthrop College. Ford recalled,

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<sup>35</sup> Interview with Dr. Mary Ford, Winthrop College, Rock Hill, South Carolina, November 30, 1982.

<sup>36</sup> Ibid.

<sup>37</sup> Ibid.



If someone sounded official or if it was in some official book, you just believed it and did not question it.<sup>38</sup>

The attitude described by Ford was in keeping with what Gerber identified as a significant feature in the controlled development of women's collegiate sport. There was little separation of staff personnel in teacher preparation programs of physical education and sport programs carried on under like auspices. Consequently,

the same people who ran the sport programs conducted the teacher education programs and thus indoctrinated the teachers-to-be in the national philosophy.<sup>39</sup>

#### A Typical Play Day/Sport Day

Sponsoring a Play Day/Sport Day represented a tremendous undertaking for the host school. Letters announcing the date of a Play Day/Sport Day, usually in late fall or early winter, were followed by letters requesting specific sport sign-ups and a complete roster of girls to compete. From this information, the host school scheduled team and individual sports around the entries of participating schools.

Before any of the planning took place, committees responsible for the myriad areas of involvement--peripheral and specific--were detailed. Specific reports from committees such as refreshments, housing, invitations, first aid, scheduling, dining room as well as

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38

Ibid.

39

Ellen Gerber, "The Controlled Development of Collegiate Sport for Women, 1923-1936," The Journal of Sport History 2(Spring 1975):10.

the different forms of sport activities were ironed out beforehand. Provisions also had to be made for bad weather. For example, a rainy day schedule with a smooth transition was prepared if needed. The conclusion of a Play Day/Sport Day was followed again by special reports from each committee delineating strengths and weaknesses with respect to their respective part of the program. An example of the evaluative process was discovered in the "Report on Volleyball" from a Winthrop College Play Day in 1950. The Volleyball Committee requested more time to practice for the Play Day since they were limited to only one practice, the night before the Play Day.

Evaluation of the Play Day/Sport Day was not limited to internal sources. Uncatalogued materials found in Peabody Gymnasium at Winthrop College revealed to the investigator a 1952 questionnaire directed to participating schools requesting assistance in evaluating the overall experience. An exact copy of the questionnaire is presented in full, below.

1. Please write a brief evaluation of the college Play Day held at Winthrop, Nov. 8, 1952. Offer any suggestions or criticisms that you deem valuable.
2. Do you think more or fewer activities should be included?
3. List the changes that you would suggest.

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"Report on Volleyball," Winthrop College Volleyball Committee, Peabody Gymnasium, Winthrop College, Rock Hill, South Carolina, November 11, 1950.

4. Do you think a Play Day, modified or otherwise, could be held at your school?

hockey

softball

volleyball

basketball - or

a combination of these.

a. Would you suggest more socializing in Play Day?

b. Do you think students should do officiating?

5. What is your opinion of the scoreboard used this year?

1. Do you think the scoreboard was worthwhile?

Give reasons for your answer:

2. Do you think points should be given for win, tie, or lose?

3. Do you think an over-all winner should be announced at the end of Play Day?

4. Do you think the scoreboard aroused too much competitive spirit?

6. Do you think Play Day should begin Friday evening and run through Saturday for the purpose of more social activities?

7. Do you think an activity with Faculty competing against students should be included in the program?<sup>41</sup>

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Play Day Evaluation, Peabody Gymnasium, Winthrop College, Rock Hill, South Carolina, November 8, 1952.

The Philosophic Orientations of Julia Post  
on Intercollegiate Sport

Julia Post arrived at Winthrop College as Department Head in Physical Education beginning in the fall of 1932. Before coming to Winthrop College, Post had developed the curriculum for the Department of Physical Education at St. Olaf College in Northfield, Minnesota, and served as Director of Physical Education at that school for ten and one-half years. Post received her undergraduate degree and Master's degree from the University of Wisconsin. She engaged in doctoral study at Columbia University during the school years 1926-1927 and again in 1931-1932.

Post was professionally active at state, regional, and national levels. At the state level, she was one of the pioneers instrumental in organizing the South Carolina Physical Education Association (SCPEA) and served in its initial year on the Executive Committee, as Co-editor of the SCPEA Bulletin, and as chairman of three separate state committees--the State Basketball Official Rating Committee, the State Curriculum Committee, and the Committee of the Women's Division of the National Amateur Athletic Federation. In 1936, she was elected President of the SCPEA. Post was active locally as well. She initiated and hosted conferences with colleges of the state to discuss problems of mutual interest in curriculum and sport. She was a frequent speaker in local high schools discussing objectives in physical education and sport programs. Regionally, Post served as

Secretary/Treasurer of the newly organized Southern Association of Directors of Physical Education for College Women in 193 . Nationally, Post is recorded as a member of the American Association of Health, Physical Education and Recreation with a steady annual attendance at these meetings. Post's philosophy of sport for girls and women mirrored existing platforms of women's organizations in physical education.

In the article, "Case Against Intercollegiate Athletics for Women," Post responded to a series of sport columns which called for advancing the opportunity for college women to participate in intercollegiate sport. In addition to her basic argument focusing on the lack of educational emphasis and exploitation of students, Post felt, "...the flower of Southern womanhood would be lost" through such participation. She questioned the dangers of developing "...athletic types--boyish, bold, amazonish, with little of the charm and graciousness or manner of the women for which the South has always been famous."<sup>42</sup>

In "What Kind of Women Do We Want Our Girls To Be?", Post spoke openly about the physiological and psychological differences between the sexes and cited that "...social custom still decrees that women remain at least the gentler, if no longer the frailer sex."<sup>43</sup>

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<sup>42</sup>  
Julia Post. "Case Against Intercollegiate Athletics For Women," The State, Columbia, South Carolina, February 24, 1940.

<sup>43</sup>  
Julia Post. "What Kind of Women Do We Want Our Girls To Be?" Winthrop College, Rock Hill, South Carolina, n.d.

Physiologically, Post felt the muscular structure of the female was inferior to that of the male. As such, she questioned participation in an activity that could jeopardize the female from meeting the important biological function of childbearing.<sup>44</sup> Psychologically, she believed females to be more sensitive to the emotional strain of competition as the following excerpt illustrates:

The pressure of strenuous competition is more apt to bring out the code of combat characteristic of women, which differs greatly from that of men. The fewer restraints in the rules of the game, the more personal combat may develop and scratching and hair pulling results rather than a more wholesome form of combat.<sup>45</sup>

Post was not against sport or competition for women. She objected to sport programs run for the "convenience" of coaches, school systems, and the entertainment of an audience. She felt ultimately that a sport program at any level should be sound educationally with proper safeguards, standards, and procedures.<sup>46</sup> Interviews with Moore and Ford emphasized the unyielding position of Post on intercollegiate sport and her strong concerns for the psychological and physiological welfare of students.

Two instances during Post's tenure at Winthrop College help illustrate her position on sport competition. Post recalled:

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44

Ibid.

45

Ibid.

46

Interview with Julia Post, Rock Hill, South Carolina, February 26, 1983.

One year we had a lot of trouble with the President of the Athletic Association. She wanted to keep score at a Play Day and wanted more in the way of outside competition with other schools. We simply told her, that was not the way we do it at Winthrop.<sup>47</sup>

Post also remembered receiving an invitation from a former Winthrop College graduate requesting Winthrop College to play in a basketball game against the college where she was teaching and coaching. This game was not to be in conjunction with a Play Day but a one-on-one affair. Post declined stating that the Winthrop College program<sup>48</sup> was recreational.

Post disliked the pressure put upon young athletes by coaches to win or "face the music back at the school." She was genuinely concerned with the overall picture of health. Thus, it is not surprising that during her leadership at Winthrop College, she discouraged participation in intercollegiate sport programs for women, programs which concentrated on a few athletes. That a few young women could possibly achieve greatness at the expense of the rest of the student body was an idea that was alien to Post. She opted to have a well rounded diverse physical education and recreational program which could meet the needs of the total student population.

Post was instrumental in initiating a district high school Play Day in lieu of the annual state track meet for girls as previously discussed. Although the district program lasted for only

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<sup>47</sup>

Ibid.

<sup>48</sup>

Ibid.

four years, it exemplifies Post's willingness to support a Play Day. Even though Post wrote about the Play Day movement and used the theme at several speaking sessions, she is not seen as the prime initiator of the Play Day/Sport Day period at Winthrop College. The idea for the Play Day came from a fellow staff member.

While Post was sensitive to the Play Day/Sport Day idea with its emphasis on controlled competition, fun, lack of stress, and social contacts, it appears from the research that she was a recreationist at heart. Julia Post channeled her energies into providing a wide range of sport activities for all Winthrop College students.



## CHAPTER V

## THE UNIVERSITY OF NORTH CAROLINA AT GREENSBORO

The Beginning of a Sport Program at North CarolinaState Normal and Industrial College

The North Carolina State and Industrial College opened its doors in 1892. Eight years later an athletic association was formed. The need for organized sports was identified as early as 1898. A school publication challenged the class of 1898 to form an athletic association, "...which each and every girl is invited and urged to join."<sup>1</sup>

Previous to the formation of the athletic association, activities for students were restricted due to limited facilities. A small gymnasium housed in the administration building and equipped with gymnastic apparatus provided the only formal type of activity. The school was without proper athletic fields. An exercise period of walking in nearby Peabody Park constituted the only formal outside activity.

The formation of the Athletic Association brought about a commitment to construct proper athletic field facilities. Two outdoor basketball courts and four tennis courts were constructed. Inter-class competition in both sports was recorded in the initial year

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<sup>1</sup>  
State Normal Magazine. North Carolina State Normal and Industrial College (Greensboro, North Carolina, February 1898), p. 203.

of the athletic association. By 1910 two additional sports, field hockey and baseball, were added to the sport program. Each class was represented with a team in all four sports with interclass competition held annually in the spring. Honorary "varsity" teams based on interclass play in the spring tournament were chosen as early as 1914.

An athletic program available to all, as in interclass competition, appeared to be the desired form of competition from the beginning of organized sport at the State Normal and Industrial College. Research failed to uncover evidence of a yearning by students to go outside of their school to secure increased competition beyond interclass during the first twenty years of organized sport. As the extra-curricular sport program expanded in the 1920s, the college, renamed the North Carolina College for Women (NCCW) continued its emphasis on interclass competition. It was not until 1938 that NCCW experienced limited but consistent outside involvement in sport with other schools.

The First Play Day at North Carolina College  
for Women (NCCW), 1928

The first Play Day at NCCW occurred later than originally intended. The Carolinian reported plans were initiated for the event in the spring of 1928. However, invited schools had already scheduled May Days and Field Days and there were conflicts in scheduling. As a result, the Play Day was tabled until the next

school year. The Play Day concept at NCCW was, therefore, inaugurated on October 27, 1928.<sup>2</sup> This first occurrence for NCCW and surrounding colleges was identified as the second such happening in the East. Bernau College of Gainesville, Georgia, was revealed to be the first college in the East to carry out this type of sport participation.<sup>3</sup>

Letters of invitation were sent to twenty-one colleges in North Carolina and adjoining states. Five student representatives and a college instructor from each school were invited to attend. From among the schools asked to participate, eleven accepted the invitation. Among these were Catawba, Salem, Duke, Guilford, High Point, Winthrop, Sweet Briar, Hollins and Meredith. An estimated sixty students took part.

The Play Day at NCCW was considered a platform to assist neighboring colleges in keeping current with trends in sport for females. The athletic association envisioned the Play Day as being a harbinger for a new turn in women's collegiate sport, hoping it "...would serve as a means of encouraging mass participation which is rapidly taking the place of specialized athletics."<sup>4</sup>

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<sup>2</sup>  
The Carolinian, North Carolina College for Women, (Greensboro, North Carolina) October 19, 1928.

<sup>3</sup>  
The Carolinian, North Carolina College for Women, (Greensboro, North Carolina) October 5, 1928.

<sup>4</sup>  
The Carolinian, North Carolina College for Women, (Greensboro, North Carolina) October 19, 1928.

The Play Day characterized the platform of the athletic association's ideals. Participants were categorized into four divisions ensuring that college identity was negated. Each division was color-coded: red, blue, green or lavender, colors which represented the four classes at NCCW.

The agenda for the 1928 Play Day program is presented below:

PROGRAM OF PLAY DAY

NORTH CAROLINA COLLEGE FOR WOMEN

1:00 P. M. Luncheon - Meet in Sun Parlor of Gray Dormitory.

2:00 P. M. Dress in Gymnasium costumes for afternoon events.

2:15 P. M. Report at Gymnasium, Physical Education Building

2:30 P. M. Mass Games on Athletic Field.

3:00 P. M. Volley Ball.

Tennis.

3:45 P. M. Soccer.

Hockey.

4:30 P. M. Dip in Swimming Pool.

5:30 P. M. Leave for Camp.

Camp Supper.

8:30 P. M. Play "The Patsy" by Playlikers at Aycock Auditorium. <sup>5</sup>

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<sup>5</sup>

Play Day Program, 1928, North Carolina College for Women, Coleman Gymnasium, University of North Carolina at Greensboro.

The following description was given of this Play Day:

...the four squads competed against one another in the whole line relay, the basketball relay and the running relay. The winner of first place in each relay received two points and the squad taking second place was awarded one point. The next group of athletics included volleyball and tennis doubles. Girls, not chosen by the squad leaders to play tennis, played volleyball. The members of the red squad played the members of the blue squad. The other two squads played against each other. Each winning team received two points. In tennis, the winners of each match were awarded one point.

After a short rest, hockey and soccer games were started ...Everyone had a chance to participate in both games as a hockey and a soccer game were played simultaneously. When the first games ended the girls playing soccer then played hockey and vice versa. The winning teams received three points. To allow the participants to relax and to enjoy themselves, an half hour dip was held so that everyone might go swimming. The large crowds of North Carolina College students and faculty that gathered along the sides of the pool to watch for extraordinary swimming and diving feats were not disappointed.

After the day's events, participants were trucked to the athletic association's camp, "A Hut For Fun," for an open-fire supper. Ribbons were awarded to the winning squads. NCCW girls provided a program of gymnastic stunts, clogging, and rhythms. The day's events culminated in a drama presented by the NCCW drama association entitled, "The Patsy."<sup>7</sup>

#### Evaluation of the 1928 Play Day

College instructors accompanying their representatives to the 1928 Play Day were asked to evaluate the day's events by responding with suggestions, comments, and criticism to a letter initiated by Coleman. A copy of the original letter follows.

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The Sportswoman, December 1928, Volume 5, Number 4, p. 29.

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The Carolinian. North Carolina College for Women (Greensboro, North Carolina), November 2, 1928.

## THE NORTH CAROLINA COLLEGE FOR WOMEN

GREENSBORO, N.C.

