

CHAPTER I

FACTORS INFLUENCING THE ATHLETIC PROGRAM AT FLORIDA STATE COLLEGE FOR WOMEN BETWEEN 1905 AND 1923

The National Environment

Socio-economic Factors--Cultural Climate

National developments have regional, state and local implication. Therefore, it was necessary to give preliminary consideration to the national socio-economic perspective of the period before focusing on local developments.

Prior to the twentieth century, social forces such as law, religion and custom combined to relegate women to a subservient position in society. The Nineteenth Century Victorian influence from England permeated new world society. Gerber et al. (1974) related:

Attitudes toward women, the family, and other social institutions, including sport had a distinctive character that was fairly consistent throughout society. (p. 9)

Extreme pressure was brought to bear on women to behave in accordance with its framework. To defy it was to be unwomanly. Thus passiveness, obedience to husband, circumspectness of behavior, and most of all, attractiveness, were necessary to maintain the Victorian image of womanhood. (p. 10)

Nineteenth Century Society

While this country was founded and grounded as the land of opportunity, the continental congress penned the

works that all men were created equal and were endowed with certain inalienable rights. It was then, reportedly, that Abigail Adams cautioned President husband, John, that "women would not hold themselves bound by any laws in which we have no voice or representation" (Ware, Panikkar & Romein, 1966). Even though it was difficult to detect the impact of that type of statement at the time, it was later seen that as a few women became active in seeking to obtain equality, organized women's power moves were capable of influencing politics at all levels. Through such a move, the area of Wyoming was the first territory to grant women suffrage in 1869 and refused to enter the Union without it. In 1872 and 1884 women were presidential candidates, campaigning for equal rights along with enforcing of a single moral standard for society (Butterfield, 1947).

Sociologically, southerners are considered an ethnic group (Reed, 1972; Tindall, 1976). With the church and the family being most influential in Southern culture, southerners have had a tendency to cling to their heritage. The plantation south gave society the image of the southern lady. During this period, role behavior for men and women became deeply engrained. Scott (1970) explained that the outcome of the Civil War abruptly changed this life style. However, the victorian attitudes and the image of the southern lady have been very slow to change. Women who survived the war did so mainly by being strong of body and

mind. A look at their self-image gave many of them new reflections. Southern males have for the most part viewed these new reflections from the blind side. Southern women began to recognize strength in numbers. As various groups emerged certain southern women turned toward self-education and higher education for fulfillment. Others felt comfortable only behind a fan and in charge of the tea set. Illiteracy and poverty harnessed the opportunity for potential development among another great number of women. As women became wage earners, many found employment in industry while others found higher education necessary for the genteel profession of teaching.

Twentieth Century Society

Moving into the twentieth century women developed more confidence in their abilities and rose to new levels of aspiration. They formed organizations to promote their causes and often aligned themselves with other movements. One of the earliest efforts was directed toward making higher education freely available for women as a road to the professions and to economic independence. This new position in life offered opportunity for leadership, prestige, and a higher status in society (Ware et al., 1966).

It appeared, however, that the purposes of higher education for women were a long time in becoming realized. The notions of educating women to become professional

and economically independent were a bit farfetched for our forefathers. Not that there was opposition to educating women, but the idea of educating them was for the duties of life, which were centered almost exclusively in the domestic domain.

Philosophies Prevalent Among National Leaders

Although this study was limited to a history of one aspect of an institution, and was not a history of athletics in general, a brief overview of professional organizations on a national scale provided a framework from which local conditions could be judged. These organizations operated mainly out of the east, midwest and far west. It was many years before interest, consideration and recognition was afforded the south.

Nineteenth Century

Although women held memberships in national sports organizations and sports clubs, it was not easy for women to break into the professional organizations. Membership came easily enough, and leadership on state and regional levels were early achievements. However, achieving autonomous sections within professional organizations was not readily recognized, encouraged nor supported by male counterparts. Of note, however, was the establishment of the committee on women's athletics by the American Association for the Advancement of Physical Education (AAAPE) in 1899.

This committee later proved to be the forerunner of women's sports Divisions and Associations. Historical personalities at the committee gathering included: Alice Foster of Oberlin; Ethel Perrin and Senda Berenson of Smith College; and Elizabeth Wright of Radcliffe, who were called upon to modify basketball rules for girls (Lee, 1963). The popularity of this sport added a new dimension in the women's sports arena.

The first colleges for women were established along the same lines as those for men. However, the preparation for hard work or manual labor were termed "domestic duties" at the earlier female institutions. While Harriet Beecher Stowe was creating a national political crisis and attracting worldwide acclaim for the immortal Uncle Tom's Cabin, sister Catharine Beecher (1800-1878) made the first literary contribution in curriculum and methods to the field of physical education. Known as the first woman leader of physical education in America, Catharine Beecher also made the first attempt to develop a truly American exercise program (Rice, Hutchinson & Lee, 1958). Her aim was to attain a good posture, graceful movement and good physical development through an exercise program that was set to music.

Twentieth Century

As women's sports and athletic programs grew, other organizations were formed to direct the groups. Two such organizations surfaced in 1917. The Athletic Conference of

American College Women (ACACW), under the leadership of Blanche Trilling, was quite instrumental in shaping women's sports in the colleges. The Committee on Women's Athletics (CWA) of the American Physical Education Association (APEA), formerly the AAPE, with sport subcommittees, was charged with making, revising, standardizing, and interpreting rules for sports. From these two organizations initiated in 1917 stemmed a network of councils, committees, commissions, federations, sections, and associations that have continued to govern girls' and women's athletics (Gerber et al., 1974).

Over the years, philosophies were influenced by societal conditions and expectations, legal dicta, and, to a lesser extent, scientific research. However, the progress in women's sports must be traced by the process involved in recording the movement.

Status of Athletics for Women

Physical education was neglected during the Civil War but developed quickly thereafter along with intramural athletics. It seemed to fare better at women's colleges than in coeducational institutions. Although Mt. Holyoke had offered physical education since 1837, before it achieved collegiate status, Vassar, in 1868, had the first official class program. The college program consisted mainly of calisthenics or gymnastics and unofficial sport activities (Rice et al., 1958).

The growth and development of women's athletics has accompanied the development of physical education for women (Rice et al., 1958; Hodgdon, 1973). An interesting account of the early administrative philosophy and conduct of women's athletics and its association to physical education was revealed in an early publication, Athletics and Outdoor Sports for Women, edited by Lucille E. Hill (1903), Director of Physical Training at Wellesley. The position taken in the introduction of this publication seemed to have been a guiding force in women's athletics for the first time period covered by this study, 1905-23, and extended even beyond those years. An insight into this philosophy may be obtained in the following description from the text. Physical activity was recognized as a method to develop a healthful and beautiful body. Women were encouraged to include athletic exercise in their daily routines. Hill (1903) stated:

As a means to an end, the value of athletics is as great--and greater--for women as for men. (p. 5)

Hill (1903) advocated developing and conducting women's athletics on a level where its true mission may be realized and the evils which were so apparent in the conduct of men's athletics would be eliminated. Women were encouraged to support a program of "new athletics" based on two guiding principles. The first concern was the acknowledgment that "health of body and mind" was of greatest importance. The second concern ascribed to the following acknowledgment:

All associated efforts must secure the greatest good to the greatest number; not the greatest good to the smallest number, which is one of the evils of the "Old Athletics." (p. 5)

Organized competitive athletics were desirable insofar as it met the above mentioned principles.

Objections to athletics were based on health-related concerns and the lack of wise leadership in the conduct of athletics. Lack of self-direction and self-control caused overzealous participants to become so absorbed in the game that they would "go beyond their strength and do themselves harm."

It was recognized by some that women of the early 1900s were indeed more independent in manners than their predecessors and led a freer life, taking part in athletics "without being one whit less a woman." Why, she could ride a horse astride, run, row and swim. Caution, however, was urged as competitive athletics developed "manly strength" and qualities that were "not womanly." To address the ardent opponents of women's athletics, an appeal was made to the ardent advocates. The following plan was subscribed:

To conduct our athletics, both social and organized on such a high plane of intelligence and control that there can be no ground for this disfavor.
(Hill, 1903, pp. 4-5)

Hill (1903) grouped women who engaged in some form of athletics into the following classes: women of leisure; business and professional women; women who use exercise as a therapy; girls in secondary schools; and college girls.

Women of leisure, and usually of affluence, included those who took part as a fashionable pastime and as a means of "gaining physical beauty and sound health." These women were cautioned not to exaggerate the importance of athletics and spread the "false impression that women were becoming sporty."

Business and professional women included those who took part to keep themselves "in condition for their daily work" and to bring their mental and physical activity into balance. Membership in sports clubs was advocated for this class of women.

The third class included women who used exercise as a prescribed or remedial agent. It also included women who thought of themselves as being "out of sorts from neglect of the laws of hygiene." This group was encouraged to persist in "the new regime long or regularly enough to prove the efficacy of the training."

The fourth class included girls in secondary schools. It was here that "the greatest menace to the good repute of athletics for women" was found. Therefore, it was here that instruction, discipline and training should be administered. Hill believed that these responsibilities rested with the school authorities. Girls should be given the opportunities to explore the natural, developmental "play instinct" by participating in games suited to their maturity and physical capacities.

The fifth class of women in athletics included college women. According to Hill (1903), it was here that guidance, instruction and competent supervision was needed.

The initiative in the introduction of games should be taken by school authorities, not by the pupils, as part of the scheme of education. [It was noted that this phase would require experimentation.] (p. 12)

Competition between class teams was encouraged to insure mass participation and to guard against the "danger from over-excitement" brought on by keener competition. College women should be educated to recognize the contribution of physical activity in the development of the intellect.

The outcome of athletics placed the ethical value beside the physical value. The demands of discipline, obedience, emotional control and unselfishness required for successful participation in athletics developed a girl's character as she developed her muscles. It seemed that the definition of the word "training" did much to separate male-female perspectives in that at a woman's college "training" was believed to be simple, practical, "right living," and not a short-term preparation for a mechanical performance (Hill, 1903).

Early philosophy seemed to combine physical education and athletics and probably provided the foundation for subsequent observations by Rice et al. (1958), Van Dalen, Mitchell and Bennett (1953), Ainsworth (1930), Hodgdon (1973), and others, that the growth and development of

women's athletics had been closely associated with the development of physical education for women. At the turn of the century, women leaders sought to keep athletics a part of the educational framework of the institution and make it part of the total educational experience of the students.

Cassidy (1973) related the preparation of women in physical education to the Women's Rights Movement of the late 1880s. By 1920, women were becoming more athletic and were accepted as intelligent enough to vote. This may have been brought about by women's support and participation in the national war effort as suggested by Barck and Blake (1952). Millions of women became farmers, trolley conductors, cops, and other types of war workers (Butterfield, 1947). Through wars, nations have been emancipated. Through wartime activities, women have been granted temporary emancipation. Pallett (1955) recognized that during wartime crises, women could spend long hours at jobs requiring great physical effort while performing high risk activities. However, the idea of women sweating while performing athletic activities were socially frowned upon and morally questioned. Early women athletes also had to contend with unqualified medical reports as to their physical limits and potentials. Without such sexual prejudice, Wilmore (1974) suggested that women's success in athletics could have progressed more rapidly.

The Local Setting

Socio-economic Factors--Cultural Climate

Nineteenth Century

The West Florida Seminary, which opened in 1857, was chartered by the Legislature of Florida in 1851. The city of Tallahassee gave to the state the property known as the Florida Institution, which included a two-story building on ten acres of land valued at \$10,000.00. This gift was offered as an inducement for locating the institution in Tallahassee. Only males received instruction the first year, after which the Board provided the instruction of females. In August 1858, Leon Female Academy deeded two lots and a house to the Seminary where the Board maintained a female department. In 1882, the male and female departments merged (Catalogue of the Seminary West of the Suwannee River, 1893-94).

In 1883, the institution was organized as Florida University with Literary, Medical, and Military schools. Both the Medical and Literary colleges had students of both sexes (Florida University Calendar, 1884-85). Even at this early date, sufficient exercise was considered greatly important. Young ladies practiced graceful calisthenics, and cadets performed military evolutions. In 1886, with limited means at their disposal, leaders opted to limit the scope of instruction in the Seminary to high school and collegiate courses in general education (Catalogue of the Seminary West of the Suwannee River, 1886-87).

Twentieth Century

With the term "seminary" being commonly applied to a school of theology or pedagogy or to an academy grade school for young women, the name of the institution was found to be no longer synonymous with its function. The demands for proficiency which required studious commitment and rigorous examination entitled the student the award of a degree (Florida State Catalogue, 1900-01). On Wednesday, June 5, 1901, on the fourth night of graduation festivities, the following event took place:

After the awarding of medals and the presentation of diplomas, Professor Albert Alexander Murphree [President], in a short address most gratifying to the students, announced that the Seminary West of the Suwannee would be known thereafter as the Florida State College. Thus closed the forty-fourth and last year of the Seminary West of the Suwannee. (The Argo II, p. 34)

Florida State College opened the 1901-02 Session with nearly 300 students (The Argo II, 1902), and with the following departments: The College, the School for Teachers, the School of Music and the College Academy (High School). The following year the Commercial Department was added along with the School of Oratory and Physical Culture (Diamond, 1929). President Murphree had asked the Board to solicit appropriations from the next legislature for an assembly hall, laboratory, dormitory and a gymnasium (Minutes of the Florida Institute, 14 July 1904). The Physical Culture program enlisted the elements of the Delsarte, Swedish, and Emersonian movements. The object of instruction was to

insure good health, an elastic step and graceful movements (FSC Catalogue, 1903-04).

The early years of 1901 and 1902 of Florida State College were recorded by The Argo which was published by the students. Among the organizations included was the Athletic Association, which was formed in 1898-99. The purpose of the organization was: (1) the harmonious training of the physique of the members by a system of well-directed exercises, and (2) the cultivation of a deeper interest in college athletics among the students (FSC Catalogue, 1900-01). The athletic section of the 1903-04 Catalogue pictured a women's basketball team of 1901-02 along with a men's baseball team picture.

The objectives of the Athletic Association were explained with the rules and regulations drawn up by the Faculty Committee on Athletics, but no other mention was made of the women's role or membership in the Association. However, in 1901-02, Eunice Rawls was listed as secretary-treasurer of the Olympian Athletic Association (FSC Catalogue, 1900-01).

Of the 38 degrees bestowed by President Murphree by the end of 1904-05, 55 percent had been conferred to women (Dodd, 1952). The faculty had increased from 6 to 21; the enrollment from 110 to 387. The 200 college students represented every county in the state and included several students from Cuba (The Talisman, May 1909).

