

THE DEVELOPMENT OF PHYSICAL EDUCATION FOR
WOMEN AT OKLAHOMA STATE UNIVERSITY

By

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WOMEN AT OKLAHOMA STATE UNIVERSITY

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PREFACE

This investigation of the history of women's physical education at Oklahoma State University was undertaken to add to the increasing number of historical studies of women's departments of physical education.

Two factors in particular gave incentive for the study. First, a complete history of the women's department was never recorded prior to this. Second, because her forty year tenure made Miss Valerie Colvin a valuable source of historical information, it seemed feasible to conduct the study while she was available.

The author is greatly indebted to Miss Colvin for her assistance, patience and encouragement during the writing of the study.

Appreciation is expressed to Mrs. Donna Dillard for the excellent typing of the study. Acknowledgement and gratitude is given to Mr. Stephen Burrus and Mr. Walter Wilson for the sketches of Gardiner Hall.

Special appreciation is due Mr. and Mrs. Rex McCurry for their continued support and encouragement throughout the study.

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CHAPTER I

INTRODUCTION

Purpose of the Study and Statement of Problem

The purpose of the study was to show the development of physical education for women students at Oklahoma State University from the founding of the institution in 1891 to the present date, 1969. Attempts were made to relate how the changing of the times influenced the growth and development of the women's program. The progress of the university was also a determining factor in this growth.

Through studying the history of the department, data was obtained concerning departmental facilities, curriculum, teaching personnel, and clubs sponsored by the department. Each of these areas played a decisive role in the history of Oklahoma State University physical education.

Limitations of the Study

The study was limited to some degree because of the lack of authentic and accurate recordings of the early years of the women's physical education department. The school catalogs proved to be inconsistent at times regarding the information given. As a result, the author was uncertain in determining which statements issued authentic information concerning physical education for women.

Records may have been lost or discarded during the move by the

women's staff from Gardiner Hall to Swims during World War II. Apparently, more interest was displayed by the staff in making history rather than in recording it. Even with the existing limitations, sufficient information pertinent to the study of women's physical education was found.

Definitions

Curriculum. The undergraduate required service program and the major course program constituted the curriculum.

Facilities. The indoor and outdoor areas utilized for the actual teaching of physical education to women students were termed facilities.

Clubs. Those organizations which were sponsored by the physical education department were deemed clubs.

Personnel. Personnel were those who were actually engaged in the teaching of women's physical education classes.

Methodology

Data concerning the physical education program for women at Oklahoma State University was collected for the past seventy-eight years. This data was then grouped into three areas: the first twenty-five years (1891-1916); the growth years (1917-1948); and the past twenty years (1949-1969). The three areas were further classified into sections of study dealing with the curriculum of the women's program; facilities for teaching purposes; personnel information; and the clubs sponsored by the women's department. Each of these areas was developed chronologically. Changes and/or additions to the curriculum were reported. As examples of curriculum growth, the course requirements

for physical education majors in 1929, 1947, and 1967 were studied and observations were made.

The historical data concerning women's physical education was collected from college catalogs, student publications, newspaper clippings, photographs from departmental scrapbooks, and from personal interviews.

Related Literature

Wood made a study of the physical education department at Oklahoma A. & M. College in 1947. This investigation incorporated both the men's and women's divisions of the department.¹ The study was related to the author's in that both were developed chronologically and both traced the development of physical education from the founding of the college to the date in which each study was made. However, Wood took excerpts which pertained to the physical education department from the college catalogs and placed these in a scrapbook. No additional observations or comments accompanied the excerpts. Photographs of different phases of the department and various years were also included in the study.

Because of the absence of studies made of the women's physical education program at Oklahoma State University, attention was turned to a similar study by Eleanor Gordon at Ohio University. Gordon traced the development of physical education for women at Ohio University from the founding of the institution in 1804 through its various stages of

¹Frances Wood. Chronological Development of the Physical Education Program at Oklahoma A. & M. College. (Stillwater, 1947).

growth until 1941.² There was an attempt made to discover attitudes, beliefs, and philosophies of the students at Ohio University in order to show the effects of these upon their physical activity programs. Gordon revealed that the administration at Ohio University began a program of formal regimented and unnatural gymnastics to offset the sedentary life of the student. This type of activity became unpopular with the students; thus, the demand for a more informal type of exercise was made apparent by the students. Therefore, a period of sports and athletics dominated the field for the first decade of the twentieth century.

After 1910, physical activity became a means of recreation. Physical exercise in the form of sports and games became an outlet for emotions for the participants. More leisure time was available to the student; therefore, sports activity for recreation became very vital to satisfying recreational needs. Ohio University became interested in the health of the students about 1920. Health programs and courses were added to the curriculum as well as periodic physical examinations for all new students.

From 1931 to 1941 physical education at Ohio University stressed the importance of developing attitudes and providing experiences which enabled the student to become a more useful and a more adjusted member of society after her college days were terminated.

Two other studies were examined to gain further insight into historical research and also to secure possible data concerning Oklahoma

²Eleanor Wilson Gordon. The History and Development of Physical Education for Women at Ohio University. (Ohio State University: Columbus, 1941).

State University physical education. Foster made a study of the Oklahoma Association of Health, Physical Education and Recreation in 1964.³ This revealed the founding and the construction of the state association. Professional offices and achievements of state physical educators were studied. Those who were associated with Oklahoma State University were important to the history of that physical education department.

A biographical research was made by Peters about the life, career, and professional contributions of Emma W. Plunkett in 1964.⁴ Peters showed that the personality and philosophy of one lady could set the stage for the development of one of the most professional women's physical education departments in the state of Oklahoma. The study was important to the history of physical education at Oklahoma State University in that Emma Plunkett conducted the women's program at Central State College during the major growth period at Oklahoma State University. Plunkett also exemplified the philosophies of the times. Some of these same philosophies were observed in the women's program at Oklahoma State University. Emma Plunkett received her Master's Degree in Physical Education from Oklahoma A. & M. College in 1934. Thus, she was a student of Flora Ellis, the director of the women's program at that time. From Miss Ellis, Plunkett gained the philosophy that in order to be a professional success, one could not be perplexed by side

³Marjorie Rugh Foster. A History of the Oklahoma Association of Health, Physical Education and Recreation. (University of Oklahoma: Norman, 1964).

⁴Virginia Lee Peters. Emma W. Plunkett: Her Life, Career, and Professional Contributions. (Florida State University: Tallahassee, 1968).

remarks or criticism of one's action.⁵ This philosophy proved to be beneficial not only to Miss Plunkett, but also to the women's program at Central State College.

⁵Ibid., p. 95.

CHAPTER II

THE FIRST TWENTY-FIVE YEARS 1891-1916

On December 14, 1891, the Oklahoma Agricultural and Mechanical College officially opened its doors as a learning institution. In those days of bustles, boardwalks and high-button shoes, women not only sought to be educated mentally but also physically. With this in mind, the officials of Oklahoma A. & M. College began a physical culture program for women.

Curriculum

During the fall and spring of 1898 and 1899, women on the campus were involved in what was called "physical culture." This was defined as the "work exclusively for young women...conducted in the half hour preceeding the first recitation hour, three times a week."¹

Women students participated in two outdoor activities, basketball and tennis, during the first years of development of the physical culture program.

The first statement concerning a physical exercise requirement for students was issued in 1905. At that time every student in the college was required to take a "reasonable" amount of "systematic physical

¹Oklahoma Agricultural and Mechanical College Annual Catalogue. 1898-99 p. 32.

culture, either in gymnasium or in outdoor exercise of suitable character."²

The program of the physical culture department for women began to increase in 1906. The women were encouraged to participate in basketball and tennis which were carefully supervised to "avoid any physical excess or harmful effects."³ Wearing gymnasium suits of dark blue skirts and "blouse waists" with sailor collars, girls actually did classwork in "setting up exercises, dumb-bell drills, Indian club concert swinging, and wands."⁴

Following the trends of the nation in physical training, Oklahoma A. & M. College initiated medical examinations for women enrolled in physical training in 1908. These examinations were administered at the beginning of the fall term and again in the spring term. Suggestions for special work or exercises were based upon these examinations.⁵

The course work in physical training in 1908 consisted of five different gymnastics courses and a sports class. Swedish gymnastics composed the first three courses while medical and esthetic gymnastics were the other two courses. The latter combined body mechanics with dance steps to develop coordination and grace. Swimming, tennis, hockey, basketball and cross-country walking constituted the sports

²Oklahoma Agricultural and Mechanical College Annual Catalogue. 1905-06 p. 14.

³Oklahoma Agricultural and Mechanical College Annual Catalogue. 1906-07 p. 72.

⁴Ibid.

⁵Bulletin of Oklahoma Agricultural and Mechanical College. Vol. VII: 1908-09 p. 123.

classes during October, April and May.⁶

A major portion of the philosophy of the physical training department was revealed in a statement released in the college catalog in 1909.

The Department of P.E. aims to create and maintain a vigorous state of health in every student in the College and its work is so diversified that it meets the individual needs. It strives to keep the student body in the best physical condition, for and during their college course, and to lay the foundation for proper living after graduation. It aims to teach the principles of hygienic living and care of the body. Every student in the College is expected to do some work to keep himself in the best possible physical condition.⁷

This statement not only exemplified the philosophy of women's physical training at Oklahoma A. & M. College, but it was comparable to the findings in Gordon's study of the women's physical education program at Ohio University. Both programs were interested in the physical conditions of the students, thereby providing sufficient activity to meet student needs. Health knowledge and practices were a prime concern of both institutions. The concern for the student's life after college was an important phase of both departments.

Even though physical training had been in existence as a division of the college since 1898, it was not until 1913 that physical training first appeared in the Outline of Courses, and as a separate department, in the Teachers' Normal Division of the 1913 College Catalogue.⁸

Corrective Gymnastics and Massage, Medical Gymnastics, and Theory were courses added to the program in 1913. The latter was a course

⁶ Ibid.

⁷ Bulletin of Oklahoma Agricultural and Mechanical College Vol. VII. 1909-10 p. 138.

⁸ Oklahoma Agricultural and Mechanical College Annual Bulletin Vol. IX. 1913-14 p. 149.

designed especially for teachers which included corrective and therapeutic exercises, games, folk dances, and exercises for the schoolroom, and children's singing games.⁹ Corrective Gymnastics was actually a course in remedial physical education. It was designed for those who could not participate in the regular activity classes.

By 1914, courses were given numbers to indicate the credit received and the number of hours per week which classes met. The only course added in 1914-15 was Personal Hygiene. This course was described as "the study by means of which health and efficiency are improved and conserved; improvement of health and prevention of disease."¹⁰

Even with the additions to and improvements within the physical training curriculum, there was no indication that a program for physical training majors existed. Women were required to enroll in some physical training courses, but the extent of this requirement was not made clear until later in the 1920's.

Facilities

When the physical culture department began its first program, the activities were conducted out-of-doors because of the absence of a gymnasium. The first gymnasium was "a well lighted room 45x65 feet and equipped with all of the apparatus necessary for indoor work."¹¹ This facility was constructed in 1905 and was utilized by both the men and women students.