DEPARTMENT OF PHYSICAL EDUCATION

November 21, 1928

My dear Miss

This is not an official letter, but a request for your personal suggestions as to the improvement of our next Play Day. We hope very much to plan for a similar one next fall, and if while the matter is fresh in your mind, you will give us your frank comments and criticism we shall be most grateful.

1. Do you feel that we should make our radius a smaller one? Is the expense and effort involved in a journey of over a hundred miles so great as to affect the purposes of such a gathering?

2. Do you believe that it will be best to omit the highly individual sports, such as tennis? It is impossible for us to know before hand the proficiency of any player, and some of the tennis matches involved players so uneven in ability that there was not much game.

3. Should you like to have the swimming events arranged on a basis of group competition similar to the other events?

4. Should we next time arrange our program so that the same girls do not play both hockey and soccer? Was the effort and strain for anyone girl greater than it should have been, taking into consideration the fact that she had already had a fatiguing morning?

Next year we will not allow anything to interfere with the group conferences which we had planned for this last meeting, but which had to be omitted in order to let the guests attend the play.

Since we are the central school for the group as it met here last month, the students hope that it will be possible to keep the group of colleges together.

May I speak for our own students in expressing the great pleasure which they had from your visit.

Faithfully yours,

Mary Channing Coleman 8  
Professor of Physical Education

MCC/m

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Mary C. Coleman, personal papers, Coleman Gymnasium, November 21, 1928, UNC-Greensboro.

For the most part, responses were positive; however, several suggestions for improvement were made. Catawba voiced concern about tennis. The instructor indicated that her girls did not feel as if they were given an even chance when paired with two girls who appeared to have had experience in tournament play.<sup>9</sup> Catawba voted to omit tennis as did Sweet Briar because of reasons cited in Coleman's evaluation letter. Hollins felt it would be better to have fewer colleges in the Play Day with more representatives and longer playing<sup>10</sup> time. Winthrop suggested the idea of having a Play Day at different schools, thereby relieving one school of the burden of the financial obligations and affording every school the experience and<sup>11</sup> opportunity to plan and host a Play Day.

Sweet Briar and Catawba considered the radius of one hundred miles to be an advantage in organizing the Play Day. Geographical representation thereby permitted the student participants exposure to a variety of students. "One of the most interesting features to us was meeting the girls from a distance. Our nearer neighbors were<sup>12</sup> already fairly well known to us." Catawba indicated, "...radius

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<sup>9</sup>  
Letter from Brucile L. Phillips, Catawba College to Mary C. Coleman, December 1, 1928, Coleman Gymnasium, UNC-Greensboro.

<sup>10</sup>  
Letter from Ruth Atwell, Hollins College to Mary C. Coleman, December 13, 1928, Coleman Gymnasium, UNC-Greensboro.

<sup>11</sup>  
Letter from Alice A. Sefton, Winthrop College to Mary C. Coleman, December 11, 1928, Coleman Gymnasium, UNC-Greensboro.

<sup>12</sup>  
Letter from Harriet H. Rogers, Sweet Briar College to Mary C. Coleman, January 10, 1929, Coleman Gymnasium, UNC-Greensboro.

was a very nice one...we met, talked and played with girls whom  
 we would have never known otherwise."<sup>13</sup>

A common theme shared by the participating schools was interest  
 in a group conference that had been omitted the first year due to  
 lack of time. "The conference should add much to the Play Day...we  
 should all gain good ideas."<sup>14</sup> Another comment was, "The group  
 conference would be invaluable and all possible chance, I think,  
 should be given for exchange of ideas."<sup>15</sup> It was also stated that,  
 "I think group conferences would be fine and a real benefit would be  
 realized from them."<sup>16</sup>

Respondents did not feel that there was strain in the competition  
 associated with hockey and soccer although many of the same students  
 participated in both activities. However, there was concern about  
 participation. The issue was directed at the number of girls sitting  
 on the side lines watching a few play. Catawba identified the group  
 of girls who played in both activities, hockey and soccer, as the  
 "sharks" and considered this action to create an atmosphere making  
 "...the average girl feel afraid."<sup>17</sup> Sweet Briar felt the hockey

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Letter from Brucile Phillips, Catawba College to Mary C.  
 Coleman, January 10, 1929, Coleman Gymnasium, UNC-Greensboro.

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Letter from Harriet Rogers, Sweet Briar College, to Mary C.  
 Coleman, January 10, 1929, Coleman Gymnasium, UNC-Greensboro.

15

Letter from Ruth Atwell, Hollins College, to Mary C. Coleman,  
 December 13, 1928, Coleman Gymnasium, UNC-Greensboro.

16

Letter from Julia Grout to Mary C. Coleman, 1928, Coleman  
 Gymnasium, UNC-Greensboro.

17

Letter from Brucile Phillips, Catawba College to Mary C.  
 Coleman, December 1, 1928, Coleman Gymnasium, UNC-Greensboro.



and soccer periods much too short. They alleged that the team concept<sup>18</sup> was just beginning to click when the activity shifted to soccer. This reaction by Sweet Briar is not surprising when one considers they were involved in intercollegiate competition in Virginia and were accustomed to longer periods of play.

The Play Day Program of 1929

With attention given to the suggestions offered in previous Play Day evaluation, NCCW went about planning a second Play Day in 1929. The 1929 program is presented below.

PLAY DAY PROGRAM

NORTH CAROLINA COLLEGE FOR WOMEN

NOVEMBER 2, 1929

12:15 P.M. Registration - Informal Gathering before Luncheon  
 1:00 P.M. Luncheon - South Dining Room  
 2:00 P.M. Meet in Gymnasium - Physical Education Building  
 2:00-2:30 P.M. Social Games  
                   Grand March  
 2:30-3:00 P.M. Giant Volley Ball  
 3:00-4:30 P.M. Indoor Baseball - big gymnasium  
                   Hit Pin Baseball - dancing gymnasium

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18

Letter from Harriet H. Rogers, Sweet Briar College, to Mary C. Coleman, January 10, 1929, Coleman Gymnasium, UNC-Greensboro.

## Individual Challenges

Paddle Tennis	Deck Tennis
Jackstones	Hopscotch
Jump Rope	Stunts

4:30-5:00 P.M. Kick It Cage Ball

5:00-5:50 P.M. Dip in Swimming Pool

5:30 P.M. Meeting of Athletic Association, Presidents A. A. Cabinet  
Room - Physical Education Building

6:30 P.M. Supper

8:30 P.M. Play - "Children of the Moon" - by Playlikers  
Aycock Auditorium

19

This Play Day gave more attention to recreational activities than to the team and individual sports which characterized the 1928 event. Participants were again integrated into different teams thus negating the "...chance for winning glory for a college."<sup>20</sup>

In hosting the Play Day, the Athletic Association reinforced the tenets of the basic philosophy of this form of mass play.

In holding the Play Day, the athletic Association hopes to show that there can be inter-collegiate competition in girls sport without strife and ill feelings, that games can be played for pure enjoyment of them and for the fun of competition.<sup>21</sup>

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19

Play Day Program 1929, personal papers of Mary C. Coleman, Coleman Gymnasium, UNC-Greensboro.

20

The Carolinian, North Carolina College for Women, (Greensboro, North Carolina) November 7, 1929.

21

Ibid.

An estimated seventy-five delegates attended from eleven colleges. These colleges were: Louisburg, Salem, Duke, High Point, Elon, Guilford, Catawba, Greensboro, Meredith, Winthrop, and Randolph-Macon.

The second Play Day marked the end of a very short beginning in this new form of mass play. According to Jones Play Days were popular as a form of activity during the 1930s.<sup>22</sup> She inferred that Play Days represented a prominent place within the sport sphere of the NCCW Athletic Association. The present research, however, was unable to support Jones's statement. For a span of nine years, until 1938, NCCW did not participate with other schools in any form of outside competition including Play Days. The break in this abstinence was prompted by an invitation from Duke University in 1939 to attend a Hockey Play Day. Elizabeth Bookout of Duke requested the Woman's College of the University of North Carolina (so re-named in 1934) to send a whole team, a forward line, or a line of defense--whichever they could muster.<sup>23</sup> The Woman's College responded by sending two entire teams. Six colleges were represented at this gathering, with Constance Applebee serving as the guest coach. NCCW placed three girls on the Honorary All-State Hockey Team.

Available research about the Duke Play Day did not permit the writer to discern whether The Woman's College played as a complete

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22

Deborah Elaine Jones, "A History of Women's Intercollegiate Athletics at The University of North Carolina at Greensboro, Master's thesis, UNC-Greensboro, 1982, p. 44.

23

The Carolinian, Woman's College of the University of North Carolina (Greensboro, N.C.), November 17, 1939.

unit against the other participating colleges. However, in 1939, The Woman's College hosted a combined Hockey Sport Day with a Play Day in which nine schools took part. Duke, Winthrop, Meredith, Guilford, and The Woman's College participated in the hockey portion of the Sport Day with each school functioning as a complete unit. An honorary team was selected from this competition. Occurring simultaneously was a more recreational form of competition: High Point, St. Mary's, Greensboro, UNC-Chapel Hill, and The Woman's College combined teams and played under the colors of red and blue teams in a Play Day. Activities for this competition included badminton, tennis, archery, hockey, table tennis, swimming and shuffleboard.<sup>24</sup>

#### Telegraphic Meets

The telegraphic form of competition was represented in all schools investigated in the present study. Participation was of varying degrees. The writer's initial expectation going into the research at The Woman's College was that this form of competition would be well represented. However, research of primary sources did not support such an hypothesis. This was puzzling in light of the literature which identified telegraphic meets as desirable. It appears to have been a form of activity that would have been readily integrated into Coleman's philosophy of competition.

Two letters among Coleman's personal papers provide some understanding of the relative absence of telegraphic competitions at The

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<sup>24</sup>

Ibid.

Woman's College. In April 1926, the college received a form letter from the National Women's Collegiate and Scholastic Track Athletics Association soliciting membership. The following excerpt from that letter identified the scope and purpose of the Association:

...an association composed of school members, both College and High School, who believe that the Telegraphic form of meet, which has proven a success in the past four years, is a form of competition which has none of the objectionable features and which provides an interesting meet with an opportunity for comparison of the abilities of the girls in the different sections of the country, providing the spirit of local, district and national competition without the excitement of the personal contact and without the need of traveling, the meet being held as inter-class affairs on your own field, on any one day in the period designated.<sup>25</sup>

The letter further identified the basic parameters of the meet.

The Telegraphic Meet is run in the form of an inter-class or inter-group meet on your home field, immediately following the meet a telegram is sent, giving the name, and record of the winner of each event. These are placed from each school in order of their record in each event, then scored the same as in a competitive meet. Following the meet a letter is sent containing the name, class, height, weight, age and order of finish of every entrant in each event. These are used for comparison and a copy of the full list is sent to each contesting school, in addition to a telegram giving the standing of the contesting schools according to points.<sup>26</sup>

Further instructions and requirements for participation were included as an enclosure to the letter. These are presented below in their entirety.

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25

Letter from Howard G. Cleaveland, President of NWCSTAA, to Mary C. Coleman, April 10, 1926, Coleman Gymnasium, UNC-Greensboro.

26

Ibid.

TELEGRAPHIC MEET  
 RULES FOR COMPETITION--COLLEGE SECTION--1926

It is required that each college compete the 500 YARD RELAY - 10 RUNNERS, each running 50 yards, and nine other events shall be scored, 10 events, a possible 110 points. Scoring shall be for FOUR PLACES, 5-3-2-1, in the final checking.

Events for selections--

50 yard dash	Running Broad jump
100 yard dash	Running High jump
220 yard Relay - 4 runners	8 lb. Shot put
440 yard Relay - 4 runners	Youth's discus
60 yard hurdles (4 hurdles-each 2 1/2 ft.)	Javelin Throw
Baseball throw for distance	

Each competing college shall hold its complete meet on one day during period May 17th to May 29th inclusive.

Telegram giving name and record of 1st place winners in each event shall be filed on day of meet. No telegraphic returns will be accepted after Sunday, May 30th. Send wires to Miss Suzanne Becker, 14 Clinton Place, Newark, N.J.

Complete record of each event and meet, certified by Physical Director and three Officials, must be mailed on day of meet.

OFFICIAL FINAL REPORT WILL BE RELEASED ON JUNE 1st.

Competing school will bear the expense of two telegrams.

NO ENTRY FEE WILL BE REQUIRED.

A.A.U. Track & Field rules will govern all events covered by them.

Hurdles shall be placed ten yards apart, 15 yards at start and finish.

Relays shall be pursuit type, batons passed, with twenty yards passing space.

Baseball and basketball shall be thrown from an Eight (8) Foot circle and measured same as for shot put.

EACH CONTESTANT SHALL BE A BONA FIDE STUDENT OF THE SCHOOL FOR WHICH SHE COMPETES. No contestant shall compete in more than 3 events.

NONADHERENCE TO ANY RULE WILL DISQUALIFY.

In filing claims for new records statement signed by EIGHT (8) officials of meet must be filed with the Association covering the following points.

Three watches used.  
 All hurdles remain standing.  
 Track was level.  
 Approximate velocity of wind,  
 whether facing, from side  
 or following.

Start fair and timed by  
 flash of gun.  
 Record was made in  
 competition  
 All distances measured  
 by steel tape.

That regulations for all events were complied with.

27  
 Howard G. Cleaveland.

Coleman dispatched a letter to Cleaveland requesting additional information. It appears that Coleman asked if specific schools had participated previously. Suzanne Becker, secretary of the Association, responded to Coleman's letter indicating, "The colleges such as Wellesley, Vassar, etc. which you mentioned in your letter did not enter the National Telegraphic Meet last year, nor have they so far this year." <sup>28</sup> Two other schools in the present study (Winthrop and Longwood) were identified by Becker as participants in the 1925 National Telegraphic Meet.

Reasons for NCCW's decision not to participate in telegraphic competition remains unclear. There was obvious initial interest as registered by Coleman's letter of inquiry. The facilities for track and field and swimming were available and the athletic association sponsored both activities.

The Woman's College engaged in its first telegraphic meet about eight years later in March 1934. The meet was a national telegraphic

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27

Ibid.

28

Letter from Suzanne Becker to Mary C. Coleman, May 6, 1926, Coleman Gymnasium, UNC-Greensboro.

29

swimming meet sponsored by the University of Illinois. Students who were interested in this form of competition and who had passed all academic work for the preceding semester and attended at least eight half-hour practice sessions of swimming qualified for the competition. Unfortunately, no results of the telegraphic meet were published in the sources available at UNC-Greensboro.

Research did not reveal further involvement in telegraphic competition until 1945 when the college participated in a combined national and southern intercollegiate telegraphic swimming meet for three consecutive years. The Woman's College took a second place to Florida State in 1945<sup>30</sup> and again in 1946<sup>30</sup>. In the 1946 meet, The Woman's College unofficially achieved a national record in the seventy-five yard medley relay with a time of forty-eight seconds. This time<sup>31</sup> bettered the record set the previous year. Results of the 1947 meet indicated Woman's College finished second in the Southern Conference and ranked seventh nationally.<sup>32</sup> In 1948, The Woman's College participated in the Southern Telegraphic Swimming Meet. Five women competed with the college placing third among the southern colleges.<sup>33</sup>

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29

The Carolinian, March 1, 1934, Woman's College of the University of North Carolina (Greensboro, N.C.) March 1, 1934.