The Legislature of the State of Florida, session 1905, took action in support of the Buckman Act, whereby all existing state institutions for higher education were abolished and consolidated into two institutions. Among the documents deposited in the cornerstone of the Administration Building of FSCW in 1910 was a brief historical sketch of the college written by Dr. A. A. Murphree, the first president of the institution. In it, Murphree (1910) gave the following account of the early history and development of the institution and rationale which took place in arriving at the decision to consolidate:

Prior to the Buckman Bill, Florida has seven so called state institutions. Other sporadic additions from time to time were sapping the foundation of the system of public education and becoming a continuing drain upon the taxpayers. [Although the Buckman Bill was considered radical and revolutionary, such action seemed inevitable.] (p. 2)

Before the decision was made as to the location of the institutions, hearings were scheduled for delegations from Lake City, Gainesville, St. Augustine, De Funiak Springs, Tallahassee, and other localities interested in having their site considered (The Weekly True Democrat, 7 July 1905). Tallahassee based its case on the reputation and achievements of the Florida State College. Positive inducements cited a steady increase in enrollment, high scholastic averages with a 1905 Rhodes Scholar, high moral atmosphere, quality and culture of the citizenry, beautiful, healthful and scenic setting, ideal climate, city conveniences of

water, fire protection, electric lights, gas plants, churches, no open bar rooms, and capitol connections (The Weekly True Democrat, 16 June 1905). In a closed door meeting of the Board of Control and the State Board of Education, Gainesville was chosen as the location of the University of Florida, the college for men, by a 6-4 vote. Tallahassee was unanimously chosen as the location of the Florida Female College (The Weekly True Democrat, 7 July 1905). Even before the college opened, protests were heard as to the incongruity in the naming of the state institutions. Cries grew louder by the day for renaming the Florida Female College something comparable to the men's University of Florida (The Weekly True Democrat, 4 August 1905). The first issue of The Talisman (April, 1906), which was a student publication, expressed the sentiments of the students in printing on the cover of the magazine The Florida State College for Women (FSCW) as the name of their school. This was three years before the legislature acted to make the change official (FSCW Catalogue, 1912-13). Although, the 1908-09 Catalogue bore the title the State College for Women. Elsewhere the school had been referred to as Florida Women's College (FWC), and Florida State College for Women (FSCW), or the "W."

Similar standards were set for entrance and graduation requirements at the two new state institutions. It was further decreed that Florida women were entitled to equal recognition with men in advantages and opportunities to fit

themselves for the duties of life (Announcement of the Florida Female College, 1905-06).

A Board of Control was appointed by the governor and confirmed by the Senate. Organizational administration and definition of scope were seen as early problems. Its highest mission was:

To provide a place where young women might come for intellectual light and spiritual quickening and warmth, a place where all noble ambitions should be awakened, where the best that is in human character should be brought to the light, and where love to God, love to humanity and love to country should be made a ruling passion. (Murphree, 1910, p. 4)

In order to meet the needs of women students and what was felt were the needs of the day, a wide variety of theoretical and practical courses were set up. Recognizing that Florida women should have equal human opportunities to prepare themselves for the duties of life, courses in domestic science, domestic art, elementary agriculture, horticulture and pedagogy, music, art, expression, general literature, liberal arts and sciences were set up (Murphree, 1910). The first session began with 114 students in 1905 and closed with 204. An addendum was attached to the aforementioned Murphree document by Dr. Edward Conradi, who was elected to replace Dr. Murphree upon his appointment as President of the University of Florida in April, 1909. The addendum attested to the authenticity of the document and assured the continuing growth of the college, having in March 1, 1910 an enrollment of 244.

Faculties were selected and rules and regulations adopted.

The rules are easy and require only diligence and ladylike deportment. Students are expected to do right from principle, and such conduct as becomes a lady is insisted upon. The college will dismiss any student whose influence is known to be bad. (Rules and Regulations for Guidance of Students, 1905-06, p. 3)

Among committees established at the first faculty meeting was one on outdoor exercise and physical training (Faculty Minutes, October 1905).

It was the belief of the founders of the institution "that our civilization ultimately rests upon the home and is dependent on and measured by the culture of our women" (FSCW Catalogue, 1907-08). The dormitory was not just a lodging place for young women intent on getting an education but it exemplified the cultured home "with no less freedom and no more restraint than that which the love of enlightened and cultural parents surround their daughters" (p. 100). The extracurricular activities such as the Y.W.C.A., the literary societies, and college fraternities, "each in its way helps to brighten, strengthen, and sweeten the womanhood of our country" (p. 100). Thus was the philosophical background in which the physical setting was centered.

The campus was situated on a hill in the western suburbs of Tallahassee. The physical plant included College Hall which was the main building and contained 13 lecture rooms, including 4 spacious study halls, a large library, 3 laboratories and the office of the president. East Hall was

a 2 1/2 story high dormitory containing 40 sleeping rooms, a private parlor, a reception room and a dining room with a capacity of 200. On each floor were toilet rooms with the latest sanitary appliances. Connected to this building was the domestic department which managed and processed food for the student body. West Hall was a 30-room dormitory. Dormitories were presided over by the lady principal in loco parentis providing for homelike living for its residents (The Florida Female Catalogue, 1905). The lady principal was later known as a Matron or Housemother.

The citizens of Tallahassee contributed a liberal sum of money to build a gymnasium on campus. Expected to be completed by November, 1903, it would be furnished with the latest apparatus (FSC Catalogue, 1900-01). In the meantime, Dr. Murphree had arranged to use a building known as the Lincoln Academy, as the gymnasium and studio for the teacher of physical culture and oratory, Edith Moses, Professor of Expression. The building was erected in 1876 as a school and church for negroes, and owned by the County School Board. The College Board purchased it in 1905 for \$1,400.00 (Dodd, 1959). The building was then converted into a gymnasium-natatorium. It was described as "commodious," consisting of a main floor 40 x 70 feet, well lighted and ventilated, dressing rooms, lavatories, bathrooms, swimming pool, etc. (FSC Catalogue, 1905-06). Autrey (1932) later described the natatorium or the "bath tub" as it was commonly called, as being very small and shallow. This

facility was used for women's sports and physical education until 1929.

Philosophy of the Local Leaders

The Florida Female College (FFC) opened in the fall of 1905 with a faculty of 18 and with the following departments: College of Liberal Arts; School of Industrial Arts; State School for Teachers; School of Music; School of Art; and School of Expression. The areas of elocution and physical culture were organized in association with the School of Expression. Two hours a week of physical culture were required throughout the year for those seeking the Bachelor of Arts or the Bachelor of Science degree. The State School for Teachers required four years of physical culture for its graduates. Physical training was required in each school "as a basis for establishing the best physical foundation for intellectual and expressional development" (FFC Catalogue, 1905-06). At the beginning of the first semester, and at the end of the year, careful physical examinations were given to every student. Special exercise programs were designed for each student based on the individual needs as determined by the initial examination. Class drill and indoor basketball were conducted in fall and winter. In the spring, recreational activities included tennis and walking in the open air (FFC Catalogue, 1905-06).

The college community was proud of the converted well-equipped gymnasium, with its chest expanders, poles, hand stretchers, Indian clubs, and dumbbells.

Sport, according to Ainsworth (1930), introduced a new element to the traditional physical culture program of gymnastic drills and exercises--the element of competition. Student interest in sports increased and was evidenced in the formation of athletic associations set up to increase opportunity for organized participation in many schools.

Edith Moses, chairman of Physical Culture and Oratory at Florida Female College and chairman of the Committee on Outdoor Sports and Exercises, reported to the faculty that an athletic association was formed on October 19, 1905 with Leola Meeks as president, and Mary Reynolds as secretary and treasurer. Committees were appointed to take charge of sport activities which included basketball, tennis, field hockey and croquet (Faculty Minutes, 2 December 1905).

Status of Athletics for Women

The sport of tennis grew quickly in popularity and basketball became a very scientific game under the coach, Miss Jones, professor of Domestic Science and Art (The Talisman, April 1906).

On October 4, 1906, a meeting of the Committee on Outdoor Sports and Exercises was held to discuss plans to interest students in outdoor games and exercises. Since all students were required to join the athletic association, it was felt that much benefit could be derived from participation in the activities. It was decided to organize two

basketball teams with the idea of having a match game during the year (Faculty Minutes, 6 October 1906).

1906-09

The first public game of basketball on campus apparently took place on the afternoon of November 24, 1906. A large crowd of spectators gathered at the appointed hour to greet both teams, the Prickley Pears and the Cockle Burs. Even though the game was much different from the game today, the action was said to have been both swift and skillful. Bursts of admiration, enthusiasm and encouragement were offered from the spectators. The Prickley Pears were victorious in the first campus basketball game. Maebelle Williams made five baskets for the red and black Cockle Burs against an unusually strong gold and black Prickley Pear, Gertrude Odom. Ella Manning was designated as the game's best player, being not only swift and strong but also rapidly deceptive (The Talisman, January 1907). Since the rematch was won by the Cockle Burs, a championship playoff was scheduled for February. Following is an account of that game:

The girls had scarcely become rested from the playoff game, which was won by the Prickley Pears, when they received a challenge from the team at Stetson University and from Rollins College. Enthusiasm of the entire student body reigned supreme when the President of the college and directors of physical training consented to accept these challenges. (The Talisman, January 1907, pp. 36-37)

Amid shouts of farewell and well wishes from their friends, the train left Tallahassee for that historic first

intercollegiate encounter with Stetson (The Talisman, January 1907).

When game time finally arrived, enthusiasm ran high for Florida Female College but the score ran in favor of Stetson. Later that day, the girls were escorted to the Stetson men's baseball game played against Kentucky Military Institute. The following day, Sunday, the team journeyed to the Rollins campus for "a memorable time boating and roaming through the orange groves." The next afternoon a large company of visitors gathered to view the big game between Rollins and the team from Tallahassee. The inexperienced FFC team was defeated, but were not discouraged. After the game, both teams were entertained by Rollins College President Blackman. Upon their return to Tallahassee, decorated carriages and elegant dinners welcomed the new college team home (The Talisman, April 1907).

Fall 1907 saw a tennis club organized and water polo encouraged, but basketball had become the game of games. Helen Hunt was secured as business manager and referee and set out determined to avenge the victorious Stetson and Rollins' challenges of the past January (The Talisman, November 1907).

Gerber et al. (1974) described this period in women's sports as a time of "informal and cautious disapproval." This concept may be seen in the ambivalent way the

subject was approached at the Florida Female College faculty meeting (December 14, 1907):

The inter-collegiate games of Basketball scheduled for this session was agreed to leaving the conditions under which they are to be played to be fixed by the Committee on Athletics so as to meet objections.

The enthusiasm generated by the intercollegiate games inspired many students to become adept in basketball techniques. New teams now appeared for campus play (The Talisman, January 1908).

Interest and spirit in sports seemed to permeate college life as evidenced by the following account:

During "exams" the students were seized with a fever for exercise. The erudites played tennis, others went to "gym" and still others played basketball. It was thought an evidence of progress that, in so critical a time, the students should turn to recreation and hilarity instead of to "cramming." (The Talisman, March 1908, p. 35)

The new intercollegiate basketball season approached with great anticipation, and with a new coach, Kent Johnston, who consented to work with the team. In addition to being a science, basketball was now an art.

Evidence indicated that the faculty wielded much power in policy matters concerning women's athletics. The committee on athletics presented to the faculty (8 February 1908) a proposal for permission to schedule a basketball game with the Riverside team of Jacksonville. After much discussion, it was moved by Miss Barclay that the game not be permitted. The motion carried. However, the literature

revealed the event did transpire the following month. At the same faculty meeting, Professor Williams moved that games with Thomasville and Stetson be public. The motion carried. The discussion that followed stipulated that in the future no "public" games would be permitted, "public" being interpreted to include all young men except members of the faculty. Professor Tucker initiated an academic eligibility requirement that called for a grade check of players expecting to participate. Students found to be delinquent in two or more studies were not allowed to compete (Faculty Minutes, 8 February 1908).

The first intercollegiate basketball game of the 1908 season was played against Young's College of Thomasville, February 14, in the Thomasville Y.M.C.A. gymnasium, before a large crowd of spectators. From the starting whistle at 3:45 P.M. until the end of the first half, both sides played diligently. The Talisman (March 1908) described the game:

Young's College was particularly strong at forwards, who were sure to score once they got the ball. However, Tallahassee's center, through good team work with her guards, was able to get the ball to her forwards. (p. 37)

At the end of the first half, FSCW led Young 24-9. Young started the second half with a change at center hopeful that additional height at that position would prove decisive. The Tallahassee forwards caught every ball thrown from center and scored quickly. Very few fouls occurred and the game ended without a time-out called. Although the game ended in a lopsided 53-14 victory for the "W" the Thomasville team showed no signs of giving up. FSCW was now more determined than

ever to show Stetson "the way to play ball" (The Talisman, March 1908).

"If we can only beat Stetson!" had been the cry ever since the team had been organized; they never came off the practice court without exclamation of vengeance. The players realized that victory in the game in Tallahassee, February 28: guards, Eva Dean, Ella Manning, forwards, Bulah Laslie, Carolyn Westcott; center Johnnie Rutland, captain; substitutes, Bly Pickett, Mary Barco. A detailed account of the game was printed in the student publication, The Talisman, May 1908.

Stetson had arrived the night before. Breakfast was spent sizing up the opponents--height, weight, skill, etc. The appointed time had come. The home team was met by words of advice and encouragement from Coach Johnston. While not overly confident, FSCW would play to win. Stetson, in their shinning new uniforms, took the court first. Quick passes during pre-game warm-ups showed alertness and good coaching for the opposition. The FSCW warm-ups were comparable enough to make Stetson "sit up and take notice." An enormous crowd of town people and students gathered in support of the local team. Tensions ran high as the opening toss was made by referee, Kent Johnston.

It is safe to say we felt anything but the courage of our convictions. At the first toss up, Johnny [Rutland] jumped so high our chief anxiety was that she might be hanged on the telephone wires above the court. But we were not so quick to realize that our center outclassed her adversary, as was Mr. Botts, Stetson's coach, who officiated as umpire. (p. 49)

Half time found the home team ahead 7 to 4. The girls were distraught and distressed over the disputed calls and questionable officiating attributed to the visiting side.

Our coach, who realized under what difficulties we were playing and that we were giving up, brought us to our senses and we went back with renewed energy. (p. 50)

Play resumed in what must have seemed like an extremely long second half, in that it replicated the first agonizing period of the contest. Even though the final score was FSCW 15--Stetson 9, the team did not enjoy the victory nor the experience.

We felt it would be an honor to beat Stetson, but that was before we knew what a hard loser she is. (p. 50)

Conditions improved and spirits renewed with the next game that was played in Jacksonville, March 3, 1908. Despite the fact that it turned out to be the first "goose-egg" game on the record books, the Riverside girls put up some stiff competition before succumbing 26-0 in a "most sportsmanship manner." The Talisman (May 1908) explained:

During our stay in Jacksonville, we were treated most royally. An automobile drive, a chafing dish supper and river trip were given for our entertainment. It is needless to say we had the most delightful time imaginable. (p. 51)

The return game with Riverside was played in Tallahassee, March 20, 1908. Accompanied with many followers and rooters, the Jacksonville team showed signs of practice and improvement since the last meeting. The score was 29 to 6 when the game was called because of rain.