⁹ Ibid., p. 151.

¹⁰ Oklahoma Agricultural and Mechanical College Annual Bulletin Vol. XI. 1914-15 p. 120.

¹¹ Annual Catalogue. 1905-06, p. 14.

The Oklahoma State Legislature appropriated sixty-two thousand dollars in 1908 for the construction of the Women's Building which was later to become Gardiner Hall. This building provided dormitory facilities for eighty girls, a room for the sick and a large gymnasium. The gymnasium in the Women's Building was an "unobstructed room 32x63 feet and equipped with all the modern gymnastic apparatus."¹² A locker and dressing room facility with seventy-five steel lockers and a large number of showers was provided.

Not only did the Women's Building house the women's physical education department, but it also was the first girls' dormitory on the Aggie Campus. The department of Domestic Science which later became the Home Economics Department and the Dean of Women also had their offices in the Women's Building.

The outdoor playing areas in the early days of the program were quite spacious and very adequate for the activity classes. The early tennis courts were located just south of the Women's Building in 1910.¹³ Photographs in school yearbooks indicated that activity took place in the area between the Women's Building and the area where the new gymnasium was soon to be constructed.

Personnel

Miss May Overstreet, an Assistant in the Preparatory School in 1898, was the first instructor of physical culture for women. She conducted half hour classes in physical culture three days a week.

¹²Bulletin. 1908-09 p. 121.

¹³Linda Farmer. "A Study of the Development of the Campus of Oklahoma State University." (Stillwater, 1967) p. 6.

The first physical director, Mr. F.A. McCoy, was employed by the College in 1905. He was director of the program for both men and women students.

In 1907, the first woman physical director, Mrs. Boyd A. Hill, conducted classes in basketball and tennis for the women students. Mrs. Hill was the women's director for only one year.

After obtaining her physical training at the Posse Gymnasium and Emmerson School of Oratory, Miss Emma J. Ross became the physical training director for women at Oklahoma A. & M. College in 1908. She conducted her program until 1911. While Miss Ross was the director, an assistant, Miss Bertha Combs, was assigned to the department. After 1909 the staff of the women's physical training department was never less than two members.

Miss Anna Miller became the director of women's physical training in 1911 and continued to lead the program until 1920. Miss Mary Fields assisted Miss Miller with the program in 1911. Miss Fields received her training from the Posse Gymnastics School. Another assistant in 1911, Irene Shaley, also graduated from the Posse Normal School of Gymnastics. In a period of four years time, the Posse School changed its name three times. This change was to be indicative of other institutions in the country.

Clubs

One of the earliest recorded extracurricular activities of the women's physical training department was the Girls' Athletic Association. This organization was established in 1909 for those girls on campus who were interested in different sports activities. An early

project sponsored by the Association was the formation of a tennis club in 1909. This club was open for membership to all girls of the college. It was indicated that the dues for that tennis club were fifty cents per year.¹⁴

¹⁴Bulletin. 1909-10 p. 138.

CHAPTER III

THE GROWTH YEARS 1917-48

The ensuing thirty-one years at the Oklahoma Agricultural and Mechanical College were the actual foundations upon which women's physical education was built. More growth and development resulted during this period than any prior time. With the attention of the nation and the world on military affairs during this period, it could have been expected that the women's department would have lagged behind in its progress as an integral part of the educational program on campus. However, the women did not linger in their attempts to gain new courses in the curriculum, to secure new facilities and to employ new directors and instructors.

Curriculum

The curriculum of the women's physical education department had its greatest growth increase during the next three decades. A more definite physical education requirement for women students was established. The major program in physical education was initiated and strengthened. The graduate program in physical education was also incorporated into the curriculum during this period.

The term physical training was used interchangeably with physical education until the early 1920's. By this time the term physical education had found a permanent place in the vernacular of the educators.

This acceptance of the term was in accordance with the trends of physical education programs not only at Oklahoma A. & M. but also throughout the nation. One of these trends was the concentration of education for the whole individual. Physical educators were not only considering the physical aspect of learning but also the social and mental aspects. Oklahoma A. & M. began to reconstruct its physical education program to coincide with this trend.

The scheduling of courses of the college was divided into four terms in 1920. These terms began approximately as follows:

1. Fall Term--September 5
2. Winter (1st Term)--November 15
3. Winter (2nd Term)--February 1
4. Spring Term--April 1
5. Summer Term--June 1

The summer session was classified as the fifth term.¹ The work in physical education was planned so that each student was registered for one hour per week in regular gymnastics and two hours per week in a sport elected or prescribed by advisors.²

Because of the new swimming pool in the new gymnasium on campus, four courses of swimming were added to the course program for women. The course, Beginning Swimming, was described as one which included "fundamentals necessary to overcome fear, breath control and coordination of two simple strokes."³ Before final college credit could be given, a woman student had to be able to swim forty yards.⁴ Other

¹Oklahoma Agricultural and Mechanical College Bulletin Vol. 18. 1920-21 p. 179.

²Ibid.

³Ibid., p. 180

⁴Oklahoma Agricultural and Mechanical College General Catalogue Vol. 19. 1921-22 p. 225.

sports taught in the program in 1920 were soccer, hockey, volleyball, folk dancing, basketball, and tennis.

A two-year required service program for all women students in the college was initiated in 1921. Because the college curriculum was under the quarter plan, six quarter credits of physical education were required for all women.⁵ These credits were taken by students during the fall, winter, and spring terms during a two year time period. The first year of required work comprised regular progressive work in gymnastics and swimming. This work was designed to improve posture, general health, and physical conditions. Hygiene lectures were also included as a phase of the first year program. More advanced Swedish and German gymnastics, along with swimming, marching tactics, games, and folk dancing made up the second year of required physical education.⁶

By 1922, for the first time in the College's history, course work could be taken to fulfill the requirements for a major in physical education and a Bachelor of Science Degree. A physical education major in 1922 had to complete a minimum requirement of 204 quarter credit hours before the bachelor's degree was conferred (Appendix A). This requirement included fifty-two quarter credits in the sciences, such as zoology, chemistry, and physiology. Thirty-seven of the credits were from the Education Department whereas nine credits were received from coaching classes. Elective credits for the major totaled

⁵Ibid.

⁶Oklahoma Agricultural and Mechanical College Bulletin Vol. 20. 1922-23 p. 226.

thirty-nine hours.⁷ Thus, with a science oriented beginning, the physical education student could now receive a degree and a Teacher's Certificate upon completion of the four year program.

Even with the inclusion of a major in physical education for women, the two year required service program was still in effect. All women on the A. & M. Campus were required to take physical education courses during the first two years of residence at the college. From this period on this two year required program was called the service program in contrast to the major course program.

Beginning with the fall semester, 1927, the college changed from the quarter to the semester plan. The regular academic year consisted of two terms instead of the previously existing three. This transition affected the physical education requirement for women only in terms of wording. The same amount of time, two years, was still required; however, the courses were reorganized so that four semester credits instead of the previous six quarter credits were required. The fulfillment of these credits was still necessary before final college credit was given.⁸

Four important physical education courses were added to the major course program during the late 1920's. A course in recreational sports and camping were additions in 1926. Skills in handball, archery, clock golf, and tennis were taught as recreational sports.

The course in camping was introduced into the College Catalogue in 1926 but was not actually taught until 1929. However, the course

⁷Ibid., p. 187.

⁸Oklahoma Agricultural and Mechanical College General Catalogue Vol. 24. 1926-27 p. 36.

was structured primarily for the development of leaders for girls' clubs such as the Girl Scouts and Camp Fire Organizations.⁹

A third and important course introduced to the major program during the late 1920's was golf. Eight women students made up the first golf class in 1928. This elective course was conducted by Miss Ellis "on a green built on the college campus, but for the major part of the training the Hill Crest Golf Course, north of Stillwater, was utilized."¹⁰

American Red Cross Life Saving was the fourth course added to the major curriculum in the late 1920's. A prerequisite for the course in 1928 was the ability to swim two hundred yards free style and to demonstrate the correct form for the side and back strokes.¹¹ Those students who passed the course received American Red Cross Life Saving Certificates and emblems.

Fifty girls were enrolled for a major in physical education in 1929-30. Their major program consisted of over twenty physical education courses which covered areas from clog dancing to anatomy. The general education of a major was similar to that of 1922. However, a foreign language could now be substituted for college algebra. The sciences were still prevalent in the program (Appendix A).¹² Basketball was the only indoor game at that time, while tennis was conducted

⁹Ibid., p. 227.

¹⁰Oklahoma Agricultural and Mechanical College Redskin Vol. XIX: 1928 p. 288.

¹¹Oklahoma Agricultural and Mechanical College General Catalogue Vol. 26. 1928-29 p. 240.

¹²Oklahoma Agricultural and Mechanical College Redskin Vol. XXII. 1931 p. 386.

on the two new tennis courts constructed just west of the gymnasium.¹³

The major program was upgraded in 1932 when the first Master of Science Degree in Physical Education was granted. The program was initiated to comply with the requirements of the Graduate School. Three of the graduate courses listed for physical education were Tests and Measurements in Physical Education, Thesis or Research in Physical Education, and Orthopedics and Physiotherapy.¹⁴ One of the early candidates for a Master of Science Degree in Physical Education was Miss Emma W. Plunkett, former chairman of the Women's Physical Education Department at Central State College, Edmond, Oklahoma. Miss Plunkett received her degree in 1934. She felt that the graduate program, under the partial supervision of Miss Ellis, was a rigid program, but one which accomplished its intended goals.¹⁵ This program was an added asset to both the men's and women's divisions of physical education.

Courses added to the undergraduate major program in 1934 were Health Education, Gymnastics, and Methods of Teaching Physical Education in the Public Schools. Coaching Individual Sports was added in 1935. This course was typical of the coaching philosophy which was evident in physical education at this time.

Another important course addition to the service program in the 1930's was that of Tap and Soft Shoe Dancing. Miss Colvin recalled that at one time six to eight classes were conducted in this course.

¹³Farmer, p. 8.

¹⁴Oklahoma Agricultural and Mechanical College General Catalogue Vol. 30. 1932-33 p. 208.

¹⁵Peters, p. 95.

She stated that Miss Ellis was very skilled in all types of dance; therefore, the classes were quite popular. Because of the influence of Miss Ellis, additional courses in different types of dancing were added to the course program throughout her leadership as director of the women's department.¹⁶

In order that the correct type of activity and exercise might be prescribed to women students enrolled in the service program, posture pictures of every woman student were taken, developed and graded by the physical education staff. In 1938 the first two weeks of the fall semester were used only for taking, developing, and grading these pictures.¹⁷ One of the reasons for the lengthy grading period was due to the usage of the Wellesley Method of grading posture pictures. This method entailed the taking of pictures of the subject standing with eleven aluminum pointers attached to the end of the sternum, on the prominence of the first piece of the sacrum, and on the spinous processes of every other vertebra starting with the seventh cervical. A numerical scale for grading posture was set from one to twenty-five or the letter grades A+ to E-.¹⁸ Usage of the method was questionable because of the time spent in preparation for photographing, scaling, and rating the pictures.¹⁹

Five new courses were added to the major course program in 1938. The Care and Prevention of Athletic Injuries was added to the First

¹⁶Interview, Miss Valerie Colvin, December 18, 1968.