30

The Carolinian, Woman's College of the University of North Carolina (Greensboro, N.C.), April 6, 1945.

31

Ibid., April 12, 1946.

32

Ibid., January 17, 1947.

33

Ibid., March 14, 1947.



The last recorded involvement in a telegraphic swimming meet was in 1948 when the college swam against William and Mary. Results of the competition were not available among primary sources investigated. The only records studied reported the date of the meet as March 10,<sup>34</sup> 1948.

The Woman's College also participated in the National Telegraphic Archery Meet in 1947. Interested students were encouraged to report and shoot. From the pool of entries, the best scores were selected and results "telegraphed" to the headquarters of the meet.<sup>35</sup> Subsequent issues of The Carolinian did not report the results of the meet. Four years later the college took part again in telegraphic archery competition and captured first place among schools from the southern district. Ten teams from seven colleges in the South participated with some colleges entering two separate teams. At the national level, The Woman's College placed sixteenth among the ninety-one schools.<sup>36</sup>

#### A Proper Perspective in Sport

Four letters provide some insight into the philosophy of inter-collegiate competition as represented by the authors, Mary Channing Coleman and Dr. J. I. Foust, President of the School. In the first

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<sup>34</sup> Ibid., February 6, 1948.

<sup>35</sup> Ibid., May 17, 1946.

<sup>36</sup> Ibid., January 13, 1950.

of these letters, dated December 11, 1923, Coleman responded to a request from Frances P. Summerell of a Winston-Salem High School about a visit to NCCW with a hockey team. Coleman made quite clear the school's position on sport participation. The following is an excerpt from that letter:

As you know, we follow the custom observed among the other women's colleges of our own standing, and play only inter-class games in our sports. It happens that we are having on Saturday afternoon a hockey game that should be an interesting one-- between our "varsity" team and the second team; we shall be be (sic) very glad to have you bring any of your girls who would like to see the game, which begins at two-thirty. At three-thirty we could, if this suits your plans, arrange two "mixed" teams composed partly of your girls and partly of our underclass players...<sup>37</sup>

The second of the letters cited above is an exchange between Coleman and President Foust. In the letter Coleman speaks of a proposed basketball game with Flora MacDonald College. The reason for the game was initiated by Dr. Vardell of Flora MacDonald. The Carolinian identified this game as part of Flora MacDonald's campaign<sup>38</sup> to raise building funds for their proposed new gymnasium

Coleman suggested the mixing of the schools into two teams so that it would reflect "...a game with our girls, rather than against

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37

Letter from Mary C. Coleman to Frances P. Summerell, December 11, 1923, Coleman Gymnasium, University of North Carolina at Greensboro.

38

The Carolinian, North Carolina College for Women (Greensboro, N.C.), April 5, 1924.

them." This "...would obviate all possibility of regrettable  
<sup>39</sup>  
 results..."

The third letter is President Foust's reply to Coleman regarding play with Flora MacDonald. In the letter Foust stated his position on competition between schools with great clarity.

I am perfectly willing to leave all arrangements with reference to the game with you, with the understanding that nothing of an intercollegiate athletic contest will characterize the game. I am opposed to the intercollegiate contests between the students of different colleges and I know you have the same opinion about that matter.<sup>40</sup>

The game was held in NCCW's outdoor gymnasium. Representatives of the two schools were divided into two teams identified as "Carolina" and "Davidson" with each wearing appropriate colors to support its identification. The game ended in a 33 - 33 tie which resulted from a last second shot which rolled in after the whistle blew. The officials opted to leave the tie standing and "...everyone was  
<sup>41</sup>  
 perfectly satisfied."

In a letter of 1936, Coleman again addressed concerns associated with sport competition. The Salvation Army of High Point was initiating a basketball tournament, the Gold Medal Amateur Independent Championships for Girls, Upon receiving information of the

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Letter from Mary C. Coleman to President Foust, March 17, 1924. Coleman Gymnasium, University of North Carolina at Greensboro.

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Letter from President Foust to Mary C. Coleman, March 24, 1924. Coleman Gymnasium, University of North Carolina at Greensboro.

41

The Carolinian, North Carolina College for Women (Greensboro, N.C.), April 5, 1924.

event and entry forms, Coleman replied to the committee. She expressed particular concerns about the overall objectives of the tournament. Coleman questioned the possibility of adults playing adolescents since the tournament was an open invitational to high schools, churches, YMCAs, Salvation Army, independents, and commercial and industrial leagues. Health certificates validating the medical fitness of entrants, the presence of qualified women officials, and the question of awarding trophies as prizes to the champions were among additional issues to Coleman.<sup>42</sup>

Umstead stated,

Miss Coleman never missed an opportunity to condemn practices in girls's (sic) sports wherever she found them in conflict with the best interest of girls.<sup>43</sup>

In the above letter, Coleman left no doubt on her stand regarding girls' athletics and expressed fully these concerns to the organization hosting the event.

#### Sport in the 1940s

In the decade of the 1940s there were several changes in the sport picture at The Woman's College. The beginning of this period marked the end of the forty-year-old athletic association.

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<sup>42</sup> Letter from Mary C. Coleman to Gold Medal Basketball Tournament Committee, February 22, 1936; cited in Elizabeth Claire Umstead, "Mary Channing Coleman: Her Life and Contributions to Health, Physical Education and Recreation," (Ph.D. dissertation, UNC-Chapel Hill, 1967), p. 82.

<sup>43</sup> Ibid., p. 81.

Reorganization of its responsibilities came under the newly formed Recreational Association. Increases in both the numbers of participants and varieties of activities were sought under the leadership of the new association. Significant to this period, also, was the change in the character of play.

Field hockey, visible before this decade continued but with an increase in the frequency of competition against other schools. The Hockey Field Day initiated at Duke continued in the early years with a series of schools serving as host within a core area around Greensboro. In addition to the Hockey Play Day, The Woman's College sought competition outside with Guilford College. In December of 1944, The Woman's College "varsity" played Guilford with each team playing as a complete unit. In 1946, 1947, and twice in 1948, The Woman's College again engaged Guilford in field hockey. School teams remained intact.<sup>44</sup>

Archery took on greater significance during the 1940s. The Woman's College hosted an Archery Play Day for five schools in 1940. To guard against an intercollegiate atmosphere, the twenty-four archers were assigned one of two teams, "William Tell" and "Robin Hood."<sup>45</sup> The Woman's College repeated this experience the next year as guests of Guilford. A few years later, Salem hosted a three-school

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<sup>44</sup>  
The Carolinian, Woman's College of the University of North Carolina (Greensboro, N.C.) December 6, 1946; November 21, 1947 and November 12, 1948.

<sup>45</sup>  
 Ibid., November 8, 1940.

invitational archery tournament. The eight top qualifiers from a school tournament at The Woman's College participated in the tournament.<sup>46</sup> The Woman's College also participated in two national telegraphic archery meets, one in 1946 and the other in 1950.

Tennis increased as a Play Day activity. On one occasion there was tennis competition on an intercollegiate level. In the fall of 1940, The Woman's College traveled to Guilford for a Tennis Play Day. Some years later, in 1946, they hosted a joint Tennis/Softball Play Day for eight colleges. In 1948 The Woman's College was invited, along with four other schools, to William and Mary for an intercollegiate tennis tournament. The Woman's College took first place in singles and lost the doubles championship in the finals.<sup>47</sup>

Basketball, always a favorite, remained visible. In the spring of 1944, a team of girls selected from league play traveled to a Basketball Play Day at the University of North Carolina at Chapel Hill. Players were assigned mixed teams for the competition.<sup>48</sup>

A short time after the "Carolina" Play Day, The Woman's College hosted its first Winter Sports Day with Guilford and neighboring Greensboro College as guests. In addition to the main sports, basketball and volleyball, recreational activities rounded out the

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<sup>46</sup>

Ibid., October 25, 1946.

<sup>47</sup>

Ibid., April 16, 1948.

<sup>48</sup>

Ibid., March 3, 1944.

program. Schools rotated so that each was involved in all available activities. Team composition for The Woman's College came from representatives of each dormitory. Schools maintained their identities in all activities by competing against one another. The Woman's College was reported the winner in basketball competition in this first Winter Sports Day.<sup>49</sup>

In the following year, The Woman's College invited Guilford to a dual Play Day in basketball. Players to represent The Woman's College were selected once again from among members of the dormitory leagues.<sup>50</sup>

On three other occasions, twice in 1948 and once in 1949, The Woman's College took part in basketball Sport Days with other schools. The basis of selecting players remained the same as described above.<sup>51</sup>

The Major's Voice of 1945 gave visibility to a topic that had been previously taboo at Woman's College under Coleman's tenure. The sport heads and cabinet members of the Recreational Association discussed the use of varsity teams for play against other schools.<sup>52</sup> Reaction by the students to this topic was mixed as the following excerpts illustrate.

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<sup>49</sup>  
The Carolinian, Woman's College of the University of North Carolina (Greensboro, N.C.), March 17, 1944.

<sup>50</sup>  
 Ibid., February 16, 1945.

<sup>51</sup>  
 Ibid., February 20, 1948, March 12, 1948 and February 17, 1949.

<sup>52</sup>  
Major's Voice, Woman's College of the University of North Carolina (Greensboro, N.C.), October 1945.

...the reason for no competitive athletics in the past is that it prohibits universal participation...if a varsity is organized not to exclude universal participation...then I think it is a good idea.

...I don't believe in varsity athletics for women, as a rule, but I believe that this could be set up here with the right objectives and under control and be successful.

...I like the idea as long as it is on the level of competition for sportsmanship and fun and not for the glory of winning.<sup>53</sup>

Although traditional varsity teams were seventeen years in the future, the discussion led to proposals which, coupled with a state-wide meeting of colleges later that same year, brought about increased emphasis to Sport Day activities with other schools.

In December 1945 members of the North Carolina Athletic Conference of College Women met at The Woman's College to discuss issues about women's athletics within the state. A cross section of representatives attended this meeting as reflected by the following twelve schools: Flora MacDonald, Louisburg, Pfeifer, The University of North Carolina at Chapel Hill, St. Mary's, East Carolina, Meredith, Duke, Salem, Brevard, Lenoir Rhyne and The Woman's College. An important outcome of the meeting was the commitment to fit all competition among colleges into the Sport Day framework. An executive committee was selected to serve as a "clearinghouse" for problems encountered and to ensure that Sport Days complied with NSWA standards.

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53

Major's Voice, Woman's College of the University of North Carolina (Greensboro, N.C.), October 1945.



Selection criteria for team representation were based on skill,  
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 interest, and sportsmanship.

The increased opportunities to participate in Play Day/Sport Days led the Recreational Association at The Woman's College to adopt new policies to better represent the organization. Of interest to the investigator was the selection of honorary varsity teams. The varsities were selected by sport heads and coaches with the criteria based on skill, sportsmanship, and a minimum of a "C" average. When the varsity was designated to engage in a Play Day activity with a neighboring college, the Recreation Association suggested that at least one practice be held prior to the competition. Preference  
 55  
 was expressed for two or more practices.

Two years after the December 1945 meeting at The Woman's College, junior colleges and four-year colleges throughout North Carolina assembled at UNC-Chapel Hill to organize the North Carolina Athletic Federation of College Women, NCAFCW. Among the many purposes of this new organization was the sponsorship of state-wide and seasonal Sport Days, occasions designed to bring colleges closer together thus promoting a more homogeneous sport program.

Beginning with the next school year, 1946, The Woman's College hosted the first state-wide Sport Day under the direction of the

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54

Christmas Bulletin, Woman's College of the University of North Carolina (Greensboro, N.C.), 1945.

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The Carolinian, Woman's College of the University of North Carolina (Greensboro, N.C.), February 8, 1946.

NCAFCW. Fourteen schools from among thirty-five invited participated in hockey, archery, tennis and swimming. This Sport Day was the largest gathering experienced at The Woman's College. It elicited initial optimism that the gathering would become a tradition and help strengthen the position of the organization throughout the state.<sup>56</sup>

O'Neill stated,

During the middle 1940s the department began to realize the benefits of occasional competition with teams from other schools in circumstances emphasizing good social contacts.<sup>57</sup>

The Woman's College involvement in the activities cited above supports O'Neill's observation. The Carolinian repeatedly stressed the social element involved in Play Day/Sport Days by citing the benefits of the social hour which ended each event.

In the 1940s, there were many opportunities for The Woman's College to participate in competition with and against and to share in the socializing element with colleges throughout the state and occasionally colleges bordering North Carolina. During this ten-year period, thirty-two separate sport competitions (Play Days, Sport Days, or Telegraphic Meets) were reported in The Carolinian.

<sup>56</sup> Major's Voice, Woman's College of the University of North Carolina (Greensboro, N.C.), December 1946.

<sup>57</sup> Marion O'Neill, "A History of Physical Education at the Woman's College (Master's thesis, Woman's College of the University of North Carolina, 1955), p. 92.

Sport in the 1950s

As the program moved into the 1950s, the character of sport competitions was basically a reflection of the preceding decade. The Woman's College took part in an average of two Play Day/Sport Days or invitational basketball tournaments each year.

The most significant event during this decade occurred in the mid-1950s. Under the guidance of Ethel Martus, The Woman's College played host to the women's National Collegiate Golf Tournament which had been initiated by Gladys Palmer at The Ohio State University in 1941. With the exception of a four-year absence due to cancellation of the tournament during World War II, the tournament remained at Ohio State until 1953. Before accepting sponsorship, Martus attended the 1952 tournament for observation.<sup>58</sup> Ohio State elected to discontinue hosting the tournament and Palmer wanted it to go to an institution which would continue the high standards associated with the event.<sup>59</sup> Watson stated that the administration of The Woman's College with Martus at the helm gambled the "reputation of the college on something they believed in and supported."<sup>60</sup> Watson's research reported a few letters questioning the decision. However, the tournament was moved to Woman's College in 1953 and was held there again in 1954.

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<sup>58</sup> Jan Carole Watson, "Ethel Loroline Martus Lawther: Her Contributions to Physical Education," (Ed.D. dissertation, University of North Carolina at Greensboro, 1980), p. 165.

<sup>59</sup> Ibid.

<sup>60</sup> Ibid.

Although the golf tournament marked a turn away from the Play Day/Sport Day concept in that it was billed not only as an intercollegiate tournament but also as a national intercollegiate tournament, the pattern of play that had become a fixture at The Woman's College remained intact throughout the rest of the decade.