We look back on our games with Jacksonville with a great deal of pleasure. Not because the score was in our favor, although that helps, but because the general atmosphere was one of good fellowship. (p. 51)

Thus ended an undefeated season for the Tallahassee team who now looked for more worlds to conquer.

But, instead of expanding the world of intercollegiate competition, that world began to shrink. Up until 1909, intercollegiate basketball at FSCW, if not officially approved of, had been allowed. The players enjoyed playing and worked hard to develop skills and technique. They were also cognizant of the physical and social outcomes of participating in athletics. Community and campus supporters recognized and rewarded such efforts with vocal encouragement and physical presence at contests. It was inconceivable at FSCW that athletics could be a source of activity that promoted undesirable outcomes. However, amid rumors to the contrary, the new season was scheduled to begin after the holidays with a match game with the Capital City basketball team. The players hoped that the season would be extended (The Talisman, January 1909).

Revision of Local Philosophy

Meanwhile, the faculty had questions concerning the legitimacy of the situation. It was not exactly clear who was empowered to arrange intercollegiate games and many misunderstandings seemed to abound. In answer to the question, the January 16, 1909 Minutes reflect the following:

The President rules that faculty regulations of last year holds good: all intercollegiate games be forbidden.

No such regulation was found in a search of faculty minutes. At the following faculty meeting (13 February 1909): "The committee on athletics asked for reading of the rule adopted last session in regard to Basketball games, which was done." The regulation, however, was not recorded nor appeared previously in the minutes.

It was during this time that the notoriety associated with men's athletics began to appear in the professional literature. The notion appeared that athletics were conducted for the benefit of the few who needed it least. Unethical, and in some cases unhealthy, practices and outcomes seemed to overshadow the educational and physical aspects of participating in athletics. Gerber et al. (1974) contends that early disapproval stemmed from the notions that intercollegiate sports for women were not consistent with womanly behavior and secondly, it was not consistent with the goals of physical education. But, just how did all this notoriety in sport come about?

An interesting insight into the history of sport was made by Sprandel (1972) who stated that athletics have been recorded through the ages mainly due to the significance of its mismanagement. Unscrupulous administration and exploitation of the amateur athlete of the Greek Games was instrumental in their downfall. Rice, Hutchinson and Lee

(1958) reflected that the rise of professionalism destroyed the original concept of the Games. The rewards for winning and performing for audience amusement and gratification encouraged trainers, who were the first athletic administrators, to buy their athletes' victories.

The earliest intercollegiate sports associations were formed in the mid-1870s. In the 1880s, sports assumed an important place in college life and attempts were made to place men's athletics under faculty and institutional control (Rice et al., 1958). The initial attitude of the authorities toward the sports program was that it was a necessary evil better to be tolerated and restricted with institutional sanctions rather than be ignored because it would not go away. Freeman (1977) suggested that colleges granted admission for students to participate in sports as a show of freedom and self-direction. Then, too, school teams, with active student support, made student life appear more attractive to prospective students.

Most early concerns of athletics focused on financing. The perplexing question was how athletics should be financed. Should the major source of revenue come from endowments, gate receipts or student fees? Another concern centered around the fear that management for profit would destroy college athletics (Sprandel, 1972).

How did the early athletic programs achieve such notoriety? Bowen (1909) suggested that students were quick

to realize that they could market sports, and that having a winning team meant gaining financial support. Enterprising promoters saw an opportunity to make athletics a big business and had little concern about the health and educational aspects of sports. Various methods were employed to assure success. Professional coaches were employed and monetary inducements were proffered in the recruiting of players. Prominent alumni were utilized for inspiring teams, recruiting players and coaches, and in generating publicity. The news media caught the current interest in spectator sports and blanketed the pages with sensational sports news items. Getting men's athletics back into the educational setting was to become a monumental task for those seeing athletics for its health and educational potentials. One of the guiding principles in that quest was to establish operational definitions. Athletics that were promoted primarily in the interest of their earning capacity were considered essentially professional. Hetherington (1909), considered to be the modern philosopher of physical education, perceived the situation to be a result of social conditions in general. He further attempted to educate the public that professional athletics were for the pleasure of the spectator and that amateur athletics were for the benefit of the participant. Those in charge of women's sports adhered to the ethical and healthful benefits of athletics and worked to limit competition for girls and women to intramurals and playdays.

Revision of the Local
Program 1909-1911

Meanwhile, back on the FSCW campus, the students anxiously awaited the decision of the faculty in regard to intercollegiate games. They acknowledged the serious objections to public games but counteracted with equally serious reasons why these games should be regarded with favor. Convinced that another contest with Stetson was out of the question, other challenges were tentatively accepted with arrangements to be finalized at a later date. Until then, class teams and sub-teams contested vigorously as the campus teams, the "Stars" and the "Crescents" were refereed and coached by Coach Smith and Miss Longmire, respectively (The Talisman, May 1909). The players were listed as follows:

Crescent Basketball Team: Irene Smith, Irma Williams, Mary Deaton, Frances Belcher, Ethel Manning, Subs--Beryl Harrison, Ellen Godley, Ruth Otwell, Beatrice Campbell.

Star Basketball Team: Essie Long, Hallie Deaton, Ruby Hall, Bessie Chase, Opal Purnell, Subs--Lucille Mitchell, Louise Sparkman, Gladys Magruder, Grace Godley. (Flastacowo, 1910, pp. 124-125)

The 1910 issues of The Talisman, which had up until this time given a vivid account of the intercollegiate athletic program, were conspicuously and woefully found to be missing from the Florida Collection. No mention was made of the competitive athletic program in the College Bulletin until 1910 when an explanation appeared in support of discontinuing the program. The statement went as follows:

The college encourages participation in all forms of wholesome outdoor exercise, and seeks to arouse a general interest in rational athletic sport. By a standing rule of the faculty, intercollegiate match games are not permitted, and thus the benefits of athletic games are not confined to a few who possibly need them least. (FSCW Catalogue, 1910-11, p. 24)

Students saw athletics as promoting campus enthusiasm and of having the greatest benefit for physical and mental well-being (The Talisman, January 1911). The two apparent objections the faculty had to intercollegiate athletics were that the games would keep the players "from studying as they should" and (2) that "trips to other schools have a demoralizing effect--the girls cannot get their minds on their work for several days afterwards." The students countered these objections with the rationale that players would study hard to maintain the academic requirement for team membership and that the "broadening of the mind" and the "enlargement of ideal" that these trips afforded, were worth a few days away from studies. They further questioned the supposition that education was acquired only from books (The Talisman, January 1911, p. 26).

The students associated college spirit with intercollegiate games.

They grieved in their hearts that so little interest was taken in athletics. (Flastacowo, 1910, p. 38)

Campus participation, which was previously inspired by the intercollegiate program, lost its charm. This lack of enthusiasm carried over in other phases of college life.

"The college atmosphere in general portrayed a listless mass of humanity, seeking education" (The Talisman, March 1911). Something had to be done. This attitude was relayed formally to the faculty, that student interest in athletics, particularly basketball, was "less encouraging than desired." The Athletic Committee suggested allowing public games in order to stimulate participation. After much discussion, the faculty voted 11-8 to rescind previous action "forbidding the attendance of young men from the city to such games" (Faculty Minutes, 5 October 1910). This action was short-lived, however, as the following meeting discussion intimated that "perhaps the desired enthusiasm could be attained thru other means" (Faculty Minutes, 19 November 1910).

Rising to the occasion, in recognition of student unrest, the chairman of the Athletic Committee called a meeting of the faculty and student body on the morning of February 11, 1911. Pros and cons of the situation were openly discussed. The exact details of the meeting were not recorded, but the outcome seemed to fulfill the objective.

It was hard to say what strange powers actually effected a metamorphosis from the extremes of apathy to enthusiasm. At best, at FSCW, it could have been a combination of several factors. One of which was the recognition of a need to change. Another factor likely was the reformation of the Athletic Association that was maintained by the

students and advised by a faculty committee. Activities were reorganized and class units were designated for participation. Faculty challenges with the different class groups encouraged participation and stimulated interest and enthusiasm. Also, an effort was made to increase facilities and purchase new equipment. Thus, the attempt was made to reaffirm interest in athletics. Students gained public exposure by performing at commencement exercises. Gym classes demonstrated some of the activities learned during the year, such as dumbbell drills, Indian club drills, folk dances, aesthetic dances and a Maypole dance (The Talisman, May 1911).

1911-1916

Interclass and club competition continued in basketball. Mr. Smith worked to sustain and increase interest in the activity. After several weeks of practice, the players were divided into two evenly matched teams--the "Stars" and "Crescents." After the teams were formed, they held separate practices refining skills and developing strategies. Each team also had a sub-team, that would be comparable to the present-day junior varsity. The schedule called for three games to be played between the first teams on each side and three games between the second teams. Play was governed by Spaulding's Official Basketball Guide for Women. Spectators were encouraged to attend and take sides in supporting the players (Flastacowo, 1912). The following

year class teams were organized--the Sub-Freshmen and Sophomores against the Freshmen and Juniors. This was the beginning of the Odd-Even classification of students. The Odd-Even classification of students insured instant membership and comradeship in participating activity units. The Odd-Even distinction was decided at matriculation. The Odds were made up of those classes graduating in an odd year and the Evens, those graduating in an even year. As a former student pointed out later, this distinction provided ready-made divisions for intramural sports and other contests, whenever the innate spirit of rivalry came to life (Jones, 1977). This Odd-Even association carried on throughout the individual's college life and out into the "real world." Alumnae recollections seem to bear out the indelibility of being an Odd or an Even.

The Athletic Association also sponsored a tennis club composed of two groups, the Seminole Tennis Club with 24 members pictured and the Okahumpha Tennis Club with 19 members shown (Flastacowo, 1910). New features of the organization later included water polo, indoor baseball and a cross-country club (Flastacowo, 1913). Unlike present day cross-country, in the early 1900s, the activity of the group consisted of walking.

Even with the club sports, the students still hoped for intercollegiate competition--but this time in the form of tennis (The Talisman, November 1912). Sport facilities

included five courts for basketball and tennis and a field for hockey. Another eight acres were proposed as an addition to the athletic fields for use in outdoor physical training (FSCW Catalogue, 1912-13). Indoor facilities were expanded when the Department of Home Economics moved from the gymnasium to its new quarters. Every student was still required to take two hours of gymnasium work per week. After one year of gymnasium, students could, at the discretion of the director, substitute basketball or tennis for the regular gym work. All students took part in the physical culture program except as advised by the college physician, and earned one-half unit of credit per year. The college provided gymnasium uniforms to the students at wholesale cost. These uniforms were a black or navy blue serge bloomer with a white middie blouse. Dark stockings, gym shoes and a cravat completed the uniform. The department was now listed as Physical Education, instead of Physical Culture and was located in the School of Expression. Physical education courses were taught by Miss Elder and Miss Dickenson; Personal Hygiene was taught by Dr. Conradi, President; First Aid was taught by Dr. Moor, college physician; Applied Physiology was taught by Dr. McNeill, from Botany (FSCW Catalogue, 1913-14).

Mention of having a field day was discussed back in 1908. The subject came up again in 1913 and Miss Elder announced plans for a field day program and asked for

faculty cooperation in making the occasion a success (Faculty Minutes, 8 March 1913). April 8, 1913 was designated as Field Day. On this occasion the classes were given a chance to show their athletic inclinations. The girls were up early, scurrying about in their athletic attire. The yearbook pictured groups of contestants gathered around the tennis courts wearing long white skirts. Bloomers were worn for taking part in the other activities. Basketball was the opening event of the day and was won by the Sophomores. Running events were completed before the group reluctantly broke for lunch. The swimming contestants were so evenly matched that the judges decided to divide the points evenly among the swimmers. Baseball followed.

And so on through the long sunny afternoon, the girls raced to and fro, struggled in the "tug of war," rolled in the grass and dust. The grimmer they became, the jollier they were. (Flastacowo, 1914).

A photograph of the first field day captured a barrel racing event. Barrels, with the tops and bottoms removed, were lined up on their side across the middle of the field. MacGowan (1979) explained that students lined up at one end of the field, raced to the barrel, crawled through and sprinted to the finish line. Approximately fifty spectators (only a portion of the viewers) were seen in the background. Contestants wore traditional bloomer uniforms while the onlookers stood about in long dresses, suits and ties, under wide brim hats and parasols. Twilight called an end

to the action. Participants, officials and spectators trooped off the battlegrounds tired, hungry, and happy. Happiest of all perhaps were the Sub-Freshmen whose performances claimed the overall championship banner that was presented in chapel the following day (Flastacowo, 1914).

The class of 1913 effected the first tangible organization of student government. The faculty received a request from the students outlining a form of student government as far back as 1909 (Faculty Minutes, 11 April 1909). However, due to the change in administration at that time, the faculty decided to postpone the request indefinitely (Faculty Minutes, 8 May 1909). The students were kept in line by a code of behavior formulated by a faculty committee. This committee was appointed by the new president, Conradi, to draw up regulations using a demerit system (Faculty Minutes, 15 January 1910). Implementation of the demerit system fueled the fire of most faculty meetings thereafter. The first business considered at the May meeting of the FSCW faculty (1913) was the unanimous request by the students that a system of student government be instituted at the college. The faculty decided unanimously that the student request be granted. The years that followed found the women students becoming more comfortable with the process of self-government and with having an input into decision making. For many years it was reported that the faculty had set rules and disciplined students, sometimes by a very unsympathetic yardstick (Flastacowo, 1921).

Various incentives were tried to encourage participation in the activities organized by the Athletic Association. Professor Smith, who was in charge of tennis, offered a new tennis racket to the winner of the tennis tournament. This practice began around 1912 with Athletic Association President, Hallie Deaton, winning the racket (Choate, 1979). The only new stipulation was that the tournament must have at least ten entries. The department chairperson, Miss Elder, was in charge of basketball and swimming, and Dr. Brautlecht and Professor Williams were in charge of baseball. These faculty members comprised the Committee on Athletics (The Talisman, November 1913). The athletic year began to take on seasonal activity distinctions. Fall was devoted to basketball and the Thanksgiving Day game. Spring held the anticipation of Field Day, followed by baseball, tennis and swimming.

