

A HISTORICAL REVIEW OF PHYSICAL EDUCATION AND  
ATHLETICS AT NORTHWESTERN OKLAHOMA STATE  
UNIVERSITY (1897-1982)

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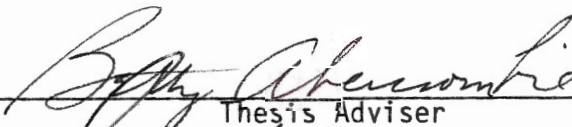
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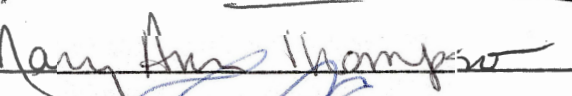


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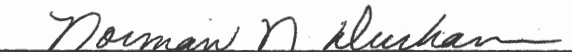
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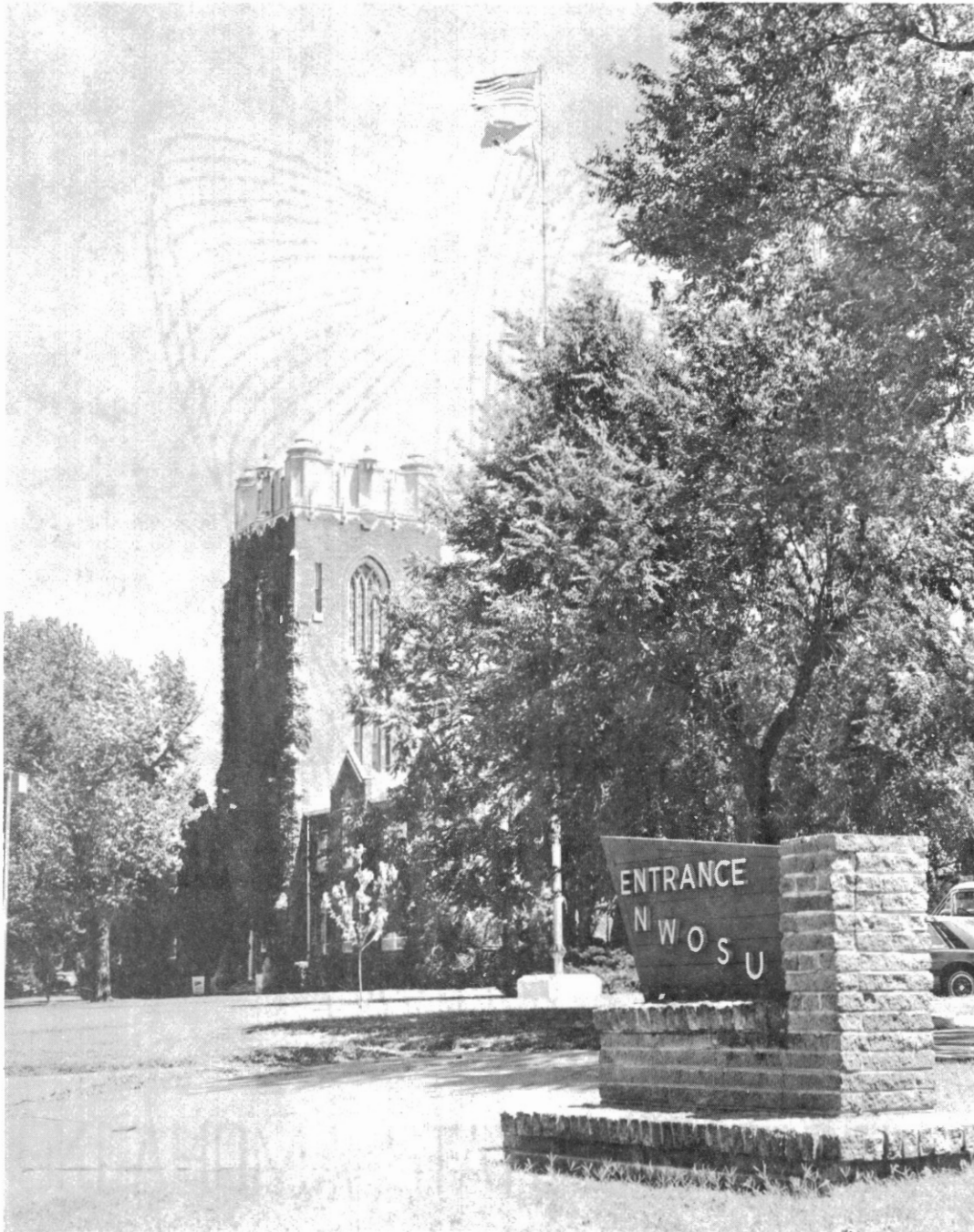


Figure 1. Administration Building, Northwestern Oklahoma State University, Alva, Oklahoma

## CHAPTER I

### INTRODUCTION

In dusty archives and long abandoned file cabinets lie the literary and pictorial remains of once current curricula, disheartening and inspiring season records, athletes, coaches and teachers. Every institution of higher learning harbors records of what has transpired in the past, but most professionals are so heavily laden with the routine matters of coaching, teaching, and administering that they are totally oblivious to these silent memorabilia.

Barzun and Graff<sup>1</sup> believe that evidence of history pervade our daily lives. Every use of any past tense becomes the recall of past happenings. Our newscasts and newspapers relate past events, our diaries produce nostalgic recollections, our meetings are recorded in minutes that quickly become past tense, and our physician's diagnosis is based on our past medical history. Nowhere do we escape the ramifications of history, but too little regard for it has been displayed in the physical education profession.

Thomas Woody cited the need for more historical research to be done in the area of physical education by writing in the Journal of Experimental Education:

If really little has been done by digging in the local quarries of intellectual history, less has been attempted in regard to physical education. . . . Institutions, movements, men and women associated with the development of play and physical education are waiting for an historic interview.<sup>2</sup>

Van Dalen<sup>3</sup> related efforts by dedicated individuals and groups to collect and preserve original records, photographs, equipment, and accounts of events. Some of these include the various sport Halls of Fame, the American Alliance for Health, Physical Education, Recreation, and Dance's (AAHPERD) establishment of a committee for Permanent Historical Records and Exhibits and a repository for documents and relics, institutional preservation of private collections of physical educators and scattered personal collections of a specific kind of material associated with the sports field.

The AAHPERD has exhibited a growing concern for the preservation of historical material in the field. In 1960, then president Minnie L. Lynn appointed Mabel Lee as the first archivist. Miss Lee established a working relationship with the AAHPERD historian, Bruce Bennett. After Miss Lee's resignation in 1969, Rebecca R. Weinstein was appointed as the first Director of the Archives, financed by the National HPER foundation. An Archives Advisory Committee was selected, and soon AAHPERD became a member of the Society for American Archivists. In 1974, the Archives Advisory Committee and the History Advisory Committee became a standing committee of the AAHPERD. One of its functions includes the gathering and preparing of materials for a History and Archives continuing feature in the Journal of Physical Education, Recreation and Dance. Space for the archives is to be included in the recently completed national headquarters in Reston, Virginia.<sup>4</sup>

Throughout the United States, historical research involving programs, associations, movements, and conferences as well as specific biographies have been compiled to add to the preservation of the field of physical education. In Oklahoma, excellent historical-biographical



studies by Peters and Holmberg have contributed significantly to the maintenance of historical materials. A history of the Oklahoma Association of Health, Physical Education, and Recreation and a record of the development of physical education for women at Oklahoma State University have added to the accumulation of historic state records. A study by Bridgewater encompassed a chronological account of events from 1897-1965 of the institution which the writer researched from a topical standpoint.

Even through some dedicated individuals and organizations have gone the second mile to preserve some of the history of our profession, Van Dalen sees a continued need in this area:

Each year important source materials are lost permanently to mankind. Valuable letters, documents, and other materials are discarded from the files of retiring professors; records of embryonic educational organizations are tossed away; old textbooks, school records, and equipment are cleared from attics and storerooms and destroyed. Educators can make an important contribution to the profession by rescuing these primary source materials from oblivion and establishing depositories for their preservation.<sup>5</sup>

To preserve the past is to encourage the preservation of our own generation. Therefore, the purpose of this study is to attempt to search out, categorize, and preserve information relative to athletics and physical education on the campus of one institution of higher learning in northwest Oklahoma. No attempt has been made heretofore to compile any of this information in a topical way for the perusal and contemplation of future generations. Preserving this specific "thread" that runs through the university's "cloth" would seem to be the professional obligation of one who sees the significance of categorization and preservation of such mementos.

### Purpose of the Study

The purpose of this study is to review the events and personalities directly associated with the development of athletics and physical education at Northwestern Oklahoma State University from the founding of the University in 1897 until the present year of 1982. State, national, and international events will be included to show the impact of such events on local and collegiate trends and areas of emphasis.

### Limitations

The study was limited in some degree, especially in the accounting of the first twenty years, because of gaps in the availability of preserved records. School annuals were not printed until 1915 and official catalogs listing specific course requirements did not become an established tradition until 1902. The local newspapers often ran articles with no specific by-line, making opinionated comments and observations impossible to document accurately.

### Assumptions

Assumptions of this study include accurate recording of team records, staff and student identification, initial dates of facilities, and actual curriculum offerings as described in the school catalog. Further assumptions are that the memories of those persons interviewed were accurate even though the event or personality being discussed was, at times, in the distant past.

### Methods and Procedures

Data available from 1897-1982 were collected by the writer. These

data were divided into five topical areas: (1) history of the institution: (2) leadership: (3) curricula: (4) extracurricular activities: and (5) facilities. Within each topic covered, pertinent information relating to state, national, or international trends was included.

The historical data concerning physical education and athletics were obtained from college catalogs, college yearbooks, newspaper clippings, personal interviews, photographs, programs from special events, Tyler Room manuscripts, scrapbooks, and miscellaneous materials from the Northwestern Oklahoma State University Museum.

A diligent attempt was made by the writer to submit the materials discovered to both external and internal criticism as suggested by Hockett. As in experimental research, descriptive research must be validated by a responsible attempt to search for the truth. Every effort was made to reach that goal in this study.

## ENDNOTES

<sup>1</sup>Jacques Barzun and Henry F. Graff, "Historian's Work," The Modern Researcher (New York, 1957), p. 8.

<sup>2</sup>Thomas Woody, "Of History and Its Methods," Journal of Experimental Education (March, 1974), p. 180.

<sup>3</sup>Deobold B. Van Dalen, "The Historical Method," Research Methods in Health, Physical Education and Recreation, ed. Gladys M. Scott (Washington, D.C., 1956) pp. 471-472.

<sup>4</sup>Ruth Schellberg, personal communication (September 17, 1981).

<sup>5</sup>Van Dalen, Understanding Educational Research (New York, 1962), pp. 196-197.

## CHAPTER II

### HISTORY OF THE INSTITUTION

The pursuance of any historical investigation into a particular department does not seem rational without at least a brief look at the history of the institution wherein the department lies. Institutions of higher learning in America have continued to multiply since the establishment of Harvard in 1636.<sup>1</sup> Many have been established under the protective guidance and support of the state. Others struggled for survival without this guidance and support.

It was not until the year 1893 that the now-classic "Cherokee Outlet Run" for homesteads in Oklahoma Territory opened the door to the establishment of schools in this virgin land. Once claims were settled, the thoughts of many people turned toward securing educational opportunities for their young people.

Elementary schools were of the "one room" variety with an occasional high school found to serve all the students in a particular county.<sup>2</sup> The Stella Friends Academy was located near the township of Cherokee, about seventeen miles east of Alva. It, like academies that were to be found all over America, was a college preparatory school with a three year curriculum.<sup>3</sup>

The only normal institute in the territory was located at Edmond. The businessmen and citizens of Alva, unable to justify sending their young people that far from home, began a crusade for the establishment of

an institution of higher learning in the northwest part of Oklahoma Territory.

From the citizens of Alva, five thousand dollars and forty acres of unencumbered land was acquired, and the offer of the Congregational Church as temporary quarters for the college was accepted. The townspeople were hopeful of gaining appropriations from the legislature, but there was no guarantee of that when the school opened with a president, James Ament, and two teachers.

First efforts with the legislature failed, but the persistence and dedication of the citizens finally led to a bill being signed on March 12, 1897, for the establishment of the second normal school in Oklahoma Territory. An initial enrollment of fifty-four students grew to one hundred sixty-six by the end of the school year and called for additional space which was met through the use of the Baptist Church.<sup>4</sup>

The need for a permanent home for the Northwestern Territorial Normal School was recognized, and President Ament, working with a committee of Alva citizens and businessmen, began making plans and securing funds for the building of "The Castle on the Hill".

Dedication ceremonies for the four story, forty-room structure were held on July 1, 1898. Inspiration for the castle came from Dr. Ament, whose dream was to reproduce an old Norman castle he had visited in France. It was said to be one of the best buildings of its kind in America and one of the largest and most beautiful normal school buildings west of the Mississippi.<sup>5</sup>

By the time the first class graduated in 1900, enrollment had reached four hundred and thirteen students. Faculty members continued to be added as courses of study were expanded and additional facilities were built.

The drive for statehood came from Oklahoma Territory, which encompassed all of present western Oklahoma. By the time Oklahoma was admitted to the union in 1907, four other normal schools had been established and were controlled by separate boards of regents.<sup>6</sup> During the term of Governor James Robertson (1918-1922), the six normal schools became teachers' colleges, with Northwestern being renamed in 1919.<sup>7</sup>

In the spring of 1920, Northwestern State Teacher's College granted its first baccalaureate degree, in addition to the granting of two-year diplomas. By this time, the institution offered four areas of study: a training school, where all children who had not completed the eighth grade were placed; a high school; a junior college which offered a two-year diploma program; and the senior college where, upon completion, the student received a degree.

On a windy night in March, 1935, students and townspeople watched as a fire turned "The Castle on the Hill" into a seething inferno. It was a night of historic significance for the Alva community since tales of the disaster are still related. Sentiment high, but reality vivid, the townspeople rose once again in defense of education and helped secure funds for a new administration building for the college. Like many projects of the era of the Great Depression, state reserve funds were secured and government aid was extended through the WPA for construction to begin. On March 12, 1937, two new structures, Horace Mann Hall and Jesse Dunn Hall, were dedicated. Eleanor Roosevelt was the honored guest and main speaker for the event. It was the first time in history that the wife of the President of the United States had taken part in dedication ceremonies in Oklahoma.<sup>9</sup>

In 1939, another name change for the institution was cited:

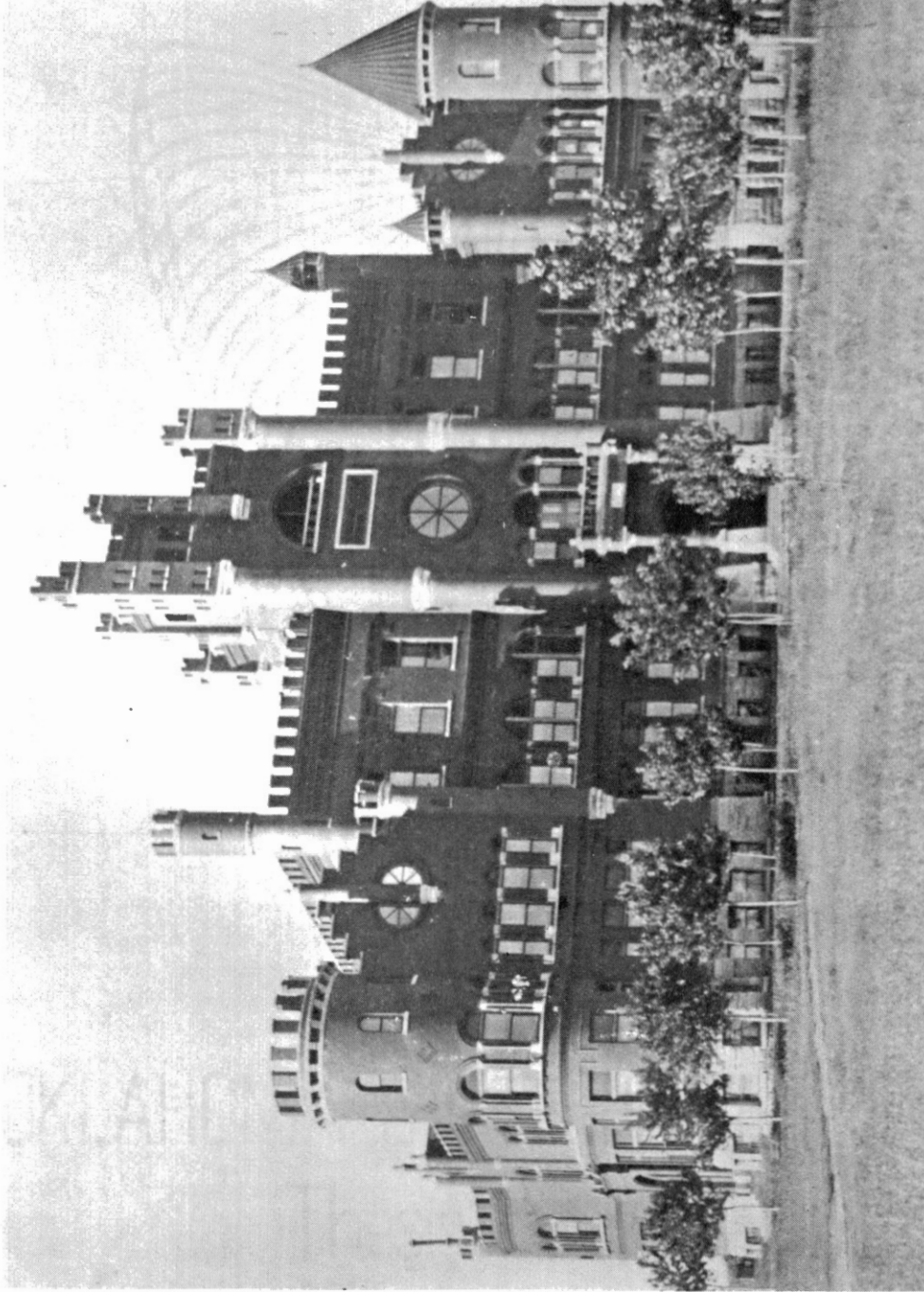


Figure 2. "The Castle on the Hill", 1898



The Seventeenth Legislature recently changed the name of our institution to Northwestern State College. Several important consequences will result from omission of the word 'Teachers' from the name. It will do away with the necessity of requiring every student to take not less than twenty semester hours of Education, Psychology, and Practice Teaching, thus enabling him to do more work in the field of his major interest; . . . it will tend to relieve the oversupply of persons certified to teach; . . . it will enable Northwestern for the first time to select from its entire student body those students best fitted to become teachers . . . .<sup>10</sup>

For a good many years there had been considerable criticism of politics entering into the governance of state educational institutions in Oklahoma. After the adoption of an amendment in 1941, the six state-supported colleges were placed under the direction of a State Board of Regents for Higher Education.<sup>11</sup>

The G.I. Bill in 1944 brought a new surge of students to the Northwestern campus, as it did to colleges and universities in all parts of the country. Cadet programs were established at most public colleges with Northwestern being no exception. This change resulted in more adult education and extension classes and the addition of military personnel to the staff.

