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THE FLORIDA STATE UNIVERSITY

COLLEGE OF EDUCATION

A HISTORY OF WOMEN'S INTERCOLLEGIATE ATHLETICS

AT FLORIDA STATE UNIVERSITY FROM 1905-1972

by

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A Dissertation submitted to the
Department of Movement Science and Physical Education
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

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ABSTRACT

Philosophical, sociological and physiological factors were identified that influenced and guided the development of the women's athletic program. A chronological and topical account of actual events that transpired was compiled which resulted in the establishment of three time periods of development. A brief overview of national professional organizations reflected the philosophy of the leadership as well as the status of athletics for women and provided a framework from which local conditions could be judged.

During the first time period of the study, 1905-1923, colleges for women were established along the same lines as those for men. The growth and development of college women's athletics had been closely associated with the development of physical education for women. Women leaders sought to keep athletics a part of the total educational experience of the students. Student interest in sports and games and the healthful values of physical activity had long been recognized as a very important part of college life at Florida State University. Physical training was required in the academic program as a basis for developing the intellect. Special exercise programs were designed for each student as determined by careful physical examinations. Since 1905, when FSU was designated a college for women

(FSCW), women's sports had gone through a series of organizational patterns. Beginning in the early years with sporadic athletic competition, the pattern was then maneuvered to that of only class competition, to Odd-Even competition, to sports clubs, to point systems, to intramurals, to playdays, to extramurals, and then to intercollegiate athletics. During this cycle, women's sports had been organized, stifled, manipulated, controversial and competitive.

An athletic association was formed in 1905 to take charge of sport activities. All students were required to join the athletic association. Two basketball teams were organized with the idea of having a match game during the year. The winner received a challenge from the teams at Stetson University and Rollins College which initiated intercollegiate competition in 1907. In 1909, intercollegiate games were forbidden. Class competition was established. Sports clubs were formed and athletic traditions were established which included field day, "F" Club, Thanksgiving Day basketball and volleyball, color rush, water sports day, baseball and tennis. When track records were compared with records from elsewhere, FSU's Nell Carroll claimed the world record discus throw in 1921. Anne Harwick represented FSCW as a member of the American team of women athletics at the Paris Games in 1922.

During the second time period of the study, 1923-1947, the college leadership endorsed the Women's Division of the

National Amateur Athletic Federation (WDNAAF) and National Section on Women's Athletics (NSWA) platform which curtailed competition for women and sanctioned sportsdays, playdays, intramurals, and telegraphic meets. A new gymnasium in 1929 provided opportunity for growth in the recreational aspect of campus sports. The goal of the athletic program was to achieve "mass athletics."

Postwar coeducation reintroduced the element of competitive athletics for men during the third time period, 1947-1972. Compliance with NSWA (later known as the National Section on Girls and Women's Sports [NSGWS] and the Division for Girls and Women's Sports [DGWS]) guidelines suppressed women's competition until 1967, with the exception of the Racquette Tennis Club, which was formed in 1958. In 1971, a women's intercollegiate athletic council was established to guide the seven-sports program. Leadership was also provided by the Florida Commission on Intercollegiate Athletics for Women (FCIAW) and the national Commission on Intercollegiate Athletics for Women (CIAW). AS CIAW was dissolved and replaced by the Association of Intercollegiate Athletics for Women (AIAW) in July 1972, Florida State University was welcomed as a charter member.

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TABLE OF CONTENTS

	Page
ABSTRACT.	ii
ACKNOWLEDGMENTS	v
PREFACE	vii
Chapter	
I. FACTORS INFLUENCING THE ATHLETIC PROGRAM AT FLORIDA STATE COLLEGE FOR WOMEN BETWEEN 1905 AND 1923.	1
The National Environment	
The Local Setting	
II. FACTORS INFLUENCING THE ATHLETIC PROGRAM AT FLORIDA STATE COLLEGE FOR WOMEN BETWEEN 1923 AND 1947	102
The National Environment	
The Local Setting	
III. FACTORS INFLUENCING THE ATHLETIC PROGRAM FOR WOMEN AT FLORIDA STATE UNIVERSITY BETWEEN 1947 AND 1972.	199
The National Environment	
The Local Setting	
IV. CONCLUSIONS.	282
BIBLIOGRAPHY.	286
VITA.	312