In order to promote additional interest in campus athletics, the Athletic Association initiated the "F" Club in 1913 (Florida Flambeau, March 16, 1934). The qualifications for membership included being on the winning varsity basketball team and winning the championship in tennis singles. Hulitt Gist, Alberta Arnold and Susie Pope were the first "letter" winners in athletics at Florida State (The Talisman, March 1914). The "F" club was later officially organized March 16, 1920. Membership included those girls who won F's for varsity, a first place at Field

Day, Water Sports Day or in Tennis. The aim of the club was to promote interest in campus athletics and to bring the girls closer together.

The purpose of the organization was to uphold the standards of athletics in the college and through cooperation with the Physical Education Department and the Athletic Association of the college, to maintain the highest physical efficiency of the students. (Florida Flambeau, 15 May 1920, p. 4)

Alumnae who had won F's were invited to become associate members. No dues were assessed. Badges were designed for members for an inexpensive fee (Florida Flambeau, 15 May 1920).

In preparation for the Second Annual Field Day, Miss Elder called on the faculty to act as judges for the events, also she issued the call for entries in a faculty event (Faculty Minutes, 21 March 1914). Diamond (1929) described Field Day to be more like a "modern Play Day." It provided fun and excitement for contestants and rooters during the three-day event. Other activities included tennis singles and doubles; basketball; races--doughnut race, three-legged, 20-yard dash, 50-yard dash, half mile, a relay; diving; vaulting; and rings. The awards day that followed proclaimed the Junior class as overall winners (The Talisman, May 1914). The following year all Field Day winners and the best All Around athlete were awarded the college letter. Only varsity members were allowed to wear letters on campus. The varsity team was described as those who would play on varsity if the

college were to have a varsity team. Some students still had a glimmer of hope in this direction (Florida Flambeau, 30 October 1915).

Programs Become Established

Although FSCW was located deep in the southeastern section of the country, women students were by no means isolated. National headlines highlighted the local student publication, reminding the residents that they, too, were a part of the whole. Results of Woman's Suffrage in California reported enactment of laws concerning health, morals, and female civil rights. Women were performing their duties and responsibilities as citizens and as mothers with greater intelligence and efficiency (Florida Flambeau, 27 November 1915). *Intelligencia Femina Perfecta*, the complete intelligent woman, was duly recognized in 1916 as FSCW was among seven institutions out of 140 in the south to be accepted by the Association of Colleges and Secondary Schools of the Southern States (Woody, 1929).

The Department of Physical Education reminded students of the three words selected and included in the college seal--*Vires, Artes, Mores*--the purpose of educating the student physically, mentally, and morally. Prominent among the liabilities of higher education of women during this time was that of "cultivating her intellectual side at the expense of the physical." Happily, at FSCW a balance of the intellect and physical vitality was sought and safe

guarded through training and exercise. As in the past, students still underwent the required fall physical health examinations. Deficiencies were determined and supervised exercise and activities were prescribed according to the needs of the individual student. Between 3:00 and 5:00 o'clock each afternoon, a liberal estimate of around 200 and 250 girls could be found at work either at the gymnasium or at outdoor games, nearly one-half of the student body. Facilities found to be operating at full capacity were: five tennis courts, two basketball courts, volleyball, dredgeball and baseball courts (Florida Flambeau, 4 December 1915). A student editorial reminded colleagues that nothing kept the spirit fresh, the body healthy and vigorous and the soul joyous, as did play. Encouragement was given to the students to enter the campus athletic activities that were available to them and reap the aforementioned rewards (Florida Flambeau, 6 November 1915).

By this time, interest was increasing in all activities. The tennis club had a list of 70 members. In addition to an increase in the purchase of equipment, the sports offered now included indoor baseball and volleyball (Florida Flambeau, 23 October 1915). Feeling inferior to no one, the Athletic Board of the Athletic Association wrote off for track and field records in order to compare FSCW records with those of other colleges. These records were published in the American Physical Education Review, Volume XXI

(January 1916). Since no method existed for establishing track and field records for girls and women, Harry E. Stewart, M.D., Physical Director of Wykeham Rise School for Girls, Washington, Connecticut (1916) and later (1922) of the New Haven School of Physiotherapy, called upon schools and colleges to send in new records made which he would compile and publish at the end of the year. Stewart published these records as well as other articles on training, field and equipment standards, construction of equipment and facilities, as well as methods of coaching female athletes (January 1916; May 1922; June 1922). A committee, which was later established to guide women's track athletics, included Katherine Montgomery, of Florida State College for Women (Stewart, May 1922).

Ainsworth (1930) reported that field days were also popular in eastern colleges, with awards ranging from ties and pins to letters and blazers. At Florida State College for Women, a silver loving cup went to the class victors of field day (Florida Flambeau, 4 December 1915). Other awards set were: a championship banner to the basketball winners and a garnet Spaulding sweater with a gold "F" to the best All-Around athlete.

With such incentives, there was little wonder as to the encouragement, support and local publicity as was found on campus during this time. The two main athletic events of the year included the Thanksgiving Day game and the

spring field days. Weekly publications about team practices, upcoming stars, pep rallies, and the like, were not unusual as the big game drew near. On the day just before the big game, which was held on Thanksgiving Day, the Florida Flambeau (27 November 1915) reported that the Odds and Evens staged a most unusual demonstration. The Odds marched into chapel singing, "Oh, who's going to win? Oh! Who's going to win?" The surprised Evens sat transfixed, whistled along, then cheered as their opponents filed in. As the music began, the Odds, being the Juniors, Freshmen and Sub-Fresh I's, marched up and down the aisles forming a "W" before being seated. The Odds' march ended with cheers for the Odds and cheers for the Evens. The Even class responded with "rahs" for their opponents, "rahs" for President Conradi, and "rahs" for Dr. Dodd.

Following a short student body meeting, the Odds marched from the auditorium, through the Administration Building and out of doors as lines of red, white, and purple formed a great spiral in front of Bryan Hall. Not to be outdone, the Evens--meaning the Seniors, Sophomores, and Sub-Fresh II's (those who fought under the banner of the green, black and gold)--marched out of the auditorium, through the Department of Music, performing a snake dance around the campus.

Rip Rip Rip -- Zyp Zyp Zyp
 Rip Zyp Rip Zyp Roar
 Roar--Roar--Roar
 Senior, Sub, Sophomore

As if to be written in a script, the dinner bell sounded and the Odd spiral unwound itself and marched to dinner while the Evens snaked their way in. The most prominent feature of this pageantry was reported to be its "spiritual, yet friendly rivalry" (Florida Flambeau, 27 November 1915). It was not known at this time, however, that this type of pageantry and demonstration was only a hint at what was to follow.

Traditions

The original purpose of the demonstrations was to announce the members of the respective teams. Pre-Thanksgiving Day activities in support of Odd-Even athletic teams came to be known as Demonstration Days. As time passed, in addition to yell practices and pep rallies, each group staged exhibitions and choreographed dramatic extravaganzas built around clever themes requiring much ingenuity and preparation in support of their teams. The Tuesday and Wednesday before the big day were designated as the Odd and Even Demonstration nights. Demonstration chairpersons appointed committees for staging, dance, costumes, properties, rehearsals, and programs. Surprises were assured as much secrecy was maintained until the actual performances. Both nights were characterized by great displays of confidence and enthusiasm in the

respective camps. Each year the celebration became more elaborate (Florida Flambeau, 26 November 1919).

Another notable event in support of Odd-Even athletic teams that appeared around 1917 was the custom of color rush. On the morning preceding the Thanksgiving Day game, the Odds and Evens raced about campus to raise their team colors higher than their opponents. One student had her boy friend, who was a downtown chemist, fill the Odd balloons with helium so they rose to the ceiling during assembly color rush to help the Odds win that year (Gallemore, 1979). Later, certain landmarks and buildings were designated as desirable objectives for flying colors. Once the objective was claimed, it secured that spot as a base of support for displaying either Odd or Even colors. The possession of an objective was determined by the side who first touched it with their colors. Girls stayed in their rooms until the rising bell rang then sprinted to their objectives. Colors were placed at the "team room" cottage, gym, Education Building, Bryan Hall, Arcade, East Hall, Reynolds Hall, on the flag pole and lamp posts. Inasmuch as the gates were a gift to the school from an Even class, they were reserved for the Even colors of green and gold. The fountain which was given to the school by an Odd class flew the red, white and purple of the Odds (Florida Flambeau, 26 November 1919). The method of securing objectives was changed in 1921. Instead of rushing from dormitories, an Odd and an Even

runner lined up in front of Mr. Kellum's house. Mr. Kellum was the treasurer and business manager of the college and took a decided interest in the athletic program. At the sound of a gun, the race was on. Stationed at each objective was a judge and an umpire holding Odd colors in one hand and Even colors in the other. The first runner to touch her colors claimed that objective. When it was all over, the entire campus was aglow with color (Florida Flambeau, 19 November 1921).

Basketball noticeably dominated the prime spots in the Florida Flambeau during the first regular season. As time for the big Thanksgiving Day game arrived, both sides took pride in escorting their teams to the field. Amid cheers and singing, the biggest game of the 1915 season got underway. It was not long into the game before "the amazing teamwork of the Odd classes rendered the crowd breathless." Using somewhat unfamiliar terminology, the following account of the game appeared in the Florida Flambeau, 27 November 1915:

Jr. Fresh-Sub-Fresh I vs Senior, Soph-Sub-Fresh II, Odd Team Hold Even by Great Team Work

Sub-head: "Final Score 12 to 3, Victory Clean and Decisive"

The Even numbers put up a good fight, but could not get over the swift passing of the Odd numbers' guards. Hester and Slemmons never let the ball cross their box to the basket. Their alertness, and teamwork together, outclassed everything

that has been attempted in basketball on the campus. Hester and Hooker of the Even team, kept their forwards covered. When it comes to guarding, they put up a quick, clean fight. Lothridge and Holland are to be commended on their brisk, keen work as side centre [sic]. (p. 1)

Following this first big Thanksgiving Day spectacle, a huge parade wound itself around campus and through the streets of the city.

Basketball play continued following the Christmas holiday. Playoffs were set in March of 1916 with the finals scheduled on the Monday of Field Day. Field Day promised to be more exciting than ever with new events and more contestants awaiting the April 3-4 extravaganza (Florida Flambeau, 5 February 1916). There were eighteen Field Day events (Florida Flambeau, 19 February 1916). (See Table 1.) Beside each event is the womens' college record, which was secured earlier by mail. Alongside the posted record is listed the FSCW titleholder (Florida Flambeau, 1 April 1916), and the 1916 winners. Points were given according to the following scoring system: All events were awarded 5-3-1 points for first, second, and third places and 10-6-2 points, respectively, in baseball and basketball (Florida Flambeau, 1 April 1916).

Awards were presented to winners the following day before the entire student body and faculty who gathered in the auditorium. The victorious freshmen were seated up front "designating the upperclassmen, literally and

Table 1
Field Day Events

Event	U.S. College Record	FSCW Record Holder	1916 Meet Results*
50 yard dash	6 sec.	E. Mulholland	King 0:06 4/5
100 yard dash	12 sec.	E. Mulholland	Holland 0:13.1
Relay race		Sr. Normals	Freshmen 1:35 1/5
50 yd four 2 1/2 hurdles	8 2/5 sec.	K. Galloway	King 8 sec.
Stnd. Brd. jump	8'10"	K. Galloway	King 7'10"
Run. Brd. jump	16'5"	K. Galloway	Holland 13'4 1/4"
Run. high jump	4'9"	E. Hainlin	Hainlin 4'3"
Run. hop, step, jump	33'6"	L. Tatom	Holland 25'1/2"
Pole vault	6'3"	L. Tatom	Brundyge 6'
6 lb. shot put	37'2 1/2"	L. Tatom	Felton 18 1/2' (10 lb. shot)
Baseball throw	205'7"	L. Tatom	Edwards 149'9"
Basketball throw	88'10"	L. Tatom	Slemmons 63'6"
Diving		L. Tatom	Slemmons
Tennis - singles doubles		J. Jarrell	Lothridge Lothridge/Osgood
Baseball		Sub-Fresh II	Freshmen, Sub II, Sr. Normal
Basketball		R. Evans G. Lothridge	Freshmen, Sub II, Sr. Normal
Apparatus		C. Shands	Wilson

* Florida Flambeau, 8 April 1916, pp. 1,4.

figuratively, to take a back seat." The student body rose silently as the Senior Normal class marched forward with the Championship Banner, which now was in possession of the Freshmen class. Individual awards, which were donated by Tallahassee merchants, were presented to winners amid much clapping and cheering. Prizes ranged from silk hose to athletic shoes. One dozen boxes of crackers and a basket of food, toilet water, candy, a flashlight and a butcher knife were among the victors' spoils (Florida Flambeau, 8 April 1916). The singing of the college song ended the exercises. As if to rechannel energies and to rekindle enthusiasm, although along slightly different lines, it was then announced that "the college had purchased a wonderful campground on Lake Bradford--in need only of a building and a few boats." This area later became known as Camp Flastacowo and eventually as the Seminole Reservation. Tissie Cawthon, Dean of the College Home, was credited with planning and founding the camp. The camp, Flastacowo, bears the first letters of Florida State College for Women (Nolan, 1941).

"Fifteen? No, a hundred rahs for Field Day," stated the editorial. "The Field Day was the finest index to our character that the college year has known, Royal sportsmen, all" (Florida Flambeau, 8 April 1916).

Although Field Day publicity was the dominant theme in the campus newspaper during the spring, students were

kept up to date with frequent articles on the Suffrage Movement and the transcontinental warring factions. Students were also kept informed of current curriculum trends in the American colleges. A new objective in physical education was seen as that of developing traits of character through a new type of physical education--athletics. Students at Florida State, however, were already tuned in to this "trend." In the past, American schools had adopted a combination of the German and Swedish systems of drill and gymnastics. Symmetrical development was fine, but the mechanical movements were considered boring. Athletics, it was found, were not boring. They developed heart and lungs; they were adaptable to individual physical capacities; they encouraged endurance, judgment, grit, and initiative; they were enjoyable. Should it be surprising, therefore, that athletics would find a proper place in American physical education (Florida Flambeau, 29 April 1916).

FSCW students had already been able to substitute basketball or tennis following the first year of work in "gymnasium." Athletic offerings at the college had been expanded and conditions, in general, had improved. Although intercollegiate competition was still lacking, the next step in advancing the situation was to join the National Athletic Association. This, it was thought, would enable the college to be recognized for any national records made on campus. In order to enhance these possibilities, the athletic board

planned to get a professional coach to instruct training for future Field Days (Florida Flambeau, 20 May 1916).