Graduate courses were added to the curriculum in August, 1951, with additions each succeeding year. On January 5, 1954, the Oklahoma State Regents for Higher Education granted the authority for Northwestern to offer a fifth-year program of teacher education leading to the degree of Master of Teaching.<sup>12</sup>

The largest enrollment in the history of the college was recorded as two thousand six hundred forty-one in 1969. The faculty totaled ninety-two, and many buildings had been constructed or remodeled. This trend followed in the wake of the Higher Education Act of 1965, which ". . . was the first federal measure to provide a broad permanent program of

financial aid to both public and private colleges . . . ."13 By 1972, Northwestern joined most other halls of higher education in depending on the federal government for a large share of its funding for financing their college educations.

On May 4, 1974, Governor David Hall signed a bill into law authorizing still another name change for the institution. This time Northwestern, along with the other five state teacher's colleges, became a university. The next year all departments were categorized under the following five divisions in the administrative structure: Divisions of (1) Natural Science and Mathematics: (2) Practical Arts: (3) Language: Fine Arts, and Humanities: (4) Social Science: and (5) Education, Psychology, Health, and Physical Education.<sup>14</sup>

Northwestern is fully accredited by the North Central Association of Colleges and Secondary Schools, the American Association of Colleges for Teacher Education, and the National Council for Accreditation of Teacher Education.<sup>15</sup> Northwestern has progressed from a normal school to a teacher's college and finally to a university offering a high level of professional preparation in innumerable vocational and professional pursuits. Although it may never be a large institution because of its location, Northwestern plays a vital role in the Oklahoma State System of Higher Education.

## ENDNOTES

<sup>1</sup>Frederick Rudolph, The American College and University: A History (New York, 1962), p. 4.

<sup>2</sup>Donovan Reichenberger, personal interview (April 11, 1981).

<sup>3</sup>The Alva Review (October 7, 1897).

<sup>4</sup>Annual Catalog and Courses of Study of the Northwestern Territorial Normal School, 1902-1903 (Alva, Oklahoma, 1902), p. 4.

<sup>5</sup>Reba Lisk, "Some Reminiscences of the Early Days in Northwestern State College" (unpub. paper, Alva, Oklahoma, n.d.).

<sup>6</sup>Arrell Morgan Gibson, Oklahoma: A History of Five Centuries, 2nd ed. (Norman, Oklahoma, 1981), p. 191.

<sup>7</sup>*Ibid.*, p. 212.

<sup>8</sup>Annual Catalog and Courses of Study of the Northwestern Territorial Normal School, 1902-1903 (Alva, Oklahoma, 1902), p. 6.

<sup>9</sup>The Alva Daily Record (March 14, 1937).

<sup>10</sup>Northwestern State College Summer Bulletin, May 29-July 28, 1939 (Alva, Oklahoma, 1939), n.p.

<sup>11</sup>Edwin G. McReynolds, Alice Marriott, and Estelle Faulconer, Oklahoma: The Story of the Past and Present (Norman, Oklahoma, 1977), p. 219.

<sup>12</sup>Northwestern State College Catalog, 1955-1956 (Alva, Oklahoma, 1955), p. 73.

<sup>13</sup>John S. Brubacher and Willis Ruby, Higher Education in Transition: A History of American Colleges and Universities, 3rd ed. (New York, 1976), p. 236.

<sup>14</sup>The Ranger (1975), p. 4.

<sup>15</sup>Northwestern Oklahoma State University General Bulletin, 1980-1982 (Alva, Oklahoma, 1980), p. 10.

## CHAPTER III

### LEADERSHIP

A previous study by Bridgewater in 1966 offered an historical account of the personnel in the Physical Education Department at Northwestern. Therefore, remarks about the staff, principally regarding those persons who have served as athletic directors and/or chairmen of the department since its inception (i.e., Frank Wyatt, 1906-1924; Wistar Newby, 1927-1933 and 1942-1964; and Art Parkhurst, 1956-date), have been restricted here. These men had an accumulative total of seventy-two years of tenure and leadership during the institution's eighty-five year history.

Northwestern's first Director of Physical Training was a man named Frank S. Wyatt, who came as Professor of European History and Economics. He received his training at the University of Chicago and Bethel College in Newton, Kansas. Before coming to Northwestern, he held a position as principal at Newton from 1900 to 1901 and at Okeene, Oklahoma, from 1902 to 1906.<sup>1</sup>

Wyatt came to Northwestern in the fall of 1906 to begin what was to become a very successful career with the apparent admiration of the student body. The 1915 Northwestern carried these comments:

There is at Northwestern a professor especially dear to the hearts of all the students. Tho his duties are numerous and heavy he is never too busy to aid any of his students who seek the benefit of his council. Warm-hearted, true-hearted, and whole-hearted is our beloved Professor Frank Wyatt.<sup>2</sup>



Figure 3. Frank S. Wyatt, Physical Director,  
1906-1924

The second volume of the school yearbook was dedicated to Frank Wyatt with this inscription:

In appreciation of his untiring and unselfish efforts during the past ten years to make Northwestern the best Normal School in the state. A man who is father of the Junior class, head of the History Department, and to whom we owe an everlasting debt for his loyal friendship.<sup>3</sup>

During a period in World War I, Wyatt was on leave of absence from Northwestern to serve on active duty in the United States Army. After the armistice, he was placed in charge of all physical activities at Base 1, S.O.S., France. Approximately 600,000 men passed through this base under his supervision. After his return from France, he was given direction of all activities for shell-shocked men at St. Elizabeth Hospital in Washington, D.C. His title in this position was that of Director of Physical Training for Convalescent Veterans.<sup>4</sup> A notation in the 1919 yearbook stated:

Capt. Wyatt who until last summer was head of the History Department and Athletics is now stationed in Northern France. The school as a whole have [sic] greatly missed his presence and look forward to his early and safe return.<sup>5</sup>

The 1921 annual again carried a tribute to Professor Wyatt: "This book is dedicated to our champions of the gridiron who had the Ranger Spirit or fight, and to the coach of coaches, Frank S. Wyatt."<sup>6</sup>

The military influence seemed to permeate Frank Wyatt's leadership tactics, be they service-oriented or educational. In the foreword of a book he wrote that was published after his World War I experiences, he commented:

From this notable experience comes a clear vision not only of a soldier-trained America, but also a citizen-trained America. There is no imaginable reason why a training proven to be good for the physique and morale of the soldier should not be equally good for the citizen.<sup>7</sup>

As was most common during this period of history, methodology in



Figure 4. Capt. Frank S. Wyatt, 1918

physical education was patterned after the German system of gymnastics. Wyatt admitted he incorporated much of this methodology, but he went beyond that completely regimented approach to reach the whole participant. He wrote in his book:

Many of the mass play games herein outlined were invented by the author during the war to take the place of setting-up and other mechanical exercises of which the men had grown weary. These games are for mass play. We avoid anything that might be termed an 'It' game . . . . The German system from which we borrowed most of our calisthenics or setting-up exercises was deficient for the young, at least, and in many cases did positive injury. The strapping of schoolbooks on the back of a boy to give correct carriage and habituate him to carrying a pack is a mistake. What he really needs is perfect freedom to exercise all the organs and parts of the body.

Gymnasium-trained men who do most of their exercising with apparatus can make a showing of chests, arms and over-developed muscles, but they usually make a poor showing in any kind of endurance test. They are over-trained in parts. Walking, running, and recreational games are much better because more natural and enjoyable. If all the organs of the body are healthy, the small defects of parts of the body will correct themselves without resort to gymnastic exercises.<sup>8</sup>

The philosophy exemplified by the material above followed the thinking of such professional leaders as Thomas Wood and Clark Hetherington toward the "new" physical education emphasis away from the German and Swedish systems of gymnastics.<sup>9</sup> The trend was definitely leading to a combined program of both formal and informal activities. This could be witnessed on Northwestern's campus as well as in many other parts of the country.

Though a very successful coach himself, this initial director of Northwestern's athletic program was somewhat ahead of his time in recognizing the need for activity for all rather than just a few:

Our system of athletics in the past has been largely at fault. We give almost exclusive attention to the letter man, but ignore the young. What little these get comes from imitation, is without supervision and is accidental. This inverted cone idea with the letter man at the top is all wrong. This cone



should be turned over and set upon a solid foundation of universal physical training for all the young.<sup>10</sup>

Discipline and efficiency held a focal point in Professor Wyatt's philosophy. He felt that ". . . a discipline which enables the mind and body to co-operate without loss of time or energy . . ."<sup>11</sup> was the real objective of all physical education. He incorporated military commands (e.g., fall in, count off, forward march, column right) into his methodology for the sake of efficiency.

There must be some basis of organization. If physical education is to become nation-wide, it is desirable that this organization shall become so standardized that a director from any part of the United States may come before a class in any section of the country and address to it commands which this class will be able to execute without loss of time. It needs no argument to reach to conclusion that the basis for this organization should be a simplified code selected from the manual of tactics of The United States Army.<sup>12</sup>

There is little doubt that Frank Wyatt was a professional leader who tried diligently, and obviously successfully, to make Northwestern's first department of athletics and physical training one of the best examples of the then best knowledge in the profession.

The 1924 annual held these comments about the man who had a most profound effect upon those with whom he came into contact:

Eighteen years the athletic mentor of Northwestern! Eighteen years one of the foremost figures in Oklahoma athletics! Eighteen full years! Years in which he has produced many winning teams in the various branches of athletics sponsored by the school. He is nationally known as an athletic director. He might as well be called 'the father of athletics in northwest Oklahoma'. For not only has he assisted in developing athletics in the high schools of the section through actual personal contact, but members of Ranger teams have been coaching these same teams for over a generation, carrying the knowledge that they received here to those who may eventually come here in later years.

Years of active coaching have kept him in perfect health. His strength is a marvel to young men who go out for the teams, when he shows them just how a certain play is made, illustrating it himself.

His name is synonymous with Northwestern athletics. He is indeed the 'grand old man of Ranger athletics'. May his work go on.<sup>13</sup>

On May 19, 1920, Northwestern's first gymnasium was officially named "Wyatt Gymnasium" in honor of the man who was eventually to dedicate twenty years of his life to the furtherance of physical education and athletics in northwest Oklahoma.

After Frank Wyatt, the next major figure in Northwestern's growth was Wistar D. Newby. He received his A.B. degree from Friends University and began his coaching career in Cherokee, Oklahoma, in 1925, and remained there for three years. A Cherokee newspaper clipping carried the following item:

An announcement has been made that Prof. Wistar Newby, who for the past several years has carried the athletic department of Cherokee to success, has been chosen as one of the faculty of Northwestern. This announcement is received here with both regrets and pleasure. Mr. Newby's host of friends will be greatly pleased to note his advancement, and sorely regret the loss of his ability and personage in our school. But as good men in their line as Newby are bound to go up, and recognition of his work by the state institution is a well-deserved recognition, of which we are all pleased. We feel sure in predicting a great improvement in the success of the athletic department of Northwestern, under his coaching.<sup>14</sup>

The Alva Courier commented on the anticipated arrival of Newby to Northwestern:

Newby has made an exceedingly creditable record at Cherokee where he developed outstanding track and football aggregations. His teams won the Northwestern High School Conference in three sports this past school year, and his track team tied for second place in the state meet . . . .

Newby played guard on the football eleven at Friends and was a track man. He has studied two summers at the University of Michigan coaching school, and is just completing a course under Meanwell and Rockne at Southern Methodist University.<sup>15</sup>

After two successful seasons at Northwestern, the yearbook carried the comment:



Figure 5. Wistar D. Newby, 1927-1933 and 1942-1964

Coach Newby came to Northwestern from Cherokee High School where he had attracted attention as a successful coach. He is known as a morale builder and undoubtedly his selection as a coach for the Rangers has been justified.<sup>16</sup>

Newby's dreams extended beyond the development of character and physical skill into the area of facilities. In this part of northwest Oklahoma, the weather during any given football season is highly unpredictable, and when the season was rainy, the barren football field actually became a "sea of mud". In the fall of 1929, the conference championship, played at Alva, rested more on the ability of the teams (Northwestern and Central State) to grapple with the terrain than on their ability as gridiron masters. Northwestern lost that bout 0-3, but the game proved to be a blessing of sorts, because it set off a drive to do something about the football field.

Led by coach W. E. Newby and a group of alumni and strongly endorsed by President W. W. Parker, the movement spread throughout the area and donations began to mount. Goals were a leveled and sodded playing field, lights and permanent stands.<sup>17</sup>

In time between \$4,000 and \$5,000 were donated, but money alone could not complete the project. Coach Newby enlisted the aid of his athletes and started work sodding the field, defying the prediction of many that grass would not grow on the red hilltop. Mrs. Newby recalls that the summer of 1930 was remembered as one of the driest in northwest Oklahoma history, and the dedicated coach first battled the city council for permission to water the field and then personally set his alarm for the middle of the night to get up and change the hoses.<sup>18</sup> He manned one of three hand mowers when the Bermuda grass began to thicken and spread until the field was said to be one of the finest in Oklahoma.

With the opening of the 1930 football season, Northwestern had something new in the way of football to offer to the fans of northwest Oklahoma - night football - to be played on one of

the best sodded fields in the state. Gone forever were the days of mud battles and games played in the swirling clouds of dust which characterized the games of former years.<sup>19</sup>

The addition of lights to the field made Northwestern the second collegiate institution in Oklahoma, following Oklahoma Agricultural and Mechanical College, to schedule night games. A wooden stadium was constructed to seat approximately two thousand spectators, and dedication ceremonies on September 26, 1930, cited Wistar Newby as the "spark plug" from the project's beginning. It was, therefore, with the unanimous approval of all concerned that the field be formally christened "Newby Field".<sup>20</sup>

Seemingly, like Wyatt, Newby's popularity extended beyond the football field and gymnasium walls. The 1931 yearbook editors made these statements:

In the short time that Coach Newby has been with Northwestern he has won the admiration of the student body, and the respect of friends of the college. His love of the game and his capable handling of men cause Northwestern fans to feel that the management of its football campaigns is in capable hands.<sup>21</sup>

Coach Newby had a knack for remembering names and faces. Thirty-two years after the memorable "battle in the mud," he could recall his starting line-up and could relate where each player was living, his occupation, and facts about his family.<sup>22</sup> He once said, "One of the greatest thrills I experience is hearing from some boy I knew I kept in school," and at another time, "A man has no business as an athletic coach unless he is willing to put the boy first. If he does that, he will win the boy, if he wins the boy, the scoreboard will take care of itself."<sup>23</sup>

Before college governing boards were established, the governor's office wielded considerable power over what transpired in the state of

Oklahoma. During the early thirties, "Alfalfa Bill" Murray led the state in getting back on its feet from financial problems. In his economy efforts, one indulgence seemed to be in providing free textbooks because he believed wholeheartedly that the children of all economic and social groups should have equal educational opportunity. His indulgence did not extend, however, to institutions of higher learning. He threatened to cut college faculties by thirty percent. "Murray was critical of higher education generally, claiming it made 'high toned bums' of college students."<sup>24</sup>

In 1933, Wistar Newby, along with the President and eleven other teachers employed by Northwestern, became the brunt of a massive firing episode directed by Governor Murray. A similar firing of the President and several faculty occurred at Southeastern State College in Durant. John Vaughan, State Superintendent of Education, voiced strong criticism of the changes:

It's the rankest injustice in political power that you can anticipate. The word is passed and you've got to jump. The people of the state ought to resent it. We've got this thing to go over every year. It's the spoils of politics.<sup>25</sup>

The rumor that Newby was to be replaced was met with shock and disbelief by both the academic and lay community. An editorial in the local paper expressed the sentiments of many:

Newby went from Cherokee High to Northwestern. His record has been closely watched, and it is found to be most creditable. That his coaching has not been the means of 100 per cent win, is a fact, but the talent has been furnished almost solely from this section of the state. In addition to their creditable showing, we have observed with a degree of satisfaction that in addition to their athletic prowess, they have invariably developed into good men, good citizens, teachers, coaches, and many other successes.

That Northwestern now has what we believe to be one of the best men connected with athletics in the state, we are sincere in stating. That others have good men on their

faculties in that line, is probably true, but we do not believe they have better, and perhaps many not as strong.

It would in our opinion, concurred in by the many others here who have noted his progress and success, be unwise, and perhaps a sad mistake, to interrupt this department, especially should it just be for the reason that some other fellow wants some other fellow to have the job.<sup>26</sup>

There was no recourse for Coach Newby but to leave Northwestern. He chose to go to the University of Michigan to pursue a master's degree during the school term 1933-1934. Along with working on his degree requirements, he was named coach of the freshman football team at Michigan. He returned to Oklahoma to coach at Pawhuska High School for two years, and then was hired as head football coach at Northeastern State College in Tahlequah, where he remained for the next seven years.<sup>27</sup>

During World War II, ". . . the military called on physical educators and trained coaches to man the Armed Service's physical training and athletic programs . . ." <sup>28</sup> and many college campuses found military personnel utilizing their facilities. Mr. Newby returned to Northwestern in 1943 as Director of the 92nd College Training Detachment of the Army Air Force Cadet Corps and as head of the department of Health Education.<sup>29</sup> A newspaper published by the corps quoted Newby as saying:

I'm proud of the fine attitude and cooperation we receive from all the air students and I'm sure that with their allout support, we'll have no trouble in answering Randolph Field's cry, which is 'Send 'em out with plenty on the ball!'<sup>30</sup>

Physical plants wherever Newby was employed seemed to receive a good deal of his attention. Although Newby Field was named after him originally in 1930, it was sorely in need of repair by 1948. Newby headed a drive to raise \$25,000 to renovate the field and replace the wooden bleachers with concrete ones. This dream was realized by the

1948 football season opening. In 1953, Newby was one of the major forces behind the building of Percefull Fieldhouse and the adjoining swimming pool.<sup>31</sup>

Newby's activities in relation to his profession were diverse and widespread. He took part in numerous health and athletic projects. In 1928, he was chairman of a survey to determine the physical status of Northwestern students. The survey revealed that more than twenty-three percent of the students enrolled had some physical defect for which examining physicians recommended corrections. Diseased tonsils and faulty vision were the two most common ailments cited.<sup>32</sup>

A near-fatal heart attack in 1948 caused Mr. Newby to ask to be relieved of his coaching duties, but he retained his position as athletic director and department chairman from 1945-1958. At that point in his career, he taught health and physical education classes for the college with the rank of assistant professor.<sup>33</sup>

Believing that ". . . if a town is worth living in, it's worth working for," he served from 1959 to 1963 as mayor of the city of Alva and participated in many municipal projects and organizations through the years. He was a member of several civic organizations and was a Sunday School teacher for many years.<sup>34</sup>

After over forty years as a coach and teacher, he was chosen by his colleagues as Teacher of the Year and, along with teachers representing the Oklahoma Education Association from all across the state, was cited at Teacher Recognition Day at the Oklahoma State Fair. Upon being interviewed by Northwestern's public relations staff after this honor was bestowed upon him, Newby said with a grin, "If I have a personal objective, it is to die as young as possible at the latest possible



date."<sup>35</sup> That latest possible date for Wistar Newby was August 17, 1964.