¹⁷Colvin, April 1, 1969.

¹⁸Carl E. Willgoose. Evaluation in Health Education and Physical Education. New York; McGraw-Hill Co. 1961 p. 201.

¹⁹Colvin, April 1, 1969.

Aid course. A requirement for both men and women physical education majors was the course, Orientation in Dance. This course was designed to acquaint the students with folk, tap and modern dance. Another addition was the course Physical Education Program for Elementary Schools. It was referred to by the major students as "Fun and Games" class. Two other important course additions in 1938 were Health Examinations and Physical Diagnosis and the course Recreational Programs for School and Community. The Health Examinations course title later became Corrective Physical Education. This course was easily confused with the earlier Corrective Gymnastics. Corrective Gymnastics was a remedial physical education class whereas Health Examinations course actually entailed the study of some of the deviations found in the remedial class.²⁰

As the nation became involved in World War II, the women's physical education service classes became very militaristic in nature. Almost every class did some marching and singing. The women's department sponsored a Folk Dance Festival during this war time. Living groups on the A. & M. Campus were responsible for one country and its dances. The Festival consisted of a parade of the flags from the various countries and masses of dances. The music department also cooperated in supplying the music. The main purpose for the Festival was to keep the women on campus busy and occupied with thoughts other than those of war.²¹

Even as the war progressed and continued, the women's program did

²⁰Oklahoma Agricultural and Mechanical College General Catalogue
Vol. 36. 1938-39 p. 256.

²¹Colvin, April 1, 1969.

not cease to grow and develop. From 1943 to 1947, several courses were changed or added to the curriculum, and a revised required major program was created.

Modern, Folk, and Tap Dance became three separate courses in 1943. Until this time they were taught as one course.²² History and Philosophy of the Dance became a requirement for women majors. American Folk Dances, an elective course, Dance Production and Rhythmical Analysis were other dance courses added in 1946 and 1948. Rhythmical Analysis was taught because of the availability of a skilled musician who accompanied the dance classes and taught the major students this course in music skill.²³ Advanced Tennis and Advanced Golf were the individual sports added to the curriculum in 1947. Golf classes were promoted by the college's 18-hole golf course, constructed in 1945-46 and located north of the campus.²⁴

Course descriptions were more clearly stated in the College Catalog in 1947 than in the earlier ones. Also, the major program was outlined more clearly as to course requirements. A brief comparison of the major program of 1947 to that of 1929 showed that in 1947 there were five dance courses required of majors, whereas, in 1929, there were six (Appendix A). Not presented in the 1929 curriculum was the course Coaching Team and Individual Sports. It was, however, an important methods course for majors in 1947. Another difference in

²²Oklahoma Agricultural and Mechanical College General Catalogue Vol. 41. 1943-44 p. 330.

²³Colvin, April 1, 1969.

²⁴Oklahoma Agricultural and Mechanical College General Catalogue Vol. 43. 1945-46 p. 125.

the two programs was the fact that in 1929, activity courses were difficult to distinguish from other physical education classes. For example, a course in tennis was not listed as such but was included in the course Recreational Sports. However, in 1947 these activity courses were distinguished and listed as separate courses. Even with these differences, many of the theory courses were the same during both time periods.

The curriculum of the women's physical education department underwent the changes and additions with an amazing amount of success during the growth years of the department. It was at this stage of development that the women's department recognized its program as one of the most productive in terms of quality teachers in the state.

Facilities

To compensate for the expanded curriculum of the women's physical education program, the number of facilities utilized for the teaching of classes was increased, moved, and decreased over a period of years.

Until 1919, the Women's Building was the only facility utilized by the women for physical education purposes. However, the construction of a new gymnasium and armory was completed in 1919. This gymnasium, an 85x100 feet construction, was used by both men and women students. The one hundred thousand dollar structure housed an indoor swimming pool, the gymnasium, and an indoor running track. Nineteen laps around this track was equivalent to one mile.²⁵ The swimming pool, 61x20 feet, was utilized several days each week by the women students.

²⁵Oklahoma Agricultural and Mechanical College Bulletin Vol. 17. 1919-20 p. 167.

The pool was the only such facility on the campus until 1969 when the new physical education center became operational.

Students who used the dressing facilities in the gymnasium were required to pay a one dollar deposit for the use of a locker. Half of this deposit was refunded provided that the locker was in good condition at the end of the semester. Four electric hair dryers were provided in the women's dressing area for use after swimming classes.²⁶

Even though the women's physical education department utilized the "new" gymnasium, the central area for its activities and the administration of the program came from the Women's Building. Offices in the gymnasium were occupied by the men's athletic department, the instructors of men's physical education, and the military instructors.

The name of the Women's Building was changed in 1928 to Gardiner Hall. It was named in honor of Maude Gardiner Obrecht, the first instructor of Home Economics on the Oklahoma A. & M. Campus.²⁷ Rooms for women students, offices for the Home Economics Department, offices of the Dean of Women and the physical education offices were located in this building. All physical activity, administration, and instruction originated from Gardiner Hall.

²⁶Ibid.

²⁷General Catalogue 1928-29, p. 15.

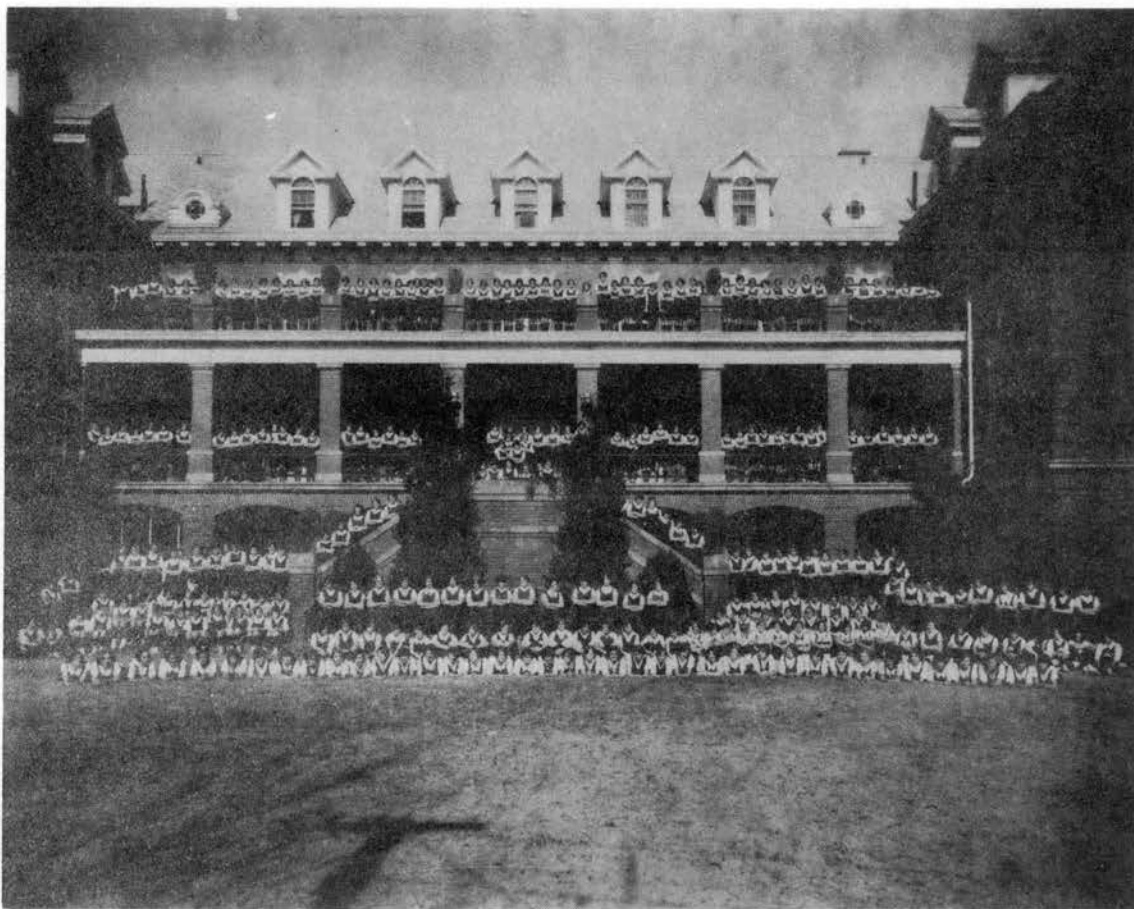


Figure 1. Women's Building Now Gardiner Hall 1928

Two gymnasiums, one on each side of the building, showers and dressing rooms were the facilities for physical education in Gardiner Hall in 1929.²⁸ Miss Flora Ellis, women's director, conducted the department's administrative affairs from the front portion of the main office, while the instructors had their offices in what was known as the middle office. The balcony above the gymnasium on the east side

²⁸Colvin, April 1, 1969.

of the building was later to become a physical education library for students and faculty.

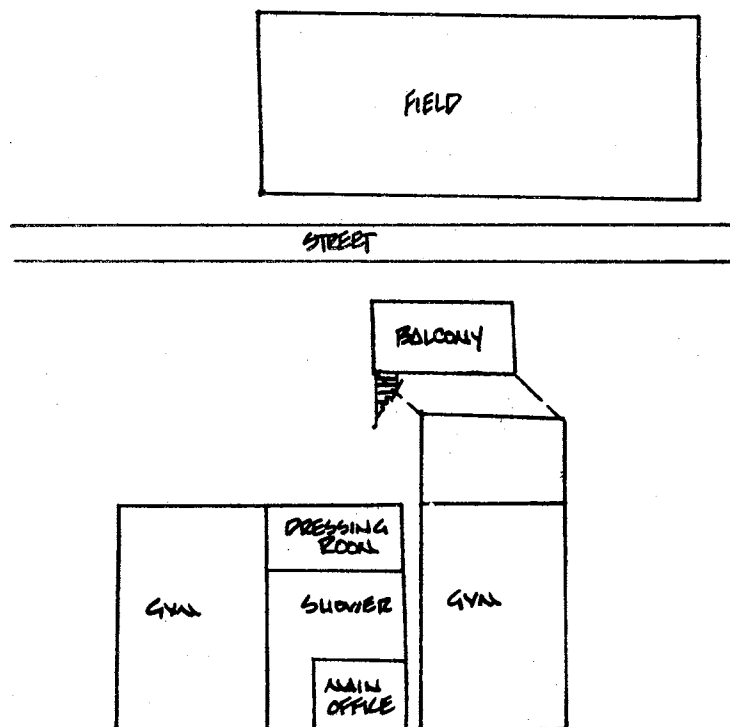


Figure 2. Gardiner Hall Floor Sketch 1929

The outdoor activities of this time were conducted primarily on the area located between Gardiner Hall and the Armory or "Old Gym." Photographs indicated that hockey, archery and other outdoor activities

were conducted on these fields.