PREFACE

In the last decade there has been a rapid growth of women's sports in America's colleges and universities. This phenomenon has been clearly evident at Florida State University as well as at other institutions across the nation. College women of America are no longer denied the opportunity to compete in the sport-oriented culture. Athletic activities once labeled inappropriate for women are promoted as making a positive contribution to women's physical well-being and mental image. In the past, concerns over causes and effects of competition had stimulated many controversies. Historical accounts of women's programs had dealt mainly with the outcomes of competition in developing administrative, philosophical and organizational concepts. Comparatively, the recording of actual events and other influences during the growth pattern had been neglected. This study, therefore, addressed the various influences that guided the development of the women's athletic program at Florida State University as well as the characteristics of that program.

In all fields of study, certain individuals have found themselves concerned with the seeking of a beginning in their particular area of interest. To some individuals

the question of origin and development appeared and disappeared with only a passing thought. To other individuals the questions returned and the thoughts needed to be examined in greater detail. Regardless of the subject, the questions to be answered, the methods used in investigation, and the recording of the inquiry, the investigation required a definition of the context in which the work was to be presented.

Considering the study of man in general, anthropology, Mason divided the science into two great divisions: (1) What man is--the natural history of man, and (2) What man does artificially--the cultural history of man. If the past of culture history was studied in ancient artifacts, the subdivision was known as archaeology. If it was studied in acts and sayings of the unlettered, it was folklore. If the past was studied in written records, the subdivision was then known as history (Funk & Wagnalls, 1963).

It was clear, then, that a definition of history was needed in order to proceed with the investigation. The Greek work "historia" may be interpreted as "a searching to find out" and as Vincent (1969) implied, this definition may well apply to any doctoral thesis written today. However, it was the notion of what one had to find out that has had extended concepts.

In the past, one "found out" about what man had done artificially through various media of expression and

communication. Through stories, drawing, minstrels, relics, anecdotes, and recollections, they have had only hearsay and pictorial accounts of what had gone before.

Since the written account of man's deeds had been recorded, a story of the process as well as the growth or progress, had become a legitimate discourse for preserving the condition of a people or situation at a specific point in time. Until recently, the theme of writers of history had remained about the same. Since the days of the ancient Greeks, details of military and political conflicts as well as interest in preserving the memory of heroic deeds were the dominant theme of historians. Gradual changes in the conception of history came about as historians began taking a more critical look at other influential forces which were at work during the process but which were incidentally overlooked in the written accounts. Years passed before social, economic, and geographic conditions became factors worth considering as bearing influence on what man did. Present concepts of history, and what one had to find out, were continually changing as additional variables had been identified in the developing process.

The development of an educational institution would surely be well documented in terms of location, planning, construction, and utilization of the physical plant. An institution gradually acquired an individual character and identity through the years as a result of the actions and

deeds of those human beings responsible for its operation. Institutional history had sometimes centered around ideas about education, such as the education of the elite. Institutions had also been associated with individual leaders, such as college presidents or prominent faculties and scholars through biographical accounts. Political and social movements had left their marks on others as a result of student unrest. Other institutions were recognized as perennial athletic powers.

Regardless of the medium, the central theme of these historical studies, as Graham (1975) pointed out, had been to project a male-dominated regime. It seemed evident that such history had ignored the contributions of the female sex. History had not recognized representation and participation by women, and many valuable experiences had gone unnoticed at the institutional level. Factors may still be present which tends to limit women's participation, talent, and contribution to society. Due to certain values of regional culture, it was probable that these limitations were even more pronounced in the southeast. A better understanding of future obstacles may be gained by taking a look at the cultural, social, and philosophical milieus of the past.

Women have played a major role in the heritage of Florida State University, and it is on their contributions that this narrative focused. Since 1857, the institution

had experienced a series of identifiable changes which have shaped its character and personality. Many items rich in the heritage of the institution were in need of detection, classification, and preservation.