In 1946-47, a student by the name of Arthur G. Parkhurst came under the tutelage and supervision of Mr. Newby. He returned ten years later as head football coach and instructor of health and physical education. During the interim, Parkhurst graduated from Kansas State Teachers' College in Pittsburg and then taught at El Dorado Springs, Missouri, for three years before beginning his college training career at Dodge City (Kansas) Junior College, where he remained for an additional three years.<sup>36</sup>

To be a staff member on a small college campus requires versatility and flexibility. By 1957, Parkhurst had been named athletic director in addition to remaining head football coach, assistant in other sports, and instructor of theory and activity classes. Through his tenure at Northwestern he has, at some time or another, coached every varsity sport offered by the institution.<sup>37</sup>

Parkhurst continued his education in the summers and received his master's degree from Pittsburgh in 1959, and later did additional graduate work at the University of Wyoming. He was named Chairman of the Department of Health and Physical Education in 1966. This move marked a severing of the traditional combined role of the athletic director and chairman that had been followed since the institution was founded. The latter sixties was a time of unprecedented enrollment increase, and as the department grew, a need for two positions to be established was readily apparent. Since 1966 the Athletic Director has been directly responsible to the President of the institution.

By 1969, Northwestern was enjoying its largest enrollment in



Figure 6. Arthur Parkhurst, 1956-Present

history and evidence of facility expansion was also apparent. There were ninety faculty members, nine of which were in the physical education department. Under Parkhurst's chairmanship, a new addition to Percell Fieldhouse was completed and dedicated on January 24th. The departmental, as well as the general, faculty expanded as did the number of students majoring or minoring in the field of health and physical education.<sup>38</sup> A new football field and stadium were completed in 1969 as the culmination of work started in 1967.

In visitation with a colleague of Parkhurst's who had coached and taught with him for twenty-six years and who also had been under Newby's supervision, a comparison of Parkhurst's strengths as an athletic director with those of a departmental chairman yielded conclusions that his greatest strengths were in the field of athletics. However, it was quickly pointed out that since the early sixties authority was vested more in deans and business managers than in departmental chairmen, in general, at Northwestern.<sup>39</sup> Therefore, strong departmental leadership was not as important as it had been in the past.

Parkhurst appointed a committee to make recommendations for a major curriculum revision in 1970 and continues to encourage innovation and creativity on his staff. Even though he has been associated with the competitive aspect of sport much of his career, he philosophically thinks we have "gone overboard on athletics" and would advocate a "program for all students" as the primary objective of the department.<sup>40</sup>

Parkhurst feels that Title IX (i.e., federal legislation prohibiting educational discrimination on the basis of sex) and women's competitive athletics have probably been the biggest factors in departmental changes in the past ten years. With the consideration for further

opportunities in leisure education, Parkhurst further advocates the consideration, by the Health and Physical Education department, of a Recreation minor. He sees the future goals of the department resting on the need to be cognizant of providing students with the competencies advocated through Oklahoma Public Law 1706, which directs itself to the admission, recruitment, and retention of qualified teachers.<sup>41</sup>

## ENDNOTES

<sup>1</sup>Northwestern State Normal School Catalog, 1909-1910 (Alva, Oklahoma, 1909), p. 6.

<sup>2</sup>The Northwestern (1915), p. 18.

<sup>3</sup>Northwestern State Normal School Annual Catalog 1910-1911, (Alva, Oklahoma, 1910), p. 6.

<sup>4</sup>Frank S. Wyatt, One Hundred Mass Play Games (Oklahoma City, Oklahoma, 1921), n.p.

<sup>5</sup>The Ranger (1919), p. 97.

<sup>6</sup>The Ranger (1921), p. 2.

<sup>7</sup>Wyatt, Foreword.

<sup>8</sup>Ibid., pp. 20-21.

<sup>9</sup>Deobold B. Van Dalen and Bruce L. Bennett, A World History of Physical Education: Cultural, Philosophical, Comparative, 2nd ed. (New Jersey, 1971), pp. 436-437.

<sup>10</sup>Wyatt, p. 21.

<sup>11</sup>Ibid., p. 28.

<sup>12</sup>Ibid., p. 29.

<sup>13</sup>The Ranger (1924), p.48

<sup>14</sup>Lucille Newby, Scrapbook, Tyler Room, Northwestern Oklahoma State University, Alva, Oklahoma, p. 69.

<sup>15</sup>The Alva Courier (June 30, 1927), p. 3.

<sup>16</sup>The Ranger (1930), p. 157.

<sup>17</sup>The Ranger Roundup (Fall, 1961), p. 6.

<sup>18</sup>Lucille Newby, personal interview (July 25, 1981).

- 19The Ranger (1931), p. 44.
- 20Ibid., p. 7.
- 21Ibid., p. 47.
- 22The Ranger Roundup (Fall, 1961), p. 7.
- 23The Ranger Roundup (Fall-Winter, 1963-1964), p. 5.
- 24Arrell Morgan Gibson, Oklahoma: A History of Five Centuries, 2nd ed. (Norman, Oklahoma, 1981), pp. 222-223.
- 25The Alva Review Courier (June 28, 1933), p. 1.
- 26Newby, Scrapbook, p. 116.
- 27Newby, personal interview.
- 28Emmett A. Rice, John L. Hutchinson, and Mabel Lee, A Brief History of Physical Education, 4th ed. (New York, 1958), p. 359.
- 29Newby, personal interview.
- 30The Gremlin (July 19, 1943), p. 4.
- 31The Ranger Roundup (Fall-Winter, 1963-1964), p. 5.
- 32Newby, Scrapbook, p. 80.
- 33Newby, personal interview.
- 34The Ranger Roundup (Fall-Winter, 1963-1964), p. 5.
- 35The Ranger Roundup (Fall-Winter, 1963-1964), p. 5.
- 36Arthur Parkhurst, personal interview (March 8, 1982).
- 37Ibid.
- 38The Ranger (1969), p. 12.
- 39Walter Johnson, Jr., personal interview (March 8, 1982).
- 40Parkhurst, personal interview.
- 41Ibid.

## CHAPTER IV

### CURRICULA

Evidence of progress and change can be observed in departmental curricula offerings, which also tend to reflect educational and societal trends in general. When Northwestern was first established as a territorial normal school, no particular evidence supported the view that the students' physical activity skills were in as much need of attention as their mental faculties. The courses offered were those that were viewed as needed for the preparation of teachers for the public schools of Oklahoma, with no physical exercise mentioned.

In 1903-1904, although no health or physical education was required, the entrance exam for applicants included a requirement that ". . . applicants should have a thorough knowledge of elementary anatomy, physiology, and hygiene."<sup>1</sup> The Department of Biological Science listed a physiology course that paid special attention to hygiene and narcotics and conducted a lab in which the dissection of animals and experiments in digestion, respiration, etc., were mandatory.<sup>2</sup>

Although not required, the physical aspects of education were certainly not discouraged as evidenced by the following statements printed in the Northwestern Bulletin in 1903-1904:

Athletic sports are encouraged as a means of pleasant recreation, for their value in developing the body, as a source of social and ethical culture, and as cultivating a spirit of the feeling of potential power . . . . These sports are indulged in mainly to develop the physical side of manhood and womanhood, that is too often neglected, when students are struggling for mastery in the intellectual world.<sup>3</sup>

During the late 1800s, the term "physical culture" was popular as a name for this area of activity. At Northwestern, Physical Culture was introduced in 1907 as a required element in the curriculum of the Preparatory Department.<sup>4</sup> In order to direct the play of youth and instill habits of good health, by 1908 physical education was viewed as a subject about which all teachers should be knowledgeable.

Within the last year the subject of physical education has been growing in interest, until now the best educators concede it a place in schools of every class from kindergarten to college. Believing that the growing time is the period in which to form the habits of health and teach a greater reverence for the sanctity of the body. We begin the care and training of the physical being with the pupil's advent into school.<sup>5</sup>

Northwestern Normal adopted the then-current semantics, and by 1911, "physical training" was required of all students throughout the school term. Only those students were excused who had written advice from a physician stating a reason for not participating in a physical activity. During the school day, one full period was designated for physical training.<sup>6</sup> Continued comments were made concerning the necessity for a well-rounded development of the college student.

The prime purpose of a normal school is to fit people to make successes in the district, city and high schools of the state. To have this success the teacher is compelled to meet a multitude of needs that do not present themselves in book form between the four walls of a pedagogical laboratory. Indeed, it's fundamentally essential to be able to wield the mathematics and history with a masterful hand, but almost hand in hand with it goes the quality of athletic leadership. More people, in the high school, meet failure or mediocre success because of poor inclination toward athletics and other side issues, than for reason of inefficiency in academic training. To the ordinary boy, athletics is the life of the school, and when he is assisted in this by his instructor, to whom he naturally looks for advice, he invariably becomes co-operative and harmonious with the entire work of the school and the result is a splendid success for the product of the normal school.<sup>7</sup>

Physical education continued to be promoted as an important element



in the training of teachers. Potential public school teachers were encouraged to understand the purposes of physical education, which were listed as promoting vigorous health, promoting friendliness and morality, and providing wholesome pleasure.<sup>8</sup>

The ability to control the muscles is the first step in the ability to control the mind. Well developed muscles will do away with nerves, that is 'health comes in through the muscles and flies out through the nerves'. Play must be made a regular established and important part of the curriculum of all our country as well as city schools.<sup>9</sup>

In colleges and universities, the elective system proposed by George Ticknor, and later more fully implemented by Charles Eliot, did not totally eliminate prescribed courses. All students who entered Oklahoma normal schools after September 9, 1913, were required to take two years of physical training except when excused as previously stated.<sup>10</sup> One hour of credit was given for each year's work in the gymnasium.

The first courses in physical education appeared in the Northwestern Bulletin of 1916. The course listings were as follows:

- 426. Folk Games and Dances. The teaching of these activities in the grades. An elective for advanced students.
- 427. Playground Supervision. Organization and supervision of playground activities. An elective for advanced students.
- 428. Theory of Athletics. Coaching, supervision of athletics, activities in games, track and field work. An elective for advanced students.
- 429-430. Classes in gymnasium work are offered continuously.<sup>11</sup>

Historically, countries at war have become significantly concerned with the physical status of their male citizens. Consequently, there was a shift of emphasis in physical education.

When the United States entered the world conflict in April 1917, the military emphasis was revived. The old question of military training, of the nationalistic theme, dormant since the Civil War, came to the fore once again.<sup>12</sup>

During the 1918-1919 term, "Military Drill" was added to the physical education curriculum at Northwestern, under the direction of a United States Army officer.

The former rule requiring that all students take two years of physical education has been modified so as to require that in all schools under the control of the State Board of Education, all students over eight years of age shall take military training at least one period a day. A credit of one-half unit will be allowed for each term, but in no case shall the total credit for military drill exceed two units.<sup>13</sup>

Northwestern, by an act of Congress in August, 1919, was declared to be one of three hundred army training camps established throughout the United States. The Council of Normal School Presidents agreed that all normal school students should be required to take military drill for four semesters, or until graduation. Tactics, first aid, personal and community hygiene, disease prevention, and patriotic and civil services were to be included during the severe weather of the winter months.<sup>14</sup>

In 1920, Northwestern was granted the right to award baccalaureate degrees in addition to diplomas. Physical education found a place in the curricula listing with agriculture, manual arts and music. "It is fully expected that the school will be able in a short time to maintain a department of physical education. In this department the physical welfare of every single student will be the objective."<sup>15</sup>

In the 1920-1921 bulletin, "Military Drill" was dropped from the course listings and new courses in coaching, hygiene and first aid, and the theory of physical education were added. A total of eight course offerings were then available. Two of these were service courses, with the remainder professional courses. The physical education staff had

increased to two teachers. The service courses required students to participate one hour a day, three times a week. Men were to engage in outdoor games (weather permitting) plus various athletic seasonal games. Women's classes had an emphasis on the development of good posture and poise, plus outdoor and indoor games, and folk and aesthetic dancing. Elementary work in calisthenics and apparatus was also mentioned for women students.<sup>16</sup> The second required course was a continuation of the first course, with advanced work.

In the professional curriculum, the "Theory of Physical Education" class included a study of exercise physiology and the importance of physical exercise in the school life of the child. One section included methods and practice in teaching physical education in the elementary grades, and the other section dealt with methods for teachers in high schools and colleges.<sup>17</sup>

Summer school sessions were common in normal schools,<sup>18</sup> and one at Northwestern in 1920 revealed classes being conducted in athletic coaching:

It has been found that superintendents improve their relations with a student body when they manifest an intelligent sympathy with athletic games. And such superintendents are in a better position to maintain the ethics of school sport by reason of the insight derived from a course in coaching.<sup>19</sup>

The use of faculty advisors became a priority of Northwestern Normal in the early twenties:

It will be the aim of the head of the department in which the student is majoring to procure a reasonable balance of instruction . . . there is no merit in a system of irresponsible election. The student elects a course just as he elects a school, and beyond his choice of a major subject his elective privilege is limited to his ability to convince his faculty advisor that a given subject is one he should take under the circumstances.<sup>20</sup>

Outside of the departmental major, by the 1923-1924 school year, physical education was listed as a "special subject" along with chorus, piano, and violin. Credit in physical education could not exceed two hours toward a Life Certificate nor four hours toward a degree.<sup>21</sup>

In the early 1920s, the concept of the "new physical education," proposed by such advocates as Thomas Wood and Rosalind Cassidy, became the area of emphasis for programs around the country. A growing interest in the areas of tests and measurements, classification of students, and the scientific aspects of the field was purported.<sup>22</sup> At Northwestern during the time span from 1924 to 1927, one additional health course was added to the curriculum. This course was a combination of health, tests and measurements, and correctives. In this same period, the first recreation course was added to the curriculum.

9. Community Recreation. Methods of arousing interest in indoor recreation; how to promote social events for all occasions; principles for the adaptation of recreation activities to the needs and capacities of community groups; organization and conduct of community progress for all occasions. One hour credit.<sup>23</sup>

During this era, ten courses were listed in the physical education curriculum. Of these ten, two were service, two health, one recreation, and five were physical education classes.

The health education curriculum gained four additional courses during the time span from 1927-1930. These courses included the headings of (1) School Hygiene, (2) Hygiene of the School Child, (3) Planning School Buildings, and (4) Methods of Teaching Health. Personal hygiene became a required course for all freshmen and for students aspiring to the Life Certificate or the four-year degree. After September, 1928, all students who graduated with a degree had fulfilled the following requirements: (1) completed at least two hours of general hygiene and

(2) completed four semester hours in physical education within the 124 hours needed for graduation.

In the 1927-1928 bulletin, courses were separated and designated as "physical education courses for men," and "physical education courses for women." Service courses in this period were exercise one and two, plus competitive sports, individual exercise and heavy apparatus for men; and organized athletics, dance, elementary swimming, and formal gymnastics for women.<sup>24</sup>

The tendency for the separation of courses of study for men and women in professional preparation programs carried over from the separation of men and women in the activity classes. The men took theory and practice coaching in various sports plus (1) Examination and Measurement, (2) Organization and Administration, (3) Chemical Dietetics, and interestingly enough (4) Public Appearance. Women majors were required to take (1) Rhythmic Activities of Primary and Elementary Grades, (2) A Program of Physical Education, (3) Playground Activities, (4) Playground Supervision, and (5) School Drama and Festivals. Courses open to both sexes included the following:

15. Physical Education and Growth Divergencies. For elementary and high school teachers; a study of the normal human body; divergencies from the normal defects; growth handicaps and their control; a course in child pathology for educators; also the special techniques in determining or estimating individual needs and capacities for physical training activities and the adaption of activities; detection of impairments for reference to physician. Four times a week. Two hours.
101. Anatomy. A study of the skeleton, joints, origin and insertion of the muscles, circulatory and nervous systems. Thoracic and abdominal viscera. Four times a week. Two hours.
102. Kinesiology. Topics: levers of the joints; mechanics of the body; the kinesiology of exercises and various occupational gymnastics and athletic movements. Four times a week. Two hours.<sup>25</sup>

The 1927-1928 school year found health education courses listed with courses in biology, physiology, and zoology. Reviewing the combined curriculum for men and women between 1927-1930, fifteen service courses and thirty-two professional courses are noted. Of the professional courses, one was in recreation, six were in health education, and twenty-five were in physical education.

It is interesting to note that the course descriptions for women in the area of professional preparation often listed the requirement of a notebook or scrapbook as part of the course requirement. No such requirement was mentioned with the description of the men's theory courses. This may have been indicative of the trend of women physical educators to be more concerned with the overall professional preparation of teachers rather than coaches. By the summer of 1930, a Department of Physical Education was established offering the following curriculum to those students desirous of becoming coaches and/or physical educators:

Men:

Physical Education 1	Gymnasium
Physical Education 2	Gymnasium
Physical Education 7	Theory of Basketball
Physical Education 9	Theory of Football
Physical Education 100	Practice Coaching (Baseball)
Physical Education 101	Practice Coaching (Basketball)

Women:

Physical Education 1	Organized Athletics
Physical Education 4	Formal Gymnastics
Physical Education 7	Rhythmic Activities for Primary and Elementary Grades
Physical Education 9	Playground Activities
Physical Education 12	Theory of Coaching
Physical Education 13	Playground Supervision <sup>26</sup>

It may be noted that the women's physical education courses emphasized preparation for teaching low and high organized games with some attention given to coaching, while the men's course pertained mainly to athletics.