1916-1923

The fall of 1916 saw a continued growth in the Department of Physical Education. Miss Elder reported one special expression student and about ten students working in "gymnasium." The total enrollment of the college was 450 (Faculty Minutes, 14 October 1916). Two student assistants worked in the gymnasium, Grace Lothridge and Florence Bunger (Florida Flambeau, 4 November 1916). The Athletic Association decided on having two Thanksgiving Day basketball games. One game would be between the Odd and Even classes of the college. The other game would be between the Odd and Even classes of the Normal School, including Sub I and Sub II. The Normal School was identified as the State School for Teachers. In 1906, it was established as "a separate and distinct institution for the training of teachers" (FFC Catalogue, 1905-06). The sub-collegiates were graduates from junior high school and were equivalent to Freshmen and Sophomore classes of the Normal School. High school graduates could enter the junior class of the Normal School. Junior and senior classes of the Normal School ranked with the Freshmen and Sophomore classes of Arts and Sciences (FSCW Catalogue, 1913-14). This division of the classes encouraged an overall championship that was played the Monday following Thanksgiving (Florida Flambeau,

21 October 1916) with a turkey awarded to the championship team (Florida Flambeau, 11 November 1916).

Tips on training through proper diet and sleep were reprinted on the first page of the school paper from the American Physical Education Review as written by Dr. Harry E. Stewart (Florida Flambeau, 1 April 1916). The college dining service cooperated with the scientific principles that were promoted to improve athletic performance and provided four training tables for the players selected to participate in the basketball games. This practice continued for several years.

Perhaps it was the exchange article from The Stetson Weekly Collegiate that rekindled the desire for intercollegiate athletics. The article reported that the Stetson team had taken the state basketball championship and would again take the swing around a circle playing teams throughout Georgia and Alabama (Florida Flambeau, 11 November 1916). At any rate, something must have stimulated the interest in the following debate held by the Thalian Debating Society. The subject chosen for debate was "That the Florida State College for Women Should and Must Have Inter-Collegiate Athletics." Freda Knight and Grace Winn presented "a most forceful and charming affirmative" and seemed most convincing and self-confident. However, an equally effective negative position on the subject by Hazel Grimm and Reba Harris had just about turned the fickle audience into

accepting their position. The judges, Misses Longmire, Elder, and Johnson, decided in favor of the affirmative-- that FSCW should have intercollegiate athletics. The audience was then most agreeable with the decision (Florida Flambeau, 25 November 1916).

Much of the December 2, 1916 issue of the Florida Flambeau was devoted to the Odd-Even Thanksgiving Day Games, complete with team pictures of the Odd-Even College Teams and the Odd-Even Normal Teams. Again, spirit ran riot as the "Even" College Team of Juniors and Freshmen bested the "Odd" Senior-Sophomore contingent 12-6. The line-up for the Senior-Sophs was: Hazel Johnson, Alta Grimm, Marie Mixon, Virginia Holland, Ella Taylor Slemmons, and Mary Ila Flowers. For the Junior-Freshmen: Helen Warlow, Lois Tatom, Esther Davison, Grace Lothridge, Ida Hester, Jack Coleson, and Katherine Montgomery, who would become a dominant figure in FSCW athletics over the next forty years.

The Even classes of the Normal School also won their championship game but by a much closer 13-12 final score. The now usual parade downtown followed with intermittent breaks for singing, cheering and class yells. Such spirit was deemed to bound the teams to their sister classes by bonds not easily broken.

December 4, 1916 was the playoff date set for the two winning teams that emerged Thanksgiving Day. Although the score was a lopsided 28-9 in favor of the College Evens,

both teams were duly complimented. Katherine Montgomery led the college team in scoring nine of their fourteen baskets (Florida Flambeau, 9 December 1916).

Other campus activities followed the Thanksgiving festivities. The Seniors had their carnival and the Juniors staged their vaudeville. With the close of the college on December 20 for the Christmas holidays, the Seaboard Coast-line Railway furnished a special train for east- and south-bound students to Jacksonville, with Pullmans for those going on to Fort Myers and Tampa (Florida Flambeau, 16 December 1916).

As the 1917 new year began, students settled into their respective activities. Those competent in athletics needed little prodding to make ready for springtime sports. A memorable occasion was recorded when the Junior class challenged the Senior class to a baseball game. The activity quickly attracted a multitude of onlookers, who were quick to realize what wonderful wizardry of womanhood they were witnessing. Spectacular plays were performed by Beth Walton, "who was particularly adept at catching flies." Tribute was paid to Theakston and Monroe for their "success in reaching first base," and to Lothridge for "a fine defensive effort." Winning pitcher Katherine Montgomery's bullets were said to be so forceful that one pitch "actually laid one Senior flat out on Mother earth." Despite the 25-10 score, the seniors were especially commended for the

admirable class spirit and cooperation that was shown in their coaching each other. Miss Taylor showed special enthusiasm with the following statement:

"Hart," she said after the fifth inning, "It makes no difference whether you or Shorter play right field, you are both equally ornamental." (Florida Flambeau, 3 March 1917, p. 6)

It was felt that more general interest in athletics might be enhanced if the chance for recognition could be more within the grasp of the average, but hardworking, aspiring athlete. It was suggested that the Athletic Association be a bit more generous and award "F's" to athletes who participated in sports other than basketball and to other than outstanding athletes. Perhaps smaller letters or a different style of letter could go to second place teams or to "faithful scrubs" who did not get to play very much but were nevertheless on winning teams (Florida Flambeau, 13 January 1917).

As teams began practicing for that big springtime event "Field Day," preliminary games were scheduled to seek out the best players. Basketball had 48 players from the classes from which only 12 players were selected to play in the final game on Field Day. At that time, the girls decided the 6 best players, those girls deserving to wear F's.

Athletic managers were responsible for getting everything and everybody together prior to the big day. They were the real workers behind the scenes. Hearty,

determined, thick skinned, these individuals had to wheedle, cajole, and connive for classmate support; they had to encourage, scold, flatter and threaten some players into shape and onto the courts for the scheduled events. The class athletic managers for 1917 were:

Senior--Katherine Harper
 Junior--Katherine Montgomery
 Sophomore--Hazel Johnson
 Freshman--Lois Tatom

Senior Normal--Joe Glidewell
 Junior Normal--Ruth Hooker
 Sub II--Juliet Gibbons
 Sub I--Ruby McDonald

(Florida Flambeau, 17 February 1917)

Field Day took on a slightly new twist in that only those who paid their athletic association dues would be eligible to enter competition. In addition, an admission charge for Field Day activities would be levied to non-members. Unusually loud pleas for payment of association dues raised the question of why the association needed the money, and how they appropriated the money they had. The Florida Flambeau, in a quest for the truth to be known, sent a representative to inspect the association books and to make a full report. This investigation yielded a record of expenditures, receipts, and a balance of \$93.57 in the treasury. In addition, it revealed exciting plans on how this money was to be spent.

An employed trainer for Field Day was no longer considered a luxury, but a vital need. It was evident that someone was needed to direct practice:

If you could see some practicing for the high jump! They run full speed far enough to lose all their strength, then twist their bodies into all conceivable shapes, jerk over the rope and land on a spot of earth hard as brick, jarring their bodies by the hard blow on the heels! It's not the few hours of field day that hurts a girl or ruins her health for life. It's the days and weeks of unsupervised, careless wrong practice, that does the harm. (Florida Flambeau, 3 March 1917, p. 1)

The students were not particular as to gender, the main requirement for the athletic coach and trainer was thorough competence. Thus, Dr. William W. Hastings, from the International Y.M.C.A. in Springfield, Massachusetts, was employed as official coach. As Dr. Hastings made his points known on the requirements and methods of training, participants became enthusiastic and serious contenders for the upcoming Field Day. The athletic grounds were groomed for the occasion. As confidence swelled, everyone expected many records to fall. "What a difference having a coach makes!" (Florida Flambeau, 10 March 1917)

Dr. Hastings also attempted to meet an earlier request of the student body by designing a new percentage scoring system. Each event was given an optimum score, designated at the 100th percentile, a little higher than that anticipated attainable. All scores were proportionately recorded. For example, if a girl jumped half the distance of the 100 percent score, she scored fifty percent. Thus, a comparable record was kept for each girl. The Athletic Board, with the approval of the Faculty

Advisory Committee, passed the following rules to regulate Field Day events:

1. The decision as to the best all-around athlete shall be based on the sum of the percentages she has made in one jump, one throw, one run, and the best two of any three events she may choose to enter, excluding the three events included in the throw group. In addition, she shall be required to enter one sport.
2. The sports are tennis, basketball and baseball.
3. Run group included 50-yd. dash, 100-yd. dash, 100 yd. hurdles.
4. Jumping group included running high jump, running hop-step and jump, running broad jump, and standing broad jump.
5. Throw group included shot-put, distance baseball throw, and distance basketball throw.

Class Points

Relay race counts only for class points.	5	3	1
Each basketball letter counts for the class represented by its owner.	5	3	1
Baseball.	5	3	1
Tennis singles.	5	3	1
Tennis doubles.	5	3	1
The sweater for best all-round athlete counts 10 points for class of holder.			
Any girl breaking a world record wins 10 additional points for her class; this is not counted on individual percentages.			
100-yd. dash.	5	3	1
50-yd. dash.	5	3	1

100-yd. hurdle.	5	3	1
Running high jump	5	3	1
Running hop-step-jump	5	3	1
Running broad jump.	5	3	1
Standing broad jump	5	3	1
8 lb. shot-put.	5	3	1
Distance baseball	5	3	1
Distance basketball	5	3	1
Pole vault.	5	3	1
Diving (three best out of five plain, straight dives)	5	3	1

Letters

Block letter "F" with tennis racket across it to be given to winner of first place tennis singles; also to each member of winning team of tennis doubles.

Any girl breaking a record in track events will be given a letter. Block letter "F" to be given to six girls representing each position on the basketball team (Florida Flambeau, 17 March 1917, p. 1)

This new scoring system was later regarded as "having made athletics at FSCW more democratic and less aristocratic" (Florida Flambeau, 31 March 1917).

There was much discussion as to the best way to pick the twelve girls vying for basketball letters on Field Day and yet have the classes remain represented and united. It was finally decided to have two teams, one team from the Odd classes and one team from the Even classes. Miss Elder then appointed Ruth Hooker as captain of the Odds; Ella

Taylor Slemmons, captain of the Evens. Each captain and two members from her sister classes appointed by the president of the Athletic Association, along with Dr. Hastings, chose the teams. One team was called "Garnet" and the other team was called "Gold" (Florida Flambeau, 17 March 1917).

Selected to represent the classes on Field Day were:

"Gold" Odds

- c. L. Tatom; sub. J. Ballard
- r.c. G. Lothridge
- f. K. Montgomery
- f. H. Warlow; sub. H. Mack
- g. R. Hooker
- g. T. Scheer; sub. M.B. May

"Garnet" Evens

- c. Marie Mixon; sub. K. Wychoff
- r.c. V. Holland
- f. H. Johnson
- f. M. Wilcox; sub. M. Moseley
- g. E. T. Slemmons
- g. R. Eckland; sub. J. Gibbons

(Florida Flambeau, 24 March 1917)

The Fifth Annual Field Day at the FSCW was held under the auspices of the Athletic Association, March 26-27, 1917. The best All-Round Athlete with the highest score was Virginia Holland. Lois Tatom was second in scoring, even though competing with a sprained ankle; Katherine Montgomery ranked third. Events for the Model

School were included in the scheduled program. Lillian Brinson and Elizabeth Anderson helped train the youngsters who participated in novelty events. It was decidedly more difficult, however, to determine the six "best" basketball players among the athletes who played in the three games. The first game was close with the Gold edging out the Garnet 18-15. The second game was an easy 28-13 victory for the Garnet. But, the playoff and last Field Day Event went to the Gold, 29-10. The judges, Professor E. R. Smith, Dr. William Hastings, and Mr. Brewer selected the following players as outstanding: C. L. Tatom, V. Holland, H. Warlow, K. Montgomery, E. T. Slemmons, and R. Hooker (Florida Flambeau, 31 March 1917).

Away from the athletic field, other newsworthy conflicts centered mainly around the European war. Women's issues received spotworthy consideration in the student newspaper as was evidenced by the debate between the Thalian and Minerva Societies, "Shall American women adopt the short, full skirt or the long narrow one" (Florida Flambeau, 21 April 1917). A Georgia newspaper was also concerned over young ladies "who persisted in wearing silk hose and low shoes during freezing weather--causing colds, 'grippe' and worse." A most appropriate question was posed by a student in response:

"O dear! There is always something the matter with our costumes. Will we ever succeed in producing one that is consistent with health,

modesty and good looks?" (Florida Flambeau, 24 February 1917, p. 2)

As a freshman in 1913, Mary Scales Beasley (class of 1917) recalled that women were still in the grip of Victorian decorum, though the queen had been dead for twelve years. The nineteenth century seemed reluctant to vanish both in Tallahassee and on the FSCW campus, "slipping away like a slow ebbing tide. Change swept upon us like a tidal wave with the news that our beloved country was at war" (Beasley, 1979).

As the probabilities of war became more imminent, the young college women were quick to demonstrate loyalty, benevolence and patriotism. Over 144 volunteers established a new Red Cross branch on campus and contributed an initial \$150.00 to the new Tallahassee Chapter. In addition, the Junior and Senior class decided to pledge the money that would be spent on the Junior Prom to the Red Cross (Florida Flambeau, 31 March 1917). They also decided not to publish the annual.

With the declaration of war, militarism permeated the academic atmosphere. The overpowering need to express this spirit was recognized and realized when "from the fertile brain of some dainty damsel came the idea of forming a Broom Stick Brigade" (Florida Flambeau, 14 April 1917). A big recruiting poster was displayed and quickly ensured four companies of sixty compatriots. What started out in jest had suddenly become justified. Knowledge of military

tactics, rules and protocol were learned and displayed by the volunteers. The captains and lieutenants commanded the squads with Mr. Sharon holding periodic reviews of the brigade (Florida Flambeau, 14 April 1917).

Perhaps the most ambitious undertaking by the college involved the presentation of an historical pageant of Florida. In addition to presenting a history of Florida, one chapter was devoted to the Florida State College for Women (Faculty Minutes, 25 November 1916). DuBois Elder, director of the Department of Expression and Physical Education, was credited with originating the idea and supplying the materials to author, Thomas Wood Stevens, who staged the production. The main theme centered around Ponce de Leon's search for the fountain of youth. Florida history was traced along the following episodes: the Fountain legend (Lake Jackson); Ponce de Leon's search for the fountain of youth; DeSoto's landing; the Coming of the Huguenots; the Colonial Revolution; Jackson Takes the Territory, which included the founding of Tallahassee; the Seminole War; and the Natural Bridge Battle. Part II of the Pageant presented a "Masque" in which the supremacy of the state was recognized for acknowledging the power of learning and knowledge over the forces of ignorance and fear. Various and numerous dances portrayed the Spirit of Womanhood gradually developing from timidity, fear and oppression to drink from the lifegiving cup of learning instead of

searching for gold, pleasure or the fountain of youth (Program, Historical Pageant of Florida, 1917). In addition to students from the college and training schools, groups from Live Oak, Monticello, Quincy, Leon County High School, and Tallahassee clubs, merchants, and individuals contributed time, finances and talent in staging the production. The pageant originally listed a cast of 800, but the number was actually more like 500 (Florida Flambeau, 5 May 1917). Scheduled for May 7, 1917, the event was staged May 8, due to heavy winds and rains (Florida Flambeau, 12 May 1917). In a spirit of cooperation, the Seaboard Coastline Railway offered special excursion rates to Tallahassee from cities in Florida and Georgia (Florida Flambeau, 21 April 1917).