After 1936, a portion of Gardiner Hall was lost to the Extension Department. That department now occupied the west gymnasium and utilized this facility as its mailing room. The physical education department continued to conduct classes in the east gymnasium.

A new women's dormitory was constructed on the campus in 1938. North Murray Hall provided another facility for the teaching of physical education to women students. The basement floor of the dormitory was used primarily for dance classes and corrective physical education.²⁹ Golf was also taught in the basement on the days of inclement weather. One of the dormitory rooms served as office space for physical education staff until overcrowded conditions forced the offices to move downstairs into the small equipment room located there.³⁰ Because North Hall was constructed over a creek, it was continually plagued with floods during rainy weather. The wooden floor was replaced three times before a concrete floor was installed. The area outside of North Hall was used mainly for the team sports classes during favorable weather. During bad weather, those classes met inside in the dressing room. The area was large enough for two regulation size hockey fields. Archery and softball classes were also conducted on these fields.³¹

The 4-H Club and Student Activity Building was erected at Oklahoma A. & M. in 1939. This facility housed the offices of the men's physical education department and the men's varsity and intramural

²⁹Oklahoma Agricultural and Mechanical College General Catalogue Vol. 35. 1937-38 p. 106.

³⁰Colvin, April 1, 1969.

³¹Ibid.

sports program. It was later named Gallagher Hall in honor of Ed Gallagher, former wrestling coach at Oklahoma A. & M. College and also a former Olympic wrestling coach. The "Field House" as it was known to the students, was utilized by the women's department for sports days and intramurals. Physical education methods courses were taught there.

Because the men vacated the physical education offices in the "Old Gym," space was now available for some of the women's staff. Still the main-stream of activity for the women was channeled from Gardiner Hall.

While the "Old Gym" was undergoing changes, so was Gardiner Hall. The shower room was converted into a classroom for corrective or remedial physical education. A physical education library was established in the balcony above the equipment room in the east gymnasium. The west gymnasium was occupied by the Extension Department. The spacious playing field which was located between Gardiner and the "Old Gym" began to be occupied by temporary quonset buildings which were used for military purposes.³²

³²Ibid.

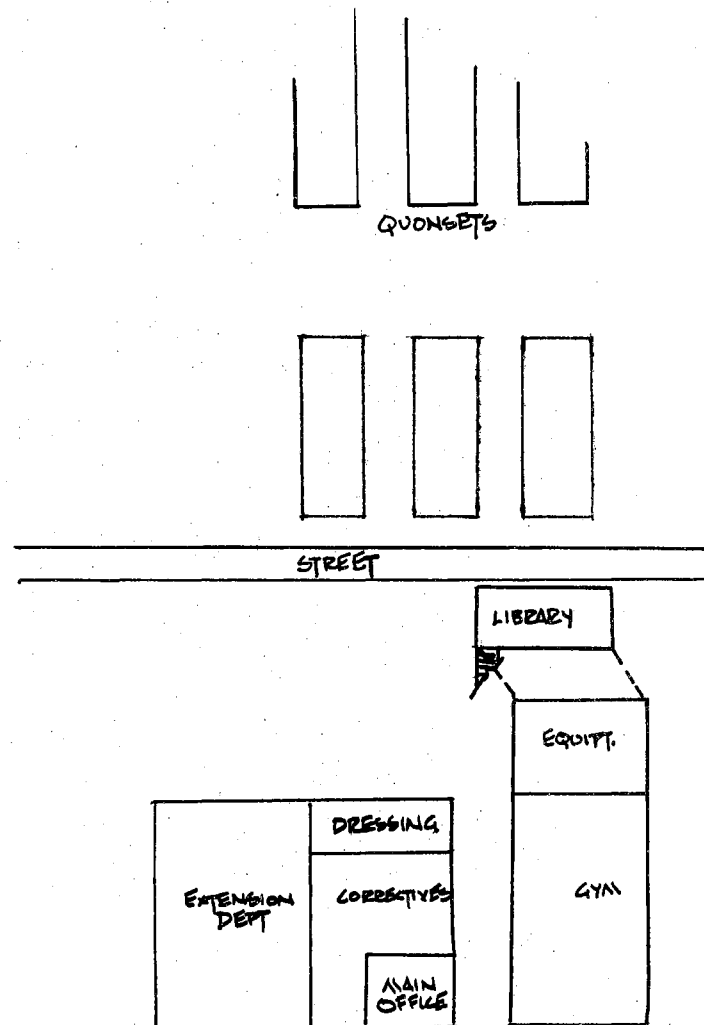


Figure 3. Gardiner Hall Floor Sketch 1939

Fifty years of instruction and learning at Oklahoma A. & M. College had passed by 1941. The college, as well as the nation, was approaching a major crisis in World War II. The war had some effects upon the women's physical education program. First, Gardiner Hall and the "Old Gym" were affected in that they were occupied by the Army engineers for drafting purposes. Thus, the women's staff offices and classes were moved to Swims, a recreational hall above Swims Campus Shop. Miss Ellis' office was moved to the "Old Gym" while the department was at Swims. There was enough room for four offices and

a large room used for dancing and tumbling. This area was located on the second floor of the Swims Building. Volleyball and basketball were played and taught out-of-doors.³³

As soon as the Army engineers vacated Gardiner Hall, the women's department moved back. The Extension Department still occupied the

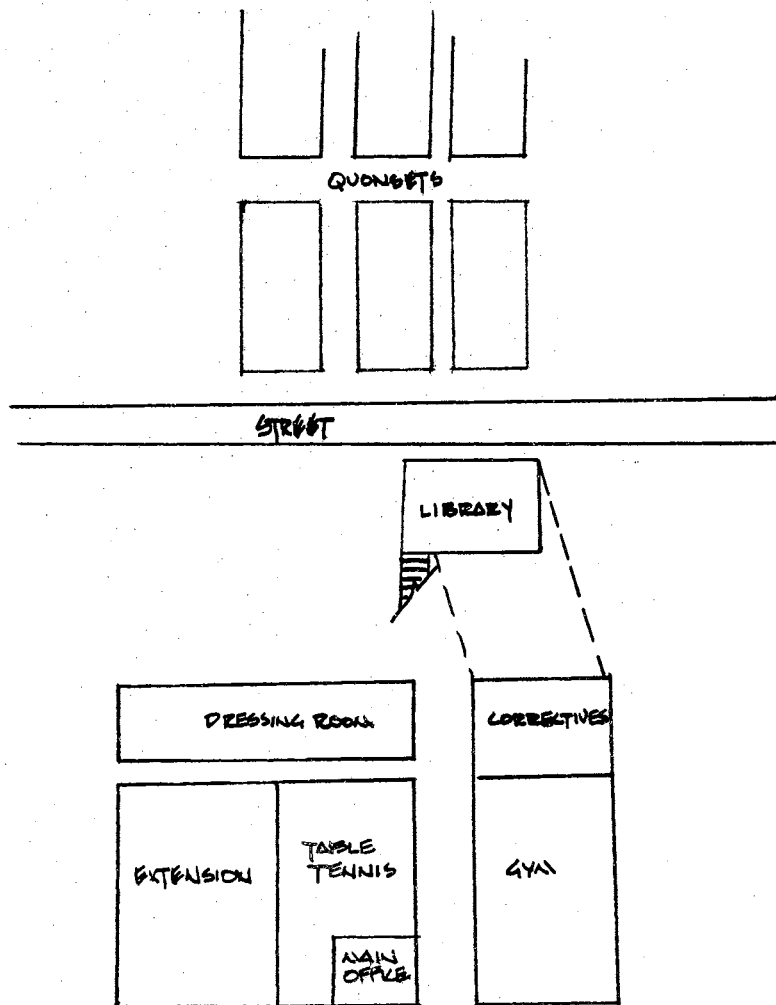


Figure 4. Gardiner Hall Floor Sketch 1945

³³Colvin, December 18, 1968

west gymnasium in 1945. The corrective physical education classroom was moved into the equipment room off the east gymnasium. The library was still located in the balcony. A table tennis area was created in the space left vacant by the removal of the corrective's classroom.³⁴ Under the supervision of Miss Ellis, an additional dressing facility was constructed on the north side of Gardiner. This dressing room was necessary because of the ever rising number of girls who were utilizing the building.

Personnel

One of the more stable factors connected with the women's physical education department during the growth years was the personnel, particularly the directors. One lady, Miss Flora May Ellis, was to serve as the principal administrator for the women during the major portion of these growth years.

However, before Miss Ellis came to campus two other women served as directors of the department. Grace M. Stafford, a graduate from the Chicago Normal School of Physical Education, was the director of women's physical education in 1920. She and her assistant directed the program under the first quarter semester plan of the college.³⁵

Ruth DuBois was the director in 1921 when the men's and women's divisions merged to become a single department within the School of Science and Literature. Even with the merger within the department, two separate divisions were maintained. During DuBois' Leadership,

³⁴Colvin, April 1, 1969.

³⁵Bulletin. 1920-21 p. 179.

the two year required service program for women students was outlined and initiated.³⁶

The woman who made a vital contribution to the history of women's physical education at Oklahoma A. & M. College was Miss Flora May Ellis. Miss Ellis arrived on the Aggie Campus in the fall of 1923 and



Figure 5. Flora May Ellis Women's Physical Education Director 1923-54

³⁶General Catalogue. 1921-22 p. 225.

conducted the women's program until 1954. A native of Macomb, Illinois, she received her training at Northwestern University and George Peabody College. Before she came to Oklahoma A. & M. College, Miss Ellis taught physical education at the State Teacher's College at Hays, Kansas.³⁷ Miss Ellis helped to promote not only the program at Oklahoma A. & M., but Oklahoma physical education also profited from her capabilities. Miss Ellis was a very active member in the state association of physical education. She served as the chairman of the women's section of physical education during the 1927 meeting of the Oklahoma Education Association. She was responsible for the program of that meeting. In 1935, she was elected to serve as president of the Oklahoma Physical Education Association.³⁸

It was primarily through the abilities of Miss Ellis as a physical educator, and her perseverance in establishing a worth-while program, that Oklahoma A. & M. College became, in the 1920's, one of the leading institutions in physical education among the "ten Southern states of this section of the country."³⁹

Because of the interest and skill Miss Ellis displayed in different types of dance, the women's program soon contained several dance courses. For example, no mention of dance courses was made in the program for physical education majors in 1922. However, in 1924, Folk and Clog Dancing was added to the program, and three more dance courses were added during the following years. Miss Ellis was also the

³⁷Oklahoma Association of Health, Physical Education, and Recreation Newsletter. May 1, 1952 Vol. 2 p. 4.

³⁸Foster, p. 12.

³⁹Bulletin. 1922-23 p. 220.

initiator and sponsor of the Social Dance Club which was started in the 1940's.

As a young instructor, Miss Valerie Colvin came to the Oklahoma A. & M. Campus in the fall of 1929. She received her undergraduate physical education background from Woman's College of Alabama, now Huntington College, and her graduate degree from Columbia University.