Beginning in 1930, a Bachelor of Science Degree was offered in Physical Education. The curriculum began to expand noticeably with advanced swimming, tumbling and pyramid work, recreational games, athletic injuries and first aid, theory of coaching tennis, practice coaching in tennis and wrestling, advanced theory of football, and a course in scoutsmanship.<sup>27</sup> New courses offered in the women's program included advanced swimming, intramural plays and games, recreational games, coaching tennis, basketball, track and field, and tumbling and pyramid building.<sup>28</sup>

The curriculum for both men and women was extended by the addition of four new courses in the 1930-1931 school year:

23. Intramural Sports and Games.  
Instruction in intramural athletic activities; organization of intrascholastic and intracollegiate athletics; types, methods, plans and arrangements with reference to these activities; practices in games suitable. Four days a week. One hour.
107. Individual Gymnastics.  
A practical course dealing with certain abnormal conditions which are liable to come under the observations of any teacher of gymnastics, superintendent, or principal of schools. Faults of posture, lateral curvature of the spine, round shoulders, weak and flat feet will be studied; a study of infantile paralysis and other prevalent orthopedic disturbances; exercises in children with weak heart muscles, ptosis, overweight, underweight, etc. . . . Four days a week. Two hours.
114. Methods of Swimming and Lifesaving.  
Designed primarily for physical education majors, and for leaders in girls' camps, students satisfying the requirements of this course may qualify for the American Red Cross Life Saving Corps. Three days a week. One hour.
119. Nature and Function of Play.  
Deals with the human instinct tendencies, emotions, and intellectual processes exercised in play; an analysis of the sources in child nature of complex play activities; the functions of play in the growth, development, and social adjustment of children in the continued plasticity and adjustment of adults; and interpretation of theories; presents a basis for understanding child nature, for the organization of natural programs of educational activities, and for understanding the principles of leadership. Two hours.<sup>29</sup>

The Ranger annual of 1931 made note of the participation of students in this field of concentration:

The importance of physical education in the college curriculum of today is a recognized fact. Students no longer have to be urged to participate in the athletic program that is being offered in the colleges but their eagerness to take part has taxed the playground and gymnasium facilities of every school.<sup>30</sup>

By 1934, general courses were required for all teaching certificates (two-year, five-year, and life) from the college. The four-year course of study for a physical education major is shown in Figure 7.<sup>31</sup>

#### Physical Education

FRESHMAN			
COMMON CORE	DIFFER. CORE	FIRST MAJOR	GROUP ELEC.
1, 2, 3, 4, English 1 Hygiene 9 (women), 30 (men), Phys. Educ. 1, 2, 3, History ((select) 4 hours 10 History, unless ½ unit in H. S. in which case, History 3 1 or 100 Government 2, 3 Economics	2 Psych. 1, 2, 14 Educ.	The major is 24 semester hours, 10 hours of which must be of senior college rank. The following courses must be included: Activity or participation course. 10 hrs. Organization and Administration 2 hrs. Individual Gymnastics 2 hrs. First Aid 1 hr. Boy or Girl Leadership 2 hrs. Anatomy 2 hrs. Theory of Activities (Including theory of Intermurals) 5 hrs.	Select 8 hours from the following fields in the ratio of 4-4 or 8: mathematics, physics, chemistry, geology, biology, foreign language. (If foreign language is chosen, 8 hrs. in one language in addition to two units in the same language in H. S.)
SOPHOMORE			
4 hours Biology, Physics, Chemistry, or Geology 1 Agriculture or ½ unit in H. S. 10 (women), 47 (men), Phys. Educ.	117. Education		
JUNIOR			
	104 Psychology 102, 110 Educ. 3 hrs. Elec. Ed.	Only 3 hours in Phys. Ed. 46 in any one sport will be credited.	
SENIOR			
	105, 106 Ed.* 116 Educ. **	24 hrs.	

\*This practice teaching is to be done in the first major.

\*\*Practice teaching to be done in the second major.

The second major should be selected by conference with the Dean.

Source: Northwestern State Teachers College Catalog, Summer, 1934 (Alva, Oklahoma, 1934), p. 33.

Figure 7. Requirements of Physical Education Majors in 1934



The requirements shown in Figure 7 are those for a permanent teaching certificate. Twenty hours were required for the five-year certificate and seventeen for the two-year certificate.<sup>34</sup> The spelling of the word "intermurals" should be noted by the reader. The use of this word as "between schools" rather than the use of the word intramurals, "within schools," was probably a typographical error. However, it could have been used intentionally because the two terms have not always been sharply differentiated, even by professionals in the field.

The women's department drew the most publicity in the 1937 Ranger annual:

'Well rounded activity' can well be called the motto of the Physical Education Department. As the school year rolls by, outsiders as well as those participating can readily see that this aim is realized. Hundreds of green suits, with here and there a white one denoting the major in Physical Education, can be seen on the tennis courts; on the soccer field; at the archery targets; in the badminton, table tennis, or shuffleboard rooms in the old Science Hall; and lastly in Wyatt Gym for volleyball, tenikoit, basketball, quoi-tennis, and rhythms: tapping, clogging, and folk-dancing.

A Northwestern girl who has taken at least the required courses, if no others, is qualified to go out into her teaching job able to lead young children in their play . . . a girl who has taken several specified courses finds herself able to direct young people's play hours, Girl Scouts, recreational camps, and folk festivals. As a result of gaining a First Aid Certificate, she may find herself able to administer such aid when necessary.

Not only will she have gained the above, but also the joy of living, of knowing how to play, and how best to use her leisure time.<sup>32</sup>

The 1937-1938 school year showed the addition of Teachers' Course 402 which was the first course to deal specifically with the problems and methods in the teaching aspect of the field. Other additions included eurhythmics and applied anatomy.<sup>33</sup>

By 1940, the requirements for a Bachelor of Science degree in

Physical Education increased from twenty-four to thirty-five hours. Major changes included the addition of chemistry and physiology in the designated curriculum.<sup>34</sup> In general education, all students were required to take physical education during their freshmen and sophomore years with the following stated exceptions:

Married women and all men and women who have reached their twenty-fifth birthday on or before September 30 of the current school year will be excused from further requirements in physical education. Students may be excused from physical education because of physical disability, certified by a resident physician.<sup>35</sup>

After the Japanese attack on Pearl Harbor in 1941, physical training programs both in the armed services and within educational circles began to emphasize physical fitness elements.<sup>36</sup> Following the Second World War, college credit in physical education and hygiene was extended to veterans of that conflict with the following considerations:

- A. That the experience in physical training and hygiene received by college men while in military service be examined in each individual case, and equivalence in kind and amount be determined before any blanket credit or excuse be given. If such equivalence to the college program as now conducted cannot be established no credit should be given and a permanent excuse from physical education should not be granted lest the college neglect its responsibility toward each of the students.
- B. That each veteran who has been disabled in the service be interviewed and examined carefully to be determined: (a) if an individual program of recreation therapy will be helpful to him; (b) if either the normal or special program of physical education should be deferred for the time being; or (c) if physical education should be removed permanently from the students schedule. Appropriate action should be taken only in relation to individual needs and not on the basis of blanket excuses.<sup>37</sup>

In the early fifties, thirty-eight hours were required for the physical education major with a specific notation that either chemistry or zoology be taken by the student.<sup>38</sup> The department was now referred to as Health and Physical Education and was administered by a single

director. Correspondence courses were offered in Hygiene, First Aid, and Elementary School Program. The general requirements for any baccalaureate degree included Personal Health 102, First Aid 261, and three activity hours.<sup>39</sup>

The mid-fifties saw another increase in the number of required hours for a Bachelor of Science in Education degree in Health and Physical Education (see Figure 8). The certificate which allowed the graduate to teach in grades K-12 now specified forty hours and included a course in Human Anatomy and Physiology.<sup>40</sup> A minor could be certified with the completion of eighteen hours of credit. Fencing was added as a new activity, and a course entitled Intercollegiate Sports 201 allowed varsity athletes to accrue up to eight hours of activity credit, but no more than five of those could be applied to a Health and Physical Education major.<sup>41</sup>

The latter fifties saw such courses as Officiating and Program Planning added to the curriculum. The 1960 Ranger annual stated the goal of the Health and Physical Education Department as:

. . . not only education of the physical, but also education through the physical. In an effort to meet the objectives of general education, the program is planned in a progressive sequence based upon the needs, interests and abilities of youth . . . enabling him to 'live most and serve best'.<sup>42</sup>

As memories of World War II receded, the evaluation of military service for college credit was revised:

Northwestern follows the recommendations of the American Council on Education and the regional accrediting agency in validating and recording credit for military training, education and experience. Students who are veterans are urged to have their military credits certified through the office of the Dean of Instruction.<sup>43</sup>

By the mid-sixties, a non-teaching degree was offered in the Department of Health and Physical Education for those students who were

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	Major	Minor	Standard Certificate
HE 102 Personal Hygiene	2	2	2
HE 202 School & Comm. Hyg.	2	2	2
HE 261, 291 First Aid	2	2	2
HE 322 Theory of Individ. Corrl	2	0	2
PE 352 Ele School Prog	2	2	2
PE 362 Rec Leadership	2	0	2
PE 422 Org and Mangt of Intra	2	2	2
PE 452, 462 Men Theory of Coaching (Women: PE 462, 472)	4	4	4
HE 402 Org and Adm HPE	2	0	2
HE 432 Princ and Hist	2	0	0
NWPE 403 Kinesiology	3	0	0
Biol. 365 Human Anat and Physio	5	0	5
Elective H and PE Theory	0	0	2
Gymnastics	2	1	2
Aquatics	2	1	2
Other Activity courses	6	4	6
	<u>40</u>	<u>18</u>	<u>37</u>

Professional education including  
HE 442 (Methods)

21 hrs

The general education requirement in science must include  
either General Chemistry 105 or Zoo 125.

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Source: Northwestern State College Bulletin, 1957-1958  
(Alva, Oklahoma, 1957), p. 87.

Figure 8. Requirements in 1957-1958

not interested in entering the educational field. Heretofore, college preparation in this field was designed under the assumption that students receiving a degree would become teachers. The increase in leisure time for many persons in the United States opened another avenue, that of recreation, for trained personnel. The alternative program was designed to prepare the student for entry into this supplemental career field. This Liberal Arts degree required twenty-seven hours for the major and sixteen hours for the minor.<sup>44</sup> Driver education courses had also been added to the curriculum to make another area of certification available to Northwestern students.

The departmental goal was stated in the 1968 Ranger annual:

The importance of health in the success of any pursuit is emphasized in the program of the Physical Education Department as it seeks to help develop students into citizens who are fit physically, mentally, socially, and emotionally. Both theory and activity classes are established to carry out a dual purpose for the department. Our purpose is to train those who plan to go into one of the many avenues of physical education as a vocation. The other is to help all students become physically stronger and learn to guard their health. To accomplish this the curriculum includes individual and team sports, swimming, acrobatics and dance, as well as specialized studies in body mechanics, dynamics, conditioning and correctives.<sup>45</sup>

The advent of Title IX in the early 1970s was reflected in course offerings at Northwestern. Courses heretofore separated for men and women now became combined to offer a more coeducational approach. A major revision in the curriculum yielded more individual, dual, and lifetime sports being added (e.g., golf, bowling, soccer, physical fitness, archery, square dancing, weight training, synchronized swimming). Currently, the national trend continues to be toward more and more lifetime and aerobic type activities which Northwestern is attempting to emulate in both its service and professional preparation programs.

Following another national trend, the Individual Correctives course name was changed to Adapted Physical Education. A course was initiated that provided seniors an opportunity to have supervised experience in conducting an activity class prior to their student teaching.<sup>46</sup>

Somewhat of a set-back from professional recommendations was the allowing of physical education credit to be extended to a girls' drill team:

2091 Physical Education (Starlettes). An organized group to aid and represent Northwestern State College through precision drill demonstrations. Membership is by application. Starlettes may be taken for physical education activity credit in the fall semester only. Two (2) of the three hours required general education physical education activity credit may be taken in this manner. Starlette activity credit does not apply to Physical Education majors and minors.<sup>47</sup>

The rationale for this procedure at the time was to fashion a nucleus for a supporting "pep" organization. Groups of this type have appeared intermittently, but the credit provision has remained the same in departmental offerings.

A Master of Teaching degree was approved for the college in the mid-fifties. Although there were a few graduate courses offered in the Department of Health and Physical Education, a master's emphasis in this area was not possible until the early seventies when offerings were significantly increased.

Federal legislation, through Public Law 94-142 in 1976, specifically stated that instruction in physical education should be provided for all handicapped children. This legislation has affected professional preparation programs which is reflected by the addition of specifically designed courses to prepare the physical educator for working with the handicapped student.

Legislation in 1975 made the teaching of Physical Education to

grades 1-6 mandatory in Oklahoma schools. It stipulates that no less than seventy-five minutes per week be allotted to physical education instruction, exclusive of recess, intramurals, and/or interschool competition.<sup>48</sup> This law has increased the need for more teachers to be prepared for elementary school teaching in our field.

In the first part of the 1980 decade, an athletic training option had been added to the Bachelor of Science degree. As a point of interest, athletic training licensure was legislated in 1981. All three degree requirements were listed as described in Figure 9.

There is a definite trend in larger institutions to offer avenues of specialties within any given department. It is doubtful if this trend could be implemented in a small institution, with the constraints imposed by small faculties and much smaller enrollments. Oklahoma is currently one of three states that does not offer separate certificates in Health, Elementary Physical Education, Secondary Physical Education, and Coaching. Legislation separating Health from Physical Education, with a coaching credential, is imminent.

The implementation of Public Law 1706 in Oklahoma in 1982 will continue to affect curricular offerings in all academic departments, with Health and Physical Education no exception. The last decade of emphasis on accountability has resulted in the attainment of specific goals and objectives in all areas, and this trend will probably continue in the coming decade. Competency-development will continue to be a major issue in education with more and more opportunities for laboratory experiences recommended for the potential educator. Curricula in all areas will need to reflect this trend so that accountability goals may be reached more efficiently and comprehensively.

B.S. Ed. Degree (and Standard Certificate)			Major	Minor	Standard Certificate
H.E.	1112	Personal Health	(2)	(2)	(2)
H.L.	1252	Introduction to Health and Phys. Ed.	2	2	2
H.E.	2211	Injuries and First Aid	(1)	(1)	(1)
H.E.	2221	Injured and First Aid	1	1	1
H.E.	3112	Adapted Physical Education	2		2
H.E.	4132	Principles and History of H. & P.E.	2	2	2
H.E.	4112	Org. and Adm. of H. & P.E.	2		2
*P.E.	4632	Theory of Coaching Football	2	2	2
*P.E.	4642	Theory of Coaching Basketball	2	2	2
*P.E.	4653	Theory of Coaching Baseball & Track	3	3	3
P.E.	4603	Kinesiology	3		3
P.E.	3652	Elementary School Program	2	2	2
Biol.	3165	Human Physiology and Anatomy	5		5
		Elective H. and P.E. Theory	8	2	8
		Aquatics	1	1	1
		Gymnastics	2	1	2
		Team Sport Activity Course	1		1
		Individual or Dual Sport	1		1
		Rhythms Activity Course	1		1
		Field Experience	1	1	1
		Elective P.E. Activity Courses	(3)	(3)	(3)
		Minimum Total	41	19	36

PROFESSIONAL EDUCATION, including Ed. 2012, 2021, Psy. 3123, H.Ed. 4222 ..... 24  
 Courses to be taken in professional semester: Psy. 3112, Psy. 4102, Ed. 3032, 3912, 3612, 6 hrs. Dir. Tchg.

Health and Physical Education Majors are advised to take General Zoology 1225 for the general education requirement.

\*Women majors substitute an additional 7 hours from elective theory courses with approval of the advisor.

B.S. Degree			Major	Minor
H.E.	1112	Personal Health	2	2
H.E.	2102	School and Community Health	2	
H.E.	2211	Injuries and First Aid	1	1
H.E.	2221	Injuries and First Aid	1	1
H.E.	3112	Adapted Physical Education	2	
P.E.	3662	Recreational Leadership	2	2
P.E.	4622	Org. & Mgmt. of Intr. Spts. & Games	2	2
P.E.	4603	Kinesiology	3	3
H.E.	4112	Org. & Adm. of H. & P.E.	2	2
P.E.	4662	Pgrm. Plng. in Phys. Educ.	2	2
P.E.	4612	Community Recreation	2	2
		Elective H. and P.E. Theory	8	(3)
		Elective P.E. Activity Courses	(3)	(3)
		Gymnastics	1	1
		Aquatics	1	1
		Team Sports Activity Course	1	1
		Individual or Dual Sport	1	1
		Rhythms Activity Course	1	1
		Minimum Total	34	28

B.S. Degree (with Athletic Training Option)			Major	Minor
H.E.	1112	Personal Health		
		or .....	2	
H.E.	2102	School & Community Health		
H.E.	2211	Injuries and First Aid	1	
H.E.	2221	Injuries and First Aid	1	
H.E.	3112	Adapted Physical Education	2	
H.E.	4112	Org & Adm of H & PE	2	
P.E.	4603	Kinesiology	3	
Biol.	3165	Human Physiol & Anat	5	
P.E.	3693	Physiology of Exercise	3	
H.E.	3102	Athletic Injuries	2	
H.Ec.	1893	Nutrition & Dietetics	3	
P.E.	3302	Athletic Training I	2	
P.E.	3312	Athletic Training II	2	
P.E.	3321	Athletic Training Lab	1	
		Elective P.E.	3	
		Elective H & PF Theory	6	
		Minimum Total	38	

Elective Health and Physical Education Theory Classes		
H.E.	2102	School and Community Health
P.E.	3623	Tests and Measurements (Physical Education)
P.E.	3632	Rules and Officiating (Football and Basketball)
P.E.	3642	Rules and Officiating (All Sports)
P.E.	3662	Recreational Leadership
P.E.	3693	Physiology of Exercise
H.E.	3102	Athletic Injuries (Care, Treatment and Prevention)
P.E.	3672	Methods in Movement Education
P.E.	4612	Community Recreation
P.E.	4622	Organization and Management of Intramural Sports and Games
P.E.	4662	Program Planning in Physical Education
P.E.	4703	Organization and Administration of Recreation
H.E.	4470	Independent Study in Health, Physical Education or Recreation
P.E.	4470	Independent Study in Health, Physical Education or Recreation
H.E.	4480	Seminar in Health, Physical Education or Recreation
P.E.	4480	Seminar in Health, Physical Education or Recreation

Source: Northwestern Oklahoma State University Bulletin, 1980-1982 (Alva, Oklahoma, 1980), pp. 69-70.