The college never missed an opportunity to display patriotism. A new American flag was purchased at the insistence of the students. Following regular monthly sessions, the Department of Domestic Science hosted a dinner for the Board of Control and occasional politicians, with the red, white, and blue dominating theme. Schools were encouraged to operate year round. The Secretary of War urged students to stay in school until the government called for them. Some colleges granted credits without examinations to seniors and juniors who enlisted or worked on farms. It was reported via the campus newspaper "exchange" (Florida Flambeau, 19 May 1917), that the University of Illinois had 100 future farmers withdraw with one student withdrawing to

become a soldier. And so, FSCW made plans for a full summer session.

During the years 1916 through 1918, students at FSCW were very concerned with wartime activities. They kept track of allied and enemy movements and traced territorial occupations on a war map of the western front purchased specifically for that purpose. Library holdings included the latest wartime readings. In addition to designating their prom money for Red Cross work, students made other financial pledges and bought Liberty Loan Bonds. Some of the young women made personal sacrifices, denying themselves trips home or wearing silk stockings in order to do their share in the war effort. Others knitted clothing or rolled bandages to be sent abroad. Their efforts were duly recognized by the Division of Women's War Work in Washington (Florida Flambeau, 16 March 1918).

The college adopted a "daylight savings plan" back in the spring of 1918 due to the burning of the Tallahassee power plant, which supplied lighting to the city. Students got up at daybreak and went to bed with the chickens. Each floor in the dormitory had three lanterns, one at each end of the hall and one in the bathroom. The campus was without electricity for about three months. Because of the war, the city could not get replacement parts to make the needed repairs (Ferris, Sowers, & Brewer, 1979).

The 1917-18 school catalogue listed, under Special Schools, the School of Expression and Physical Education. Physical Education remained under this organization through the spring of 1922. Satisfactory completion of the required course of study entitled the student to a certificate in Physical Education. In addition to meeting the standard requirements of the college, the student was required to:

Exhibit sufficient maturity to carry on the work with profit and to become teachers of physical education. (FSCW Catalogue, 1917-18, p. 91)

The teaching faculty included Miss Elder, Miss Roberts, Miss Shearer, Dr. Conradi, Dr. Hayden and Dr. Stewart. Subcollegiate work was discontinued altogether in 1922, except for local children enrolled in the Training School (Calendar of College Improvements and Events, 1905-1943). In 1923, students receiving a bachelor's degree could earn a state teachers' certificate as supervisor of physical education in the public schools by electing the required amount of work in education. New courses in the physical education curriculum included: playground work, orthopedics and hygiene, remedial gymnastics, kinesiology, and practice teaching (FSCW Catalogue, 1922; 1923).

Dances and pageantry became a popular and controversial part of the physical education program on the national scene (Lee, 1977). This was brought about by the association of several controversial figures including Isadora Duncan, Sonia Serova, Nijinsky, Delcroze and Gilbert.

Dancing became an important activity in the local program as evidenced by its appearance in the curriculum and in extracurricular activities. Courses included: Swedish gymnastics and athletics, aesthetic dancing, Morris dances and English Folk dances, advanced Swedish gymnastics and athletics, interpretative dancing and original composition. Red Cross instruction in first aid and surgical dressing and personal hygiene rounded out the program (FSCW Catalogue, 1917-18).

The college continued to encourage participation in all forms of wholesome outdoor exercises and sought to "arouse a general interest in rational athletic sport." Students were urged to use the physical education facilities for a daily hour of recreational exercise (FSCW Catalogue, 1917-18).

Preliminary screening and classification for physical activity were conducted by Miss Elder, Miss Roberts and Miss Shearer, and assisted by student instructor, Katherine Montgomery (Florida Flambeau, 6 October 1917). A hiking or walking club was organized as an atypical program for benefit of those girls who were excused from gymnasium classes by doctor's orders. The walks were interesting and entertaining as well as physically stimulating as breakfast cookouts and picnicing were incorporated in the outings, which were under the supervision of gymnasium personnel (Florida Flambeau, 9 February 1918). After

graduating from Florida State College for Women in 1918, Katherine Montgomery joined the faculty for a lifetime commitment to teaching at FSCW, being away from campus only for intermittent absences in pursuit of higher qualifications and degree work. Helen Warlow (A.B. in 1920) and Helen Harris (B.S. in 1922) became members of the 1922-23 physical education faculty. Miss Warlow had continued her studies at the New Haven School of Gymnastics following her graduation at FSCW (Florida Flambeau, 30 September 1922). During this time, Katherine Montgomery took a year leave of absence for advanced study (FSCW Catalogue, 1922-23). Miss Montgomery was appointed vice-president of the National Women's Track Association and was influential in Helen Warlow's appointment as Governor at the Southern District level (Florida Flambeau, 20 January 1923). Miss Warlow directed the track and field activities on the FSCW campus in Miss Montgomery's absence.

Gradually the value of women's participation in athletics became more recognized by students and faculty as more women were encouraged to take part in the program. FSCW athletes viewed athletics as an important part of the college curriculum and encouraged other students to make athletic education a part of their academic education at FSCW. Some of the values articulated were:

Girls accustomed to outdoor sports and exercises have a better chance to succeed later in life. They have good sound bodies, a control of willpower, healthy appetites, clear mind, even stride, a graceful carriage, a sportsmanlike manner and an improved appearance. (Florida Flambeau, 16 November 1918, p. 2)

Apparently there was a lingering problem of students missing classes throughout the year for various reasons. This problem prompted the president to appoint a committee "to recommend measures for correcting this evil." One such recommendation to come out of this committee at the May faculty meeting read:

No student who has been absent for two weeks without valid excuse or who has a grade of less than 60 in one subject or less than 65 in each of two subjects shall be permitted to take part in any athletic contest or event or represent the college at any conference.

This recommendation was passed at the October meeting (Faculty Meeting Minutes, October 1918). Although strict records were kept on student absences during the five and one-half day school week, provisions were made for make-up work. President Conradi stated:

Since there was no free afternoon, and consequently it was very difficult to arrange practice in athletics, students might be excused for special practice or events. (Faculty Meeting Minutes, 2 November 1918)

The Faculty Committee on Athletics later passed the following regulations:

No student who drops a subject (except during the two weeks allowed for changing courses) in which her work is not of passing grade, shall be permitted to represent the college or any class organization in any athletic contest or event during that semester, provided the subject be not dropped because of failing health.

Names of candidates for athletic contests must be in the hands of the chairman of the Committee on Athletics at least ten days before the event. (Florida Flambeau, 26 November 1921, p. 4)

Early interest and enthusiasm in fall athletics, 1917, promised an exciting year. Miss Edwards, the dietitian, arranged two tables for the returning girls who wanted to start training early. The training table diet was the same used by the athletic teams at Yale University.

The girls were not to eat candy or sweets nor to drink coffee or tea between meals. Worst of all, they could have no hot bread. (Florida Flambeau, 29 September 1917, p. 1)

A most serious offense occurred when two girls broke training table rules. Both were forced to abdicate in favor of two more athletes, hopefully more stable and of stronger will. Odd or Even, you ask? One of each, as the story goes (Florida Flambeau, 3 November 1917). It seems perhaps that there were several training table diets, including a meat diet and a vegetable diet. At any rate, the division gave the athletes an opportunity to have a little fun and generate funds for a worthy cause before the Christmas holidays. As one might have guessed, the "meats" challenged the "anti-meats" to an early morning basketball game with the proceeds going to the Students' War Relief Fund. For the record, the "meats" lost to the "anti-meats" 43-16 in a mixture of Odds and Evens which featured the following players:

Meat dieters: Wilma Bohnert, Trixie Scheer, Roberta Gillis, Dorothy Carruth, Eleanor Brewer, Rosalie Toomer, Helen Warlow and Bessie Turvin.

Vegetable dieters: Joe Ballard, Kate Montgomery, Grace Lothridge, Lois Tatom, Gladys Morris, Dorothy Richey, Maude Clyatt and Anne Harwick. (Florida Flambeau, 8 December 1917)

Dodd (1978) recalled numerous occasions when athletics provided students opportunity for fun, just for the sheer joy of participation, without the Odd vs Even requirement.

"Women students enjoyed sports."

Basketball

In this era, fall predictions of exciting athletic seasons became more apparent as the seasons drew near. Increased interest and participation resulted in a large number of students at tryouts.

Early practice rounds in 1917 indicated that the major problem was deciding who would get to play.

The number of possibilities for "the teams" is both alarming and perplexing--especially perplexing to the poor athletic managers who have the fatal choosing on their hands, for on them will fall the criticism and judgement of the crowd if they make mistakes. (Florida Flambeau, 24 November 1917, p. 1)

The traditional Thanksgiving game time was postponed due to rain. The schedule was revised so that a dance, which was to be held after the game, filled the morning time slot instead. After the rain let up, colorfully decorated cars brought the respective teams to the field and the serious cheers, chants and songs began. Both rooters and players warmed up awaiting the opening whistle to begin the ODD-EVEN College Classic. As the game proceeded, the Evens controlled the ball much of the first half with Helen Warlow providing the scoring punch. Even center Velma Shands and Odd center Josephine Ballard contested admirably as the half ended the

low scoring contest 11 to 8 in favor of the Evens. Going into the second half, the Odds took command mainly due to the outstanding play of guards Gillis and Kilgore. Toomer and Clyatt exhibited fine teamwork as the Odds came from behind for a 27-15 victory. The entire second half scoring for the Evens was made by Kate Montgomery. The Normal School teams played during intermission, completing their game following the college game. The Odds again prevailed 44-10. Songs, cheers, colors and parades followed the victorious teams to the dining hall for the traditional Thanksgiving dinner. Sports mangers, teams, the infirmery, faculty, administration, and even President Woodrow Wilson received toasts amid songs and much merriment.

They sang one impromptu song after another concerning the non-arrived turkey and when he did appear, they cheered for him as hard as they had for the teams. . . . After the final course was served, the Odd and Even joined in singing the song that made them all united, the Garnet and Gold. (Florida Flambeau, 1 December 1917, p. 4)

The 1918 Odd-Even Thanksgiving Day basketball game was said to be the greatest event since the signing of the armistice. It must have taken more than vim and vigor to get students out in the cold for 5:30 morning practice sessions (Florida Flambeau, 23 November 1918). Diligent practice paid off for the Odds as they defeated the Evens 21-17. This game was witnessed by numerous members of the legislature at the invitation of the Odd contingents. One legislator made the following remarks:

Girls were mean and catty when playing basketball, but he had certainly not seen any rough or petty playing in the game. He also said it must be due to the fact that the war had brought out the true American sportsmanship. (Florida Flambeau, 7 December, 1918, p. 1)

Members of the teams were:

<u>Odds</u>	<u>Evens</u>
Clyatt	Robinson*
Templin	McDonald
Murphy	Warlow
Tervin*	Ballard
Shands	Carruthers*
Brannon	G. Harris
Gillis*	Chestnut*

*Varsity team 1918-19.

The Odds continued their dominance over the Evens with a 49-22 Thanksgiving Day victory in 1919. Maude Clyatt starred for the Odds scoring 36 points (Florida Flambeau, 6 December 1919). Color rush and demonstrations, as usual, preceded the game. In 1920 it was said "Even spirits rose up, and for the first time in many years, the Evens won from the Odds 33-14." The game was also considered in the selection of the varsity squad. The lineup was as follows:

<u>Odds</u>		<u>Evens</u>
Clyatt	Captain	Robinson
Bruce*2	Forward	Simmons*
Lively	Guard	Harris
Rumph*	Guard	Henry*
Carrol	Center	Williams*
Shands	Running center	Carruthers*2
Merriweather	Substitute	
Bullock	Cheerleader	Harwick

(Florida Flambeau, 27 November 1920)

*Chosen varsity.

*2Given gold basketballs for second year on varsity (Florida Flambeau, 11 December 1920).

In 1921, class basketball games were played with the top three teams advancing to the playoffs. Members of the Odd-Even teams were picked during the class games (Florida Flambeau, 15 October 1921).

The lingering concern over which team would get the most desirable side of the basketball court was finally settled at the Athletic Association meeting, November 1921, as the best side was claimed by the Senior class (Florida Flambeau, 19 November 1921). This declaration proved to be no advantage as the Evens defeated the Odds 36-27 (Florida Flambeau, 26 November 1921). Those receiving "F's" for their first varsity selection were E. Ray and E. Jones. Elizabeth Robinson, Ina Simmons, Ethel Henry, Gladys Vaughn and Ella Williams received gold basketballs as returning letter winners (Florida Flambeau, 14 January 1922).

Evenly matched teams lined up for the 1922 game. In a low scoring contest, the Evens persisted to an 18-11 win. The Odd squad lined up Bruce and Long Boy (Katheryn Prime) as fowards; Rumph and Reece at guards, Lytle, running center; DuBois, jumping center. The Even team consisted of Simmons and Phillips, forwards; Henry and Platt, guards; Burr, running center; Williams, jumping center. This year the teams were sparked by Odd cheerleader Elmo Bullock and Even cheerleader, May Matthews (Florida Flambeau, 2 December 1922). The appearance of designated cheerleaders began

around 1920; elected cheerleaders became a regular occurrence at the athletic events thereafter. It was not often that anyone earned three letters in basketball. However, in 1922, Annie Bruce, Ella Williams, Ina Simmons, and Ethel Henry accomplished the feat. Dorothy Rumph and Mabel Lytle rounded out the lineup that placed an Odd and Even in each division of the basketball court (Florida Flambeau, 13 January 1923).

Track and Field

The events for Field Day in the spring were posted early in the fall. Those girls vying for the All-Around sweater were required to enter five events among which must include one throw, one run, one jump and one sport. The sports were basketball, baseball, and the relay. Performances were still judged on the percentage basis (Florida Flambeau, 9 March 1918).