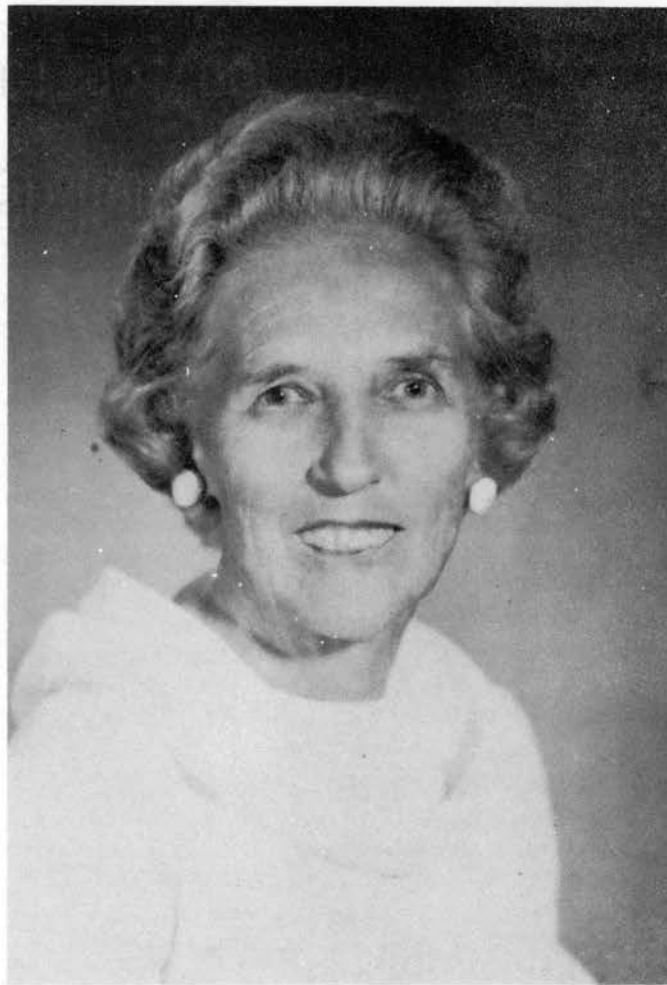


Figure 6. Valerie Colvin, 1929-69

From the time of her arrival on campus, Miss Colvin was totally involved in the growing physical education department.

The women's teaching staff grew from two women in 1924, to five in 1946. It was noted that from the thirteen staff members who taught from 1925 to 1946 only seven of these held a master's degree.

Clubs

The Women's Athletic Association which evolved from the Girls' Athletic Association affiliated with the National Women's Athletic Association in 1921.⁴⁰ The membership in the Association was open to all women on the campus and was based upon athletic ability only. This Association had a point system for team sports, individual sports, and hiking. One hundred points earned through intramural participation was the requirement for membership into the organization.

The most coveted honor of the Women's Athletic Association was the "O" sweater given to the girls who gained additional points through participation on the teams. This "O" award was exactly the same as the men athletes received. When a girl received an "O" award, she was given tickets to all athletic events conducted on campus. Beulah Snider, a senior in the School of Commerce and Marketing, was awarded the first girl "O." She was president of the Women's Athletic Association.⁴¹ Much controversy concerning the women's "O" award occurred and to the extent that it was decided that the award would no longer be equal to that of the varsity men.⁴²

⁴⁰General Catalogue. 1921-22 p. 227.

⁴¹The A. & M. Magazine. "Campus Briefs" November, 1929 p. 14.

⁴²Colvin, Interview May 27, 1969.



The Senate of the Student Association
 of the
 Oklahoma
 Agricultural and Mechanical College

By authority in it invested, does hereby grant to

Terpsichorean Club

THIS CHARTER

with all rights and privileges pertaining thereto, said organization to function in the interests of the Student Body and the Oklahoma Agricultural and Mechanical College as **a Student Society of Classical Dancers**

Given under our hand and seal this.....*FIRST*.....day

of.....*JAN.*.....192*9*.....

Signed:

Sam Gilstrap
 President
Loy Blackburn
 Secretary-Treasurer



Figure 7. Terpsichorean Club Charter

The Women's Athletic Association continued to function as the primary activity club sponsored by the women's physical education department. However, in 1929, a new club was founded. Miss Ellis organized the Terpsichorean Club with the following purposes in mind:⁴³

- to further dance as a creative art;
- to provide dance programs of quality to various campus organizations;
- to further develop the abilities and appreciations of experienced dancers;
- to introduce dance to the novice as an art.

The ideal of promoting leadership and high standards among women physical educators was the purpose of the honorary physical education fraternity, Sigma Sigma Psi. The Beta Chapter was brought to the A. & M. Campus through Miss Kirkendall who was a member of the organization at Battle Creek, Michigan. The chapter was installed on the campus in 1927. Eleven members were initiated as charter members on May 25, 1928. These members were:⁴⁴

- Seniors: Dorothy Adams
Grace Gaspar
Mildred Zahn
- Juniors: Adelaide Thain
- Graduates in Field: Victoria Cox, Oklahoma City
Eula Rathbun, Topeka, Kansas
Ophelia Sims, Guthrie, Oklahoma
Mary Watson, Flint, Michigan
Avonelle Woolley, Brooklyn, New York
- Faculty: Ellis, Troeger, Kirkendall

The members of Sigma Sigma Psi were elected from the junior and senior classes by the women faculty members. Candidates had to show loyalty to the school, possess a minimum overall grade average of 2.7, and were

⁴³Oklahoma Agricultural and Mechanical College Redskin Vol. 40. 1949 p. 478.

⁴⁴Colvin, May 27, 1969.

to be enrolled at Oklahoma A. & M. at least two years. Miss Ellis, as chairman of the department, served as president of this organization. Sigma Sigma Psi provided the opportunity for physical education majors to strive for professional excellence.

The Women's Athletic Association formulated new policies and rules in 1934. the point system was revised so that the "O" awards were attained on the basis of eight hundred points won by participation in intramural sports instead of the eleven hundred previously required. Membership in the organization was open to any girl interested in athletics who won one hundred points in any of the regular sports sponsored by the group during the year. Thirteen girls were initiated into the Women's Athletic Association in 1934-35.⁴⁵

Two important clubs developed from the physical education department during the war and post-war years. The Aquatic Club and the Social Dance Club were organizations for both men and women but sponsored by the women's department. The Aquatic Club originated in 1946. Membership was open to any student who could pass an extensive swimming entrance examination. The purpose of the club was to promote water safety and to increase interest in competitive and recreational swimming.⁴⁶ Members of the organization presented a water pageant each year to culminate the year's work.

The Social Dance Club was organized in 1948 by Miss Ellis. The purpose of the club was to give the student interested in becoming proficient in various types of dances an opportunity to help plan a year's

⁴⁵Women's Athletic Association Scrapbook 1934-35.

⁴⁶Oklahoma Agricultural and Mechanical College Redskin Vol. 38. 1947 p. 342.

program. Club officers were involved in the selection of music, styles of dances to be included, and publicity. Many students served as paid assistant instructors. The Social Dance Club was a very popular one among the students. In one college yearbook, a membership roll with approximately four hundred and twenty-five members' names existed.⁴⁷

⁴⁷Redskin. 1949 p. 446-447.

CHAPTER IV

THE PAST TWENTY YEARS 1949-69

A period of steady and stable growth began in 1949 for the Women's Division of Physical Education at Oklahoma A. & M. College. With the termination of World War II, the campus began to be flooded with veterans who sought to continue or finish their education.

Curriculum

The curriculum of the women's physical education division continued to progress in development and to grow to meet the needs of its students. Elementary Physiology was a new course requirement for major students in 1949-50. Campcraft, Observation and Practice Teaching were courses in which field trips were required. A special fee of seven dollars was charged for those trips.¹ The course title of Campcraft was changed to Camp Leadership in 1950 while the title of Recreational Programs for Schools and Community was changed to Recreational Leadership. That same year, Organization and Administration of Health and Physical Education was added to the curriculum. Evidently this was a revision of the course Administration and Equipment.²

¹Bulletin of Oklahoma Agricultural and Mechanical College 1949-50 Catalog Issue of School of Arts and Sciences. Vol. 47 p. 70.

²Bulletin of Oklahoma Agricultural and Mechanical College 1950-51 Catalog of Arts and Sciences. Vol. 48 p. 75.

Stunts and Tumbling first appeared in the College Catalog as a course separate from gymnastics in 1952. Previously, it had been listed as a part of the gymnastics course. Also this year, Practice Teaching became entitled Apprentice Teaching.³

Archery, Badminton, and Bowling were each listed as separate individual activity courses in 1954. Archery classes were still conducted on the field west of North Hall Dormitory. Bowling was conducted in the downtown bowling alley. It was taught one half semester while roller skating made up the other half semester.⁴

On July 1, 1957, Oklahoma Agricultural and Mechanical College officially became Oklahoma State University. The once "Aggie" land was now invaded by "O-State Cowboys."

Fencing, Body Mechanics and Synchronized Swimming were courses added to the major curriculum in 1957. Body Mechanics classes were conducted primarily in the North Hall Gymnasium. Fencing was taught in the gymnasium at Gardiner Hall.

In 1959, Physiology of Exercise became a required course for major students. This course was inserted into the program to help lay a scientific basis for physical education teaching. Another science oriented course, Corrective Physical Education, replaced the course Health Examinations. Another dance course, Choreography was added to the program in 1959.⁵

³Bulletin of Oklahoma Agricultural and Mechanical College 1953-54 Catalog of Arts and Sciences. Vol. 51, p. 85.

⁴Colvin, December 18, 1968.

⁵Oklahoma State University Arts & Sciences Catalog. 1959-60 Vol. 56, p. 64.

Creative Rhythms, an elective course designed for elementary classroom teachers or physical education majors, was added to the program in 1961. Because of the trend of physical education teachers' desire to be identified as educators instead of merely coaches and trainers the coaching methods classes were changed to teaching methods. Methods of Teaching Team and Individual Sports was inserted into the program for women majors.

In 1965, Trampoline was added to the course of Stunts and Tumbling. Riflery combined with archery while Recreational Games was combined with the course Badminton. Tests and Measurements in Health, Physical Education and Recreation was changed from a graduate to an undergraduate course.

The titles of the major course work in 1967 were not changed to a large degree from those in 1947 or 1929. The number of dance courses required in 1967 was down one from the five required in 1947 (Appendix A). The majors of the 1960's were encouraged to participate in at least one dance program during their study at the University. The sports courses of the three periods were basically the same. However, the titles of the Coaching Methods classes of 1947 were changed to Teaching Methods in 1967. One difference noted in the General Education requirements of 1929 and 1967 was the decline of emphasis placed upon the science courses such as zoology, bacteriology, and chemistry in 1967. Chemistry was required but not to the extent that it was in 1929. The majority of the physical education methods courses remained the same as those in 1929 and 1947.