#### Sport in the 1960s

Martus paved the way for intercollegiate sport. The 1960s marked the official end of Play Day/Sport Days and also the beginnings of a more competitive atmosphere for sport at UNC-Greensboro. Basketball was introduced as the first intercollegiate sport with a four-game schedule in the 1962-1963 school year. For five years basketball remained the sole intercollegiate sport until three other sports, field hockey, tennis, and golf, were added to a developing network of intercollegiate sports for women across the nation in 1967-1968.

#### The Coleman/Martus Sport Connection

From 1920 to 1947 Mary Channing Coleman developed and nurtured a carefully designed program of experiences in sport and controlled the competitive atmosphere in athletics at The Woman's College. It is the judgment of the writer that she was a "take-charge" person who was not content to stand on the sidelines and let others assume the initiative and provide direction. Coleman provided force and direction for the athletic program at The Woman's College for a period of twenty-seven years.

Coleman's drive was obviously fueled by her unrelenting belief that athletics should be an experience shared by many and not a select few. Participation, she felt, was to be based on sound educational and medical principles.

The issue of varsity athletics designed for intense competition and specialization was an issue that Coleman crusaded against locally and nationally for over two decades. Coleman's stand against a structured competitive athletic posture received visibility in 1923 when she was invited by Mrs. Herbert Hoover to attend a national conference in Washington. The conference was designed to discuss practices and sport programs for women. The meeting actually was the seed for the Women's Division of the National Amateur Athletic Federation. From the base of established national support, Coleman crusaded at local, state, and national levels against sport programs which served to exploit girls and women. She felt that the emphasis should be on high standards of play through an educational and social framework.

Coleman was committed personally and professionally to developing a program which emphasized collective rather than selective participation. She was a member of national women's organizations, held top positions in state and national physical education associations, and was a frequent lecturer throughout the country. This combination did much to enhance her position and credibility. In addition, Coleman enjoyed the philosophic support of her administrator, President Foust.

Although the 1940s brought about more frequent encounters with other schools in a variety of sport experiences, Coleman remained adamantly opposed to intercollegiate sport. Her favor for strong intramural and interclass competitions remained the backbone of the athletic program at The Woman's College for a long period of time.

Ethel Martus came from a background strong in competitive sport experiences. Her early childhood interests were concentrated in German Gymnastics. As an adolescent, she became involved in track, swimming, tennis, and basketball. While an undergraduate at Pembroke, Martus cultivated her skills in these sports.

Upon coming to the college in 1931, Martus found a program lacking in competitive sport. Her predecessor, Coleman, felt that competition was an undesirable element of sport. Martus considered it her responsibility to fit in with the program at hand and not attempt to change it to satisfy her own particular philosophy.<sup>61</sup> Therefore, during the tenure of Coleman, Martus supported a philosophy of noncompetitive sport.

However, when Martus became department head of physical education at The Woman's College, upon the death of Coleman in 1947, she felt the time was ripe for change. Martus believed that sport was synonymous with competition whether against others or simply with oneself.<sup>62</sup> Under Martus' leadership, the sport program increased its association

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<sup>61</sup>  
Interview with Ethel Martus Lawther, Wilmington, N.C., June 27, 1983.

<sup>62</sup>  
Ibid.

with other schools through Sport Days, e.g., bi-college, tri-college, and state-wide Sport Days. Martus engineered a turn away from the Sport Day form of play when she accepted the invitation to host a national intercollegiate golf tournament for two consecutive years, 1953 and 1954.

Martus quietly infused a more competitive program that not only was representative of her past but was also in keeping with the trend in women's sport. In the 1960s, The Woman's College under the leadership of Martus moved officially into the arena of intercollegiate sport.

## CHAPTER VI

## JAMES MADISON UNIVERSITY

The Early Years of Organized Sport  
at James Madison University

The State Normal and Industrial School for Women at Harrisonburg and Harrisonburg State Teacher's College and James Madison College were former names given to what is now identified as James Madison University. Founded in 1908, it took the Normal School at Harrisonburg only two years to form an athletic association.<sup>1</sup> From its beginning in 1910 extending to its first ten years in 1920, the athletic association sponsored sport activities in interclass competition focusing largely on basketball with some volleyball, tennis, and golf. These activities were consistent with programs in other women's colleges of the period.

Beginning in 1921, intercollegiate basketball was added to the established interclass sport program. The introduction of intercollegiate basketball marked a turn away from interclass competition which was identified by women physical educators outside of Virginia toward the more accepted form of play. From 1921 a variety of intercollegiate varsity sports were added--namely, tennis, swimming, and golf. These sports as well as basketball and hockey remained

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<sup>1</sup>

State Normal and Industrial School for Women at Harrisonburg, School Ma'am (Harrisonburg, Virginia, 1910), p. 62.



fixtures at the school except for an absence of three years during World War II. The rationing of fuel and tires restricted play during the war years.

In the first year of intercollegiate play, 1921, a seven-game basketball season was scheduled. For the first two years of play, the school engaged in in-state competition only. Beginning with the third year of play, 1922-1923, the State Normal School traveled to Towson Normal School (Maryland).<sup>2</sup> The out-of-state excursion was the first of many such trips. In the coming years, out-of-state competition became a commonplace activity. Among the schools visited were Peabody College and University of Tennessee in Tennessee; Savage School of Physical Education, New College of Columbia, New York University and Hofstra College in New York; Frostburg State College and Towson Normal School in Maryland; Sheperdstown in West Virginia; and East Stroudsburg and Slippery Rock College in Pennsylvania. In-state schools played were the College of William and Mary, Emory and Henry, Virginia Polytechnic Institute (coed), Radford, Roanoke YMCA, Richmond City Normal, Bridgewater, Farmville, and Fredericksburg.

From the beginning of intercollegiate sport in 1921, the State Normal School maintained a consistent basketball-playing schedule with the above schools on a yearly basis. Some schools were scheduled

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State Normal and Industrial School for Women at Harrisonburg, School Ma'am (Harrisonburg, Virginia, 1923), p. 46.

once--Peabody and the University of Tennessee. Others, Savage and New College, were yearly opponents.

The mode of transportation used for travel depended on the distance. Out-of-state games were facilitated primarily by train; closer games involved the use of the school bus or cars for transportation. Travel during the week or on a weekend would often involve play with at least two schools to make the trip worthwhile. The play was intense, fast, and hard but an atmosphere of good sportsmanship appears to have been maintained. Literature review for the present study did not reveal incidents which identified behavior to the contrary.

Three-court basketball was played by dividing the court into three sections with each team having a total of six players on the floor. There were a jumping and side center, two forwards, and two guards. The centers played in the middle section; guards were restricted to the area around the opponents goal; and forwards were contained in the area of the team's designated basket with the ultimate responsibility of shooting. The physical set-up of three-court basketball limited the amount of physical activity and possibly stress for the player.

The focus on intercollegiate competition was delineated as early as 1927 in college bulletins. Although intercollegiate sports were "...not considered essential parts of the athletic program, (they) have been promoted as legitimate and helpful aspects of college

life."<sup>3</sup> It appears administrators considered mass sports such as basketball, volleyball, tennis, indoor baseball, and hockey to be ideal forms of recreation and everyone should have the opportunity to develop skills associated with such sports. Interclass competitions remained the focal point of the athletic program. There was a great deal of interest, energy, and rivalry expressed between classes.

The college bulletin of 1932 gave more definition to the place of intercollegiate sport within the framework of the total athletic program. The 1932 bulletin indicated, "The teams of the college... have ranked well with the best teams of the women's colleges of the country."<sup>4</sup> An additional comment of this bulletin focused on the overall contribution of sport to the school, "The college fosters these sports because they contribute not only to the wholesome physical development of the students but also to a loyal and keenly sensitive school spirit."<sup>5</sup> Later bulletins from 1938 to 1946, identified sport as "...legitimate and helpful aspects of college life."<sup>6</sup>

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<sup>3</sup> College Bulletin, Harrisonburg State Normal and Industrial School, (Harrisonburg, Virginia, April 1927), p. 29.

<sup>4</sup> College Bulletin, Harrisonburg State Teacher's College, (Harrisonburg, Virginia, March 1932), p. 30.

<sup>5</sup> Ibid.

<sup>6</sup> College Bulletin, James Madison College, (Harrisonburg, Virginia, 1938-1946).

Dingledine characterized the 1920s and 1930s at Madison as decades of "...intense interest in sports." <sup>7</sup> The era of interest manifested itself in a number of ways. From the beginning, the school experienced a unique relationship with the surrounding community in the form of financial and moral support. The volleyball team was a frequent guest at the Kiwanians' and Rotarians' Men's Club annual volleyball clash. Such participation brought forth pledges of financial support to the school's athletic association. <sup>8</sup> The contributions helped finance the purchase of equipment and paid for travel expenses.

In the beginning years of intercollegiate play, businesses surrounding Harrisonburg sent the basketball team numerous telegrams relaying their support and interest. <sup>9</sup> An outpouring of telegrams from various student organizations would often arrive at the visiting campus on away games, demonstrating the enthusiasm and interest basketball commanded.

The seriousness with which basketball was taken can be seen in the methodical approach to daily preparation taken by the basketball coach, Mrs. Johnston. Varsity basketball team members received special attention in the dining hall. They ate at a special training table

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<sup>7</sup> Raymond C. Dingledine, Jr., Madison College: The First Fifty Years 1908-1958, (Roanoke: The Stone Printing and Manufacturing Co., 1959), p. 215.

<sup>8</sup> The Breeze, State Normal and Industrial School for Women at Harrisonburg (Harrisonburg, Virginia, February 9, 1924).

<sup>9</sup> Dingledine, Madison College, p. 215.

to insure their diet was complete and adequate for consistent periods of practice.

The Breeze reported several characterizations of practice:

They had not wasted an opportunity to practice; The varsity team is doing its duty dieting at every meal and practicing every night this week--just to win the coming game; There are twenty-seven girls on the varsity squad and strenuous practices have been going on in earnest every day for quite awhile; Regular practices have been held for the past several weeks during which candidates were observed and tried out for places.<sup>10</sup>

As basketball became more organized, out-of-state competitions became frequent affairs. Although the description following is atypical, it is offered to illustrate the support from the administration in granting leave time from school for players and the coach as well as financial support in funding an extended trip. In a five-day period during the 1924-1925 season, the basketball team went on the following excursion. The team traveled to Roanoke for a Wednesday evening game. The following morning they left by train for Chattanooga, Tennessee, for a hiking outing. On the following day, the team played Peabody College as part of Peabody's semi-centennial celebration of the founding of the college. Following the evening game on Friday, the team again boarded the train for an all-night trip to Knoxville where they played the University of Tennessee on Saturday.

<sup>11</sup>

The team returned to Harrisonburg late Sunday evening. Travel such

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<sup>10</sup>

The Breeze, State Normal and Industrial School for Women at Harrisonburg, (Harrisonburg, Virginia), February 19, 1923; January 27, 1923; October 24, 1925; December 11, 1926.

<sup>11</sup>

Ibid., February 14, 1925.

as the above reaped many benefits, among them visibility. The Breeze of 1925 quoted another newspaper that helped illustrate this new visibility, "The team (Harrisonburg) has established itself as one of the leading sextettes not only in Virginia but in the entire South."<sup>12</sup> Overnight road trips provided an educational dimension beyond that of the sport experience. Players with their coach/chaperone took in the cultural sights of the visited area and also shared in the opportunity to shop.

At the forefront of support for intercollegiate sport was the president of the school, Dr. Samuel Duke. In addition to Duke granting leave time and financial assistance, his support was also reflected in comments and other actions. Duke indicated that due to sport participation "...Harrisonburg girls were not modest shrinking violets."<sup>13</sup> Further evidence of his belief can be found in Duke's move to insure the varsity basketball team members of 1929 for \$100,000.00.<sup>14</sup>

Sport contests, particularly basketball, in the first two decades of play received excellent press coverage beyond that of the local school newspaper. The hometown newspaper as well as newspapers from as far away as Richmond focused on the exploits of the basketball teams of the late 1920s and early 1930s as they compiled four undefeated seasons in a seven-year period.

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<sup>12</sup>

The Breeze, State Normal and Industrial School for Women at Harrisonburg, (Harrisonburg, Virginia), March 28, 1925.

<sup>13</sup>

Ibid., February 9, 1929.

<sup>14</sup>

Ibid.

Field hockey, although popular among certain populations of the student body, did not develop the interest and ardent following as did basketball. Varsity hockey was initiated in 1924, three years after basketball. In the year of 1924 only one game was played. For the next several years, a limited schedule of three games was played with neighboring schools and a culminating game with an alumnae team. Madison participated in the annual state hockey tournament from its beginning in 1930 and presided as host for the tournament several times.

A Sport Day Among Intercollegiate Athletics:

Passing Whim or Serious Consideration?

March 1948 marked the date that Madison College and other schools in the state of Virginia participated in the first state-wide Play Day/Sport Day. One of the purposes of the gathering was to discuss the possible formation of a state-wide organization, the Virginia Athletic Federation of College Women (VAFCW)<sup>15</sup>. The state organization was to mirror the philosophy of the parent national organization, the Athletic Federation of College Women (AFCW) with the primary objectives of "...furthering athletic interests and activities for women according to the highest and soundest standards."<sup>16</sup>

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"Miss McVey, Mrs. Dernstein to Officiate at State-Wide Meeting of Women's Athletics," Richmond-Times Dispatch, February 29, 1948.

16

Ibid.

Ten schools from across Virginia were represented at the first Sport Day which was initiated by Dr. Caroline Sinclair, Department Head at the College of William and Mary. Unlike a Play Day or Sport Day which scheduled several activities over a one or two-day period, this particular Sport Day featured only two activities, basketball and swimming. Participants selected to represent their schools in each activity were chosen from intramural programs and were not varsity athletes. Sinclair indicated the competition was limited to intramural participants in order that "...they might enjoy a taste of competition with other schools."<sup>17</sup> With this initial limitation, one might expect the competition not to be as keen or the skill level as high. However, Sinclair pointed out that at William and Mary many of the intramural teams were much better than their varsity counterparts. Thus, women with an interest in sport could play intramurals, enjoy a high level<sup>18</sup> of competition, and not have to invest time in varsity practices.

According to the newspaper reports, the objectives of the state-wide gathering were accomplished. Each school explained its position on the function and desirability of a state association. Agreement was reached that a state association was in order for Virginia and<sup>19</sup> a Sport Day was held.

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<sup>17</sup>  
Interview with Dr. Caroline Sinclair, Richmond, Virginia, September 11, 1983.

<sup>18</sup>  
Ibid.

<sup>19</sup>  
Ibid.



In April 1948, a conference for the VAFCW was held in Richmond. At the meeting, some of the initial purposes and plans of the VAFCW were delineated and discussed. In addition to the decision for an annual conference, it was decided that a regional Play Day/Sport Day for neighboring colleges and one state sponsored Sport Day would be held.<sup>20</sup> This decision was reinforced the next year when Mary Baldwin hosted the state-wide Sport Day.