Candidates for the sweater in 1918 were: Kate Montgomery, Josephine Ballard, Eleanor Brewer, Eleanor Tatom, Anne Harwick, Irma Biddle, Bessie Tervin and Roberta Gillis. The class athletic managers picked the following players for the baseball teams:

<u>Odds</u>	<u>Position</u>	<u>Evens</u>
E. Tatom	Catcher	J. Ballard
L. Simmons	Pitcher	A. Felton
M. Miller	SS	K. Montgomery
A. Harwick	1st	G. Lothridge
M. Davis	2nd	B. Tervin
M. Schornherst	3rd	R. Gillis
F. Knight	RF	A. Haile

H. Prichard	CF	A. Makinson
H. Mixon	LF	H. Warlow
E. Mixon	Subs	E. Brewer
G. Tilden	Subs	E. Williams

(Florida Flambeau, 16 March 1918)

The importance of athletics on campus was also seen in the printing of a formal program for Field Day activities. The program listed time, event, winner write in, and record or score. The program and results from the FSCW Sixth Annual Field Day was as follows:

<u>Time</u>	<u>Event</u>	<u>Winner</u>	<u>Score</u>
8:30	50-yard dash	J. Ballard	7 sec.
9:00	Baseball throw	A. Harwick	180'10"
9:15	Running broad jump	R. Gillis	15'11"
9:30	Basketball game	Tervin, Lothridge, Gillis, Kilgore, Warlow*, Montgomery*, Clyatt	
3:30	Running high jump	I. Biddle	4'1 1/2"
4:00	Basketball throw	B. Tervin	72'
4:15	Standing broad jump	I. Biddle	7;6 1/4"
4:45	Hurdles	Tatom	17 sec.

Tuesday

8:30	Model School		
9:30	100-yard dash	A. Harwick	13 2/5 sec.
10:00	Shot put	H. Warlow	
10:15	Running hop, step, jump	E. Brewer	25' 2 1/2"
3:30	Discus	E. Brewer	70'
4:00	Relay	Soph. D. Richey, M. Shull, A. Carroll, J. Ballard Sr. K. Montgomery, M. Coleman, G. Lothridge, A. Moore	1:29
4:30	Baseball game		

* Second year to letter so they received gold basketballs.
(Florida Flambeau, 23 March 1918)

(Program, FSCW Sixth Annual Field Day, 1918)

One of the greatest athletic feats in the history of the college, up until this time, was recorded April 1919, when Eleanor Brewer, a Sophomore, broke the national women's record in the discus hurl during a Field Day competition. The Florida Flambeau listed the record at 77 feet. Miss Brewer's throw travelled 80 feet 4 inches. In addition to winning the sweater for best All-Around, Miss Brewer also was presented a small silver discus by the Athletic Advisory Board (Florida Flambeau, 19 April 1919). The recognition of such outstanding performance increased interest and undoubtedly led to the formation of a regular class to teach skills and techniques in field day events. With proper form and training, breaking records seemed a realistic objective. Records broken during field day did not assure the FSCW record breaker of a national title as other schools were also having springtime field days. Although Eleanor Brewer broke the discus record in 1919, the distance was surpassed elsewhere.

New events in 1920 were the standing high jump, hurl ball, and the javelin throw (Florida Flambeau, 6 March 1920). Preliminaries were held with eighty-one girls entered and with the five best performances in each event competing on Field Day (Florida Flambeau, 20 March 1920). Girls also signed up to play preliminary basketball games. Those picked for varsity played on Field Day for the coveted "F" (Florida Flambeau, 13 March 1920).

In 1920, freshman Nell Carroll from Monticello, Florida, broke two national records in the two-day meet: the discus throw and hurl ball. Campus accounts have her scores in these power events as 86 feet 7 inches in the discus and 104 feet 3 inches in the hurl ball event (Flastacowo, 1921). For her efforts, Nell Carroll became the first freshman at FSCW to win the acquisitive Spaulding sweater as the best All-Around athlete. Nell won first place in the basketball throw, standing high jump, discus throw, and hurl ball. In claiming best all-around, she placed second in the running hop, step and jump, and in the javelin throw, and was third in the baseball throw. Another outstanding performance was given by Antoinette "Tony" Mulliken, sophomore. Tony was credited in tying the record in the 100-yard dash in 12 seconds flat and in the hurdles at 15 $\frac{2}{5}$ seconds. Tony also won the 50-yard dash. First place winners were awarded small garnet "F's" and a gold bar to attach to it for each first place won (Students' Handbook, 1919-20). Nell Carroll captured four gold bars and broke two national records in her first FSCW field day. Tony Mulliken won three gold bars; Dorothy Dodd and Anne Harwick won two gold bars; Elizabeth Robinson, Frances Harris and Helen Harris won one gold bar. The point system had been changed so that a student's score in percentage was now based on the national record, which was considered 100 percent. Thus, the five-event entry requirement made a 500 percentile score the goal. Nell

Carroll came closest in 1920 with 450.48 (Florida Flambeau, 12 March 1921).

Nineteen hundred and twenty-one began an exciting year in athletics. Mr. Mathis, Atlanta newsman, sent to Tallahassee to cover Governor Cary Hardee's inauguration, also requested to do a feature on FSCW. The focus was on college athletes. Odds and Evens "turned out in gala attire to furnish a spirited and colorful background for the athletes" (Florida Flambeau, 15 January 1921). Motion pictures were released by Pathe News and shown in news weeklies all over the country. Athletes who starred in the feature were Nell Carroll, Tony Mulliken, Margaret Boyles, Anne Harwick, Leota Carruthers and Eleanor Brewer.

Athletes and partisans were still disturbed over the national record-breaking performances that had been set on campus but were not officially entered into the national record books. Nell Carroll had broken the national mark in the discus and hurl ball; Tony Mulliken had broken the record in the hurdles, which was also tied on campus by Margaret Boyle. According to the Florida Flambeau, it was discovered that national recognition was withheld due to a three-foot grade in the athletic field where competition was held. Great effort was then made to comply with specified regulations. Filling, grading, dragging, and draining were completed in vicious cycles as rains hampered progress.

"We will play on a regulation field," as Miss Katie says, "If we have to go ten miles away to get it." (Florida Flambeau, 19 February 1921, p. 7)

The Florida Flambeau compared FSCW records to national records as an incentive for Field Day preparation. FSCW was recognized nationally in the discus throw at 86 feet 7 inches. However, Bryn Mawr held the hurl ball record at 85 feet 4 1/2 inches, even though Nell Carroll's record at FSCW measured 104 feet 3 inches (Florida Flambeau, 5 March 1921).

The name of Nell Carroll was not to be denied entry into the national nor the world track and field record books. During Field Day, 1921, Nell upped her personal records considerably. She set the world discus mark at 98 feet 2 inches (Stewart, 1922) and stretched the hurl ball tape to 112 feet 7 inches (Florida Flambeau, 2 April 1921). Nell's discus mark later appeared in the Women's Track and Field World Year Book, 1967 attesting to her world title (Pozzoli, 1967). Apparently, Tony and Nell did not enter Field Day as members of their class competing for the banner. Reference was made of the failure of several girls to qualify because of grade restrictions (Florida Flambeau, 19 March 1921). Consequently, Field Day results listed DuBois first in discus with an 80 feet 5 1/2 inch toss; Carruthers, first in hurl ball, 94 feet 3 inches; H. Harris and M. Boyle tied for first in the 50-yard dash, 6 1/5 seconds; Boyle, first

in the hurdles, 16 seconds (Florida Flambeau, 2 April 1921). When results were tabulated, the "F" Club welcomed two new members, Anna DuBois, winner of the discus throw and Louise Paul, winner of the new walking race, in 10 7/10 seconds (Florida Flambeau, 2 April 1921).

Leota Carruthers was elected President of the 1921-22 Athletic Association. At the first Athletic Board meeting a decision was made to raise the 25 cent dues of the association to fifty cents per semester. The student body voted to support the increase. The Athletic Association had a variety of expenses. In addition to financing a delegate to the National Athletic Association Convention the past spring (Florida Flambeau, 30 April 1921), a new wharf was needed at Lake Bradford, along with the regular expenses of operating the sports program (Florida Flambeau, 19 November 1921). Before the Christmas holiday break, Frances Harris was elected vice president of the Athletic Association, replacing Nell Carroll (Florida Flambeau, 3 December 1921) who reportedly was unable to continue her studies due to a sprained back. She later attended a business college in Tampa (Florida Flambeau, 3 February 1923), and returned to FSCW in 1937 to resume studies (FSCW Catalogue, 1937-38).

In an effort to get more participation in 1922, the athletic department developed a new system of organizing competition and selected the following events to take the

place of the field day preliminaries: Standing broad jump, basketball throw and 50-yard dash. An average score was predetermined for these events. The class which entered 75 percent of its members and scored the average in an above mentioned event, recorded four points toward the banner. Each additional percent of class participation earned one additional point. This manipulation of the point system was termed "mass athletics." It was felt that the new method would eliminate the classes depending on the efforts of a few students to win the class banner. No bars were given for winning first place as was done in the past (Florida Flambeau, 28 January 1922). Points counting toward the banner were earned by making the varsity basketball team--2 points; entering field day preliminaries--1/2 point; achieving mass athletics--4 points; mass athletic participation for each percent over 75--1 point; breaking a college record--5 points. The senior class won the banner for the third time. However, two freshmen, Lucille Reece and Kathryn Prime came in one, two as the All-Around athlete. In winning the sweater, Reece recorded four first places, one second place and five third places. Coming in third for the sweater award, senior Anne Harwick broke college records in the shot put, baseball throw and javelin throw (Florida Flambeau, 8 April 1922).

In an address to the student body, Dr. Riley, of the general Extension Division of the State of Florida,

spoke of a pressing need for extension work in athletics similar to the canning club already in existence. The goal of the athletic extension program was "to teach the boys and girls of Florida to play together." Dr. Riley wanted several girls to be recommended from FSCW to assist the department in giving short talks and demonstrations at playgrounds around the state on "the value of hygiene and health as induced by wholesome athletics." It was suggested that this work could be followed up during the summer with gainful employment implementing the aforementioned program. It was also speculated that interest might be stimulated in an annual track and field meet to be held on the FSCW campus for high school girls similar to the one held annually for boys in Gainesville (Florida Flambeau, 15 November 1919).

FSCW responded to the request to provide leadership in expanding the state athletic opportunities on the grade school level. Schools were sent form letters listing approved athletic events for girls along with directions for their conduct. Seeking to promote interest in athletics, the proposal also advocated establishment of state high school girls athletic records (Florida Flambeau, 30 April 1921). This action was followed up by the Faculty Committee on Athletics instructing Miss Montgomery to issue an invitation to a spring track meet for high school girls to be held on the FSCW campus (Florida Flambeau, 26 November 1921).

Having received official sanction by the Board of Control of High School Athletics, FSCW hosted the first State Track Meet for Girls in April 1922. In connection with the track meet, a number of schools registered to play for a State Championship in basketball. The Athletic Association chimed in with a Declamation contest, offering a gold medal to the winner. H. & W.B. Drew Company of Jacksonville contributed the Championship Cup to the winning team, Greensboro High School (Florida Flambeau, 1 April 1922; 14 April 1923). Greensboro standout, Lucy Fletcher, cleared over eight feet in winning the broad jump event and placed in every event except the running hop, step and jump, from which she was disqualified (Florida Flambeau, 24 February 1923).

FSCW students were encouraged to recruit high school athletes from their hometowns for the second annual meet. Participation picked up as many of the high school coaches were FSCW graduates. Tallahassee Leon outpointed the twelve schools represented to win the overall Championship. Eva Richards of Greensboro won five first places, two seconds and a third in claiming the loving cup as the Meet's Outstanding Performer. Both Eva Richards of Greensboro and Margaret Richards of Orlando broke the national record in the running hop, step and jump with 32 feet 7 5/8 inches and 32 feet 3 3/8 inches, respectively (Florida Flambeau, 14 April 1923).

Elsewhere, plans were being made for the establishment of an American team of women athletes to enter what had been termed by English coach George Pallett (1955), the First Women's Modern Olympic Games. After World War I, European women were welcomed and encouraged to participate in sport clubs which were formally "for men only." Having demonstrated a capacity to engage in "men's work," women were now encouraged to take part in "men's play." Soon European championships evolved, being organized by athletic federations similar to the Amateur Athletic Union (AAU) of the United States. It was the Europeans who petitioned the Olympic Committee to include women's events. The refusal of this proposal resulted in the Games being held in Paris, France, August 20, 1922. Because of their past performances, Katherine Montgomery, instructor of physical education at FSCW, and member of the National Women's Track Athletic Committee, announced that the following Florida girls had been selected to try out for the American team: Margaret Boyle and Tony Mulliken for the 100-yard dash; Anne Harwick for the Javelin; Nell Carroll for throws; and Lucy Fletcher for the standing broad jump. Of the five girls selected, only Anne Harwick and Lucy Fletcher met the qualifying health standards to advance to the May 13 tryouts at Oaksmere School, Mamaroneck, New York (Daily Democrat, 12 May 1922).

Lucy Fletcher, the ninth-grade leaper from Greensboro, starred in the First State High School Track Meet for

girls held on the FSCW campus, April 1922. The Florida Flambeau (29 April 1922) quoted Mr. Harry E. Stewart, Chairman of the National Women's Track Athletics Committee as writing:

This standing broad jump of 8 feet 1 1/8 inches by Miss Fletcher is the best performance we have had in recent years. (p. 4)

As it turned out, Miss Harwick made the trip alone to the tryouts as:

Miss Fletcher could not leave an invalid father. (Jacksonville Sun, 5 July 1922)

Miss Harwick turned in an admirable performance in New York.

Oaksmere, with a team of fourteen, under the instruction of a physical director, a graduate of Sargent, reputed to be the best in the country, scored nine points. Miss Harwick, unsupported, scored thirteen. (Jacksonville Sun, 5 July 1922)

Kathryn Agar of Oaksmere broke the only known women's record for the javelin throw with both hands when she made a distance of 134 feet 3 1/2 inches. The previous record, made in France, was 122 feet 7 inches. Anne Harwick of Florida State came second, 127 feet 10 inches. . . . Anne was also second in the baseball throw and shot put. (New York Times, 14 May 1922, p. 28)

Several sources had credited Anne's javelin throw as winning first place since Miss Agar's superior distance came in the preliminaries (Florida Flambeau, 20 May 1922; Daily Democrat, 22 May 1922). Since Miss Fletcher's local broad jump record surpassed distances attained in the trials, she and Miss Harwick were selected to the American team for the

Paris Games held in the Pershing Stadium, under the auspices of the Federation Sportive Feminine Internationale. This meant that \$1,500.00 needed to be raised for the occasion (Daily Democrat, 22 May 1922).

A letter went out from the FSCW Faculty Athletic Committee to the people and the civic clubs of Florida soliciting financial support (Daily Democrat, 31 May 1922). It was later ascertained that Miss Fletcher would not make the trip due to her father's illness, so that left only \$750.00 to be raised (Daily Democrat, 6 July 1922). Selling candy to raise money for women's athletics is not a contemporary method of securing funds. The college students furthered the Harwick Fund by having a candy sale at the Hall-Martin Drug Store (Daily Democrat, 11 July 1922). Tallahassee and Thomasville also set up a series of afternoon baseball games, with the proceeds going to the Anne Harwick Fund (Daily Democrat, 20 July 1922).