Facilities

Compared with the steady curriculum growth of the women's department during this period, the facilities of the department were more sporadic in terms of changes and additions. There was no one area or building in which women's physical education was taught. There were as many as five different buildings utilized for teaching purposes during this twenty year span of time.

With the great influx of veterans onto the campus after the war, many temporary buildings had to be constructed to accomodate this increased population. Veteran's Village, a community within itself, was constructed specifically for these veterans on campus. This village was equipped with a post office, fire station, nursery school and a recreation hall. The recreational area became known as "Vet. Village." A large recreational building was equipped with a stage for dramatics, a library, a barber shop, a carpentry shop, and a gymnasium. This gymnasium had facilities for both men and women. After the number of veterans on campus tapered off, Veteran's Village was used primarily as a facility for men's intramural sports. However, the women's physical education department utilized the building in connection with the golf classes, gymnastics classes and sports days. "Vet" Village continued to serve the college in recreational capacity until 1968.⁶

By 1950, the outdoor area between Gardiner Hall and the "Old Gym" was completely filled with temporary quonset huts and parking facilities. More of the quonset buildings were constructed just south of the College Hospital. One of the more familiar ones to Oklahoma State

⁶Colvin, Interview April 1, 1969.

physical education majors was T-5. A flu epidemic necessitated the use of this facility as a temporary overflow hospital during the war. When the crisis was over, the nursery school occupied one section of the building while the women's physical education department moved into the other. T-5 served the department as a lecture room for bowling classes and practice room for sports classes which were forced indoors because of weather conditions.⁷

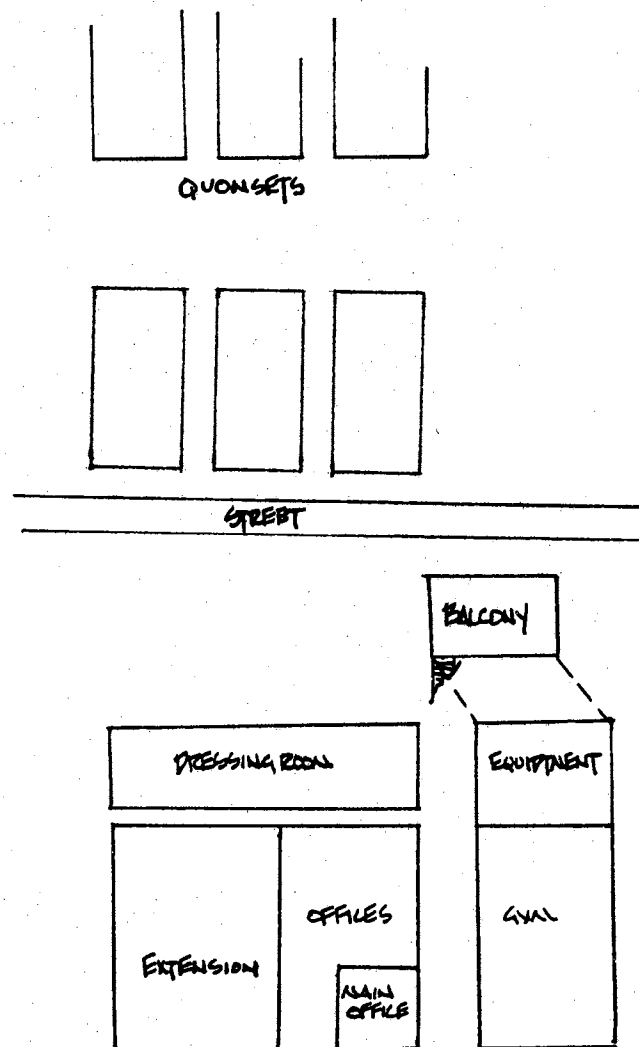


Figure 8. Gardiner Hall Floor Sketch 1960

⁷Ibid.

Changes in the arrangement of Gardiner Hall were evident in 1960. Because of the additional staff employed, and the needed office space, the table tennis area was converted into more office facilities. The library in the balcony was no longer in existence. The correctives or remedial service classroom was moved to North Hall. Even though only one teaching area remained in Gardiner, it continued to serve as the center of activity for the department.⁸

By 1961, the playing fields for women's service classes had been almost completely eliminated by new buildings, parking areas, and quonset huts. A small playing field was utilized just south of Old Central. This field, although not as large as a regulation size hockey field, was used for the team sports classes such as field hockey, speedball and softball. The area west of North Hall was still used for archery classes, but it was limited also because of parking areas. Actually, there was a twenty yard area on which archery was conducted. The women did utilize the varsity football practice field for field hockey sports days. Permission to use this field was obtained through the athletic offices and football coach. Despite limitations in outdoor areas, adaptations were made in the programs so that the basic skills and technics were taught and applied to game situations.

Seventy-eight years of physical education at Oklahoma State University was culminated by the construction of a new physical education center. The center began as a merger of a student proposed intramural-recreational building and a university proposed swimming pool.⁹ The

⁸Colvin, April 1, 1969.

⁹The Daily O'Collegian, October 20, 1965.

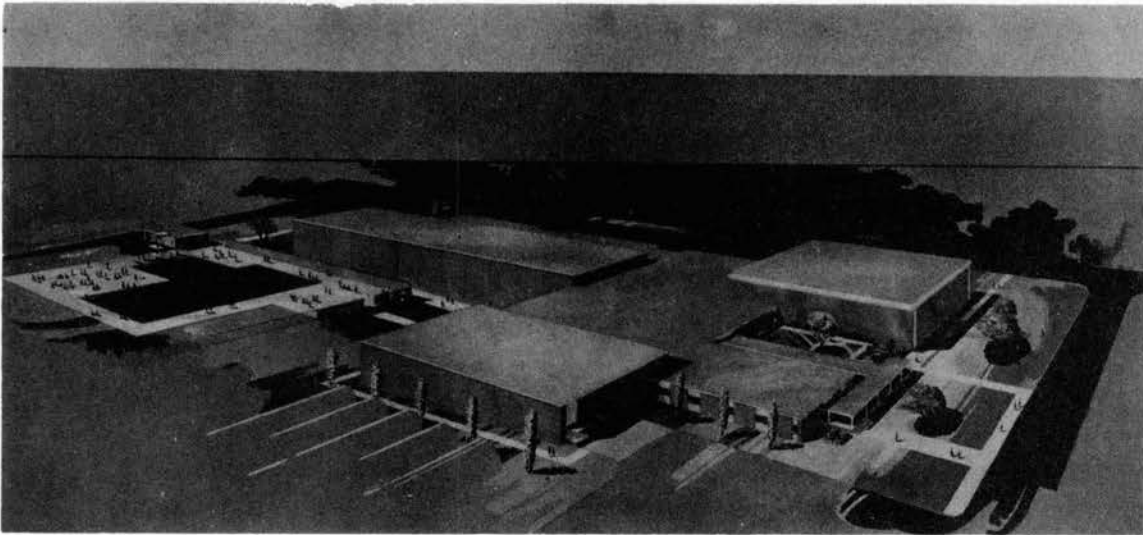


Figure 9. Valerie Colvin Physical Education Center 1969

result of this merger of plans was a 3.3 million dollar structure which was designed to serve three functions; namely, the instruction of physical education; the provision of facilities for both men and women's intramurals, and the provision of recreational facilities for both students and staff members. Areas of the center included:¹⁰

Audio Visual Room	Physical Development Room
Seminar and Study Room	Twelve Handball Courts
Study and Recreation Area	Two Squash Courts
Administrative Complex	25-yard, 6-lane Indoor Pool
Ten Staff Offices	50-meter, 10-lane Outdoor Olympic Pool
Physiology of Exercise Room	Gymnastics Room
Modern Dance Studio	Body Mechanics Room
Seven Basketball Courts	Six-thousand Lockers
Golf and Fencing Room	Staff Locker Area
Wrestling and Judo Room	

¹⁰Brochure Oklahoma State University Physical Education Center, January, 1969.

The offices of both the men's and women's divisions of physical education were transferred from Gallagher and Gardiner Halls to the new Physical Education Center on December 16, 1968. Instruction of all the service and major classes began in the center in January, 1969. The center was officially dedicated on April 5, 1969.

As the new Physical Education Center began its career on the Oklahoma State Campus, Miss Colvin's teaching career for the University was terminated. In appreciation and honor of her forty years of teaching, students, alumni, and interested colleagues requested that the new center be named for Valerie Colvin. This request was made a reality at the April, 1969 meeting of the Oklahoma State University Board of Regents when the center became officially known as the Valerie Colvin Physical Education Center.

Personnel

The growth of the university in terms of student enrollment during these twenty years had a definite effect on the personnel of the women's department. Because the student population increased, the two-year required service program of the department increased. Additional staff was employed to meet the teaching needs of the department. With Miss Ellis as chairman, four other women constituted the staff in 1949. During Miss Ellis' first year on campus in 1923, only two women were employed to teach physical education. As the staff and the department grew, Miss Ellis's responsibilities became more and more in the line of administration rather than of classroom instruction.

After thirty-one years of service to the institution, Miss Ellis retired from her position as Chairman of the Women's Division of

Physical Education. She did continue, however, to serve as the faculty sponsor of the Social Dance Club and the president of Sigma Sigma Psi. She served in these capacities until her death in 1963. Her contributions to the development of women's physical education on the Oklahoma A. & M. Campus were beyond any doubt tremendous.

The selection of Miss Valerie Colvin as Chairman of the Women's Department in 1954 seemed a natural phenomenon. Miss Colvin's leadership abilities were enhanced by her teaching experience and her professional association with Miss Ellis. Miss Colvin specialized in swimming and aquatics in the early part of her teaching career. She taught and coached all team sports and most individual ones. However, she never taught fencing, golf, anatomy, physiology of exercise or modern dance.¹¹ Through her leadership the department continued its growth and development.

Miss Colvin was a recipient of the Honor Award presented by the Southern District of the Association of Health, Physical Education and Recreation in 1959. She was honored for her service in the field and was among only four persons from a thirteen-state area who received the award.¹²

The women's staff had grown from the five members in 1949 to ten regular teaching staff members in 1969. Eight graduate assistants also aided the staff in the instruction of classes. Individual interests and abilities of the staff provided for a more diversified program of physical education for the women at Oklahoma State University.

¹¹Stillwater News-Press, April 9, 1969 p. 12.

¹²Ibid.

Clubs

The Women's Athletic Association was the sponsor of the intramural sports for women on the Oklahoma A. & M. Campus. These sports were conducted in various areas of interest and teams were represented from the residential halls and sorority houses on campus. Through participation in these sports, points could be earned for the "O" award.

The present Physical Education Major and Minor Club was originally two separate clubs, one for the women students and one for the men. However, in 1958, the two joined forces to form a single organization. The purposes of the club were clearly stated in the constitution of the organization. These were:¹³

1. To become better acquainted with the profession
2. To develop better leaders among the members of the organization
3. To raise prestige of the profession
4. To promote knowledge of and interest in Health, Physical Education, and Recreation
5. To serve as a good will unit for Oklahoma State University and the profession
6. To develop closer cooperation among the students, faculty and alumni
7. To cooperate with the American Association for Health, Physical Education and Recreation and other state and national education associations

This organization commonly referred to as the "PEMM Club" was open to all students who majored or minored in Health, Physical Education and Recreation. Members were encouraged to affiliate with both the state and national professional associations.