Participation in another Sport Day on a state level after 1949 was not revealed. A partial explanation for the lack of emphasis in this type of activity may be inferred from comments by Dr. Leotus Morrison presented later in this chapter.

Madison College sponsored limited bi-college and tri-college Play Days a few years beyond 1949. In the spring of 1951, the Athletic Association hosted a Sport Day with Mary Baldwin and Bridgewater. Activities for this Sport Day included archery, softball, and tennis. Participation was not limited to a certain population of students such as intramuralists or varsity athletes. Rather, it was open to the entire student body. The occasion appeared to be an enjoyable one as reported by The Breeze, "Since everyone enjoyed this Sport Day so much; we'll be looking forward to many more in the future."<sup>21</sup>

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<sup>20</sup>  
The Breeze, James Madison College, (Harrisonburg, Virginia), April 30, 1948.

<sup>21</sup>  
Ibid., May 18, 1951.

In the spring of 1952, Madison participated in a Play Day at RPI in Richmond. Participation represented the original Play Day concept with teams made up of several schools. Activities included archery, tennis, and softball.<sup>22</sup>

The last recorded Play Day/Sport Day at Madison College was in 1955. It was a bi-college experience with Bridgewater. Three activities were scheduled: tennis, table tennis, and badminton. Both schools retained their identity playing as one unit against the other. Madison College won the table tennis and tennis events; Bridgewater was victorious in badminton.

Reasons for the brief but limited exposure to the Play Day/Sport Day experience by Madison College remain unclear. Student opinion, as reflected in The Breeze, was in favor of this type of activity. The interest may have been superficial, a simple reaction to a new idea and one not to be seriously considered as a threat to a deeply rooted and traditional program of intercollegiate sport.

The Case For Intercollegiate Sport Rather  
Than A Play Day/Sport Day

Dr. Leotus Morrison, Athletic Director for Women's Athletics and a staff member of Madison College from 1949 to the time of the present study, delineated possible reasons for the lack of success of the Play Day/Sport Day in Virginia. Morrison proposed that there

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<sup>22</sup>

The Breeze, James Madison College, (Harrisonburg, Virginia), April 25, 1952.

was not an expressed need for this type of participation. Already<sup>23</sup> established was a popular form of competition. As stated earlier, Madison began its intercollegiate play in 1921. Other Virginia schools such as Longwood College, also had flourishing intercollegiate programs. At an early time, there was, in effect, an established network of schools interested in outside play in Virginia. This was contrary to North and South Carolina schools.

More importantly, intercollegiate scheduling interfered with the scheduling of a Play Day/Sport Day. Intercollegiate competition held priority over other types of events with other schools. It would have been difficult to sandwich in another activity with all of the planning that would be necessary for a state-wide Play Day/Sport<sup>24</sup> Day or even a bi-college activity.

Thirdly, Morrison felt the interest among students was not really there. They considered the commitment to participate in a Play Day/Sport Day as an invasion of their free time which was<sup>25</sup> already spread thin.

Morrison's assessment that there was no need for a Play Day/Sport Day framework in Virginia appears plausible. The leaders of women's sport in Virginia felt confident in their approach to

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<sup>23</sup> Interview with Dr. Leotus Morrison, Harrisonburg, Virginia, August 11, 1983.

<sup>24</sup> Ibid.

<sup>25</sup> Ibid.

college athletics. Although not in keeping with the national trend as found in the prescriptive professional literature, the Virginians justified their program in terms of proper safeguards of health and safety and providing a variety of activities and skill levels to meet the needs of their students.

Morrison relayed a story which serves to demonstrate the concern for the physical well being of the intercollegiate athlete. In her second year at Madison, Morrison indicated the staff acknowledged that the state field hockey tournament was placing physical demands on participants which, as a staff, Madison did not perceive to be in the best interests of hockey players. Teams were frequently required to play two regulation games in a single day. Madison felt the extended play forced an unusual burden on the players, especially at the end of a hard season. Consequently, Madison declared their players ineligible for play in the state tournament until the state association reconstructed the schedule so that competition was not quite as vigorous and demanding. The position taken by Madison created a stir among the hockey players and the state association as well. However, Madison maintained its posture for two years. Ultimately, changes were made in the tournament format. Thereafter, Madison re-evaluated its position and declared its hockey players

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eligible. This example demonstrates that women administrators in intercollegiate programs were indeed sensitive to the health and

well being of their players; they did not intend to make sacrificial offerings of the players under the guise of intercollegiate athletics.

#### Reflections of Dr. Caroline Sinclair

Virginia is noted for many strong leaders in physical education. Dr. Caroline Sinclair is one of these leaders. Identified as the implementor of the Sport Day idea in Virginia, she was a department head in two separate colleges: The College of William and Mary and James Madison College. Moreover, she was professionally active outside of the state at regional and national levels serving as President-Elect of the Southern District of the American Alliance of Health, Physical Education and Recreation (AAHPER) in 1953 and President of the Southern District in 1954.

The involvement of Sinclair at conventions of AAHPER forced her to defend the Virginia approach to athletics. She was able to effectively do this by reflecting on an incident that occurred early in her career. Sinclair recalled that at a particular meeting in the early 1940s a question was raised as to providing recognition in the form of trophies and awards for outstanding players. Some of those present felt that individual achievement was not as important a contribution as team effort. A long-time friend of Sinclair, Miss Barksdale of William and Mary responded to the question with one of her own, asking, "What would you do if you had a Helen Wills (an example) in your student body." <sup>27</sup> The implication was that significant

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<sup>27</sup>  
Interview with Dr. Caroline Sinclair, Richmond, Virginia, September 11, 1983.

and satisfying challenges had to be provided for the student with exceptional athletic skills just as related experiences were available for the outstanding academic student.

Sinclair felt the Virginia program was structured on sound principles. She therefore felt justified in defending it. Foremost among the principles identified by Sinclair was the strong and capable leadership of the women physical education department heads. At the root of this capable leadership was consistency. Department heads remained in their positions with little change for lengthy time spans. Their leadership stressed the idea that the social aspects of sport were an integral part of the total experience. Sinclair indicated that visitors were treated as "real guests" and not adversaries to be seen only at game time. As in the Play Day/Sport Day, a tea ended the sport activity with the dialogue extending to social conversation and not just concerns about hockey, basketball, and swimming.

Health considerations were uppermost in the minds of administrators and coaches alike. Three-court basketball was played with health concerns in mind. This style of play dominated until the late 1930s with few exceptions.

Good behavior on the playing fields and courts and maintenance of scholastic averages were also encouraged. It was reported that

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28

Ibid.

29

Ibid.

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Ibid.

some professors would inform the coach that a player would have to forfeit playing an upcoming game due to an important test. It was felt that adequate time for study and rest were needed.

A common argument against an organized intercollegiate program centered on the specialization of a few good athletes to the sacrifice of many. At James Madison the investigation found that interclass, intersociety, and later intramural programs existed. These were strong, well balanced programs with much student participation. From the available literature, there appears to be just as much interest in the rivalry between interclass sport as there was with intercollegiate competition.

Sinclair recalled an informal study conducted at William and Mary during her tenure there. The survey was launched to determine whether intercollegiate sport for women took away from the overall program of athletics for women. The survey was undertaken at the end of World War II. During the War years, intercollegiate competitions were cancelled due to shortages of tires and fuel. During the time span, intramurals reached their peak. The results of the survey indicated the women did not feel that intercollegiate sport for women took away from the total experience and, in fact, the competition was welcomed when it was recontinued.

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31

Interview with Dr. Leotus Morrison, Harrisonburg, Virginia, August 11, 1983.

32

Interview with Dr. Caroline Sinclair, Richmond, Virginia, September 11, 1983.

Intercollegiate athletics in Virginia held many advantages according to Sinclair. Above all, she insisted, "...it was fun." This element had special significance for the smaller college. Within this smaller setting, students with higher proficiency in skills were not exposed to daily challenges and tests of skill. Their play was limited to an intramural setting. With a program of play with other schools, such students were permitted to develop and refine their skills and not merely survive within the confines of a limited intramural setting.

Another of the advantages was the built-in mechanism of control shared throughout the state. There was no identified conference until the 1950s. In a sense, the competition was of an invitational nature. There was no recognized official state champion. This meant each school was free to choose to play or not to play any school it desired. Freedom to schedule made it possible to limit competition with a team if it was felt the team opponents were not ready to participate. The concept of shared control appears to be a unique check and balance that was highly desired in the sport program with respect to skill and/or attitudes.

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33  
Ibid.

34  
Ibid.



## CHAPTER VII

## LONGWOOD COLLEGE

Early Athletic Events

Chartered in 1839, the Farmville State Normal School for Women organized its athletic association in the early 1900s. Basketball, tennis, and volleyball represented early activities sponsored by the association with interclass competition occurring in each activity. Beginning in the school year 1921-1922, competition in basketball outside of the interclass setting was sought. Thus, the State Normal School (SNS) began its long association with intercollegiate sport. SNS played a three-game schedule in the inaugural year with Harrison-<sup>1</sup>burg, Fredericksburg, and Richmond as opponents. Intercollegiate basketball team members were selected from representatives of the wider interclass program. Chosen players practiced several weeks before the start of the intercollegiate season in February. Mary Vaughn, class of 1926 and a roommate of one of the early sextettes of SNS, remembered her roommate engaging in practice before breakfast<sup>2</sup> on many occasions.

The caliber of play during the 1920s was often rough and intense. The Rotunda of 1923 reported such characteristics of play in an article

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<sup>1</sup>  
The Rotunda, Farmville State Normal School for Women, (Farmville, Virginia), March 23, 1923.

<sup>2</sup>  
 Interview with Mary Vaughn, Lynchburg, Virginia, October 7, 1983.

stating that in the course of one game a total of twenty-nine fouls occurred--thirteen against SNS and nineteen against the opponents. In addition to the number of fouls, several time-outs were called purportedly because many players were "knocked out."<sup>3</sup> In the following year, SNS was involved in another contest that was something of a "free for all." The Rotunda of 1924 reported, "...the game was marred by the unsportsmanlike conduct on part of the Fredericksburg players, coach, and spectators, but Farmville remained true to its code."<sup>4</sup>

In the second year of play, SNS entertained a seven-game schedule and claimed for itself the Normal School Championship. It is unclear if this "championship" was acknowledged by the other three normal schools. SNS at Farmville was the only normal school to play all of the other three in 1925 and thus eligible for that "distinction."

Early success often whets the appetite for continued excellence in athletic performance. The undefeated basketball season of 1933 was illustrative of this desire to win; but it did not come without sacrifice. Several team members did not play in any of the games. They were used only for practice. This was purportedly done to make the "best six best."<sup>5</sup> Thus it appears that as early as 1933 a

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<sup>3</sup>  
The Rotunda, Farmville State Normal School for Women, (Farmville, Virginia), March 17, 1923

<sup>4</sup>  
Ibid., March 15, 1924.

<sup>5</sup>  
The Rotunda, State Teachers College, (Farmville, Virginia), March 15, 1933.

mentality for winning teams was fashioned. The win mentality was consistently evident in the analysis of The Rotunda articles researched by the writer over a forty-year period.

During the early years of play, the varsity basketball team frequently scheduled a practice game with one of the surrounding high schools. As the popularity and interest in basketball increased on campus, the school began to field a junior varsity team. The junior varsity played local high schools, if available, as well as other colleges which also conducted a junior varsity program.

Although not as frequent a traveler out of the state for competition as James Madison, Longwood did schedule games involving travel. Schools outside of Virginia against which Longwood competed included Western Maryland College, Notre Dame Woman's College of Baltimore, and Catonsville in Maryland, Panzer College of Physical Education in New Jersey, Hofstra College in New York, Wingate College in North Carolina, and the University of South Carolina (1925).

Longwood College had a limited basketball schedule with other schools during the war years. Coming off a four-game undefeated season in 1942, play the following year was restricted to only one game with Westhampton. In the following year, 1944, Longwood College played the Women's Army Corps (WACs) at Camp Pickett. In 1945 the team was permitted one outing and managed to squeeze in two games with two different schools.

Field hockey was introduced as a new activity in the fall of 1927 by Miss Olive T. Iler, the Department Head of Physical Education.

For the first year, hockey was restricted to interclass competition. From the interclass competition, an honorary varsity was selected. The administration did not "...consider (it) advisable to engage in intercollegiate combat in so new a sport." The following year, SNS began its intercollegiate program with a limited one-game schedule and went down in defeat to William and Mary. SNS maintained a consistent but limited schedule of games, ranging from a one game season in the initial year of play to a maximum of five games during the span of years of 1927-1942. There was no intercollegiate competition during the war years in field hockey, tennis, or swimming in spite of a prior minimal intercollegiate schedule.

Varsity hockey teams were not selected from interclass play as was the practice in basketball in the early years. A try-out period was announced in the school newspaper and interested students were encouraged to seek a place on the varsity squad. Those not selected played on one of four interclass teams.

Beginning in 1930, a state tournament was held as a culminating activity for the hockey season. The tournament served as a means of selecting players to represent Virginia in regional play. Although the purpose of the state tournament was not to declare a state champion or for individual teams to identify who they defeated in the course of tournament play, Longwood College listed their scores in The Virginian and The Rotunda. The tournament was open to all schools

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The Virginian, Farmville State Normal School for Women, (Farmville, Virginia), 1927.

throughout Virginia. Schools who wanted to play but did not believe in the intercollegiate route combined teams by mixing players from several schools. These teams were identified as the "etcetera" teams. This was not an uncommon practice in hockey tournaments of this type.

Field hockey players from Longwood College were frequent students at an annual summer hockey camp in the Pocono Mountains. The camp, started by Miss Constance Applebee, focused on skill improvement--using different strokes, tactics, discussion groups on coaching and organizing teams as well as practice and match games.

#### Telegraphic Meets

Longwood College sponsored another form of competition in addition to that of interclass and intercollegiate play. The telegraphic meet, popular among proponents of the Play Day/Sport Day philosophy, became another form of competition at Longwood College. There was long-term participation in swimming and some archery with this form of competition.

The telegraphic meet, visible in the 1920s peaked in popularity by the mid 1930s.<sup>7</sup> In this type of competition, students participated in previously determined and agreed on events. Following the execution of the events, results were telegraphed to a centralized location for tabulation. In response, schools were notified of their respective finishes nationally and regionally as compared to other participating

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<sup>7</sup> Ellen Gerber et al. The American Woman in Sport, (Massachusetts: Addison-Wesley Publishing Co., 1974), p. 65.

institutions. Individual honors for high scoring participants were also identified.

The advantages of telegraphic competition were considered to be the lack of required travel and its concomitant expense and the obvious exposure to a greater number of competing schools. The Play Day/Sport Day enthusiasts found comfort in this medium of competition. It negated the element of face-to-face confrontation and the display of emotional stress and strain that were believed to be among the "evil" aspects of competition. Among activities popular in telegraphic competition during the 1930s were swimming, track and field, archery, bowling, and riflery.