Student interest in sports and games had long been recognized as a very important part of college life. However, this had not always been apparent for both sexes. In the early days of campus sports, male students initiated their own activities with little or no supervision nor institutional administrative control. At this point, American athletics were fundamentally of the intramural type. Soon thereafter various clubs and groups sought off-campus competition. It was not long, though, before institutional control was recognized as desirable (Means, 1963). Competitive sport activities for women had less rapidly assumed a significant role in the institutional environment.

Since 1905, women's sports at Florida State University had gone through a series of organizational patterns. Beginning in the early years with sporadic athletic competition, the pattern was then maneuvered to that of only class competition, and then to sports clubs, to point systems, to intramurals, to playdays, to extramurals, and then to intercollegiate athletics. During this cycle, women's sports had been organized, stifled, manipulated, controversial, and competitive. This narrative explored these developmental patterns.

Hopefully, the timely recording of the labors undertaken in structuring a sports program for women at Florida State University has established an accurate account of the efforts and visibility expended in meeting the needs of women students in the beginning years and then during a period of dynamic change and social upheaval concerning the status, rights, and equality of women students.

Through a comprehensive search of the past and an indepth description of the present, it was anticipated that the evidence found and presented would contribute toward the preservation of the heritage of this institution.

This study has covered a period of 67 years, from 1905 through 1972. During this time, the institution had undergone several identifying name changes. Prior to 1901, it was known as Florida University (1883-85); Seminary West of the Suwannee River or West Florida Seminary (1886-1901); then it was known as Florida State College (1901-05); Florida Female College (1905-09); Florida State College for Women (1909-47); and The Florida State University since the spring of 1947.

The purpose of this study was to locate, compile, assimilate, verify, and present pertinent information and facts concerning the development and organization of the women's athletic program at Florida State University. An indication of the apparent educational and administrative philosophy of those responsible for its creation and ultimate development was also included.

The scope of this study was delimited to the sports program for women at Florida State University during the period 1905 through 1972, and to the sequential historical events and personalities that contributed to its growth and development. Data restrictions were further imposed by the quantity of existing documentary sources uncovered and by the nature and availability of human resources. The data were also limited to the facts which were obtained about the events, organizations, and individuals that influenced the development of the study.

An institution, such as Florida State University, has not been a static entity. Like other institutions, it has a character and personality unique to its divergent and discriminant constituencies. It has produced bits and pieces of records, relics, and other remains concerning its identity and metamorphosis from its inception as Florida State College in 1901 throughout its latest academic season.

Florida State University was founded as an institution for men in 1857, but it remained so for only one year. In 1858, women were admitted to the school along with the men students. The school remained coeducational until 1905 when it was designated an institution of higher learning for women. In 1947, the University was assigned its current mission which is to educate both men and women in many fields of study.

Women have had a continuous history of physical education instruction and athletic activity that started

the year following the school's founding. Since the return of the men students in 1947, numerous studies of the men's athletic programs have been completed by Masters and Doctoral Candidates at the University. No study of the women's athletic program has been completed. Although not evanescent, credible evidence does have a way of disappearing, especially through the lack of interest in preserving records and accounts. It was important that the facts, as well as the memories of participants in the program, be recorded before an undue number of records became lost or destroyed and before memories faded and participants became inaccessible.

Historical studies have normally been justified by the overriding fact that study of the past led to better understanding of the present and more intelligent planning for the future. In the case of women's athletics, this rationale became increasingly urgent in the light of recent legislation which has made rapid growth in the area a mandate. Gerber, Felshin, Berlin and Wyrick (1974) have indicated that research in the area of men's sports has little or no applicability for women. Studies which related specifically to women were needed by those responsible for developing and expanding women's sports programs across the country. A knowledge of the past would be necessary to understand the attitudes, sensitivities, and strategies of the present.

It was postulated that this narrative would add to the limited amount of research completed in the historical area, and would contribute to what appears to be a bright future for women's sports.