Figure 9. Requirements in 1980-1982



## ENDNOTES

- <sup>1</sup>Northwestern Bulletin, 1903-1904 (Alva, Oklahoma, 1903), p. 27.
- <sup>2</sup>Annual Catalog and Courses of Study of the Northwestern Territorial Normal School, 1903-1904 (Alva, Oklahoma 1903), pp. 72-73.
- <sup>3</sup>Northwestern Bulletin, 1903-1904 (Alva, Oklahoma), p 27.
- <sup>4</sup>Northwestern Bulletin, 1907 (Alva, Oklahoma, 1907), pp. 15-16.
- <sup>5</sup>Northwestern Bulletin, 1908-1909 (Alva, Oklahoma, 1908), pp. 23-24.
- <sup>6</sup>Northwestern Bulletin, 1911 (Alva, Oklahoma, 1911), p. 5.
- <sup>7</sup>The Northwestern (1911).
- <sup>8</sup>Northwestern Bulletin, 1912 (Alva, Oklahoma, 1912), n.p.
- <sup>9</sup>Monthly Bulletin, Training Department, Northwestern Territorial Normal School (October-November, 1912), n.p.
- <sup>10</sup>The Oklahoma System of State Normal Schools, Course of Study (1913), p. 5.
- <sup>11</sup>Northwestern Bulletin, 1916-1917 (Alva, Oklahoma, 1916), p. 41.
- <sup>12</sup>Deobold B. Van Dalen and Bruce L. Bennett, A World History of Physical Education: Cultural, Philosophical, Comparative, 2nd ed. (New Jersey, 1971), p. 431.
- <sup>13</sup>Northwestern State Normal School Annual Catalog, August, 1918 (Alva, Oklahoma, 1918), p. 15.
- <sup>14</sup>The Ranger (1919), pp. 38-39.
- <sup>15</sup>The Northwestern State Normal School: A College for Teachers, 1920-1921 (Alva, Oklahoma, 1920), p. 9.
- <sup>16</sup>Northwestern Bulletin, 1920-1921 (Alva, Oklahoma, 1920), p. 5.
- <sup>17</sup>Northwestern Bulletin, 1923-1924 (Alva, Oklahoma, 1923), pp. 86-87.
- <sup>18</sup>C. W. Hackensmith, History of Physical Education (New York, 1966), p. 431.

- <sup>19</sup>Northwestern Bulletin, 1920-1921, pp. 8-9.
- <sup>20</sup>Ibid.
- <sup>21</sup>Northwestern Bulletin, 1920-1921, p. 43.
- <sup>22</sup>Hackensmith, p. 418.
- <sup>23</sup>Northwestern Bulletin, 1927-1928 (Alva, Oklahoma, 1927), pp. 86-89.
- <sup>24</sup>Ibid.
- <sup>25</sup>Ibid., p. 88.
- <sup>26</sup>Northwestern Bulletin, Summer, 1930 (Alva, Oklahoma, 1930), p. 25.
- <sup>27</sup>Ibid., pp. 82-84.
- <sup>28</sup>Ibid., pp. 84-86.
- <sup>29</sup>Ibid., pp. 86-87.
- <sup>30</sup>The Ranger (1931), p. 43.
- <sup>31</sup>Northwestern State Teachers College Catalog, Summer, 1934 (Alva, Oklahoma, 1934), p. 39.
- <sup>32</sup>The Ranger (1937), n.p.
- <sup>33</sup>Northwestern State Teachers College Bulletin, 1937-1938 (Alva, Oklahoma, 1937), pp. 78-88.
- <sup>34</sup>Northwestern State College Bulletin, 1939-1940 (Alva, Oklahoma, 1939), p. 22.
- <sup>35</sup>Northwestern State College Bulletin, 1940-1941 (Alva, Oklahoma, 1940), p. 25.
- <sup>36</sup>Earle F. Zeigler, "A History of Undergraduate Professional Preparation for Physical Education in the United States, 1861-1961," A History of Physical Education and Sport in the United States and Canada: Selected Topics (Champaign, Illinois, 1975), p. 477.
- <sup>37</sup>Northwestern State College Bulletin, 1940-1941, p. 25.
- <sup>38</sup>Northwestern State College Bulletin, 1952-1953 (Alva, Oklahoma, 1952), p. 39.
- <sup>39</sup>Northwestern State College Bulletin, 1953-1954 (Alva, Oklahoma, 1953), pp. 22-23.
- <sup>40</sup>Northwestern State College Bulletin, 1954-1955 (Alva, Oklahoma, 1954), p. 61.

<sup>41</sup>Northwestern State College Bulletin, 1964-1966 (Alva, Oklahoma, 1956), p. 97.

<sup>42</sup>The Ranger (1960), p. 30.

<sup>43</sup>Northwestern State College Bulletin, 1964-1966 (Alva, Oklahoma, 1964), p. 26.

<sup>44</sup>Ibid.

<sup>45</sup>The Ranger (1968), p. 47.

<sup>46</sup>Northwestern State College Bulletin, 1970-1972 (Alva, Oklahoma, 1970), pp. 129-131.

<sup>47</sup>Ibid.

<sup>48</sup>Oklahoma Statues, 1975 Supplement 70-11-103, No. 4 (St. Paul, Minnesota, 1975).

## CHAPTER V

### EXTRACURRICULAR ACTIVITIES

#### Athletics

Original emphasis on athletic movements came from institutions of higher learning, mostly attended by students living away from home. Athletics was an original contribution by the student body. Beginning as free, spontaneous sports and games, athletics became organized by students apart from the school proper, largely by opposition to it. Later followed faculty advisory control and official adoption by educational authorities.<sup>1</sup>

Initially, the Northwestern Territorial Normal followed the pattern of other institutions of higher learning in the country by allowing athletic contests without becoming directly involved in their control. Institutional sanction was not given to Northwestern's intercollegiate competition until the school year 1899-1900. During that year, Northwestern fielded a football team and put a women's basketball team on the court. The baseball schedule for the spring of 1900 consisted of games with Oklahoma University, Fairmont College of Wichita, Kansas, and Fairfield University. In that same year, Northwestern was represented in track competition in Guthrie, Oklahoma.<sup>2</sup>

Members of the faculty began to manage the various sports in the 1899-1900 school year. By 1903, a system was formulated by the athletic committee whereby various teachers on the committee took charge of a sport.<sup>3</sup> An overview, by the author, of coaches and their qualifications in the various sports, particularly in the first half-century of the institution, reveals combined assignments of coaching and academic

subject teaching not necessarily related to physical education. Upper-class students were often pictured in the yearbook as either coaching or assisting. The 1954 Ranger annual pictured one of the custodians as varsity tennis coach!<sup>4</sup> In 1919, the president of the institution coached the basketball team.<sup>5</sup>

Since the latter part of the nineteenth century, football and basketball have been the most popular sports connected with college life, and that popularity has seemed to continue in collegiate settings into the latter part of the twentieth century.<sup>6</sup> In 1869, Princeton and Rutgers played the first intercollegiate football game in America. From that time on, institutions of higher learning have historically given precedence to this crowd-drawing team sport. Northwestern had its first football team when the institution was only two years old in the higher education family and was a member of the Oklahoma Intercollegiate Athletic Association by 1901. In 1908, the following comments about the football team were printed in the alumni newsletter:

We expect to defeat every team in the state, not excepting the University, if she will condescend to accept our challenge. Boys of the short grass country are coming to the front and it will no longer be inquired where the Northwestern is.<sup>7</sup>

Particularly outstanding football teams were noted by the author in 1902, 1915, 1920, 1921, 1922, 1925, 1929, 1930, 1935-39, 1948, 1961, 1967, 1971, 1975, and 1979. In 1929, Northwestern played Oklahoma A & M at Stillwater in the first night football game in the Southwest, losing 0-12. One year later, Northwestern was the proud owner of the second field in the state to have lights, and the first among the normal schools.<sup>8</sup>

After the 1971 season, the team was invited to its first

post-season bowl game, the Boot Hill Bowl in Dodge City, Kansas. They were defeated by Dakota State College by a score of 20-23.<sup>9</sup> The football program at Northwestern has produced many all-conference players, some NAIA all-American players and even a few professional players.

Basketball is the second most popular sport at Northwestern. Only a few years after the game was invented by James Naismith, it became a popular activity on the Northwestern campus. Women's teams were first in evidence in 1899, followed by mens' teams around 1907. It is interesting to note that the women played a combination schedule of high school and normal school teams, which was undoubtedly due to the remoteness of the institution from the other five normal schools in the state. However, by the 1915-1916 season, the women had won the state championship among all the normal schools.<sup>10</sup>

An exceptional men's team in the 1915-1916 season received considerable emphasis and attention as related by the coach at that time, Frank S. Wyatt:

At the close of the 1915-1916 season the Rangers' basketball team held the championship of the secondary schools of the state and was pronounced by all who saw them in action as the best five in the state. Because of their scientific playing, size, and age, it was decided that if sufficient financial aid could be secured, the team should make a trip to the Pacific Coast.

When the season opened the trip to the coast was practically assured. The boys started to work with a will. Capt. Lane went around the route early in the fall and secured the games for the team to play on their western trip.

The trip to the coast was the greatest feat ever accomplished by any school in the middle west. On their tour the Rangers won eighty percent of the games played. Their success is hailed by all as unparalleled. For a bunch of boys whose average age is 19 and whose average weight is 140 pounds, to successfully complete such a tour seems almost miraculous. On this tour the Rangers met teams such as the champions of the Pacific Coast, and the team which took

second place in the great tournament at Chicago, and they also won from teams which had beaten last year's United States champions.

After the return of the Rangers from their western trip, the athletic coach at Northwestern tried to secure games with teams in our own state. A challenge was issued. There were but two acceptances, one of them being a professional club, and in each case the opposing team went down before the onslaught of the Rangers and their unconquerable basketball tactics.

At the last of the season the team was sent to Chicago to take part in the National Tournament. Their first game was won easily, but the second was with the Brigham Young University and was lost by a small score. They started on their return trip and on their way won from the Whiting Owls of Whiting, Indiana, who also took part in the Chicago Tournament. They returned home and now are hailed in Ranger land as champions of Oklahoma, conquerors of the west, and worthy opponents for any team in the world.<sup>11</sup>

In 1931, the Ranger team entered the National Amateur Athletic Union (AAU) Basketball Tournament held in Kansas City. They were successful in staying until the third round where they were beaten by a San Francisco team.<sup>12</sup> After their successful 1938 season, the team made a two-week trip to Mexico City where they played a five-game series with championship Mexican teams. They won three out of five of these tilts.<sup>13</sup> The next year found them in Denver at the National AAU Tournament once again, where they were the last Oklahoma team to be eliminated.<sup>14</sup> In 1967, they advanced to being runner-ups in the Top of the Nation Tournament in Alamosa, Colorado.<sup>15</sup>

The first time Northwestern round ballers broke 100 on the scoreboard occurred in the 1969 season, once against Phillips University and again against Ft. Hays College.<sup>16</sup> They were honored at the end of that same season by being chosen to receive the "Bronco Award," a citation given by the Central State Booster Club to promote sportsmanship in the conference.<sup>17</sup>

The 1982 season saw the Rangers field an exceptional team and move into the ranks of top competitors. They advanced to the District IX National Association of Intercollegiate Athletics (NAIA) semi-finals before they were beaten by Oklahoma Christian College, a team ranked second in the nation. The Rangers had met the OCC Eagles once before in the season and had given them a fourteen-point trouncing on their own court.<sup>18</sup>

Women's basketball, although preceding the men's initially, seemed to have inconsistent popularity. Interclass competition seemed to hold as much interest, and receive almost as much publicity, as interschool competition. A review of the literature at Northwestern reveals that competition in women's basketball for some time after the early 1920s was virtually nonexistent. It can be surmised that the growth of intramural sports, plus the discouragement of interschool sport competition by newly formed women's sport control groups, stifled this avenue of women's athletics. Periodic play days and sports days were advocated to replace intense interschool schedules.

It should be brought to the attention of the reader that these play days and sports days played a very vital role in women's programs for many decades. The play days gained popularity first in the early 1920s. They were conducted so that the women from the various colleges were scattered among many teams in competition with the socializing factor obviously becoming as important an objective as the competitive play. Later, particularly after World War II, the sports day concept, in which teams retained their identity in limited competition, became popular and continued to be the chief form of athletic competition until the early seventies. The rationale from many women leaders in the field for



avoiding the full-fledged intercollegiate competition was the fear of being drawn into the ills experienced in the men's programs.

It was not until 1972, with the advent of Title IX and the formation of the Association of Intercollegiate Athletics for Women (AIAW), that Northwestern hired a coach for women's varsity basketball, and a full schedule of intercollegiate games was played. In 1974, the Ranger women's team participated in the Houston Invitational Tournament held in the Astrodome in Houston, Texas. They were ranked sixth in a field of twenty-eight colleges. That same year, they played the Mexican National Women's Team in Perciful Fieldhouse. The game was preceded by an international gift exchange among the players.<sup>19</sup> The following year they were runners-up to the state champions.<sup>20</sup> The next year, 1976, found them repeating the capture of second place honors plus advancing to third place in regionals.<sup>21</sup> By the end of the 1981 season, they had captured the District IX Championship and advanced in play to Pittsburg, Kansas, where they were defeated by a narrow margin in regionals.<sup>22</sup>

Along with collegiate basketball popularity, area high schools took advantage of opportunities offered by Northwestern for interscholastic competition, beginning in the early 1920s:

At these meets Northwestern undertakes to furnish entertainment and appropriate trophies for the contesting teams. The territory of Northwestern is so great that it is almost impossible for the best teams to meet without some outside help. Northwestern undertakes to bridge this difficulty and bring together the many teams of her district. This is done at a minimum expense to the visiting teams. We feel that this is a special service to the young people of this part of the state.

It is not only an athletic try out, but these meets have a social, educational, and business value. Young men and women attending these meets have caught a larger vision of what they could accomplish. The character and ability shown at these events has often led to an acquaintance or friendship the value of which cannot be estimated . . . .

The successes of the past tournaments speak for themselves. The welcome of the school, the help given and the efficient organization of the tournament have always caused much praise from the visiting teams.<sup>23</sup>

These tournaments for area high schools have continued to be offered for both boys' and girls' teams in the district each December and January.

Baseball has been played at Northwestern since 1900. The state pennant was won in 1914 and 1915.<sup>24</sup> Another championship team was formed in 1916 with the Rangers having an undefeated season:

Out of the twelve games played with strong state schools eleven were easy victories and the other was a thirteen inning battle with Phillips which ended in a tight score, two and two. The management knowing the worth of the team tried to arrange games with O.U. and A & M, but these schools already had their schedules completed. It is believed by the Rangers' followers that these teams would have been forced hard to get an even break with Northwestern.<sup>25</sup>

School spirit increased tremendously with the success of the baseball team. In fact, the first pep group was organized on the advice of the President because students were being too noisy in chapel rejoicing over the victorious baseball team!<sup>26</sup>

From 1917-1920, during World War I, there was a lull in athletics at Northwestern. Then, the popularity of football and basketball overrode the attention given to baseball for several years. A separate baseball diamond was made available to the students in the late thirties, and intercollegiate games were played intermittently during the next fifteen years.<sup>27</sup> The program was re-vitalized between 1946-1948 with the cessation of wartime conditions and the hiring of a coach whose specialty was football and baseball.<sup>28</sup> It was 1964, however, before they placed third in the Oklahoma Collegiate Conference followed by six more years of average or below average season records.<sup>29</sup> It was 1971 before they again claimed a winning season with a 13-10 record. Five

players, more than any other team in the western division, were chosen to play in the conference East-West game at the end of the season.<sup>30</sup> The next year four Ranger players were named to the All-Star team in the Western division of the conference.<sup>31</sup> In the remainder of the seventies, the majority of the season records showed the Rangers on the positive side of the win-loss record, as did the opening season of the eighties.

Track events were participated in at Northwestern as early as 1900, when the Ranger thinclads attended the annual athletic contest at Guthrie, winning the one hundred yard dash and the mile bicycle race.<sup>32</sup> By 1915, the team managed to capture third place in the Oklahoma A & M meet and second in the meet between the normal schools of the state.<sup>33</sup> In 1916-1917, the track team indicated great potential for victories but received little attention because of the emphasis placed on the West Coast touring basketball team.<sup>34</sup> The decrease in all athletic events caused by World War I was reflected in track and field activities, as in other activities. An overview of materials revealed that from 1933 until 1940 these events found a place on Northwestern's intercollegiate competition agenda. The forties, principally because of World War II, showed few signs of development for this kind of competition, and it was not until the latter fifties that first place championship trophies were added to the display case in Percefull Fieldhouse.<sup>35</sup> It was to be nineteen years before another one was added, in 1978, although second to sixth place standings were interspersed throughout the intervening years.<sup>36</sup>

Tennis was obviously included in Northwestern's athletic offerings as tennis courts were in evidence as early as 1902, but was limited to competition for men.<sup>37</sup> It was not until 1918, however, that tennis was

listed in the curriculum as a segment of 428 Athletics.<sup>38</sup> It was not mentioned as an intercollegiate sport until 1920,<sup>39</sup> and it was not until 1926 that a specific person was listed as "tennis coach."<sup>40</sup> By 1948, however, the Ranger tennis team participated fully in intercollegiate competition.<sup>41</sup> In 1957, the team played in the Western Finals.<sup>42</sup> Sporadic interest was exhibited in the sport from 1957-1967. From 1968-1973, winning seasons were recorded, with the 1970 season resulting in the Rangers first place win in Western Division Conference play which sent two players to the national meet in Kansas City.<sup>43</sup> In the last decade, creditable conference standings have been recorded in intercollegiate play. Competition is now open to both men and women but the women have not elected to participate. It is expected that, with the new facilities recently completed, tennis will secure a more prominent place in Northwestern's athletic program in the future.

Beginning in 1955, Northwestern initiated a gymnastics team for both men and women. Competition on the team was necessarily sought outside of Oklahoma as no other schools in the state fielded an intercollegiate team.<sup>44</sup> In 1963, the team staged five exhibitions and competed in meets at Kansas State University and Kansas University. That same year they won honors in the Southwest AAU meet held in Dallas and, also, in a YMCA meet in Oklahoma City.<sup>45</sup>

In 1964 the gymnastic team was ranked 7th nationally in NAIA competition.<sup>46</sup> In the mid-to-late sixties, a major reorganization affected Northwestern in this realm of competition. Heretofore, the college had been able to compete with some of the large universities but the forming of the Big Eight schools into a conference left Northwestern on the outside. From that point, the team only staged exhibitions until it disbanded after the 1971 season.<sup>47</sup>

## Intramurals

The literary societies (Occident and Orient) formed the nucleus for the first intraschool competition in institutions of higher learning. Though formed originally as debating clubs, their competitive traits eventually extended over into the field of athletics.<sup>48</sup> This was the case in 1899 at Northwestern and continued to be true at least until 1910.<sup>49</sup> By 1914, interclass competition seemed to be the source of intramurals:

On the night of February 11, there was played the "A" Junior game of the interclass series. This was attended by the Juniors, 51 strong who were behind their team, win or lose. The game started with a rush and ended in the same manner, with a score of 46 to 11 on the side of the Juniors. These series have yet to be finished but it is indeed safe to propose a toast to the ever glorious and victorious Juniors, the future champions of Northwestern.<sup>50</sup>

In the school year of 1915-1916, class basketball was very popular. It was considered one of the best methods for developing interest in the game. Whether there was intramural competition between 1920-1936 is uncertain. Yearbooks reporting on student activities do not indicate there was a program of intramurals, with the exception of intramural volleyball being offered in the summer of 1930.