Longwood's first experience with a telegraphic form of competition occurred in 1938 in the National Intercollegiate Telegraphic Swimming Meet. A "varsity team" to represent Longwood was selected from competitors in the interclass competition. A total of fifty-three schools from across the country with an estimated one thousand participants took part. The results were "telegraphed" to the University of Alabama. Longwood placed first among all southern colleges and third nationally.

The telegraphic meet sponsored by the local H<sub>2</sub>O Club at Longwood remained the principal form of swimming competition for the next years extending into the early 1950s. Between the latter 1930s and early

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The Rotunda, Longwood College, (Farmville, Virginia), April 21, 1938.

1950s there were some intercollegiate dual meets in swimming. However, the majority of the competition in the period focused on national telegraphic meets and state telegraphic meets. In one instance Longwood participated with many other schools within the state in a combined swimming and archery telegraphic meet.<sup>9</sup>

### Sport Day

Longwood was one of ten schools represented at the first state-wide Sport Day at James Madison College in 1948.<sup>10</sup> A careful analysis of all available records at Longwood, e.g., college newspapers, yearbooks, catalogues, a student paper delineating the history of the department of physical education, and assorted other bits of information revealed no mention of this event.

However, Longwood is identified as hosting a high school Play Day in the spring of 1948.<sup>11</sup> The reason for sponsoring the Play Day remains unclear. The possibility exists that the Play Day may be associated with a two week course at a Georgia college that three Longwood student representatives attended in 1946. The purpose of the course was to expose participants to new ideas and aid them in effective leadership of their athletic associations. The agency sponsoring the workshop was not identified. Review of the established

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<sup>9</sup>  
The Rotunda, Longwood College, (Farmville, Virginia), April 29, 1953.

<sup>10</sup>  
The Breeze, James Madison College, (Harrisonburg, Virginia), March 5, 1948.

<sup>11</sup>  
The Virginian, Longwood College, (Farmville, Virginia), 1948.

program prior to 1946 and subsequent years did not reveal a discernible change in program offerings or direction with the exception of this high school Play Day. No mention of another high school Play Day was uncovered in the research.

Another plausible explanation for the singular experience rests with the newly formed VAFCW in 1948. The new state organization encouraged the promotion of regional Play Day/Sport Days to be held for neighboring colleges. Longwood could have expanded this idea to area high schools as well.

The only other mention of Longwood's association with a Play Day/Sport Day was in the spring of 1956 when eight representatives were sent to Mary Washington College for a mini Sport Day. This Sport Day was sponsored by the VAFCW but was not state-wide. Longwood won first place in volleyball defeating Mary Washington, James Madison, and Westhampton and took a second place in swimming. Other sports included in the event were badminton and table tennis.

Between the years of 1948 and 1956 and in subsequent years, Longwood may have participated in other Sport Days. However, the available resources at Longwood could not substantiate further participation.

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<sup>12</sup>  
The Rotunda, Longwood College, (Farmville, Virginia), March 14, 1956.



## CHAPTER VIII

## SYNTHESIS

The purpose of this study was to investigate the presence of a Play Day/Sport Day approach to sport in four colleges/universities in the South and delineate the character of play if present. General background of the time period was studied to provide an understanding of the medical and educational milieu as well as the status of collegiate sport during the early twentieth century. The findings of the study are weighed with respect to the questions and hypotheses set forth in Chapter I.

Prevailing Medical Ideas

1. What were the prevailing medical ideas of the period which may be associated with the Play Day/Sport Day movement?

In the early twentieth century, women expanded their association with sport for the benefits of good health. Beyond that, the increased emphasis on sport promoted elements of achievement and competition in sport programs. The prominence of this new focus centering on a more spirited and competitive framework, polarized physical educators with respect to medical issues. Of particular concern were the anatomical differences in males and females in general and menstruation. While not totally convinced of the inherent dangers of physical exercise, women physical educators acknowledged the possibility of emotional and physical trauma to that basic biological function--child bearing.

Leaders of women's collegiate physical education curriculums opted to develop conservative programs which decreased the intensity of competitive play that was destined to be an issue for many years to come.

Hypothesis: The medical ideas of the period were acknowledged considerations in developing a new form of college athletics for women, Play Day/Sport Day.

The hypothesis is accepted. The medical literature of the day was not clear and conclusive as to the effect of intensive physical activity on women. National leaders such as Wayman were unsure whether sport built "strength and endurance for childbirth" or "sterility." A conservative approach to sport emphasizing moderate programs of sport participation was encouraged by women leaders of physical education. This approach gave women students an opportunity to participate in sport on a "social" level, leaving intensely competitive sport activity to men. Interviews which generated data for the present study acknowledged the concerns of participants about the medical issues surrounding women in sport. Post's belief in the prevailing literature of the day prompted her to call attention to the alleged psychological and physiological inferiority of women in a sport setting. She perpetuated the ideas through her writings and public appearances throughout the state. The sport program adopted at Winthrop under the leadership of Post reflected her caution about the medical issues.

Madison and Longwood did not reject the medical claims of the day. But these institutions opted to align themselves with the approach that acknowledged competitive sport to be beneficial to women. The long association of Madison and Longwood with intercollegiates without the trauma of physical injury or emotional strain in competition served to defend their programs.

What were the prevailing educational ideas of the period which may be associated with the Play Day/Sport Day movement?

The prevailing educational concept of the day promoted the idea that a woman should receive the same education as a man if only to prove that she was in no way inferior. Women students, like men, went to college to prepare for a profession. Professions that women gravitated toward were those considered to be feminine, e.g., nursing, teaching, and social work. While women were encouraged to do their best in school and to surpass their male counterparts, it was considered unfeminine to compete with men for jobs. The early 1900s remained a man's world with the woman's role as a companion and a mother, not an equal.

Hypothesis: The educational ideas of the period were acknowledged considerations in developing a new form of college athletics for women, Play Day/Sport Day.

The hypothesis is accepted. The Play Day/Sport Day movement was in keeping with the philosophy and educational ideas of the period. Play Day/Sport Days permitted women an opportunity to compete in a limited but socially acceptable manner. The Play Day/Sport Day

form of competition became a way of providing women with the play they wanted while, at the same time, adhering to the noncompetitive, passive image of women that society accepted. It was believed that such a type of involvement would best serve women after college. Having left intercollegiate competition to men, sportswomen would not engage in masculine competition and become unfeminine in their approaches to life and play.

#### Other Antecedent or Prevailing Conditions

2. Were there other antecedent or prevailing conditions in colleges/universities that have particular relevance for the origin and maintenance of the Play Day/Sport Day movement?

The 1920s brought about changes in the sport picture for women. Social attitudes about women became more relaxed. The Victorian culture and its dictate that female behaviors be guarded began to give way. Women were gradually permitted greater economic, political, and social freedoms. Banner indicated "qualitative changes" as represented by dress reform and more relaxed attitudes of women in the working class and the well-to-do prior to the 1920s took a "quantitative jump" in the 1920s. She stated, "...the age of the flaming youth was on."<sup>1</sup>

The 1920s was also a period of economic prosperity. The nation had just experienced World War I and wanted to relax and forget the

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<sup>1</sup>  
Lois W. Banner, Women in Modern America, A Brief History (New York: Harcourt, Brace, Jovanovich, Inc., 1974), pp. 148-149.

trauma of the previous years. Freeman described the mood of the nation in two words: "adventurism and escapism."<sup>2</sup> People wanted entertainment and new experiences. Sport served as the medium for this to happen. Affluence, coupled with increased leisure time, provided the necessary ingredients for the rise and continued popularization of sport and recreational activities.

Gerber held that the general visibility of women with expanded roles in society provided an "increased pool of sportswomen."<sup>3</sup> Sport for women began to escalate in degree of competitiveness and numbers of activities. Women participated in different sports, both team and individual. National and international tournaments for women were conducted. Industrial leagues which promoted sport for females on a limited basis prior to this decade, became more extensive in the 1920s. In the public schools, the previous focus on rigid forms of gymnastic activities was replaced with focus on sports and games.

Faced with the sudden popularity and growth of sport within society, college women physical educators were challenged to create a positive sport experience. There was a dearth of research on the effects of sport on women both physically and psychologically. Thus, physical educators stressed the social element of interaction as

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William H. Freeman, "College Athletics in the Twenties: The Golden Age or Fool's Gold," p. 103 cited in Wayne M. Ladd and Angela Lumpkin, Sport in American Education: History and Perspective, Washington, D.C.: National Association for Sport and Physical Education, 1979.

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Ellen Gerber et al., The American Woman in Sport (Reading, Massachusetts: Addison-Wesley, 1974), p. 19.

opposed to an intense display of physical and emotional competitive strain which might prove detrimental.

Women physical educators questioned the supervision, leadership, and motives of agencies sponsoring girls' sport, private and public.

Rice and Hutchinson wrote,

Certain men's sports organizations, some industrial and business groups, unthinking Chambers of Commerce, a few ill-advised school men, and a number of men's athletic coaches--all supported by the undiscerning parents of possible "star" performers--found the temptation too much to resist once they realized that skilled girl athletes made good publicity for their promoters.<sup>4</sup>

Women educators registered particular concern about (1) men coaching girls' teams, (2) male officials and spectators, (3) sensational reporting by the press, and (4) possible physiological harm to participants.<sup>5</sup> They felt that women athletes outside of the educational setting were being exploited for promotional purposes with little regard for their special needs as women or as people.<sup>6</sup>

Professional women's organizations began to be prominent. They spoke out against the exploitation of girls and women in sport. An early example of making their collective voices known was the withdrawal from the Amateur Athletic Union (AAU) when the organization decided to take direct control of women's track and field in 1922.

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<sup>4</sup>  
Emmett A. Rice and John L. Hutchinson, A Brief History of Physical Education, 5th ed., (New York: A. S. Barnes and C o., 1952), p. 291.

<sup>5</sup>  
Betty Spears and Richard A. Swanson, History of Sport and Physical Activity in the United States, (Dubuque, Iowa: William C. Brown Co., 1978), p. 188.

<sup>6</sup>  
Gerber, p. 21.

The response by the AAU was matched by women physical educators organizing the Women's Division of the National Amateur Athletic Federation in 1923. The Women's Division delineated a platform establishing standards and policies for the regulation of women's athletics. Competition was encouraged based on enjoyment and sportsmanship and an educational focus. There was de-emphasis on contests that centered around championships, individual achievements, and commercial benefits.

Women physical educators opted to limit the sport experiences for their students encouraging lower levels of competition, e.g., intramural and interclass competitions in lieu of intercollegiate contests. Philosophic positions concerning the capabilities, strengths, and weaknesses of women remained relatively conservative. Conclusive research had not been established to substantiate women participating in competitive sport. A number of educators and administrators felt that women were not emotionally capable of "gentlemanly" conduct at the prospect of a loss in competition. The theory was advanced that competition involving women would degenerate into an emotional contest characterized by hair pulling and other distasteful outbreaks.

Childbearing was still regarded as one of woman's major "reasons-to-be" and any activity which interfered with the process could not be justified. With little medical documentation about the physiological effects of sport on women, physical educators were not in favor of intense competition.

The purpose of a college education for women was to add to the quality of life for one's children and husband. The names of "ladies" were not mentioned in the newspaper; people generally frowned upon the woman who went out and attained glory for herself. Society at large remained concerned about the average woman becoming too competitive, too unfeminine.

Play Days provided an alternative experience to intense competitions. Women had an opportunity to engage in the athletic contests they wanted without blatantly opposing the mores of the day. Thus, the necessity that women maintain their femininity was preserved rather than negated by intensely competitive sport. The Play Day/Sport Day was held first as a social event maintaining accepted rules of etiquette and providing for the social contact necessary to give validity to the sport aspect of the event.

Physical educators of the period mirrored the present social beliefs of that day. The women students involved in such activities were average women who would go home after college, marry, and raise a family. With these goals in mind, Play Day/Sport Day was considered to be the type of athletic contest that would fit the mold. It would have been out of keeping with the times to have had intense athletic competition and to encourage women to be more than an adjunct of a man. Thus, a Play Day/Sport Day which provided for athletic competition in a limited sense and also addressed itself to social events, teas, and informal gatherings was an appropriate and satisfying experience for young women at the time.



Hypothesis: Specific events associated with physical education in higher education and selected development in the society at large impacted on the Play Day/Sport Day movement.

The hypothesis is accepted. The increased popularity of sport among women beginning in the 1890s and progressing into the early part of the twentieth century prompted competitive play that was unacceptable to women physical educators. Administrators, women and men, felt sport programs should reflect a positive educational experience free from possible physical and psychological harm. Women physical educators voiced their concerns over the emerging pattern of play. These were evident in the professional physical education literature. Organizations were developed which further publicized and emphasized women leaders' positions about the negative effects of intense competition in women's sport. The national women's physical education organizations provided a framework from which a unified movement emerged.

#### Professional Leaders

3. Which professional leaders were effective in implementing the Play Day/Sport Day movement and what, if any, were the common characteristics among them?

Women administrators responsible for directing physical education programs in college and universities studied were not powerful in implementing and nurturing Play Day/Sport Days. The prior evidence does not present Post and Coleman as strong advocates of Play Day/

Sport Days. Rather, they were adamantly opposed to the idea of intercollegiate competition. They encouraged strong programs of interclass sport and recreational activities. As identified previously, Coleman initiated The Woman's College's first Play Day in 1928 and hosted a similar event the following year also. Research did not reveal information of another Play Day hosted by The Woman's College. Nor was the institution cast in a guest role until it went to Duke for a Hockey Sports Day eight years later. Similarly, outside of the two Play Days Winthrop College participated in at The Woman's College in 1928 and 1929, Winthrop College did not engage in a Play Day under Post's leadership until 1937, seven years into her tenure at Winthrop.

The relative absence of Play Days at both colleges remains puzzling in light of the positive comments issued by colleges in the evaluation forms requested by Coleman in 1928 and in Post's positive experiences with Play Days at her former college, St. Olaf.

The large gap in years between Play Days at each school gives indication of a position that allegiance with Play Day/Sport Days was not as strong as previously suggested. Both administrators emphasized the relative merits of a Play Day/Sport Day experience but fell short of actually giving leadership to the idea.

Attitudes toward sport involvement were not associated with physical education administrators alone. An additional contributing factor beyond the specific orientations of women leaders was the

philosophical bent of college presidents toward sport. Physical education departments were tied philosophically and economically to their respective school administrators.

Administrative responses to the idea of athletic involvement varied. Strong responses came from President Duke of Madison and President Foust of NCCW. The posture of each president relative to intercollegiate involvement has been previously discussed. However, some interesting parallels exist that warrant further attention.