The Women's Athletic Association was changed to Women's Recreation

¹³Physical Education Major and Minor Club Handbook. 1962-63
Oklahoma State University, p. 10.

Association in 1958. The national organization, the Athletic Federation of College Women also added the word recreation to its name.¹⁴

Approximately two hundred representatives from the South Central Regional Athletic Recreation Federation of College Women assembled on the Oklahoma State Campus in April, 1964 for a Regional Conference. The Women's Recreation Association at Oklahoma State combined its efforts with those of the association at Central State College in Edmond to sponsor and direct the Conference. This was one of the highlights of all the activities sponsored by both departments, but particularly the Oklahoma State Women's Recreation Association played a vital role in this endeavor.

¹⁴Oklahoma State University Redskin. 1958 Vol. 49 p. 169.

CHAPTER V

SUMMARY

The problem incorporated in this study was to trace the development of women's physical education at Oklahoma State University from the founding of the institution to the present date. The problem was extended to show the influence of the times and the progress of the college as they related to the development of women's physical education. The study showed the development of four areas of the program. The undergraduate service and major curriculum, the facilities, the teaching personnel, and the clubs sponsored through the women's physical education department were investigated.

The undergraduate course curriculum grew from one course of "physical culture" in 1898 to a varied program of course work in 1969. A certificate in physical education was offered until 1922-23 when a four-year course leading to a Bachelor of Science degree was introduced into the curriculum. Later in 1932, a Master of Science degree could be received at Oklahoma A. & M. in physical education. All women students were first required to enroll in physical education in 1905. This requirement was extended to a two-year program for all women enrolled in the college in 1921. Women students were still required to meet this demand in 1969.

The course program for women physical education majors began in 1923. This program followed the trends in physical education. For

example, the program began with a formal gymnastics foundation followed by a health emphasis and a sports for recreation trend. The major program was dance oriented at its inception because of staff interests and skills. The program in 1969 was varied with no emphasis on one particular area of specialization.

Two women were responsible for the majority of the leadership of the women's physical education department. Miss Flora May Ellis directed the program from 1923 until 1954. Miss Valerie Colvin assumed her leadership post in 1954 and was to continue her responsibility until her retirement in 1969. Both of these women made invaluable contributions to the women's program and to the field of physical education for women.

Under the guidance of Miss Ellis and Miss Colvin as directors of the department, the teaching staff of the women's program increased in number from two women instructors in 1923 to ten full-time teaching personnel and eight graduate assistants in 1969.

Unlike the course program and the teaching staff, the outdoor facilities utilized by the women's department did not increase in number as the institution grew. Space for playing fields was no major concern in the early days of the program. However, with the rapid growth of the campus and the accessibility of the automobile, the spaces on campus began to be filled with buildings and parking areas. Eliminated, therefore, were many of the playing areas for outdoor activity.

Gardiner Hall (the Women's Building) was the principal indoor facility for the women's program. The women's staff had its offices in this building until 1968 when a new facility was completed on

campus. The women utilized the Old Gym or Armory for many of the classes taught. The only swimming pool on campus existed in the Old Gym. Many swimming classes were taught there from 1920 until 1969. The dance studio and body mechanics classroom was found in the small gymnasium in the basement of North Murray Hall.

The women used the Field House, which was constructed in 1939, only upon permission from the men's athletic department. However, physical education theory classes were conducted in this facility.

Two temporary buildings which proved to be not so temporary to the women's physical education program were "T-5" and "Vet. Village." These two facilities served the department for many years. Classes such as body mechanics, bowling, golf, and gymnastics were conducted in these buildings.

With the growing enrollment of the university and the increasing number of students in physical education, the facilities utilized for teaching purposes were considered too small to handle the situation. Students on campus proposed that a recreation-intramural facility be constructed on campus. These two factors were very important in the proposed physical education center for Oklahoma State University.

The students' desire for a recreation facility and the need for more facilities for physical education became a reality when the new physical education center was opened in December, 1968. The new center provided facilities for theory classes, activity classes, including golf and body mechanics, and recreational facilities for students of the university. The center was officially named the Valerie Colvin Physical Education Center in honor and appreciation of the forty years of dedicated service which Miss Colvin rendered to Oklahoma State.

The clubs sponsored by the women's physical education department were almost as broad in scope as the curriculum itself. The first and perhaps dominant club organized for women students interested in physical activity was the Women's Recreation Association. This organization began with the formation of a tennis club and progressed to become affiliated with the national organization. "WRA" sponsored many activities for women students. It was through this organization that intramural sports were conducted. Women could receive an "O" award through participation and leadership in the association.

Another early club was the Terpsichorean Club. Because of the foundation of the program in dance, this organization was designed to promote the appreciations and skill of classical dancing.

Organized during the later years of development of the women's department were the Social Dance Club and the Physical Education Majors and Minors Club. Both of these two clubs grew from interests on the part of the students and the staff.

Women's physical education at Oklahoma State University was exemplified through the provision of physical activity for all women students, the selection of a varied curriculum, and the employment of a well qualified teaching staff. The program at Oklahoma State University was developed in relation to the trends in physical education. Thus, the program was always current in its philosophies and practices.

Since the first course in "Physical Culture," the women's physical education department was geared to providing a varied program for women students. Well qualified physical education instructors and more physically fit women were the products of the program of the Women's Physical Education Division at Oklahoma State University for seventy-eight years.

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APPENDIX A

A chronological list of undergraduate courses added to the women's physical education program at Oklahoma State University:

1891-1968

- 1898-99 Physical Culture
- 1901-02 Basketball and Tennis
- 1905-06 Systematic Physical Culture
- 1908-09 I. Introductory
 - II. Advanced Course
 - III. Continuation of Course II
 - IV. Esthetic Gymnastics
 - V. Swimming, Tennis, Hockey, Basketball, and Cross-Country Walking
 - VI. Massage and Medical Gymnastics
 - VII. Special Gymnastics
- 1909-10 Course VIII. Athletics (Same as above)
- 1911-12 Corrective Gymnastics
- 1913-14 Massage, Medical Gymnastics and Theory
 - May Festival Dances
- 1914-15 101 Personal Hygiene
- 1915-16 Advanced Folk Dancing
 - Theory of Physical Education
 - Baseball and Volleyball added to Athletics

- 1919-20 101-102 First Year Gymnastics
103-104 Second Year Gymnastics
105 Public School Gymnastics
106 Medical Gymnastics
107 Substitute Work
109 Beginning Swimming
110 Second Semester Swimming
111 Intermediate Swimming
112 Advanced Swimming
113 Soccer
114 Hockey
115 Volleyball
116 Folk Dancing
117 Basketball
118 Baseball
119 Tennis
- 1921-22 271-272-273 Drill and Marksmanship
371-372-373 Human Anatomy
331 Physiology of Bodily Exercise
341-342-343 History, Principles, and Methods
351-352-353 Observation and Practice Teaching
361-362 Advanced Gymnastics and Dancing
431 Kinesiology and Applied Anatomy
443 Administration and Equipment
451-452-453 Observation and Practice Teaching
471-472-473 Coaching
483 Anthropometry and Medical Gymnastics

- 1923-24 161,162,163 Athletics
263 Track and Field Athletics
- 1924-25 381,382,383 National Folk and Clog Dancing
- 1925-26 493 Festivals and Pageants
- 1926-27 162 Recreational Sports
242 Camping
372 Advanced Camping
- 1927-28 201 Golf
- 1928-29 491 American Red Cross Life Saving
- 1930-31 321 Tap and Soft Shoe Dancing
- 1931-32 321 Routines I
481 Special Problems in Physical Education
- 1934-35 122 Health Education
151,161 Team Sports
321 Gymnastics
443 Methods of Teaching Physical Education in the
Public Schools
- 1935-36 363 Coaching Individual Sports
- 1937-38 202 First Aid
423 Organization and Administration of Intramural Sports
- 1938-39 281 Orientation in Dance
482 Health Examination and Physical Diagnosis
392 Physical Education Program for Elementary Schools
483 Recreational Program for School and Community
- 1939-40 333 Methods and Materials of Health Education
271 Equitation
- 1942-43 402 Physical Fitness Through Physical Education

- 1943-44 231 Modern Dance
241 Tap Dance
251 Folk Dance
453 History and Philosophy of the Dance
- 1945-46 321 Advanced Tennis
- 1947-48 242 Rhythmical Analysis
- 1949-50 213 Elementary Physiology
- 1950-51 343 Camp Leadership
483 Recreational Leadership
423 Organization and Administration of Health and Physical Education
- 1952-53 171 Stunts and Tumbling
- 1953-54 473,493 Apprentice Teaching
- 1954-55 181 Archery
191 Badminton
271 Bowling
492 Methods and Materials for the Teaching of Swimming and Aquatic Sports
- 1955-56 251 European Folk Dance
- 1957-58 121 Body Mechanics
211 Fencing
261 Synchronized Swimming
- 1958-59 101 Social Dance
- 1959-60 302 Physiology of Exercise
482 Corrective Physical Education
452 Choreography
- 1961-63 171 Self Testing Activities
241 Creative Rhythms

- 1961-63 252 Methods of Teaching Team Sports
382 Methods of Teaching Individual Sports
402 Methods in Physical Education for Elementary Teachers
- 1965-67 171 Stunts, Tumbling and Trampoline
181 Archery and Riflery
191 Badminton and Recreational Games
432 Tests and Measurements in Health, Physical Education and Recreation

1922-23 Physical Education Major Requirements

Freshman:

English
Public Speaking
Mathematics
Chemistry

Sophomore:

English
Zoology General
Zoology Vertebrate
Zoology Invertebrate
Educational Psychology
General Psychology
Advanced Physiology

Junior:

Physical Education Physiology
History
Physical Education History
Human Anatomy
Psychology of Adolescence
Observation and Practice Teaching
Methods of Teaching High School

Senior:

Kinesiology and Applied Anatomy
Educational Mental Tests
General Sociology
Physical Education Administration and Equipment
Physical Education Anthropometry and Medical
Physical Education Observation and Practice Teaching
Coaching

1929-30 Physical Education Major Requirements

Freshman:

English
College Algebra or Foreign Language
Chemistry General & Qualitative Analysis
First Year Gym
Play and Recreation
Recreational Sports

Sophomore:

Education and Childhood Psychology
English Composition
Zoology and Biology
First Aid
Athletics
Second Year Gym
Public Speaking

Junior:

Adolescence Psychology
Physical Education History, Principles and Methods
Folk and Clog Dancing
Observation and Practice Teaching
Advanced Dancing
Anatomy and Physiology
General Bacteriology
Education History

Senior:

Kinesiology and Applied Anatomy
Practice Teaching
Natural Gymnastics
Ethics and Moral Education
Athletics
Education Mental Tests
Festivals and Pageants
Natural Dancing
Anthropometry and Equipment

1947-48 Required Courses for Women

Physical Education Majors*

Beginning or Intermediate Swimming
Physical Education Activity for Freshman
Restricted and Individual Gymnastics
Team Sports
Golf
First Aid
Individual Sports
Tennis
Modern Dance
Tap Dance
Folk Dance
Coaching Team Sports
History and Principles of Physical Education
Applied Anatomy and Kinesiology
Observation
Physical Education Program for Elementary Schools
Practice Teaching
Program of Physical Education for Secondary Schools
Campcraft or Recreational Programs for School and Community
Methods and Materials in the Dance
Coaching Individual Sports
History and Philosophy of the Dance

*No course outline by semesters was given.