Miss Harwick returned to Tallahassee to train under the direction of Katherine Montgomery. Since she was left handed, her main objective was to increase the strength in her right arm. Javelin technique at this time required a left and right hand throw (Jacksonville Sun, 5 July 1922). Rigorous training and dedication paid off as she increased her right hand throw by eight feet. While she was training, the public was invited to a skill demonstration at the college (Tallahassee Democrat, 12 July 1922).

Having met the financial requirement for the Florida sports representative, the Paris Fund Committee publicly expressed appreciation to the citizens, clubs and newspapers for their support. They also submitted a report of the contributions (Tallahassee Democrat, 14 August 1922). Miss Harwick sailed to Europe aboard the Aquitania along with eleven other women athletes. Their arrival date allowed for two weeks of training on foreign soil before the meet. Ironically, Miss Harwick did not enter the event for which she trained so diligently. She was reportedly unable to enter the javelin throw because of "overtraining." She did participate in the 300-metre dash, running third of three in her heat according to the Women's Track and Field World Year Book, 1967 (Pozzoli, 1967). She was also recorded as placing second in the baseball throw (Tallahassee Democrat, 12 September 1922; Florida Flambeau, 30 September 1922). There may be inaccuracies as to the events staged in Paris and to the final score. For example, no mention was made of a baseball throwing event at the Paris Games (Pallett, 1955). Other reports (Florida Flambeau, 30 September 1922) mentioned Miss Harwick winning a silver medal for second place in the baseball throw. Upon arriving back to the United States, Dr. Stewart, President of the National Women's Track Athletic Associated reported:

The U.S. team took 37 percent of the prizes, against 23 for the French, 12 for the Czechoslovakians and 6 for the Swiss. (New York Times, 9 September 1922, p. 17)

The Florida Flambeau (30 September 1922) reported:

The total score made by the girls from America was 38 points, but the official record stands 31 points on account of a peculiar ruling of the judge of the day. This official is being petitioned to correct the score. England was the winner of the meet, with a score of 51 points. France had 23 points. (p. 1)

Miss Harwick was elected vice-captain of her team in Paris. Upon her return to Florida, she enthusiastically shared her experiences with her friends at her alma mater. Miss Harwick referred to the good showing made by the U.S. team of "amateurs" against the "professional" teams of other countries. After a short vacation, she returned to the east as assistant director of athletics at Oakesmere (Florida Flambeau, 30 September 1922).

Much enthusiasm in track and field was generated as the college media frequently referred to their international representation in the sport world while recruiting local record-breaking potentials to apply themselves. Athletes began training preparations for Field Day months in advance. Competition was now open to those students taking gym and passing all their class work (Florida Flambeau, 17 February 1923). At last competition would be held on the new athletic field (Florida Flambeau, 24 February 1923).

In an effort to create a comparable standard for lettering with other colleges, FSCW revised the requirements for earning an "F" for the 1923 season. It was anticipated that the new system would encourage participation and

increase membership in the F-Club. "F's" were earned by winning a total of 10 or more points on Field Day or on Water Sports Day. Points were awarded as follows: five points for first place; three points for second place; one point for third place (Florida Flambeau, 7 April 1923). Thus, a person could letter without winning a first place in any event.

Another national mark was broken at Florida State College for Women as Katherine Prime broke the record in the discus throw with a 100 feet 8 1/2 inch toss. Classmate, Lucille Reece, broke the campus record in the running hop, step and jump to give the sophomores the championship banner. The junior class claimed the All-Around athlete as Ethel Henry accumulated the most individual points during the meet (Florida Flambeau, 21 April 1923).

Swimming

Nineteen hundred and eighteen initiated an aquatics program which had far-reaching implications for FSCW. With the purchase of the Lake Bradford property and the building of a waterfront facility, a keen interest was taken in water sports. May 13 was designated as the "First Water Sports Day." Events were established and classes practiced for the first prize, awarded by the Athletic Association. To the class amassing the most points would go a canoe. Rising to the occasion, from the ranks of the lowly freshman squad, came Eleanor Brewer, who almost single handedly

won the canoe for her class. In a magnificent display of skill and ability, Miss Brewer won 10 firsts, 1 second, and 1 third place out of 13 events (Florida Flambeau, 18 May 1918). Most of the events were scored for form as can be determined from the following:

<u>Event</u>	<u>First Place</u>
100-yard dash	E. Brewer 1:35
Straight Dive from firm take off (standing)	M. Little
Straight Dive from firm take off (running)	M. Little
Straight Dive from spring board (standing)	M. Miller
Straight Dive from spring board (running)	E. Brewer
Plunge for distance	E. Brewer
Fancy Dives	E. Brewer
50-yard dash	E. Brewer 40 sec.
Breast stroke for form	E. Brewer
Side stroke for form	E. Brewer
Overhand stroke for form	E. Brewer
Australian stroke for form	E. Brewer
Swimming underwater for distance	E. Brewer

(Program, First Annual Water Sports Day, Lake Bradford, 1918) Janet MacGowan

Eleanor Brewer recalled the events with the following comment:

On the first water sport day I decided that 13 was my lucky number. There are 13 letters in my name, the date was May 13, it was a Friday, and I entered 13 events. One event I did not score in; the second event I made third place; the next event, second place; and then 10 straight first places. So, I decided that 13 was my lucky number. (Morgan, 1979)

The awarding of a canoe seemed impractical since there was no place at the lake to keep it. An equivalent amount of money was then presented to the winners, who graciously

returned it to the Athletic Association. The money was then used to purchase a Loving Cup for the following year.

Eleanor Brewer repeated as the outstanding swimmer at Water Sports Day, winning first place in each of the five events she entered (Florida Flambeau, 24 May 1919). A month earlier she had broken the national record in the discus throw during Field Day. The following year, the juniors won the cup for the third straight year. Also, for the third straight year, Eleanor Brewer dominated all events (Florida Flambeau, 22 May 1920; Program, Janet MacGowan). Earlier that spring, Miss Brewer, a versatile athlete, represented the college in the Tallahassee Golf Club invitational tournament. Miss Brewer lost the handicap event by one stroke (Florida Flambeau, 13 March 1920). As a senior high school student in 1917, Miss Brewer teamed with her cousin, Alan Maratta, and won first place at the golf tournament held at the Tallahassee Country Club (Florida Flambeau, 24 March 1917). Golf enthusiasts were eager to have other students join them, however, arousing campus interest in this sport would take time.

Due to the success experienced at field days, FSCW was becoming record conscious. Seeking to compare swimming records from Water Sports Day, it was determined that other college girls swam, but did not keep records. Maude Clyatt, president of the Athletic Association was charged with "scaring up some national competition for Water Sports Day"

(Florida Flambeau, 26 February 1921). Maude was the representative from FSCW at the National Athletic Conference for College Women held at the University of Indiana, Bloomington, March 18 and 19 (Florida Flambeau, 12 February 1921). Letters were sent to Athletic Associations asking that swim competition be recorded and forwarded to Dr. Stewart at FSCW (Florida Flambeau, 30 April 1921).

Eleanor Brewer dominated the first four years of water sports competition. Considered a class rivalry, Miss Brewer single handedly won thirty-one firsts, three seconds and one third place for a total of 160 points or over 84 percent of her class's total points for four years (Florida Flambeau, 21 May 1921). The four-year winners decided to keep the Silver Cup and presented it to FSCW for display in the first trophy window erected on campus.

Since boat storage was now available at the lake, the idea of awarding a canoe was again discussed by the Athletic Association (Florida Flambeau, 21 May 1921). Miss Brewer taught classes in swimming, diving, and life saving. She was instrumental in organizing and preparing the women's Life Saving Corps. Certification was given by an American Red Cross representative from Atlanta who came to the campus to conduct the final tests (Morgan, 1979).

Anna Laird continued the aquatic prowess of her sister class with six first places and one second place finish at the 1922 Water Sports Day. The juniors continued

the winning ways of the Odds by claiming the new Silver Cup (Florida Flambeau, 20 May 1922).

The much talked about prize of a canoe finally became a reality in 1923 being claimed by the freshmen class for winning the largest number of points on Water Sports Day.

Baseball

Baseball was a spring activity and was included in the Field Day activities since 1913. In 1919, a varsity nine was chosen (Florida Flambeau, 22 February 1919). As in basketball, the varsity team was described as consisting of those players who would play on varsity if the college were to have a varsity team. Since basketball had always been the major team sport at FSCW, it overshadowed baseball during Field Day. In an attempt to focus more attention to baseball, the Athletic Board decided to chose the varsity basketball team before the 1920 Christmas holidays. It was anticipated that more students would participate in baseball if basketball did not compete for their attention. It was also suggested that more interest would arise if letters were awarded for making the varsity team (Florida Flambeau. 6 November 1920).

Under a new scheduling plan, class competition was set up for the 1921 baseball season. A committee of five, chosen by the Athletic Association, selected the best players from the season's competition to play for varsity letters on Field Day. Making the varsity team counted one

point toward winning the class banner (Florida Flambeau, 5 February 1921). During the season a record was kept of each girl's playing ability in the following categories: batting, catching, fielding, throwing, baserunning, and team play.

In batting, a distinction was made between "getting a hit" and "connecting." A hit was secured when the ball was batted to some safe place where no player had a chance to touch it before the runner was safe on first base.

To "connect" with the ball was to knock it somewhere that it might be handled by a good player. (Florida Flambeau, 23 April 1921)

Selecting the varsity proved to be no easy task. A coin was tossed to decide the winning pitcher. The judges' dilemma was to decide in favor on Miss Felton's power or Miss Cail's outstanding fielding on the mound. Membership in the "F" Club was subsequently increased by the following girls who won baseball letters:

Catcher--Verlie Robinson
 Pitcher--Allie Lou Felton
 Shortstop--Margaret Miller
 1st base--Annie Bell Odom
 2nd base--Helen Harris
 3rd base--Alberta Smith
 Right field--Eleanor Brewer
 Center field--Pearl Cail
 Left field--Marie Yon

The Odds defeated the Evens 21-12 in the first baseball encounter (Florida Flambeau, 23 April 1921).

The 1922 Odd-Even baseball game ended the Field Day activities and opened the interclass season. The Evens had an easy time of it downing the Odds 31 to 15 (Florida Flambeau, 8 April 1922). The Class Championship was claimed

by the seniors. Baseball "F's" were awarded to: Carruthers, catcher; Cail, pitcher; Ray, first base; Vaughn, second base; Henry, third base; Harris, shortstop; Yon, right field; Harwick, centerfield; and Cooper, leftfield (Florida Flambeau, 20 May 1922). The following season, the interclass games were played off before Field Day, with the Odd-Even contest ending the season (Florida Flambeau, 3 February 1923). With the new baseball diamond in use, each group was scheduled equal practice time. The Odds and Evens alternated practices using the new field and the area behind the gym. Each group worked out six days a week (Florida Flambeau, 24 February 1923).

The Seniors won the class championship in 1923 edging out the Sophomore "Sunbeams" 21-20 (Florida Flambeau, 31 March 1923). Loyal fans lined the sidelines clad in raincoats, and shielded by umbrellas and newspapers as the Odds came from behind in the spring shower finale to win 27-13 (Florida Flambeau, 21 April 1923). Practice and hard work paid off as the quality of play was much improved. The judges selected the following varsity team: catcher, Lillian Douglas; pitcher, Mabel Lytle; first base, Anna Belle Odom; second base, Pauline Tervin; third base, Evelyn Weller; shortstop, Elmo Bullock; center field, Hortense Cooper; right field, Anna DuBois; left field, Marie Yon and Ethel Henry (Florida Flambeau, 5 May 1923).

Tennis

Interest in tennis was growing with a record number of entries in the 1918 tournament. Josephine Ballard, who had won the singles championship in 1917, won the title again in 1918 and 1919 and teamed with Helen Warlow to take the 1918 doubles championship (Florida Flambeau, 4 May 1918), and joined Elizabeth Robinson to take the doubles title in 1919 (Florida Flambeau, 31 May 1919). The custom of awarding a tennis racket by Dr. Smith to the singles champion back in 1912 (Choate, 1979) provided Miss Ballard with a new racket for three straight years. In 1920, the Athletic Association continued the award which was won by freshman, Rita Chambers (Florida Flambeau, 6 March 1920).

Rita Chambers won the tennis singles in 1921 for the second year defeating Dorothy Boal 6-2, 6-1. Miss Chambers also held the State of Florida title in Women's Singles. Considered a steady player, Miss Chamber's success was determined by her ability to think clearly in critical moments followed by her ability in accurate placement of shots (Florida Flambeau, 14 May 1921). The following year, class competition in tennis was introduced. Each class entered two players (Florida Flambeau, 15 October 1921).

During 1922-23, new tennis courts were built near the gymnasium (Calender of College Improvements and Events, 1905-1943). The new courts were steamed rolled and had galvanized piping and wire backstops (Florida Flambeau,

11 November 1922). The Tennis Tournament was directed by the new tennis organization, the Nifty Netters. Much interest was shown in the preliminaries with 39 entries (Florida Flambeau, 5 May 1923). Billed as the largest and most interesting tournament, sixty matches were played in determining the winners. Class champions were determined first: Freshmen singles, Walker; doubles, Walker and Harrington. Prime was named Sophomore champion after a dueced match 19-17. Prime teamed with Swimler for the doubles title. Miriam Connor outlasted the Juniors and combined with "slamming netter," Thelma Phillips for the Junior doubles crown. Senior, Rita Chambers secured the honor of singles champion throughout her college career. She and Pauline Tervin won the Senior doubles title.

Interclass singles determined Odd winner Chambers over Prime and Even winner Walker over Connor. Juniors Phillips and Connor defeated Freshmen Walker and Harrington for the Even championship. Seniors, Tervin and Chambers claimed the Odd championship over sister sophomores, Prime and Swimler. In the Odd-Even finals, Chambers won the singles and the tennis racket. To "Even" it out, Phillips and Connor won the Loving Cup in a Junior victory (Florida Flambeau, 26 May 1923). Additional doubles were played to determine "F" awards. Only four teams entered. Rita Chambers and Eula Lee Bryant defeated Bertha Harrington and Miriam Connor for the honors (Florida Flambeau, 26 May 1923).

During the first quarter of the twentieth century many campus organizations appeared and disappeared. The Athletic Association was listed, along with the Y.W.C.A. and the Student Government, as the three organizations of greatest interest to students. The Athletic Association has done what no other organization could have done. It "made women appreciate their bodies and learn to use them well." It promoted all forms of athletics and raised standards of college athletics, being proud of the record-breaking discus throws (Plastacowo, 1921, p. 13).

With the growth of the summer school sessions, the Athletic Association extended its leadership in providing recreational activities for the summer students. A slate of officers were elected for this purpose (Florida Flambeau, 23 June 1923).