The posture adopted by President Duke of Madison paralleled that of many college presidents in the 1870s. Intercollegiate sports, principally rowing, were employed as a mechanism of identification. Sport gave colleges visibility and acceptance to a wider range of people beyond that which academics could hope to achieve. Winning at one of the early prestigious rowing events would command instant recognition throughout the country by way of telegraph and newspapers.<sup>7</sup> Madison enjoyed a taste of such notoriety. Madison's extensive regional travel and consistent success, led the school team to be considered as one of the leading athletic institutions in the South. Statewide coverage of the successful exploits of consecutive undefeated seasons over a period of four years, in addition to other winning seasons, did much to increase the visibility of Madison throughout the state and region. The visibility may have given certain advantages to enrollments and prestige of the school.

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<sup>7</sup>  
John Lucas and Ronald Smith, Saga of American Sport, (Philadelphia: Lea and Febiger, 1978), p. 218.

In contrast to the Madison approach in athletics was the position of President Foust at NCCW. In a 1924 letter of response to Coleman concerning the meeting of the basketball teams of NCCW and Flora MacDonald, Foust expressed guarded concern that the game not present the flavor of an intercollegiate contest. Foust was probably influenced in his decision by Dr. Anna Gove, Director of the Health Department at NCCW under which physical education was controlled until 1936. Gove was strongly opposed to outside athletic competition for women of the college. It follows that she may have shared this concern with Foust.

While research did not reveal documents, e.g., letters, reflecting the philosophy on sport of the presidents of Longwood, there are actions which suggest their favorable view of intercollegiate competition. Initially, Longwood's long history of intercollegiate competition indicates a positive attitude held by administrators. Team excursions outside of the state for competition and records indicating funding of two hundred dollars for one such trip lend credence to acceptance of their favorable position of intercollegiate competition.

President Johnson of Winthrop College was not officially on record as indicating a preference for intercollegiate sport. However, his support of Godbold's efforts to qualify for the 1922 United

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Interview with Ethel Martus Lawther, Wilmington, North Carolina, June 27, 1983.

States Women's Olympic Team and ultimate representation in the Women's Olympics at Paris that same year suggest his acceptance of sport beyond the campus setting. Johnson is not identified in subsequent research as fostering or encouraging other students to strive for this type of excellence or for giving direction to a program that encouraged a higher caliber of outside competition. He is rather identified as taking a more neutral position following the lead of the head of physical education.

Although the focus of sport took on an added dimension in the two Virginia colleges, all four schools shared some common characteristics. Health concerns, sound educational principles, and opportunity for all to participate were represented in Virginia with as much fervor as that found at Winthrop College and The Woman's College.

A common argument among women's organizations was that intercollegiate competition would shift its orientations away from the masses and concentrate on a specialized few. This did not occur at either of the two Virginia schools. Prior to their initiation into intercollegiate play, both Longwood and Madison had strong, balanced programs of interclass play in basketball and hockey. With the introduction of intercollegiates in the early 1920s, both schools continued their emphasis on interclass play and introduced other sports for interclass play as interest in them developed. The focus of interclass play was retained concurrent with the development of the intercollegiate program.

Neither Winthrop College nor The Woman's College had as strong a history of intercollegiate sport as Madison and Longwood. Post and Coleman did not have a student body or community to deal with if they had wanted to eliminate a strong intercollegiate program. Rather, Post had a school where there was not a strong history of sport outside with the exception of Godbold. Post indicated Winthrop was criticized by national women's organizations for the support of Godbold. She explained her dissatisfaction with it as well. Post's move away from any type of specialized competition for several years provides some indication of the attitude of caution she adopted in bringing Winthrop back in alignment with women's national platforms on sport competition.

Coleman also experienced little resistance to adopting a stand against intercollegiate play. Neither the community nor the administration was willing to lend support to an intercollegiate program. Coleman's commitment to national organizations against intercollegiate competition and her firm belief in their principles led her to crusade on local, state, and national levels against programs which encouraged physical and psychological exploitation of women through unsound athletic practices.

Her adamant stand against intercollegiate sport did not, however, mean that she supported Play Day/Sport Days. Thus, her position was more against intercollegiate sport than for Play Day/Sport Days.

Hypothesis: Selected influential individuals, women physical educators of singular orientations, were responsible for implementing and nurturing the Play Day/Sport Day movement.

The hypothesis is rejected. Findings point to Post and Coleman, dominant figures at Winthrop College and Woman's College respectively, as being more adamantly opposed to the intercollegiate form of competition than in favor of the Play Day/Sport Day framework of participation. While there were two instances of Play Days at Woman's College in the late 1920s, these two events were followed by a period of several years before such activity with another college was repeated.

At Winthrop College, Post eliminated the high school girls' state track meet and substituted, in its place, a state-wide high school Play Day. However, a similar Play Day for Winthrop students was not held until 1934, four years after Post assumed leadership. In addition, from 1934 to 1945, Winthrop College engaged in only two outside Play Day/Sport Day events until it became state host for the South Carolina Play Day in 1945. The relative absence of Play Day/Sport Day events and the finding that there was emphasis in both schools on a wide program of recreational activities and opportunities, leads the writer to conclude that Post and Coleman, two dominant national women leaders of physical education, were not strong advocates of Play Day/Sport Day. Rather, they were strong advocates of programs that provided for the needs of many students. Moreover, they were strongly opposed to intercollegiate sports.

### General Characteristics

4. Did the general characteristic of play remain the same over the thirty-five year span of the Play Day/Sport Day movement?

Hodgkins, Field Secretary of the Women's Division of the National Athletic Federation in 1932 identified the following characteristics of Play Days: (1) competition in a variety of sports and games instead of one activity; (2) development of student leadership; (3) unusual opportunity for social contact; (4) promotion of true spirit of play instead of intense competition; and (5) providing the opportunity for many girls to play instead of a small group.<sup>9</sup>

Attention to these characteristics by administrators contributed to the marked consistency in play throughout the existence of Play Day/Sport Day. An examination of the uniformity in play at the four schools studied revealed the following data.

#### Competition in a variety of sport and games instead of one activity.

The types of activities offered in the programs varied according to the schools involved in the Play Day/Sport Day, i.e., state-wide as opposed to bi-college. State-wide programs reflected greater attention to a sampling of many team and individual activities as opposed to a focus on one or two sport activities in the bi-college or tri-college Sport Day.

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Anne Frances Hodgkins, "An Interpretation of Play Days," The Journal of Health and Physical Education, 3 (May 1932): 30.



In the early days of the Play Day period, the focus on many activities served to introduce new sports to other schools. Post indicated that as a guest at her first Play Day at the University of Minnesota in the late 1920s, she was introduced to badminton. She enjoyed not only the Play Day but the new game as well. Upon returning to St. Olaf, Post set up a badminton court and also initiated plans for a Play Day at her college the following year.

#### Development of Student Leadership.

Play Day/Sport Day at state, bi-college, or tri-college levels all served as an important means of developing organizational skills for students. As cited previously in the preceding chapter about Winthrop College, committees were created to handle all areas of a scheduled Play Day/Sport Day including discussing progress, planning, and exchanging ideas. At the head of the various committees was the president of the athletic association, a student. The student president had the responsibility for inviting colleges within the state as well as overseeing the entire function. Written reports by each designated committee were submitted after the event for evaluation and to aid in the planning of the next year's program.

Students, however, were not given this responsibility without some prior instruction. A course taught by Post, "Social Recreational Leadership" could well have provided the necessary foundation for students as they launched into developing the state-wide Play Day/Sport Day program.

Moore indicated the skills developed from being a part of the functioning committees were not fully realized until the students themselves were later in the field as new teachers. The experiences were then transferred and served as invaluable skills as they went about setting up and developing their own programs.<sup>10</sup>

Unusual Opportunity for Social Contact.

A positive function of Play Day/Sport Days recognized by individuals who participated in the interviews of the present study was the element of social interplay. The Play Day/Sport Day gave students and faculty members exposure to a greater number of people, providing them with an increased opportunity to exchange ideas. Typical of the comments that reinforced the social exchange is evident in the response of Catawba College to the evaluation of the 1928 Play Day at NCCW.

...we met, talked and played with girls whom we would have never known otherwise...Meeting and observing other girls from larger well-known schools meant a great deal to them. I think the gathering would be worth the larger colleges coming over one hundred miles to take part.<sup>11</sup>

In contrast to the emphasis on the exchange of dialogue structured into activity periods, breaks, demonstrations, dinner, and the social hour of a Play Day/Sport Day, Post characterized the alternative, the intercollegiate sport event, as follows: "You go in, sock them and

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<sup>10</sup>

Interview with Polly Moore, Rock Hill, South Carolina, January 26, 1983.

<sup>11</sup>

Letter from Brucile L. Phillips to Mary C. Coleman, (Coleman Gymnasium, University of North Carolina at Greensboro), December 1, 1928.

do anything within the rules to win and then maybe shake their hands.  
 You do not have a chance to meet the other people." <sup>12</sup> Hodgkins felt  
 the social side of Play Days eliminated the barriers and "destroyed"  
 the old "antagonisms." <sup>13</sup>

Promoting the True Spirit of Play Instead of Intense Competition.

Interviews with participants of Play Day/Sport Days revealed that they felt no pressure to win. They were thankful for any form of competition; new faces made it even more enjoyable. Play Days were considered to be "giant" social events. Activities were designed to bring colleges together to participate in the playing of sport for sport itself. Moore indicated this attitude changed somewhat under the so-called progressive Sport Day focus. Students felt as if they were representing their college and play attitudes reflected more intensity. Intensity of play was not alien to Winthrop College women. Class consciousness was inculcated in the students with the by-product of intense and keen competition represented in interclass competitions. The same attitude toward class competitions was found at all of the colleges researched.

Jackson of Longwood College indicated that students attended interclass competitions in field hockey in greater numbers than they did the intercollegiate competitions. <sup>14</sup> Ford, of Winthrop College,

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<sup>12</sup> Interview with Julia Post, Rock Hill, South Carolina, February 26, 1983.

<sup>13</sup> Anne Frances Hodgkins, "An Interpretation of Play Days," The Journal of Health and Physical Education, (May 1932): 30.

<sup>14</sup> Interview with Elizabeth Jackson, Farmville, Virginia, July 15, 1983.

explained that although Sport Days brought about the facing of college against college and the level of competitive play increased,<sup>15</sup> no one seemed to care who won after the game was over. Post indicated that participants just had a good time. There was no<sup>16</sup> pressure to win or "face the music" back on campus.

The Opportunity for Many Girls to Participate Instead of a Small Group.

Play Day/Sport Days were not designed to replace interclass or intramural programs. They were used as special events occurring two to three times a year. Students selected for participation came from the larger arena of organized sport--interclass, interdormitory, and intramural programs. The interclass competition encouraged and allowed every student the opportunity for play in team and individual sports and a host of recreational activities. Thus the motto, "A girl for every sport and a sport for every girl" was established rationally.

Selections of Play Day/Sport Day participants came from this broader base of play. Students did not represent the athletically skilled elite. Individuals were not groomed for this participation. They did not practice as in varsity sports.

The writer anticipated, prior to collecting data, that physical education majors would dominate the Play Day/Sport Day participants.

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<sup>15</sup>

Interview with Mary Ford, Winthrop College, Rock Hill, South Carolina, November 30, 1982.

<sup>16</sup>

Interview with Julia Post, Rock Hill, South Carolina, February 26, 1983.

However, research at the four schools revealed that such a thought was unfounded. Sinclair indicated that at the initial Sport Day in Virginia, participants were restricted to those who had engaged only in intramural programs. Varsity athletes were not permitted to play.<sup>17</sup> At a later tri-college Play Day, Madison did not restrict participation to a specific student population; instead, Madison considered it an invitational event and the entire student body was invited to take part.

Research at Longwood did not permit verification of participation patterns except for two instances in a Play Day/Sport Day activity. The selection process for participants in these two activities was not identified. The writer can only speculate that selection may have occurred in the same manner in which Longwood selected teams for telegraphic competition, interclass competition.

Winthrop College and Woman's College used what might be called democratic forms of selection. From among the interclass or interdorm play, sport heads and student coaches elected their representatives. In some cases the individuals elected were regarded as members of an "honorary varsity" team. As the opportunity for increased activity in Play Day/Sport Days increased at Woman's College, the governing body responsible for such participation adopted a more structured format to use in the selection process. Skill level, sportsmanship, and a minimum of a "C" average became new guidelines.

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Interview with Dr. Caroline Sinclair, Richmond, Virginia, September 11, 1983.

State-wide Sport Days did not permit mass numbers of participants as did the smaller Play Day/Sport Day. A primary function of a state-wide Sport Day was to conduct a meeting of the state association. With several colleges represented, it would have been an insurmountable task for the hostess school to provide meals, living quarters, and to make all other arrangements for such a gathering. The smaller Play Day/Sport Day, involving two or three schools and encouraged by state associations, did involve a greater number of participants.

Agnes Wayman wrote, "Without competition sports and games could not exist; it is the very soul and essence of athletics." <sup>18</sup> The issue of competitiveness and the change from the Play Day type of event to the Sport Day with intact teams was not solely confined to the Southeast. Women's programs on the west coast are known to have experienced similar expansion. For example in the course of this research, the writer became aware of the Triangular Play Day <sup>19</sup> involving Mills, Stanford and Berkeley dating back to 1926. This Play Day met all of the basic ingredients--color coded teams, a large number of girls from each school, variety in activities, team and recreational sports, luncheon, speakers, and the exchange of ideas among participants. After some years of play in this fashion, a re-evaluation of the program based on student reactions was considered

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Agnes Wayman, "Women's Division of the National Amateur Athletic Federation," Journal of Health and Physical Education, (March 1932): 4.

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Ellen Gerber et al., The American Woman in Sport, (Massachusetts: Addison-Wesley Publishing Co., 1974), p. 65.

and the program adopted a new format and a new name, Sport Day. This was not the result of an expressed need for more intense competition. Students felt the Play Day was not providing enough satisfaction to skilled players. Students further felt a team concept was destroyed by dismantling teams and combining players into color coded units. The breaking down of the team cohesiveness produced annoyances rather than satisfaction in play among students. The team mentality which was groomed over a season of playing as a unit was destroyed by the separation of teammates. Administrators felt that if satisfaction could not be restored, the future of the Play Day was in question. Thus, a new policy was instituted permitting school teams to remain intact and compete against other schools on an interclass basis, e.g., a senior team playing a junior team or another class different from their own class ranking. <sup>20</sup> This is analagous to events at James Madison College, Longwood College, Winthrop College, and Woman's College.

The team-oriented competitive atmosphere was not a factor that women's organizations sought to eliminate. Play Day/Sport Days were used as an instrument to eliminate the undesirable features associated with intercollegiate competition. Among those negative features were (1) pressure to win for school, (2) specialized training of a few to the sacrifice of many, (3) commercialization, (4) exploitation, and (5) intense physical training.

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Helen M. Bunting, "Mills, Stanford, California Sports Day," Athletic Federation of College Women, Bulletin Number 7: n.d., p. 3.