In 1923, a women's division of the NAAF (National Amateur Athletic Federation) was organized to work for high standards in athletic competition for girls and women.<sup>51</sup> On the Northwestern campus, a branch of this organization, the Women's Athletic Association, was initiated to carry on intramural sports for women:

Thirty-eight women organized W.A.A. at Northwestern on February 14, 1936. Since it is affiliated with the Women's Division of the National Amateur Athletic Federation, it attempts to further the ideals expressed in the N.A.A.F. platform. Intramural contests in sports of the season are sponsored. Interest is aroused in other activities, such as

rhythms, stunts, and hiking. The Association was the official hostess for Northwestern during the annual college state Play Day this past year. When standards of proficiency in this well-founded program are met, appropriate awards are presented.<sup>52</sup>

The goal of W.A.A. was ". . . to give each young woman in college an opportunity to form good habits of recreation and wise use of leisure time."<sup>53</sup> A variety of activities were offered (e.g., team sports, dual activities, hiking, skating, swimming). The group disbanded during World War II and reorganized in 1948.<sup>54</sup> In 1958, the name of the organization was changed to Women's Recreation Association.<sup>55</sup> WRA continued to offer a variety of opportunities for both competition and recreation until it was dissolved in 1979.

Intramurals for men were more or less conducted on a very unstructured, student-operated plan until 1964. At that time, an Intramural Council was formed by Northwestern's Student Senate,<sup>56</sup> and by 1969, eight sports were offered to men students, (e.g., football, basketball, tennis, track, softball, swimming, volleyball, and coed volleyball).<sup>57</sup> By 1971, more coed events, plus some women's events, were offered until eventually the intramural program was organized for the benefit of both men and women students, with increasing participation on the part of both.<sup>58</sup> The author of this study believes that the advent of Title IX had considerable influence upon the merging of the two programs.

#### Special Interest Clubs

Several clubs have been a part of the physical education and athletic department and continue to play a role in the program it offers. The Ranger Club was formed in 1924, its members were those students who had earned a varsity letter.<sup>59</sup> It was reorganized and renamed in 1937

to become the "N" Club,<sup>60</sup> and renamed again in 1966 to be the "O" Club,<sup>61</sup> which title it retains at the present time.

The Ranger Square Dance Club, actually two sections of it, was organized in 1948.<sup>62</sup> The members continued to present programs for the student body, stage exhibitions, attend dance festivals, and perform at private functions until 1951. One group, which featured ten of the best dancers, performed on WKY television in Oklahoma City during that final year.<sup>63</sup>

A club for advanced women swimmers in the area of synchronized swimming was formed in the fall of 1963, with eighteen charter members. Membership, limited to twenty girls, is achieved on a try-out basis. Annual spring water pageants have been performed for the public each spring since 1964.<sup>64</sup>

What eventually became the Physical Education Majors and Minors Club (P.E.M.M.) was organized in the spring of 1969 under the name Women's Physical Education Professional Club. The purpose of the club was

. . . to create an active interest in health, physical education and recreation professions and related areas, and to advance the standards of the profession by providing leadership and service in the college, community and state.<sup>65</sup>

The club became co-ed by the latter seventies and has remained so. Its activities include sponsoring speakers, conducting contests, contributing to the scholarship fund, obtaining films and offering programs of professional interest to its membership.

A chapter of the Fellowship of Christian Athletes was organized on the campus on February 1, 1971. It has remained an active group for the past decade, with its membership open to any varsity, intramural, or highschool athlete.<sup>66</sup>

## Pep Organization/Cheerleaders

The first pep organization, the Rooters Club, was formed following the suggestion of the institution's president.

At the beginning of the spring term of 1915, with an all victorious baseball team, the live students of Northwestern became so noisy in chapel that they annoyed the faculty as a whole and especially President Grumbine who suggested the organization of some kind of a club that would do their yelling outside of chapel only when asked to do it in chapel. A meeting was called for eight o'clock by George McClure, and when the specified time arrived for the calling of the meeting to order, about one hundred and twenty-five students were assembled. They elected officers in short order and began to sing and yell. On adjourning they fixed the time for meeting twice a week, Tuesdays and Thursdays. After every game the club entertained the visiting team and home team in the gym, where refreshments were served and games played. The N.S.N. yells and songs were given to which the visiting team responded.<sup>67</sup>

The club encouraged membership from every student, male and female:

The Rooters Club is, without reservation, Northwestern's largest and most powerful organization. Its membership is not limited; its fees are zero; its response is immediate; its volume is as yet unknown. Every student who ever attended Northwestern, or who ever hopes to attend, is already a full fledged member.<sup>68</sup>

In the fall of 1924, an all-male pep group called the Tuff Knutts was formed. Its membership included sophomore, junior, and senior men.<sup>69</sup> The uniform consisted of white trousers and a red flannel shirt. Their duties included:<sup>70</sup>

1. Correct disobedient freshmen
2. Arrange seating of all students at all games
3. Encourage attendance at all games
4. Always back the Ranger men in any undertaking and boost the school.

The 1926 yearbook stated, ". . . each year 'pep' demonstrations at



Northwestern conform in one essential; the entire student body marching to town enmasse."<sup>71</sup>

The Red Hots, a women's spirit group, was formed sometime between 1926 and 1930. The purpose of the organization was to produce pep and enthusiasm at athletic events. The group was noted for the drills, songs and yells.<sup>72</sup> This group was once referred to in a newspaper article as the Rangerettes. "The girls made a striking appearance with their red cadet hats strapped onto their heads with a black glistening chin strap."<sup>73</sup>

The Rooters Club disbanded sometime between 1926 and 1930. The 1926 yearbook mentions the club, but other sources printed at a later date make no mention of it. It seems plausible that because there were separate pep organizations for both men and women, that the Rooters Club had served its purpose.

Between the years of 1930 and 1934 little is known of pep organizations at Northwestern. It may be assumed that the Red Hots disbanded at some time during this period. Emerging in their place was a women's group called the Zippers. This organization was formed in the fall of 1934. Membership was composed of three girls from each class, as well as three from each sorority on the campus, and three from the Y.M.C.A. The purpose of the group was to promote loyalty and school spirit at Northwestern.<sup>74</sup>

The Tuff Knutts continued to function at least until the spring of 1931.<sup>75</sup> In the fall of 1934, parallel to the new women's group, a new men's pep organization emerged. This group was called the Wranglers and had as its function the promotion of school spirit.<sup>76</sup>

The Zippers remained active from 1937 to 1957, when cheerleaders

began to be selected. The Wranglers continued to be mentioned, though spasmodically, in Northwestern's yearbooks through 1969.<sup>77</sup> The 1967 Ranger annual made reference to the Wranglers formerly being known as the Ramrods, but the writer found no other documentation of such a group in her research.<sup>78</sup> At the present time, and since the early sixties, Northwestern cheerleaders have been selected by a committee of students and faculty. Periodically men cheerleaders are a part of, or serve in supportive roles to, the women's cheerleading squad.

#### Letter Blanket Award

In the history of the college only two athletes have received the coveted Letter Blanket Award. This award is given to the athlete who letters in a minimum of three different sports for four consecutive years. The first recipient was Walter Johnson, Jr. in 1950<sup>79</sup> and the second was Stewart Arthurs in 1962.<sup>80</sup> Johnson is presently completing his thirtieth year as a coach and instructor in the Health and Physical Education department at Northwestern, and Arthurs is the city attorney in Cushing, Oklahoma.

#### Miscellaneous

Historically, anytime the United States is approaching, participating in, or recuperating from a war, self-defense activities become popular. Boxing was once a part of the athletic program at Northwestern in the 1920's.

For the first time boxing made its appearance in the athletic world of Northwestern State Normal. Many of the students joined the class in the Manly Art of Self Defense and received valuable training and plenty of good healthy exercise. The members of the boxing class are considered as having life membership and they are entitled to use the

gloves at any time and all other rights of the class are open to them. One exhibition bout was given at chapel and it is unnecessary to state that it was an overwhelming success.<sup>81</sup>

On August 25, 1933, under the auspices of the Alva B.P.O. Elks, a program of professional boxing was provided for the public's entertainment. Jack Dempsey was on hand to referee the main event.<sup>82</sup>

In 1972 a weightlifting team was sponsored by the R.O.T.C. department and held workouts in the gymnasium. They were the winners of first place in the Oklahoma City Invitational Powerlifting Championships.<sup>83</sup> Intramural and collegiate competition in weightlifting has occurred periodically in the department.

Ten male players, in 1967, decided to conduct a basketball marathon, attempting to beat a record set by an Ohio team. After playing for 13 hours, one minute and thirty seconds, they broke the record by thirty minutes. The score was tied at 733-733.<sup>84</sup>

## ENDNOTES

<sup>1</sup>Deobold B. Van Dalen and Bruce L. Bennett, A World History of Physical Education: Cultural, Philosophical, Comparative, 2nd ed. (New Jersey, 1971), pp. 408-409.

<sup>2</sup>Annual Catalog and Courses of Study of the Northwestern Territorial Normal School, February, 1901 (Alva, Oklahoma, 1901), pp. 16-17.

<sup>3</sup>Northwestern Bulletin, 1905-1906 (Alva, Oklahoma, 1905), pp. 19-20.

<sup>4</sup>The Ranger (1954), p. 100.

<sup>5</sup>Northwestern Bulletin, 1918-1919 (Alva, Oklahoma, 1918), p. 38.

<sup>6</sup>Emmett A. Rice, John L. Hutchinson, and Mabel Lee, A Brief History of Physical Education, 4th ed. (New York, 1958), pp. 224-225.

<sup>7</sup>The Northwestern (1908), p. 14.

<sup>8</sup>The Ranger Roundup (Fall, 1961), p. 7.

<sup>9</sup>The Ranger (1972), p. 46.

<sup>10</sup>The Ranger (1916), p. 99.

<sup>11</sup>The Ranger (1917), p. 70.

<sup>12</sup>The Ranger (1931), p. 69.

<sup>13</sup>The Ranger (1938), p. 68.

<sup>14</sup>The Ranger (1939), p. 95.

<sup>15</sup>The Ranger (1967), p. 128.

<sup>16</sup>The Ranger (1969), p. 208.

<sup>17</sup>The Ranger (1970), p. 210.

<sup>18</sup>Review Courier (March 2, 1982), p. 5.

<sup>19</sup>The Ranger (1974), p. 122.

<sup>20</sup>The Ranger (1975), p. 110.

- <sup>21</sup>The Ranger (1976), p. 156.
- <sup>22</sup>Floyd Sibley, personal communication (March 13, 1982).
- <sup>23</sup>The Northwestern State Teachers College Catalog, 1923-1925 (Alva, Oklahoma, 1923), p. 87.
- <sup>24</sup>The Ranger (1916), p. 102.
- <sup>25</sup>Ibid., p. 81.
- <sup>26</sup>The Ranger (1917), p. 104.
- <sup>27</sup>The Ranger (1948), n.p.
- <sup>28</sup>Ibid.
- <sup>29</sup>The Ranger (1964), p. 143.
- <sup>30</sup>The Ranger (1971), p. 170.
- <sup>31</sup>The Ranger (1972), p. 100.
- <sup>32</sup>Annual Catalog and Courses of Study of the Northwestern Territorial Normal School, February 1901, pp. 16-17.
- <sup>33</sup>The Ranger (1916), p. 81.
- <sup>34</sup>The Ranger (1917), p. 70.
- <sup>35</sup>The Ranger (1960), p. 157.
- <sup>36</sup>The Ranger (1978), p. 56.
- <sup>37</sup>Northwestern Bulletin, June, 1902 (Alva, Oklahoma, 1902), p. 20.
- <sup>38</sup>Northwestern Bulletin, 1918-1919 (Alva, Oklahoma, 1918), pp. 38-39.
- <sup>39</sup>Northwestern Bulletin, 1920-1921 (Alva, Oklahoma, 1920), pp. 8-9.
- <sup>40</sup>The Ranger (1926), n.p.
- <sup>41</sup>The Ranger (1948), n.p.
- <sup>42</sup>The Ranger (1957), p. 94.
- <sup>43</sup>The Ranger (1970), p. 233.
- <sup>44</sup>Northwestern Bulletin, 1956 (Alva, Oklahoma, 1956), p. 10.
- <sup>45</sup>The Ranger (1963), p. 158.
- <sup>46</sup>The Ranger (1964), 136.

- <sup>47</sup>Norman Matthews, personal communication (March 13, 1982).
- <sup>48</sup>John S. Brubacher and Willis Rudy, Higher Education in Transition: A History of American Colleges and Universities, 1636-1976, 3rd ed. (New York, 1976), pp. 47-48.
- <sup>49</sup>Northwestern Bulletin, 1910-1911 (Alva, Oklahoma, 1910), p. 16.
- <sup>50</sup>The Ranger (1915), p. 45.
- <sup>51</sup>H. W. Hackensmith, History of Physical Education (New York, 1966), pp. 429-430.
- <sup>52</sup>Northwestern State Teachers College Catalog, 1937-1938 (Alva, Oklahoma, 1937), pp. 19-20.
- <sup>53</sup>The Ranger (1938), p. 80.
- <sup>54</sup>Northwestern State College Catalog, 1947-1948 (Alva, Oklahoma, 1947), p. 25.
- <sup>55</sup>The Ranger (1958), n.p.
- <sup>56</sup>The Ranger (1965), p. 167.
- <sup>57</sup>The Ranger (1969), p. 224.
- <sup>58</sup>The Ranger (1971), p. 175.
- <sup>59</sup>The Ranger (1924), p. 51.
- <sup>60</sup>The Ranger (1939), p. 102.
- <sup>61</sup>The Ranger (1966), p. 37.
- <sup>62</sup>The Ranger (1948), n.p.
- <sup>63</sup>The Ranger (1951), p. 99.
- <sup>64</sup>The Ranger (1964), p. 119.
- <sup>65</sup>The Ranger (1970), p. 173.
- <sup>66</sup>Office of the Dean of Students, personal communication (March 12, 1982).
- <sup>67</sup>The Ranger (1916), p. 81.
- <sup>68</sup>The Ranger (1922), n.p.
- <sup>69</sup>The Ranger (1924), p. 82.
- <sup>70</sup>The Ranger (1930), p. 145.

<sup>71</sup>The Ranger (1926), n.p.

<sup>72</sup>The Ranger (1930), p. 144.

<sup>73</sup>Lucille Newby, Scrapbook, Tyler Room, Northwestern Oklahoma State University, Alva, Oklahoma, p. 81.

<sup>74</sup>The Ranger (1937), n.p.

<sup>75</sup>The Ranger (1931), n.p.

<sup>76</sup>The Ranger (1937), n.p.

<sup>77</sup>The Ranger (1969), p. 74.

<sup>78</sup>The Ranger (1967), p. 83.

<sup>79</sup>The Ranger (1962), p. 137.

<sup>80</sup>Ibid.

<sup>81</sup>The Ranger (1920), p. 115.

<sup>82</sup>Newby, p. 99.

<sup>83</sup>The Ranger (1972), p. 72.

<sup>84</sup>The Ranger (1967), p. 195.

## CHAPTER VI

### FACILITIES

Physical education, in the form of athletics, began early at Northwestern Territorial Normal School. To what extent it was first conducted is difficult to determine, but in 1898, the young men students organized an athletic association and drew up a constitution. This group soon became a member of the Territorial Intercollegiate Association which allowed it to take part in the annual meet between the normal schools and universities of the state.<sup>1</sup>

Consequently, the inception of athletic competition brought about a need for athletic facilities, and in January, 1901, the Northwestern Athletic Arena was completed.

The Northwestern Territorial Normal has the finest athletic grounds and equipment of any college in the southwest. The enclosure is 400 feet by 3200 feet. It is built on the level south of the Northwestern Territorial Normal building. The amphitheatre is 70 feet by 30 feet, will seat about 500 people and is placed in the most advantageous position for viewing the games.

The Athletic building is situated just south of the enclosure and is 40 feet by 30 feet. It has two large rooms and three lockers. The basketball girls have charge of one of these large rooms. The other is for band practice, athletic meetings, and general gymnasium work.

This athletic ground will make Northwestern Territorial Normal athletics permanent, and will be a great help to the school. It has been put in shape at an expense of \$1,600.<sup>2</sup>

Contradictions on the amphitheatre's seating capacity were cited in the 1903-1904 catalog. It was indicated there that seating was provided for



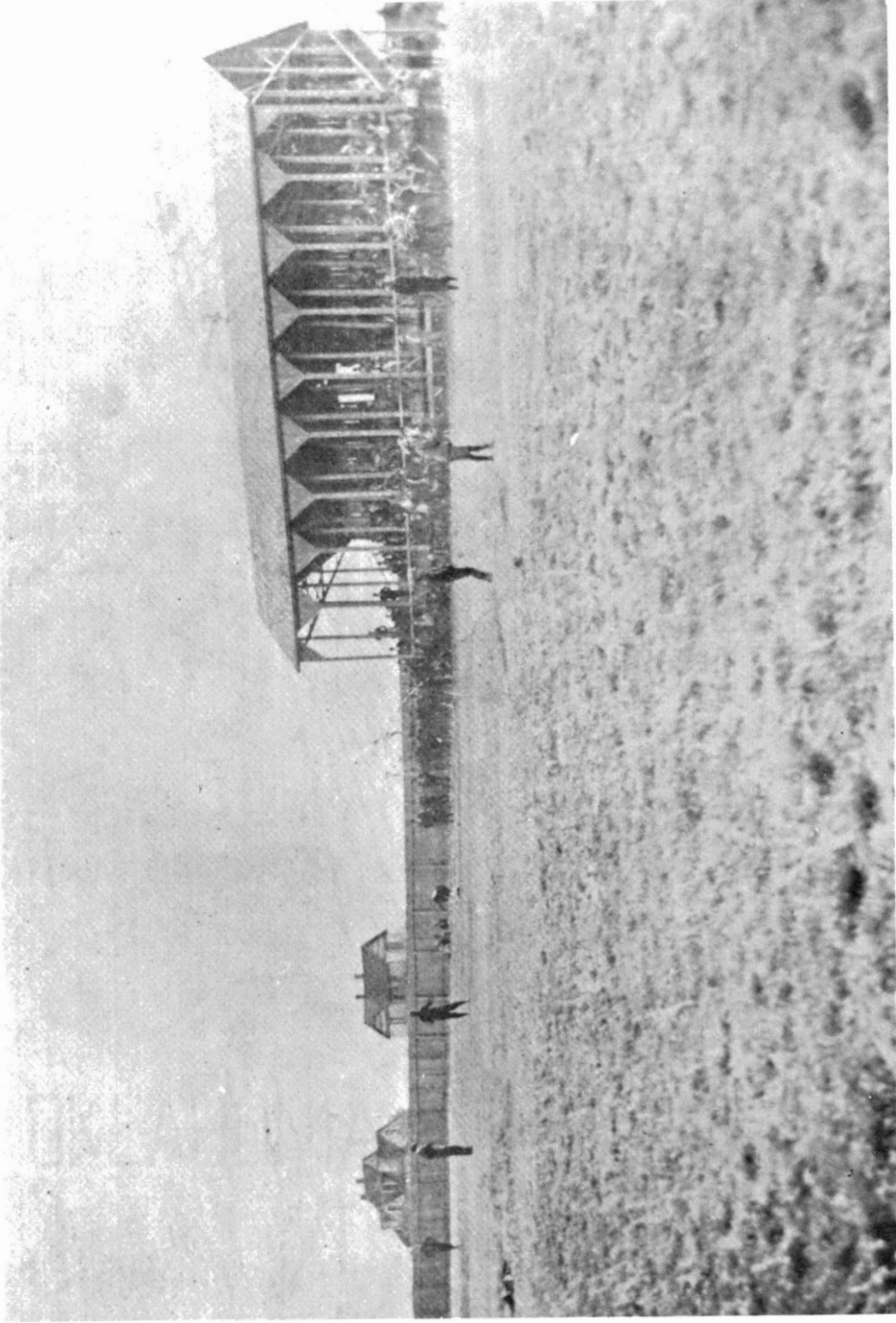


Figure 10. Northwestern Normal Athletic Arena, 1901

one thousand persons.<sup>3</sup> In 1914, the large athletic field was enclosed with a high board fence.<sup>4</sup> The exact date of the construction of the first tennis courts is not known. These courts were in existence by the fall of 1902.<sup>5</sup> They were located on the northwest corner of the campus where the present Eighth Street intersects Highway 64.