1967-68 Physical Education Major Requirements

Freshman:

Introduction to Physical Education
Arts & Sciences Education Orientation
English
Biology
Social Science
Personal Hygiene
Team Sports
Tumbling and Gymnastics
Introduction to Psychology
First Aid
Folk, Square, and Social Dance
Modern Dance

Sophomore:

Speech
Humanities
Chemistry or Physics (only in Physical Science required in College
of Education)
Advanced Swimming and Life Saving
Body Mechanics
Geography, Geology or Astronomy
Physiology
Activity and Methods

Junior:

Mathematics
Anatomy and Kinesiology
Program for Elementary School
School in American Society
Individual Sports Methods
Intramurals and Officiating
Recreational Leadership
Physiology of Exercise
Child and Adolescence Psychology
Water Safety Instruction
Camp Leadership
Advanced Choreography

Senior:

Organization and Administration of Health, Physical Education and
Recreation
Corrective Physical Education
Health Education
Tests and Measurement in Physical Education
Methods in Dance
Philosophy of Education
Education Psychology
Apprentice Teaching

APPENDIX B

A chronological list of personnel for the women's physical education program 1898-1969:

- 1898-99 Miss May Overstreet, Assistant in Preparatory
- 1905-06 Mr. F.A. McCoy, Physical Director
- 1906-07 Mr. Boyd A. Hill, Physical Director
- 1907-08 Mrs. Boyd A. Hill, Physical Director for Women
- 1908-09 Miss Emma J. Ross (Posse Gymnasium and Emerson School of Oratory) Physical Training Director
- 1909-10 Emma J. Ross, Director
Miss Bertha Combs, Assistant Director
- 1911-12 Miss Anna Miller, Director
Miss Mary E. Fields (Posse Gymnastics School) Assistant Director
- 1912-13 Anna Miller, Director
Irene Shaley (Posse Normal School of Gymnastics) Assistant Director
- 1913-16 Anna Miller, Director
Mary Barlow, A.B. Assistant in Physical Training
- 1916-18 Anna Miller, Director
Margaret Unser (Graduate, Mary Wood Hinman School of Gymnastics and Folk Dancing) Assistant
- 1918-20 Anna Miller, Director
Hazel D. Peek (Ph.D. University of Chicago) Assistant

- 1920-21 Grace M. Stafford, Diploma (Chicago Normal School of Physical Education) Professor
Emelia M. Skarra, Diploma (Chicago Normal School of Physical Education) Assistant
- 1921-22 Ruth DuBois, Diploma (Chatauqua School of Physical Education) A.B. (University of Nebraska) Professor
Emelia Skarra, Assistant Professor
- 1922-23 Flora May Ellis, B.S. (Northwestern University) M.A. (George Peabody College) Professor
Janet Woodruff, Diploma (Oklahoma A. & M. College) Assistant
- 1923-24 Flora Ellis, Professor
Katherine Church, Diploma (Kellogg School of Physical Education) Assistant Professor
- 1924-25 Flora Ellis, Professor
Cornelia A. Beall, B.A. (Wellesley College) Assistant Professor
- 1925-28 Flora Ellis, Professor
Mary Margaret Kirkendall, A.B. (Simpson College) B.S. (Battle Creek College) Instructor
Eleanor Eva Troger, B.S. (Columbia University) Instructor
- 1928-35 Flora Ellis, Professor
Mary Margaret Kirkendall, Assistant Professor
Valerie Colvin, A.B. (Women's College, Ala.) M.A. (Columbia University) Assistant Professor
- 1935-37 Flora Ellis, Professor
Valerie Colvin, Assistant Professor
Mary Tree Watson, B.S., M.S. (Oklahoma A. & M. College)
- 1937-39 Flora Ellis, Professor
Valerie Colvin, Assistant Professor
Edna Ruth Byers, A.B. (MacMurray College) M.A. (Columbia University) Assistant Professor
Ruth M. Kettner, B.E. (Wisconsin State Teachers College) M.A. (Columbia University) Assistant Professor

- 1939-42 Flora Ellis, Professor
Valerie Colvin, Associate Professor
Mrs. Margaret M. Richards, B.S. (Texas State College for Women) M.A. (Columbia University) Assistant Professor
- 1942-43 Flora Ellis, Professor
Valerie Colvin, Associate Professor
Natalie Agnes Bartlett, B.E. (LaCrosse Teachers College) M.A. (Texas State College for Women) Instructor
- 1943-46 Flora Ellis, Professor
Valerie Colvin, Associate Professor
Natalie Bartlett, Instructor
Jane Levine, B.S. (Peabody College) M.A. (Texas State College for Women) Instructor
- 1946-48 Flora Ellis, Professor
Valerie Colvin, Associate Professor
Jane Levine, Instructor
Jean Aldrich Kautz, B.S. (University of Wisconsin) Instructor
Betty Jo Miller, A.B. (Colorado State College of Education) Instructor
- 1948-49 Flora Ellis, Professor
Valerie Colvin, Associate Professor
Dortha Ruth Lindsey, B.S. (Oklahoma A. & M. College) Instructor
Frances Wood, B.S. (Oklahoma A. & M. College) Instructor
Joyce Ogden Seward, B.S. (Oklahoma A. & M. College) Instructor
- 1949-50 Flora Ellis, Professor
Valerie Colvin, Associate Professor
Ruth Lindsey, Instructor
Frances Wood, Instructor
Joyce Seward, Instructor

- Martha Frances Charnock, B.S. (Women's College of the University of N. Carolina) M.S. (University of Wisconsin)
Assistant Professor
- 1950-53 Flora Ellis, Professor
- Valerie Colvin, Associate Professor
- Frances Wood, Assistant Professor
- Martha Charnock, Assistant Professor
- Joyce Seward, Instructor
- 1953-54 Valerie Colvin, Associate Professor
- Clara L. Gamble, B.S. (Alabama College) M.A. (University of N. Carolina) Assistant Professor
- Pauline Grande, B.S. (New York University) Instructor
- 1954-55 Valerie Colvin, Professor and Chairman
- Clara Gamble, Assistant Professor
- Glenna Rae Williams, B.S., M.A. (Texas State College for Women) Assistant Professor
- 1955-56 Valerie Colvin, Professor
- Sally Swim Ahrberg, B.S. (Oklahoma A. & M. College) Instructor
- Ruth Louise Stilz, B.S. (University of Kentucky) M.A. (Indiana University) Instructor
- 1957-59 Valerie Colvin, Professor
- Ruth Lindsey, B.S. (Oklahoma A. & M. College) M.S. (University of Wisconsin) Assistant Professor
- Myr-Lou Rollins, B.A. (Texas State College for Women) Instructor
- Ruth Stilz, Instructor
- 1959-60 Valerie Colvin, Professor
- Ruth Lindsey, Assistant Professor
- Myr-Lou Rollins, Instructor
- Mary Ann Ritchie, B.S. (Oklahoma State University) M.S. (Louisiana State University) Instructor

Marjorie Sams, B.S. (Oklahoma College for Women) M.S. (Northern Illinois University) Instructor

Coreta Cowart, B.A. (University of California at Santa Barbara) M.S. (University of Arkansas)

1961-63 Valerie Colvin, Professor

Ruth Lindsey, Assistant Professor

Myr-Lou Rollins, Assistant Professor

Mary Ann Ritchie, Instructor

Marjorie Sams, Instructor

Mrs. Dawn Burch, B.S. (Texas Women's University) Instructor

1963-65 Valerie Colvin, Professor

Ruth Lindsey, Assistant Professor

Myr-Lou Rollins, M.A. (Texas Women's University) Assistant Professor

Dawn Burch, Instructor

Billie Jo Jones, B.S. (Arkansas State Teachers College) M.S. (University of Arkansas) Instructor

Ada Van Whitley, B.S. (Northeastern State College) M.S. (Oklahoma State University) Instructor

1965-67 Valerie Colvin, Professor

Ruth Lindsey, Assistant Professor

Billie Jones, Instructor

Ada Van Whitley, Instructor

Myr-Lou Rollins, Assistant Professor

Miriam P. Haworth, B.S., M.S. (Oklahoma State University) Instructor

1967-69 Valerie Colvin, Professor

Dr. Ruth Lindsey, DPE (University of Indiana) Associate Professor

Billie Jones, Assistant Professor

Ada Van Whitley, Assistant Professor

Myr-Lou Rollins, Assistant Professor

Mignon Lester, B.S. (Oklahoma College for Women) M.S.
(Oklahoma State University) Assistant Professor

Pauline Winter, B.S., M.A. (Texas Women's University)
Assistant Professor

Joanna Flint, B.S., M.S. (Baylor University) Instructor

Mrs. Mary L. Frye, B.S. (Hamline University) M.S. (Oklahoma
State University) Assistant Professor

Mrs. Jacqueline Riggs, Women's Golf Coach

Graduate Assistants 1968-69:

Mrs. Betty Abercrombie, B.S. (Oklahoma A. & M. College) M.S.
(Phillips University)

Frances Albitz, B.S. (Northeastern State College)

Sharon Brown, B.S. (Phillips University)

Linda Crumrine, B.S. (Phillips University)

Nan McCurry, B.S. (Central State College)

Dorothy J. Moore, B.S. (Oklahoma State University)

Nancy Scheffsky, B.S. (Phillips University)

Mary J. Tibbels, B.S. (Arkansas Polytechnical College)

VITA

Betty Nan McCurry

Candidate for the Degree of
Master of Science

Thesis: THE DEVELOPMENT OF PHYSICAL EDUCATION FOR WOMEN AT OKLAHOMA
STATE UNIVERSITY

Major Field: Health, Physical Education and Recreation

Biographical:

Personal Data: Born in Duncan, Oklahoma, June 23, 1943, the
daughter of Mr. and Mrs. Rex B. McCurry.

Education: Graduated from Velma-Alma High School, Velma, Oklahoma
in May, 1961; attended Central State College, Edmond, Oklahoma
1961-65 and received the Bachelor of Science degree in 1965
with a major in Health, Physical Education and Recreation;
completed the requirements for the Master of Science degree
at Oklahoma State University in August, 1969.

Professional Experience: Physical Education Instructor 1965-68
Fox High School, Fox, Oklahoma; graduate assistant, Health,
Physical Education and Recreation Department, Oklahoma
State University 1968-69.