It is the writer's belief that the competitive play as represented by colleges functioning as intact units against one another did not result in undesirable elements of competition filtering into the program. The principles described by Hodgkins remained guarded and steadfast at Woman's College and Winthrop College.

Hypothesis: The Play Day/Sport Day movement became more competitive as it developed.

The writer accepts the hypothesis in part. An increased competitive pattern emerged at two of the four institutions. In the early years of the movement, students played on teams that were mixed. That is to say, team membership was made up of students from all participating schools; no school associations were retained. As Play Day/Sport Days progressed, however, students played as intact school teams in contrast to previously mixed units with players from all schools. The intact groups as represented at The Woman's College were not the same as varsity teams. Representatives from such intact teams came from a makeup of several sources, e.g., interclass, intramural or interdorm. Players were not "groomed" in the current interpretation of the term to compete against other schools, although selected teams were permitted limited practice for a scheduled Sport Day. A similar policy for team selection and practice was also carried out at Winthrop College. There was enough of a competitive spirit present that the students desired some reference point for winning. This reference point was given by keeping teams and schools intact.



As the Play Day/Sport Days progressed, there was little attention given to the peripheral activities prominent in the early days of Play Days, e.g., skits and other planned entertainment. One element that did not change was the social part of the event which ended each Play Day/Sport Day. The "social" gave players the opportunity to get to know one another and exchange ideas in a relaxed, informal setting.

The Play Day/Sport Day activity could be considered as increasing in competitiveness but only in the sense that teams functioned as intact units. As discerned from written records, the competitive spirit associated with intense rivalry was not promulgated between schools by Play Day/Sport Day events. Individuals interviewed stated that although each team wanted to win, there was not pressure to "do or die." Competitive development as represented by intact teams is considered to be a natural progression brought on by students wanting continuity in the character of play rather than an attempt to institute rivalry among the schools.

#### Termination of the Play Day/Sport Day Movement

5. What were the reasons for the termination of the Play Day/Sport Day movement?

Imbued in the medical and educational ideas of the 1920s, the Play Day/Sport Day form of competition outlived its usefulness as the century reached its mid-point. Women physical educators who successfully integrated the less intense model of sport competition

gradually shifted their ideas. The restraints, chiefly medical, which initially defended Play Day/Sport Days and prompted women physical educators to adopt conservative sport programs began to be challenged. The inconclusive medical literature of the early twentieth century could not support the idea that women were inherently weaker than men physically and psychologically. Intercollegiate programs that persisted during the Play Day/Sport Day era provided positive evidence that early medical concerns were not valid.

Women physical educators recognized extended social values associated with playing other colleges but still within a controlled environment. College teams began to function as intact units in the 1940s. Gladys Palmer initiated the first intercollegiate golf tournament for women in 1941 amidst much controversy. A need and desire to compete in a more competitive environment were imminent.

The former domestic image of woman was shattered as significant numbers of them responded to the labor demands of World War II. Women functioned as crane operators, lumber jacks, precision tool makers, and in many other positions requiring strength and skilled coordination. After the War, women were no longer content to return to the home, having gained measures of financial and social freedoms.

Physical examinations of registrants for the armed services during World War II revealed a nation that was out of shape, "flabby and soft." Men and women physical educators were called upon to establish sound programs of physical fitness in schools and colleges

across the country. Others joined the armed services and provided needed instruction in physical training of recruits. The war created a concern for the physical fitness of all citizens, men and women. Sport programs which encouraged the development of stamina and endurance were advocated by many.

The overall contributions of women during the war effort of the 1940s helped to dispel the lingering Victorian myths. Society no longer considered sport as the "masculinization" of the female. Limited competition between colleges for women in the 1950s became more accepted in response to the instrumental role women assumed during the war.

Hypothesis: The Play Day/Sport Day movement came to a natural termination as new medical awareness and changing roles of women in society made competitive sport more acceptable for women.

The hypothesis is accepted. Play Day/Sport Day outlived its usefulness. It was a response to a need for conservative athletic competition for women at a time when medical literature suggested intensive activity might prove harmful. As social awareness increased and women's capabilities became more evident, the need for a conservative approach to sport was no longer necessary.

## CHAPTER IX

## CONCLUSION

In summary, it appears to the researcher, that while Play Day/Sport Days were visible events in women's physical education programs, they were not as readily accepted or adopted as some of the literature suggests. In the schools where Play Day/Sport Days were scheduled with a degree of consistency, the leaders at these schools appear to have been more adamantly opposed to the idea of intercollegiate sport than they were in favor of the idea of providing a Play Day/Sport Day experience. There was an eight-year absence of a Play Day at The Woman's College after initiating the first Play Days in 1928 and 1929. There was no Play Day at Winthrop College until the seventh year of Post's leadership. These are examples which supported an attitude that local programs be provided for on-campus sport experiences rather than those extending beyond the campus.

Winthrop College and The Woman's College became more involved with Play Day/Sport Day in the 1940s. The increased involvement in sport that the leaders of these schools permitted paralleled the expanded role women were assuming within society at large. The medical concerns of previous decades, advocating a conservative approach to sport, began to lose support. The experiences which women gained from functioning in nontraditional roles partly because of World War II and partly because of their increasing need to become

more involved outside of the home, promoted participation in other areas of activity. Sport became a beneficiary of such increased involvement.

The increased contact with other colleges during the 1940s and the two decades following, demonstrated that Post and Coleman were at last willing to permit an expanded role within their programs. Thus, they were able to continue to meet the needs of the majority through interclass play and also fulfill the needs of the few students who demonstrated exceptional skill and who were chosen by classmates and faculty members to participate in Sport Days.

Post and Coleman viewed intercollegiate sport as a possible negation of womanhood, a threat to the "flower of the South." Their support of the medical ideas and social mores of the period are indicative of a conservative approach to sport--an approach which prevented students from participating in any sport to the extent that they would become experts and, thus, raise question about their femininity.

James Madison University and Longwood College, two other prominent women's institutions, felt a commitment to provide challenging experiences for all. The intercollegiate program was not promoted at the expense of the masses as argued by opponents of intercollegiate sport. It served as an extension of interclass play and appears to have provided challenging and rewarding experiences for students who demonstrated exceptional skill. Leaders at James Madison and

Longwood felt as much commitment to meeting the needs of those "few" within the framework of intercollegiate competition as they did to meeting the needs of the masses through interclass play. The fears of physical harm registered by the opponents of girls' and women's participating in sport of an intercollegiate nature were not visible within the two Virginia schools' intercollegiate programs.

Play Day/Sport Day was a response to a particular need for sport interaction. It was an idea that came at a time when the roles of women were changing and when old values were questioned. It was a conservative approach by well-intentioned administrators who advocated a slower pace or transition for women.

#### Implications

A systematic study of an area of research often raises more questions than it answers. As such, the present investigation suggests that there are additional factors that may impinge upon the knowledge discerned from the Play Day/Sport Day model of play. If additional evidence could be gathered and validly evaluated, the following ideas merit further investigation:

1. To what extent, if any, were the strong positions of Post and Coleman a product of "the old girls network" nurtured by Amy Morris Homans? How were the ties, if they could be established, to the Boston Normal School of Gymnastics fashioned and maintained?

2. Were the concerns associated with a developing intercollegiate sport model for women as closely related to contemporary medical

issues as they were to the fears of exploiting women athletes? Did Post and Coleman consider outside spectators, e.g., the entertainment syndrome, a threat to the ability to control the students?

3. Can the involvement of Longwood and James Madison in Play Day/Sport Days and intercollegiate sports be tied to the "Virginia ideology" vis-à-vis the "Carolina" social milieu? Did Virginia mirror a model of the English sportswoman that was unlike the one existing in the Carolina schools?

4. To what extent did the leadership roles of Iler and Sinclair differ in background and in function from those of Post and Coleman? Can the model of sport participation be explained as an effect of differing professional orientations?

5. Did the institutions' central administrators influence sport patterns in the Carolina-Virginia programs? Or, did the department heads in physical education influence the administration of their respective schools?

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APPENDIX A



APPENDIX A

SELF REPORT

(TO BE RETURNED PRIOR TO ESTABLISHING INTERVIEW APPOINTMENT)

Name \_\_\_\_\_

Where did you live while growing up? Section of the country, city?

Childhood \_\_\_\_\_

Adolescence \_\_\_\_\_

College(s) attended	Degree	date attended
_____	_____	_____
_____	_____	_____
_____	_____	_____

What factor(s) prompted you to attend college? A specific college?  
e.g., family, peers, reputation of school, etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Were you active during your college years in school politics? \_\_\_\_\_  
Were you active during your teaching years in politics? \_\_\_\_\_

What positions did you hold?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In retrospect, did you consider yourself a political moderate, liberal or conservative?

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How would you now characterize your political activities?

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What religious sect did you belong to during your college years?  
Teaching years, if different?

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Did religion affect your decision to attend college?

---

A specific college?

---

Did your mother work outside of the home? \_\_\_\_\_

If so, in what capacity?

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What did your father do for a living?

---

Were you a full-time student or did you engage in part-time work during college?

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If worked part-time, did this employment conflict with your school activities, i.e., sporting activities?

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To what professional organizations and/or associations did you belong during your college and teaching years?

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APPENDIX B

## APPENDIX B

Interview Schedule for Play Day/Sport Day Questionnaire

## I. Pre-high school and High school years

1. Were you active in sports during your childhood years?

If so, name specific sports you were involved with.

Were these sports organized with teams, practices, coaches or more spontaneous in nature, i.e., neighborhood pickup games?

2. Can you recall any restriction on your participation in sport?

Was play limited to specific sports? Field Hockey, tennis, golf, etc.?

Were there objections from parents to your participation? What were they?

3. Did you participate in high school sports? If so, identify specific sports.

Was there a great deal of interest among girls, i.e., enough participants to field teams?

Did you feel you were being coached and not taught as you were in the class setting?

Were these sports conducted on an interscholastic level?

Conference Championship?

State championships?

Was there much traveling outside of the city?

Were these sports conducted on a Play Day or Sport Day level? If so, were you able to fulfill your athletic interest or needs through such a program?

4. Did you seek out or participate in other organized athletic activity outside of the high school setting?

If so, identify sports and describe the experience and type of competition.

5. Did you have any sport heroes or heroines in high school?

Who?

6. Was there any one individual in your life who was particularly supportive of your sport interest? Who?

## II. College years

### 1. Socioeconomic

How would you characterize the general socioeconomic conditions during your college years?

Were they good times, bad times? Give examples that support these characterizations.

How was your college tuition funded? Work study, academic scholarships, grant, parents, etc.

### 2. Political

Do you remember frequent political discussions between your parents?

Did you discuss politics? Where and with whom?

Can you remember some of the more important political concerns during this time?

Do any political discussions stand out in your mind?

Do any particular politicians of the time stand out in your mind?

### 3. Educational

Are there any particular factors that prompted you to attend a woman's college over a co-educational institution? e.g., parents, peers, religion, athletic programs, etc.

Were females encouraged to attend college in your family?  
If so, was this unique to your family?

Were many of your high school female friends encouraged to attend college?

Did your mother attend college? Older sister(s)?

How did your parents feel about your decision to major in physical education?

Were they supportive? Can you recall specific examples that demonstrated this support?

Were your peers in college from backgrounds similar to yours?

Were there any minorities in your school? If so, were there any majoring in physical education?

Can you recall any philosophical ideas of the period? Can you think of any that were particularly dominating and of influence to you?

Do you think any of these philosophies had an influence on women's collegiate sports?

Can you see any relationship between these philosophies and women's collegiate sports? What were they?

#### 4. Medical

How would you describe the general opinion of the medical community relative to girls and women participating in active sport?

How did your own family physician feel about your physical activities?

Do you think women physical educators were sensitive to the medical concerns of the day?

Why or why not? Give specific examples that demonstrate restriction in activity or examples that illustrate non-restraint in activity.

Were you sensitive to the medical concerns of the day?

How did you know about such ideas?

How did students accept the medical ideas of the day?  
Were they supportive of activity with restraint or of  
unrestricted activity?

Did you at all consider the emotional trauma or strain of  
competition as a medically related issue or concern?

5. Play Day/Sport Day Questions

As a participant in athletic events in college, what do  
you feel were the goals of the sport program?

Did you think these goals were attainable?

What patterns of change, if any, did you observe in  
women's college athletics during the period we are  
discussing?

What differences, if any, were there between your  
student years and teaching years?

Did competition become more intense?

Were participants (students and teachers) content with  
the program?

Did participation resemble intercollegiate athletics?  
How?

6. What were some things that you liked most about college  
athletic experiences?

The opportunity for all to participate?

Its recreational nature, its emphasis on socialization?

The opportunity to compete against others?

Was there anything else you liked?

7. What were some things you liked least about college athletic  
experiences?

The lack of opportunity for play with other schools on  
a regular basis, i.e., weekly schedules of games?



The lack of advance competition?

The lack of conference championships?

Was there anything else you did not like?

8. Are you familiar with any names used in association with women's college athletic programs?

9. When did you first become familiar with the phrase Play Day/Sport Day?

What grade or class were you in?

Was it introduced or used by physical education instructors?

Were the merits of the program discussed?

Were students given reasons for this type of program rather than the intercollegiate program played by the men's schools and some women's schools?

Did you have knowledge of Play Day/Sport Day before going to college?

10. Were you aware that "intense competition" was a factor that Play Day/Sport Day attempted to eliminate? Yes \_\_\_ No \_\_\_

Do you feel it was successful in this endeavor?  
Why or why not?

Did you personally agree with this philosophy to eliminate intense competition? Why or why not?

11. According to Lerch and Welch, physical education historians, some physical educators admitted they conducted intercollegiate sport programs under the guise of Play Day/Sport Day.

Do you agree with this statement?

Were you aware of any programs that might have used Play Day/Sport Day for intercollegiate competition?  
If so, can you recall the attitudes of physical educators toward these schools?

12. Thinking back to your college days, literature (popular, medical and professional) emphasized that girls and women needed protection from competition.

At that time did you agree with that?

Now do you agree with that?

Did you find the competition especially stressful... psychologically? physiologically? emotionally?

What were your feelings on competition?

What are your feelings now?

Was the frequency of competition during your college years adequate? Why or why not?

13. As a teacher, what did you feel your job was with respect to your students?

Did you see yourself as a role model, teacher of skills, mentor? All three of these?

Identify the person(s) most responsible, if any, for your involvement in the field of physical education.

For what were they most responsible?

Financial support, attitude?

### III. Post College Years

Did you continue your sport participation after your college years?

Did you participate in an organized league of some kind?

How did this participation differ from your college years?

Were you recruited to participate?

Were there coaches involved? Championships involved?

What was the level of competition? Highly skilled athletes involved?

In reflection, do you feel the Play Day/Sport Day approach to college athletics was the most appropriate form for female sports? Why or why not?

Is there anything else about Play Day/Sport Day not covered in the interview that stands out in your mind?