As the school's enrollment expanded, additional classroom buildings were needed. In 1907, a new Science Hall (now the Fine Arts Building) was completed, which included a library, an auditorium, and a gymnasium. The gymnasium was located on the first floor and was utilized for basketball practice, games, and the conduction of classes in physical culture. It was an area thirty-one feet by forty-one and one-half feet with adjacent locker rooms on either side.<sup>6</sup> Bleachers were added in 1915.<sup>7</sup>

By 1919, the athletic facility in the Science Hall had become quite inadequate, so plans were formulated to secure a proper gymnasium.

In the spring of 1919, an appropriation of \$50,000 was secured for the erection of a gymnasium. Wyatt Gymnasium provides a hardwood floor about sixty-five by ninety feet in dimension which makes an excellent basketball court and space for classes in physical education. There are dressing rooms, shower baths for both men and women, and class rooms. The seating capacity of the gymnasium is about fifteen hundred.<sup>8</sup>

Like so many other campus projects, the securing of the gymnasium was a combined effort of the President, the faculty, and the Commercial Club of Alva. It was officially dedicated and named "Wyatt Gym" on May 19, 1920.<sup>9</sup> It was indeed a fitting tribute to the man who had "carried the athletic torch" at Northwestern for so many years.

After the historic "battle in a sea of mud" with Central State in 1929, Coach Wistar Newby led a drive to secure funds to do something about the barren football field.



Figure 11. Wyatt Gymnasium, 1920

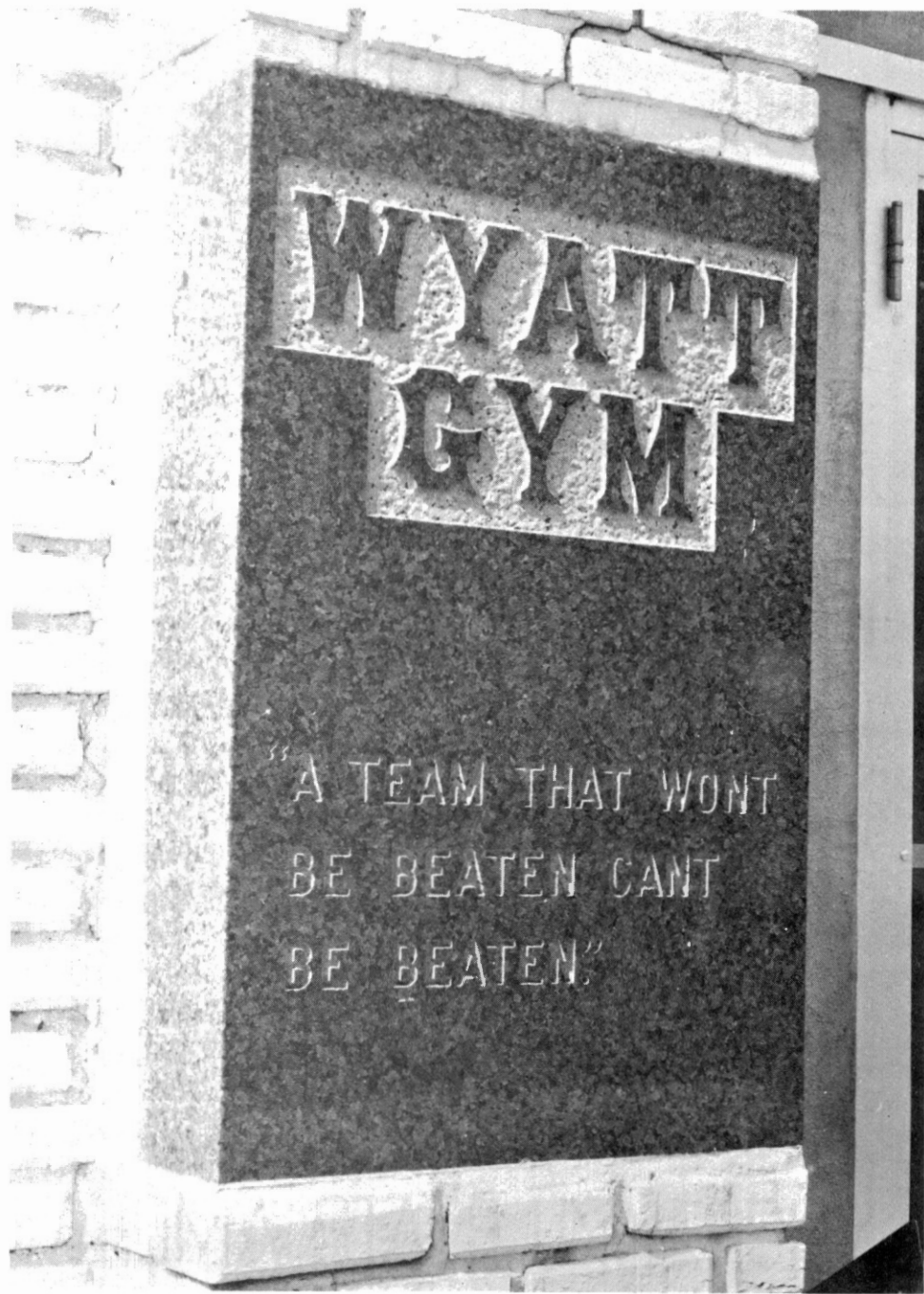


Figure 12. Wyatt Gymnasium Inscription, 1920

On November the eighth, 1929, at the annual Alumni Banquet plans were formulated for improving the football field. The original plans looked forward only to sodding the field and the building of bleachers, but as enthusiasm grew, it was found possible to add lighting equipment. Actual work on the project began in February, 1930. Much leveling and grading had to be done before putting out the sod. With the coming of spring, a water system was installed and the entire field set to Bermuda grass. Late in the summer, lighting equipment was erected and with the opening of school in September, building material was purchased and bleachers, having a seating capacity of approximately two thousand, were built, giving Northwestern a plant that leaves little to be desired.<sup>10</sup>

A more detailed account of the endeavor was given in Chapter III with the ensuing naming of the facility "Newby Field" in dedication ceremonies on September 26, 1930.<sup>11</sup>

During World War II, varsity sports were curtailed at Northwestern, as was the case on all college campuses. The football arena had been used as a drill and parade ground for two thousand Air Corpsmen and by 1948 was sadly in need of repair. In the spring newsletter, Newby made an appeal to the alumni:

That Northwestern urgently needs some type of a new stadium is now an established fact. The old wooden structure that was built in 1930 and which was condemned last fall has been torn down and removed from the area. It is now but a matter of months before our annual homecoming crowd will be on hand to witness the game between the Rangers and Southwestern. Just where we are going to sit is the 'sixty-four dollar question'. No doubt there are many former students of Rangerland who would gladly lend a hand in the solution of this urgent and critical problem which faces our college just now.

This is a situation wherein we cannot, we must not stand back and say, 'Let the State build it'. The State of Oklahoma has not and there is no evidence to indicate that they ever will spend Mr. Citizen's tax dollar for college stadia. If this assumption is true, then the task of building what we need will be squarely and definitely the responsibility of Northwestern's friends.<sup>12</sup>

The plea for help received a quick response, as had always proven to be the Northwestern Tradition:

During the summer and fall months of 1948 a new stadium of concrete and steel, having a capacity of 2000 people, was erected on the athletic field of Northwestern State College at a total cost of approximately \$24,000. This was done by, and as a result of cooperative efforts of local businessmen, college faculty, civic groups, students, and loyal alumni, who in response to the appeal for funds gave generously of their means to the end that this structure became an appreciated reality.<sup>13</sup>

As announcer of the opening game, Mr. Newby called attention to the donations by Alva citizens of time, money, and equipment to re-plant grass on the field; the new scoreboard manufactured and donated by some Alva businessmen; and the new sound system purchased by the Alva Quarterback Club.<sup>14</sup>

On October 3, 1951, the State Board of Regents of Oklahoma Colleges let a contract to the Rose Brothers Construction Company for the construction of the Health and Physical Education building at a cost of \$342,000. The price did not include the seating nor the architect's fees. The building will cost close to \$400,000 before it is completed. This building has an overall dimension of 165 feet by 152 feet. The main auditorium will be 102 feet wide by 142 feet long. The seats will be telescopic gymnasium seats and the playing floor is large enough for two games to go on simultaneously. There are offices, classrooms, concession rooms, locker and shower rooms for both men and women. Work will probably not be completed on this building until September 1, 1953.<sup>15</sup>

The building was actually ready for occupancy in October, 1953, and formally dedicated in November of that same year. The original structure did not include a swimming pool, but the Regents assured college authorities that such a facility would be forthcoming as soon as additional funds were available. This assurance became a reality in 1954 with a sixty foot by twenty-eight foot pool, covered by plastic skydomes. The total cost of the natatorium was \$104,872.<sup>16</sup> The addition of this athletic facility, soon to be known as Percefull Fieldhouse, opened up several new avenues of both collegiate and community use.

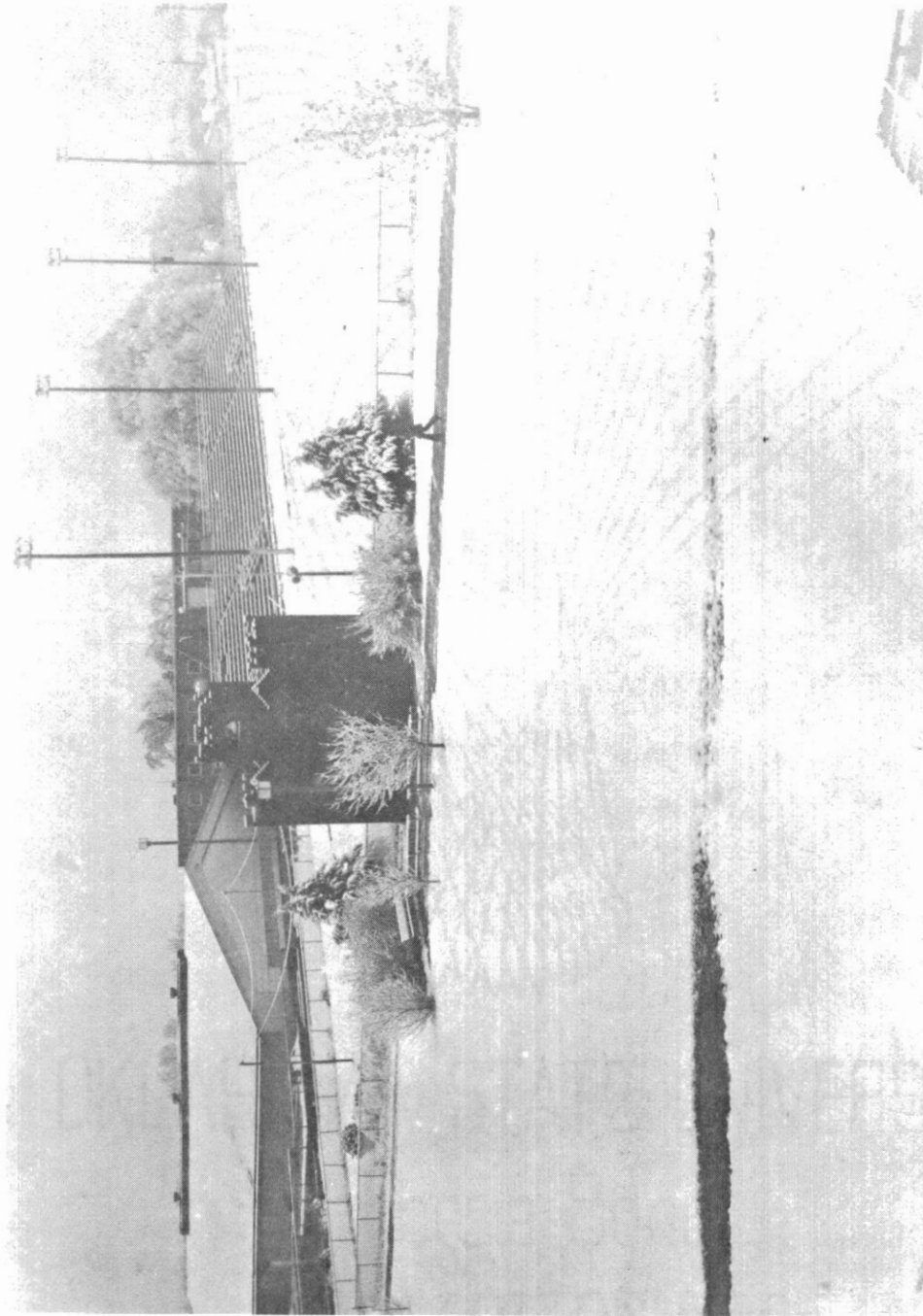


Figure 13. Newby Field Showing Bell Tower Built in 1930;  
Renovated in 1948 and 1981



Figure 14. Dr. Sabin Percefull, President,  
1942-1954





Figure 15. Percefull Fieldhouse, 1953

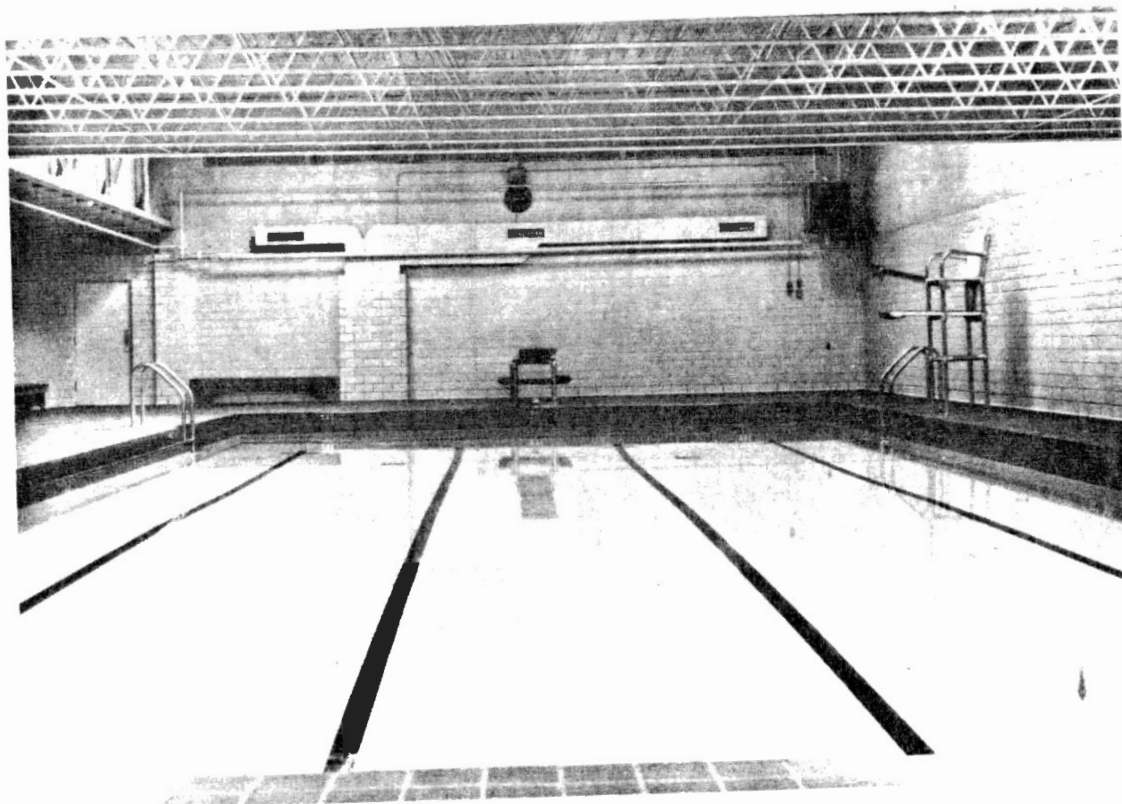


Figure 16. Natatorium, 1954

Sabin C. Percefull, who retired as president of Northwestern in December of 1954, was honored in January of 1955 when the State Board of Regents of Oklahoma Colleges voted to name the mammoth year-old NSC Health and Physical Education building in his honor. The honor came to Percefull in recognition of his 36 years of outstanding service to Northwestern as a faculty member, dean, and as president for 12 years. It was during Percefull's regime that the Health and Physical Education building was erected, and a sleek, modern natatorium was built adjacent to it and completed in December of 1954.

Indicative of the esteem in which he was held by those who knew him is the petition from the NSC alumni association suggesting the honor to Percefull which was presented to the Board by President Luther Brown. Other Alva support for the naming was cited. An editorial in the student newspaper, the Northwestern News, called for the naming of the building for Percefull.<sup>17</sup>

In 1956, Wyatt Gymnasium was completely renovated and a new addition attached. Besides serving as an area for intramural sports, it provided space for a student center, bookstore, cafeteria, nurses' quarters, ballroom, game room, and conference rooms.<sup>18</sup> Also in 1956, a grass quartermile track was added to the athletic area by Newby Field. That same year the Bell Tower was erected at the west end of the field.

Designed in memory of the old 'Castle on the Hill', it was financed by the NSC alumni, and bears a modern, electric scoreboard. Hanging in the tower is the original bell that called students to the first college classes.<sup>19</sup>

In the early sixties, construction on a women's dormitory began on the exact location of the tennis courts, so new ones were built just south of Newby Field. In 1966, the north entrance of Percefull Fieldhouse was remodeled to accommodate a much larger snack bar and a visiting team locker and shower area.<sup>20</sup>

Two major facilities for athletics and physical education were ready for use in the fall of 1969. Work on the \$750,000 Ranger Field began in 1967 and took approximately two years to complete. It is located on a tract of thirty acres of land southwest of the main campus



Figure 17. Physical Education Center, 1969



Figure 18. Ranger Field Completed in 1969; Track Completed and Pictured in 1981

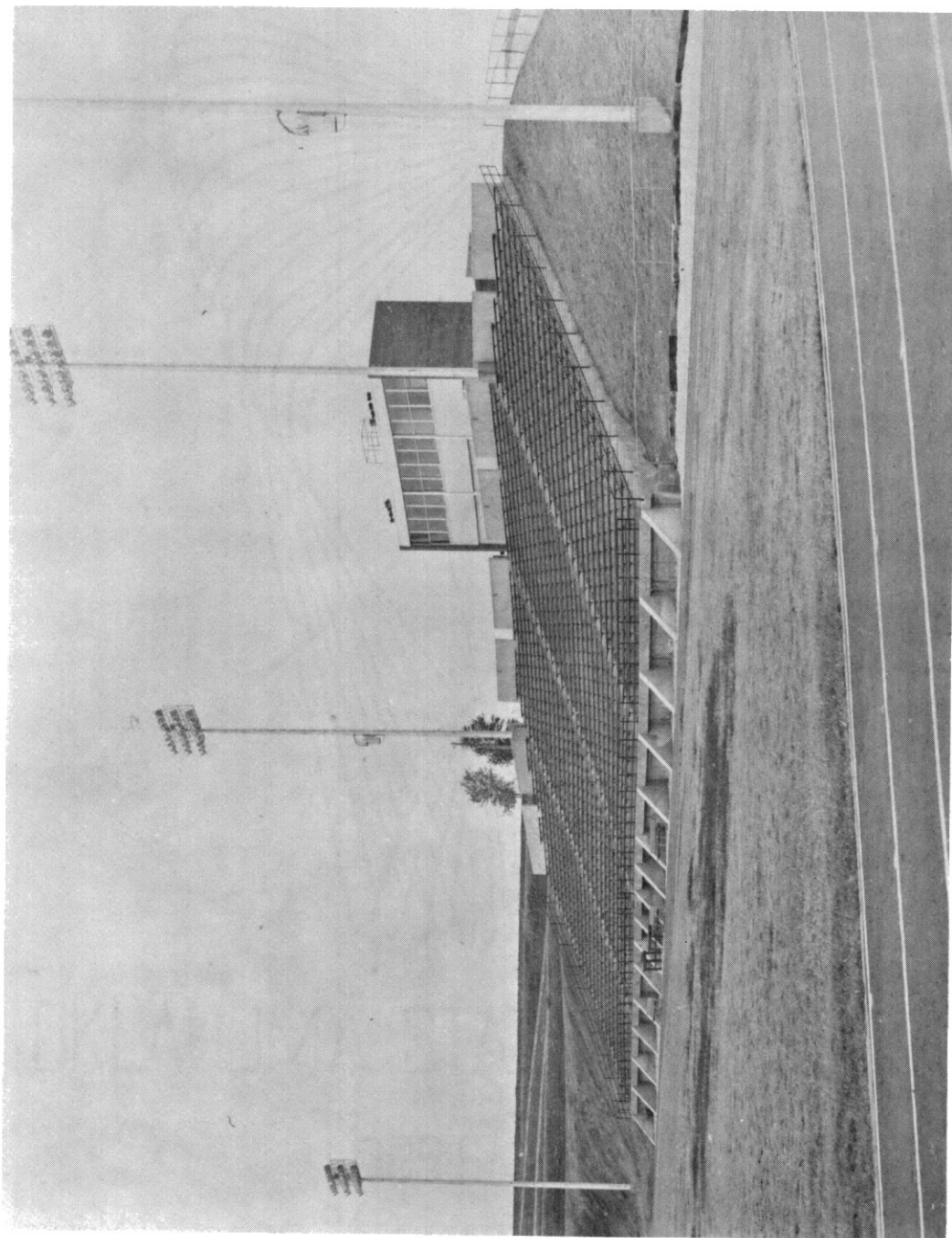


Figure 19. Ranger Field Stadium and Press Box, 1981

and is surrounded by parking spaces for six hundred cars. The six thousand seat stadium includes a large press box, two concession stands, locker rooms, weight room and public restrooms. Lighting for the field is eight times that of the former football field. Adjacent to Ranger Field is an ultramodern baseball diamond surrounded by a board fence.<sup>21</sup> The cornerstone for the other major addition was laid on January 24, 1969. This facility, called the "Physical Education Center" was built connecting Percefull Fieldhouse on the west and featured an additional gymnasium, utilized for classes and intramural sports, and a gymnastics room. The center also greatly expanded classroom and office space and included an expansion of the women's locker room.<sup>22</sup>

The latest additions in physical education and athletic facilities have come as a result of the receipt of a federal outdoor recreation grant. Newby Field was re-designed to feature two softball diamonds; six new tennis courts were built on the southeast corner of the campus; outdoor basketball shooting areas were constructed adjacent to the tennis courts; and a new hard-surface track was made to encircle Ranger Field. All of these facilities were built with money from the grant and fifty percent matching funds shared with Northwestern by the city of Alva, Share Trust, Woods County, and the Soil Conservation Service. The total cost of the additions was close to \$230,000 and they were ready for full use in April, 1981.<sup>23</sup>

The spring of 1981 found the baseball field at Northwestern completely encircled with a red and black board fence. This addition was again the result of donations of both time and money from students, alumni, and Alva citizens.<sup>24</sup>

For a small institution of higher learning, Northwestern has

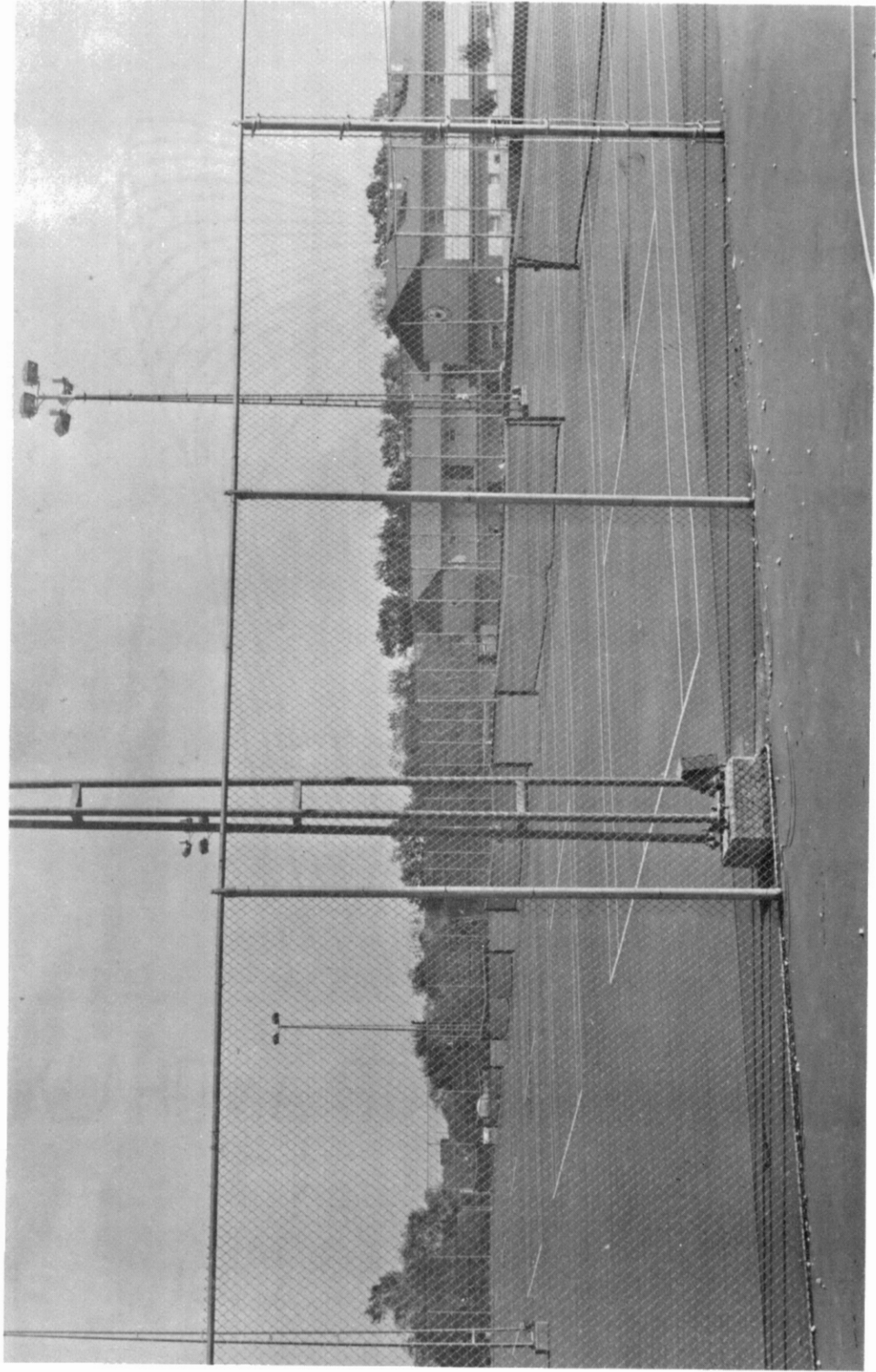


Figure 20. Tennis Courts, 1981



managed to provide up-to-date facilities for the students and has been extremely fortunate to have the splendid cooperation of the alumni and the townspeople of Alva in the building projects.

## ENDNOTES

<sup>1</sup>Annual Catalog and Courses of Study of the Northwestern Territorial Normal School, February, 1901 (Alva, Oklahoma, 1901), p. 17.

<sup>2</sup>Ibid.

<sup>3</sup>Annual Catalog and Courses of Study of the Northwestern Territorial Normal School, 1902-1903 (Alva, Oklahoma, 1902), p. 13.

<sup>4</sup>Northwestern State Normal School Annual Catalog, July, 1916 (Alva, Oklahoma, 1916), p. 16.

<sup>5</sup>Northwestern Bulletin, 1902-1903 (Alva, Oklahoma, 1902), p. 20.

<sup>6</sup>Northwestern Bulletin, 1907 (Alva, Oklahoma), p. 21.

<sup>7</sup>The Ranger (1915), n.p.

<sup>8</sup>Northwestern State College Catalog, 1941-1942 (Alva, Oklahoma, 1941), p. 12.

<sup>9</sup>The Ranger (1931), p. 44.

<sup>10</sup>The Ranger (1931), p. 44.

<sup>11</sup>Ibid.

<sup>12</sup>The Ranger Roundup (Spring, 1948), n.p.

<sup>13</sup>Northwestern State College Catalog, 1949-1950 (Alva, Oklahoma, 1949), pp. 4-5.

<sup>14</sup>Lucille Newby, Scrapbook, Tyler Room, Northwestern Oklahoma State University, Alva, Oklahoma, p. 185.

<sup>15</sup>Northwestern State College Catalog, 1953-1954 (Alva, Oklahoma, 1953), p. 5.

<sup>16</sup>W. D. Newby, "Northwestern State College Builds A Natatorium," American School and University (1956-1957), pp. 361-363.

<sup>17</sup>The Ranger (1955), p. 6.

<sup>18</sup>Northwestern State College Catalog, 1957-1958 (Alva, Oklahoma, 1957), p. 19.

<sup>19</sup>Northwestern State College Catalog, 1958-1960 (Alva, Oklahoma, 1958), p. 18.

<sup>20</sup>Northwestern State College Catalog, 1962-1964 (Alva, Oklahoma, 1962), p. 18.

<sup>21</sup>The Ranger (1970), p. 31.

<sup>22</sup>The Ranger (1969), p. 64.

<sup>23</sup>Steve Hensley, personal communication (March 12, 1982).

<sup>24</sup>Floyd Sibley, personal communication (March 13, 1982).

## CHAPTER VII

### CONCLUSIONS AND RECOMMENDATIONS

#### Conclusions

Although the number of historical studies in the field of physical education have increased in the last decade, most of these studies have been concerned with either well-known personalities or prominent organizations. Though some institutions are small, and perhaps remotely located, each has a unique and interesting background, waiting for someone to take the time and make the effort to preserve its uniqueness. The writer attempted to delve into the past and the result has been a personal gratification. There is a tendency to go along with daily routines, oblivious to people and events that have occurred, unaware of the impact that these persons and events have played on present attitudes and conceptions.

The writer would agree with Ziegler in his statement, "I must confess the great difficulty, if not impossibility, of keeping history free from value judgments."<sup>1</sup> Perhaps the tendency to make value judgments on much of the material researched in the last twenty-two years was more difficult because the writer has been associated with the institution for that length of time. Every attempt was made, however, to keep all personal bias from being interjected within the text written here.

After completing this research, there was thorough agreement with Clarke and Clarke's statement below:

Historical research can also be fascinating. Professional vistas unfold before the historian's consciousness; the unexpected is encountered, evaluated, and resolved; doubtful facts of history may be clarified; new acquaintance is gained with great leaders of the past; new respect and understanding of the profession and its pioneers are engendered.<sup>2</sup>

Having been involved in this study, the researcher is thoroughly convinced of the tremendous impact of the leadership on both the scope and direction of the program of athletics and physical education at Northwestern Oklahoma State University. The professional longevity of the leaders themselves (i.e., three in seventy-two years) attests strongly to this fact. Evidence was encountered that not only the times but the personal philosophies of the leaders impregnated the programs.

In review, changes in the physical education curricula reflected changes in the acceptance of the academic community toward an area that had once been considered only "fun and games." The decades witnessed additions to both the service and professional courses offered by the physical education department. Sharp curtailments in the athletic program were witnessed during both World Wars with an ensuing military emphasis in the department. Competitive athletic programs expanded from three in the early 1900's to ten by the early 1970's. Interest in intramural offerings has continued to increase since the late sixties. Federal legislation in the early seventies mandated more equality of opportunity in education, and this had a direct effect on both curricular and extracurricular offerings.

It is interesting to note that pep or spirit groups in a small institution such as Northwestern do not necessarily reflect winning team records. In fact, almost the opposite is true, as the organizations seem to be the most spirited when the team is experiencing a losing

season. In a small school loyalties are developed that make groups of this sort feel more personally responsible for school spirit than is observed in large institutions.

Another area that stands out as significant in this study was the total commitment of alumni, townspeople, students, and staff to secure the best possible facilities for the institution. This combined effort made possible the addition and renovation of physical education and athletic facilities on the campus against oftentimes overwhelming odds.

The programs of both athletics and physical education could not have continued to expand and prosper without the acceptance and encouragement of the administration. The fact that a president actually coached a basketball team in the late 1920's, plus the naming of a major athletic facility for a president in the early 1950's, substantiates this claim.

In reflection, following the periods of history and the events dramatized in this research, the writer sensed a period of time when "turning out a good coach" was the objective of the program at Northwestern. This idea was not in opposition to the regional trend for athletics to become the master rather than the servant of the total physical education program. Today the trend seems to be toward preparing a qualified physical education teacher who may also coach.

Originally the athletic and physical education programs at Northwestern reflected a concern for the development of the total person. The writer believes that this humanistic emphasis is returning to the program. This belief is identifiable in the trend to base curricula and pedagogy on a sound scientific and psychological basis rather than a purely physical one.

The future holds many adventures and challenges for the professional in the physical education field today. Perhaps now, more than any other time in history, is the time to build both athletic and physical education programs on a firmer foundation and help them both move ahead to an established place in the educational arena.

#### Recommendations

While involved with this research, the writer was in total agreement with Tuchman, in her declaration that writing history was exciting ". . . like a built-in treasure hunt."<sup>3</sup> She continues:

I am a disciple of the ounce before I mistrust history in gallon jugs where purveyors are more concerned with the establishing of the meaning and purpose of history than what happened . . . Why can't history be studied and written and read for its own sake, as the record of human behavior, the most fascinating subject of all?<sup>4</sup>

Writing history by the ounce turned out to be a fascinating journey. Recommendations to future generations would be to continue to preserve these "ounces" of history so that an accurate record might be maintained of departmental change and growth.

Specific recommendations would include the identification of a historian for the Department of Health and Physical Education at Northwestern Oklahoma State University who would continue to collect and categorize materials of historical significance. Archives need to be established to preserve this material. The writer has made an attempt to initiate this endeavor by requesting a shelf in the Tyler Room of the Northwestern Oklahoma State University Library where materials collected may be deposited.

In these archives will be placed the following materials: (1) a copy of the study included herein; (2) team records for football from

1907-1981 (with the exception of 1943-1945 when no varsity competition was held because of World War II): (3) season records for basketball and baseball with the exception of 1919, 1923, 1926, 1927, 1928, 1929, 1932, 1933, 1934, 1936, 1946, 1947, 1948, 1952, 1953, and 1959: (4) records for women's competitive athletics beginning in 1972 (e.g., basketball, softball, volleyball, and track).

There are significant gaps in season records for track, golf, and tennis that the writer has not been able to locate. Continued search should be made to find these team records. Additional studies could be done on former outstanding varsity participants at Northwestern. Philosophies of persons who have served as faculty in the department or as coaches of the athletic teams could be investigated.

Though a small institution, Northwestern has affected the lives of many individuals over the years, and the history of individual departments and programs should be preserved by interested and responsible professionals.



ENDNOTES

<sup>1</sup>Earle F. Zeigler, A History of Sport and Physical Education (Champaign, Illinois, 1973), p. 349.

<sup>2</sup>David H. Clark and H. Harrison Clarke, Research Processes in Physical Education, Recreation and Health (New Jersey, 1970), p. 81.

<sup>3</sup>Barbara Tuchman, "History By the Ounce," Harper's Magazine (July, 1965), p. 66.

<sup>4</sup>Ibid.

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